

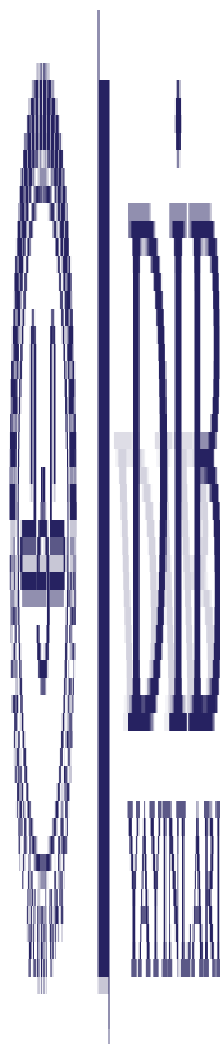


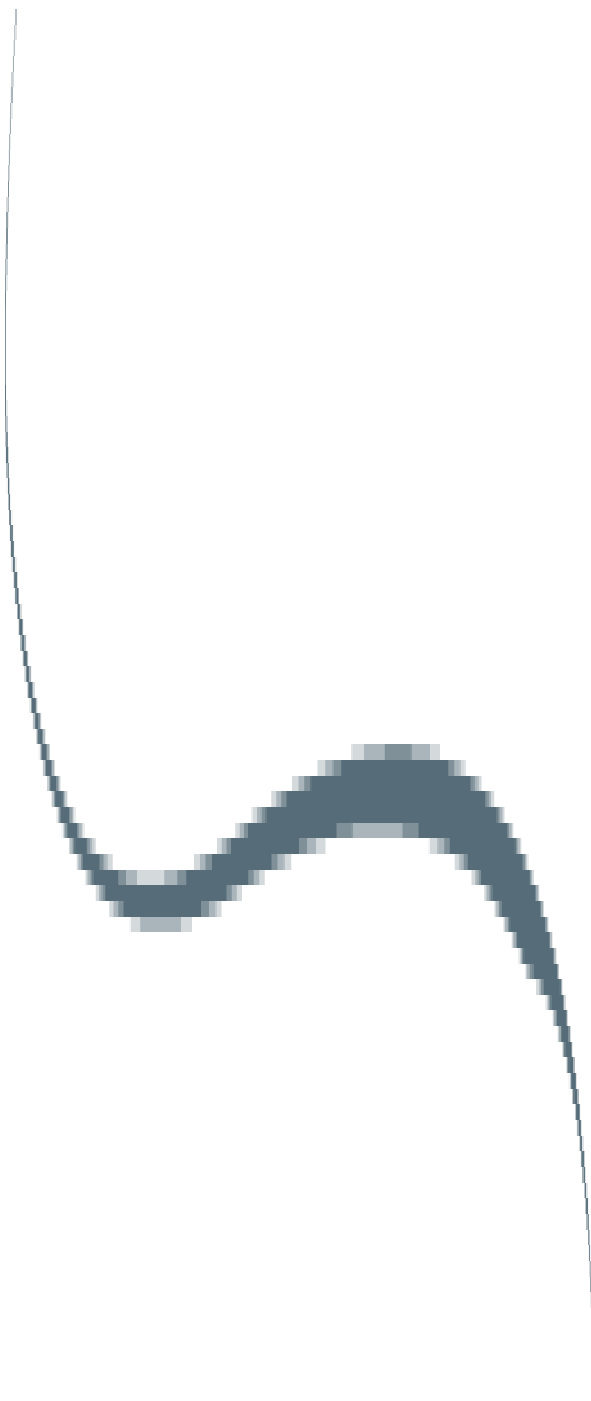
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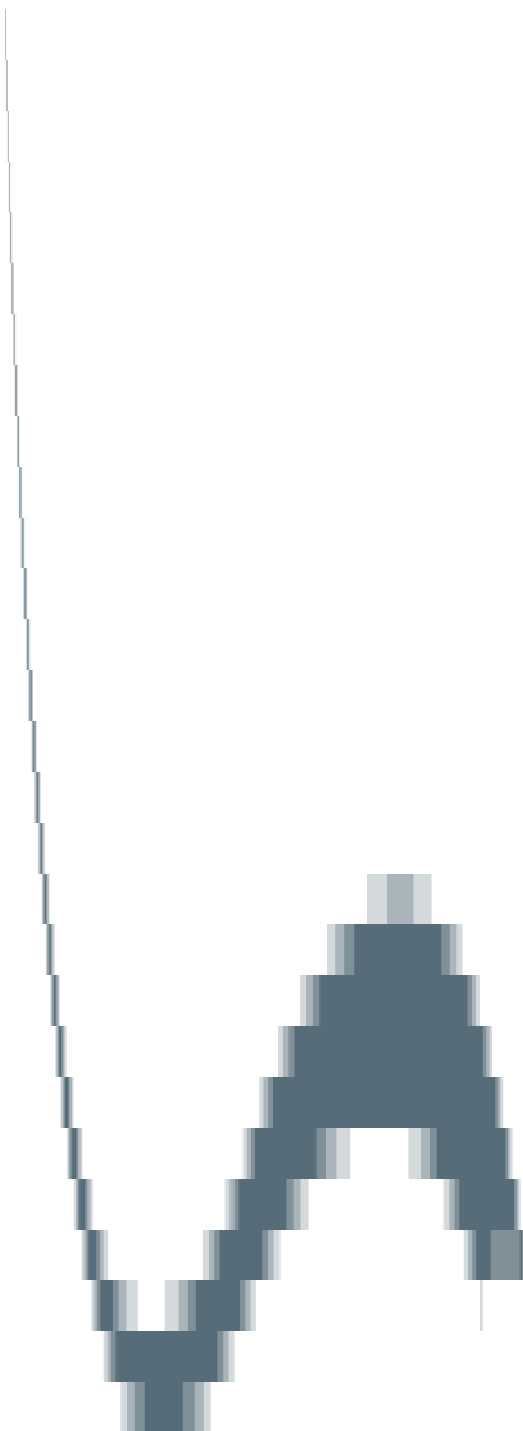


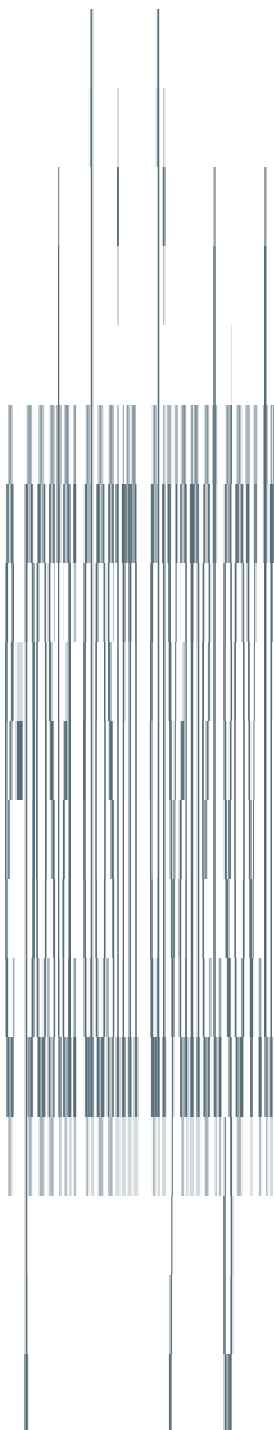
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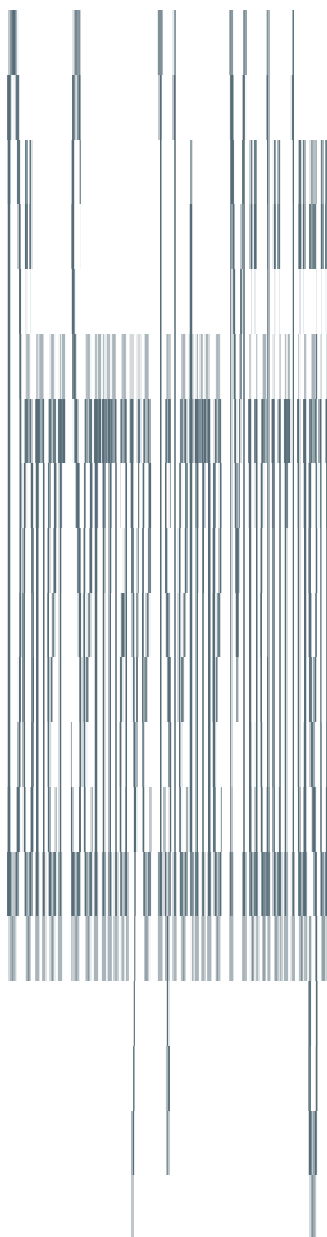








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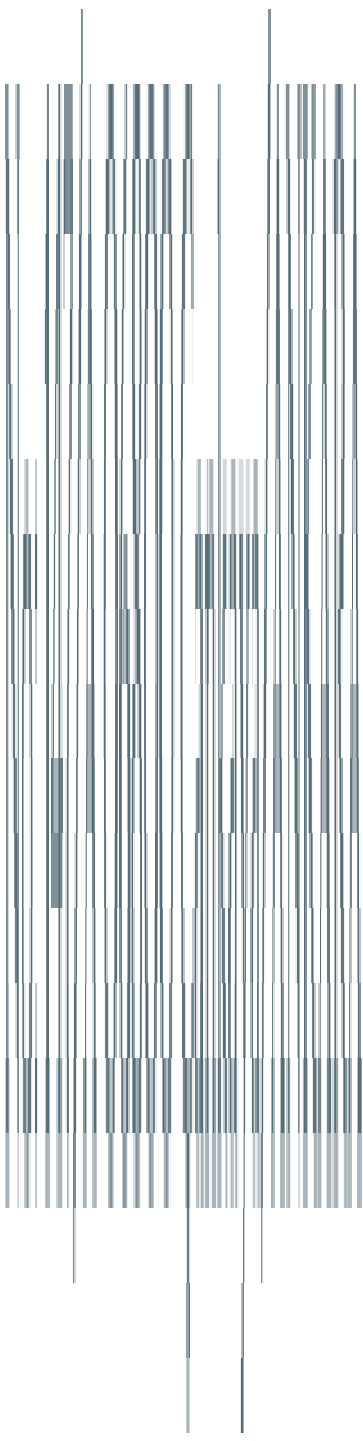








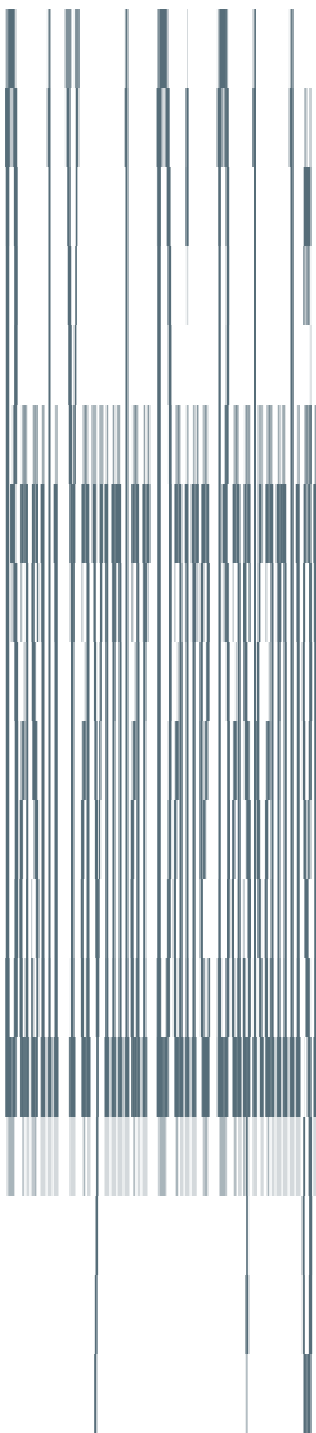


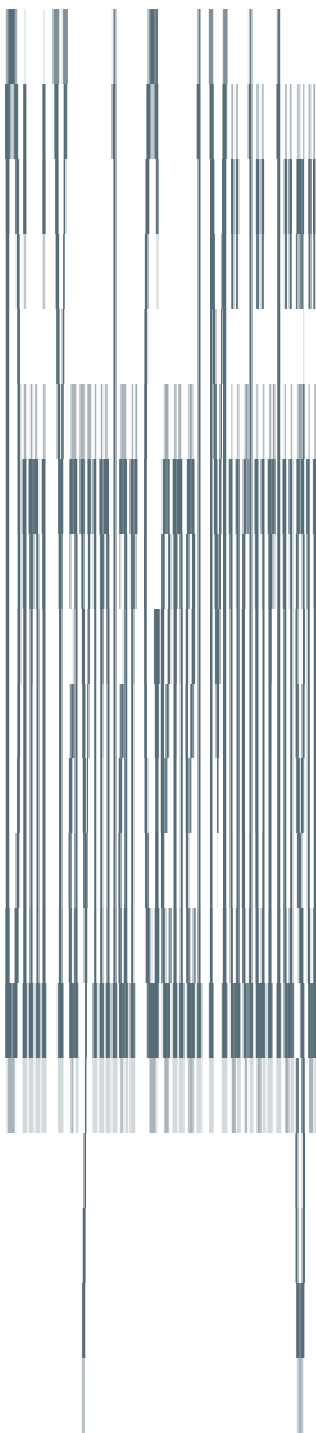


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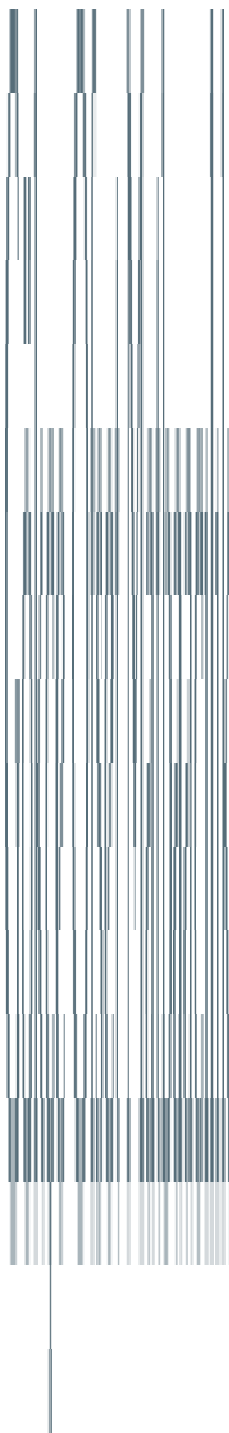






















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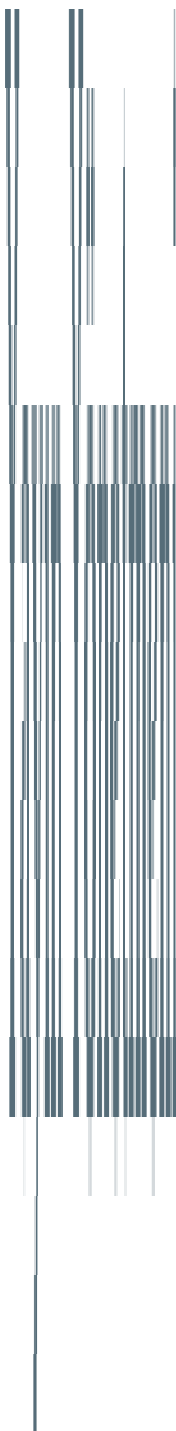








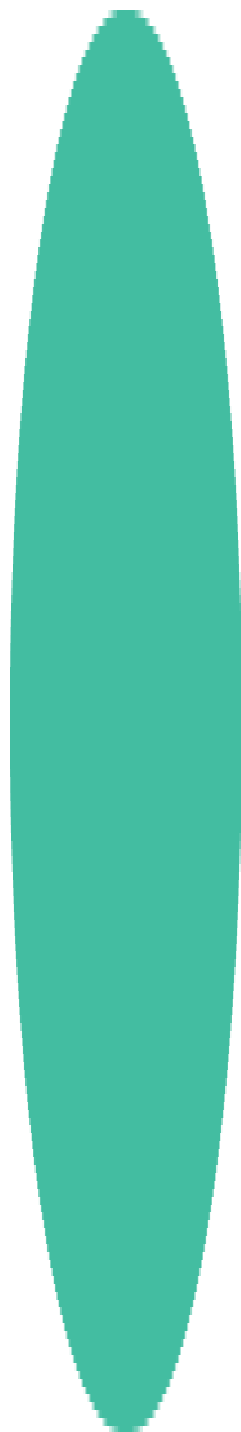






















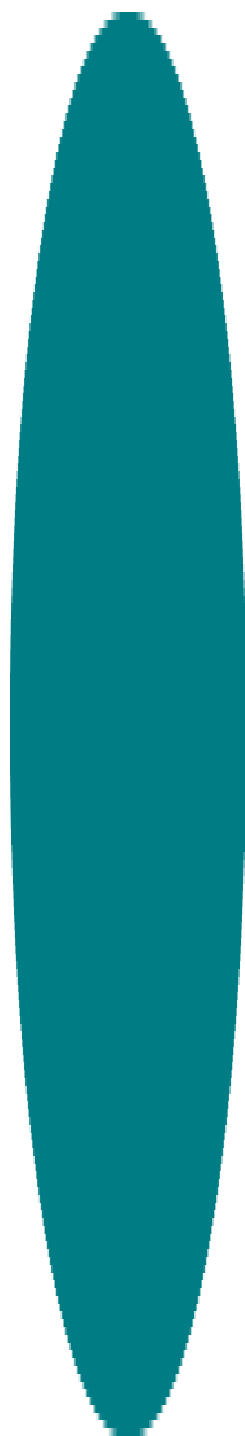


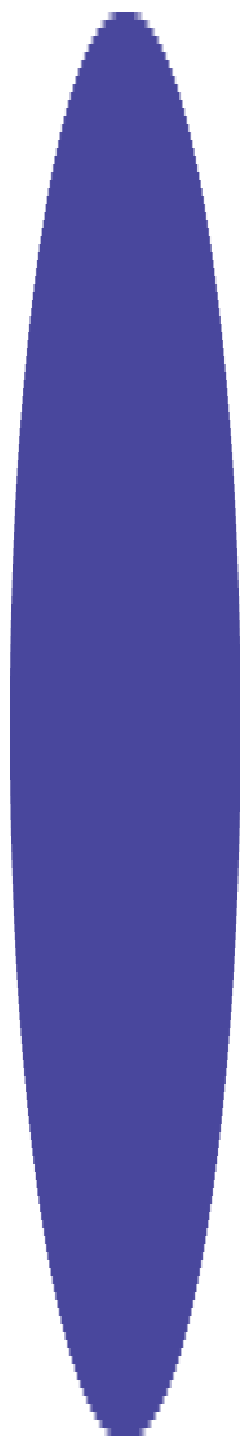






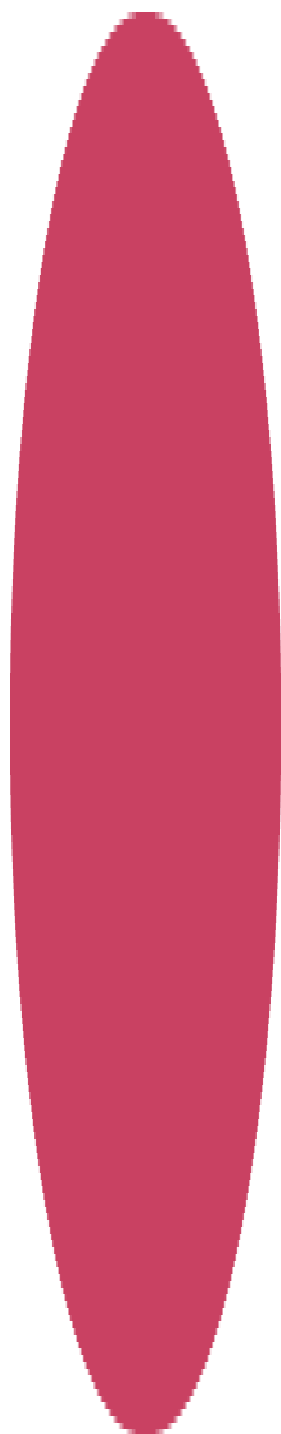














The first part of the paper discusses the importance of understanding the local context in which a project is implemented. This includes a thorough analysis of the social, cultural, and economic factors that may influence the success or failure of the intervention. It is essential to engage with the community from the outset, ensuring that their voices are heard and their needs are addressed.

The second part of the paper focuses on the design and implementation of the project. This involves setting clear objectives, developing a detailed plan, and allocating resources effectively. It is crucial to monitor progress regularly and make adjustments as needed to ensure that the project remains on track and responsive to the community's needs.

The third part of the paper discusses the evaluation and impact of the project. This involves collecting data, analyzing the results, and assessing the overall impact of the intervention. It is important to consider both the short-term and long-term effects of the project, as well as the sustainability of the changes implemented.

Finally, the paper concludes with a discussion of the lessons learned and the implications for future projects. This includes identifying the strengths and weaknesses of the current project and providing recommendations for how similar projects can be improved in the future.























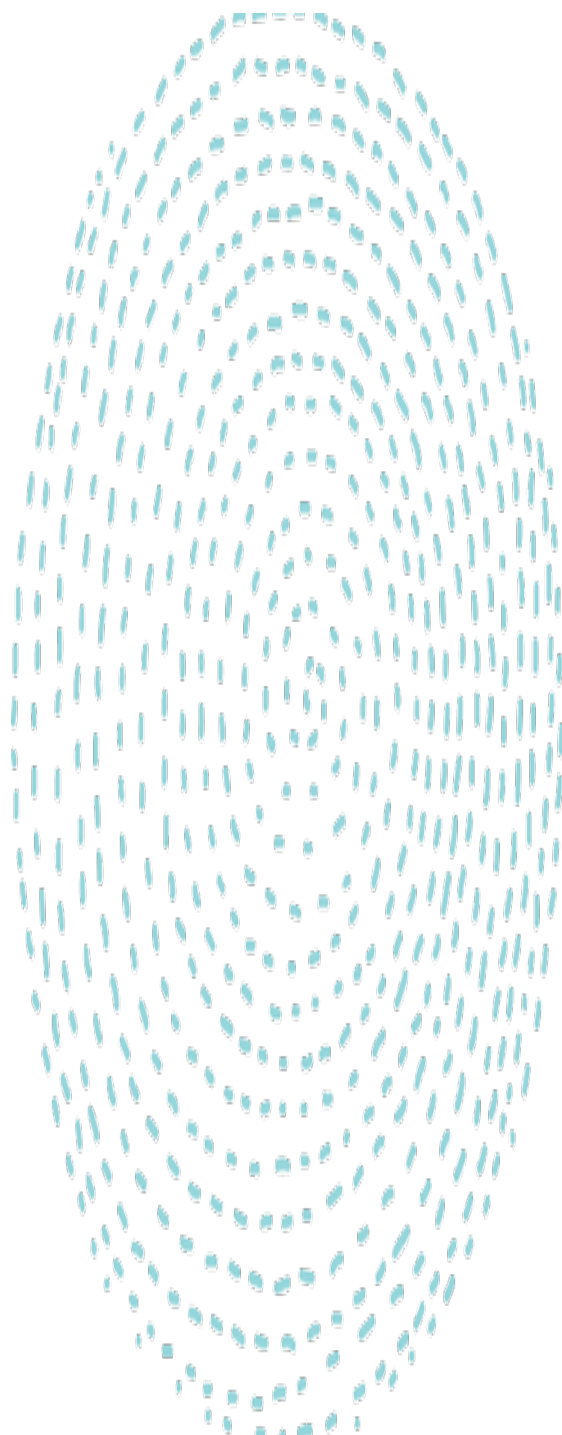
The first part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial system and for providing a clear audit trail. The second part of the paper examines the various methods used to collect and analyze data, highlighting the strengths and weaknesses of each approach. The third part of the paper focuses on the development of effective communication strategies, which are crucial for ensuring that all stakeholders are kept informed and engaged. Finally, the paper concludes with a series of recommendations for improving the overall performance of the organization, based on the findings of the research.





The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights how cultural differences can influence the interpretation of data and the design of the study. The author argues that researchers must be sensitive to these differences and adapt their methods accordingly. This is particularly true in cross-cultural research, where the researcher is often working in a new and unfamiliar environment. The paper then moves on to discuss the challenges of conducting research in a non-Western context. It notes that many of the assumptions and methods developed in Western research may not be applicable in other cultures. For example, the use of individualistic measures may not be appropriate in collectivist cultures. The author suggests that researchers should seek to understand the local context and develop methods that are culturally appropriate. This may involve working with local researchers and using local measures. The paper concludes by emphasizing the need for cultural sensitivity and adaptability in research. It calls for a more inclusive and flexible approach to research that recognizes the value of different cultural perspectives.





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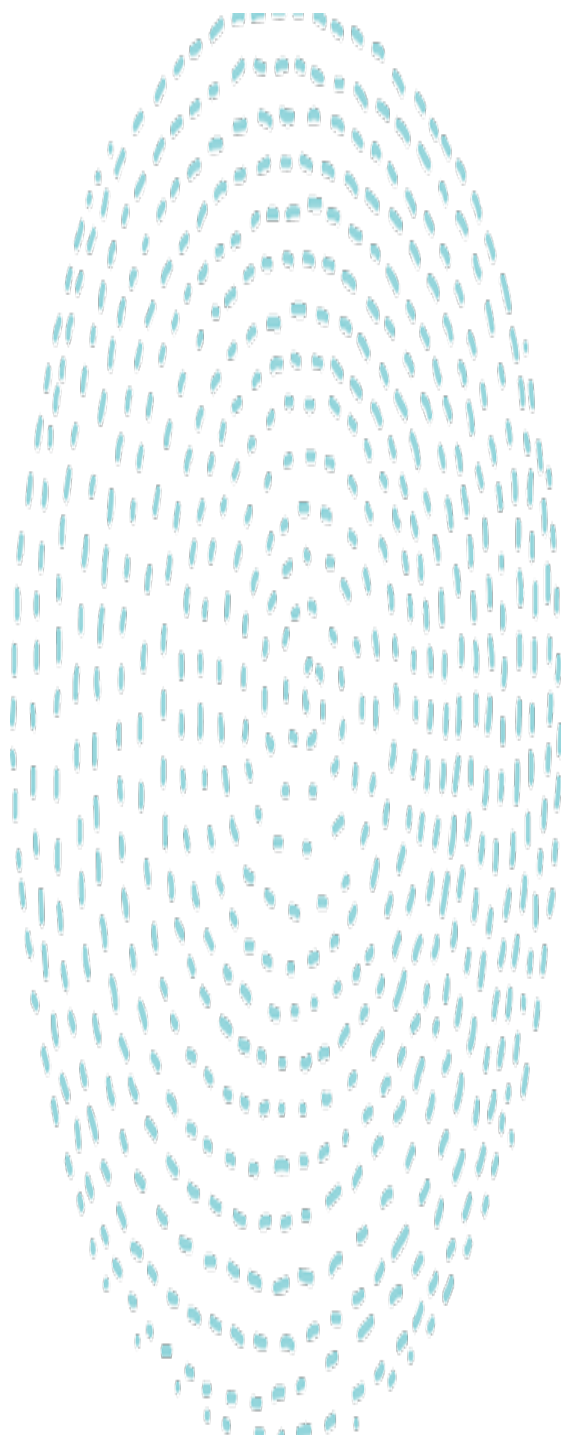
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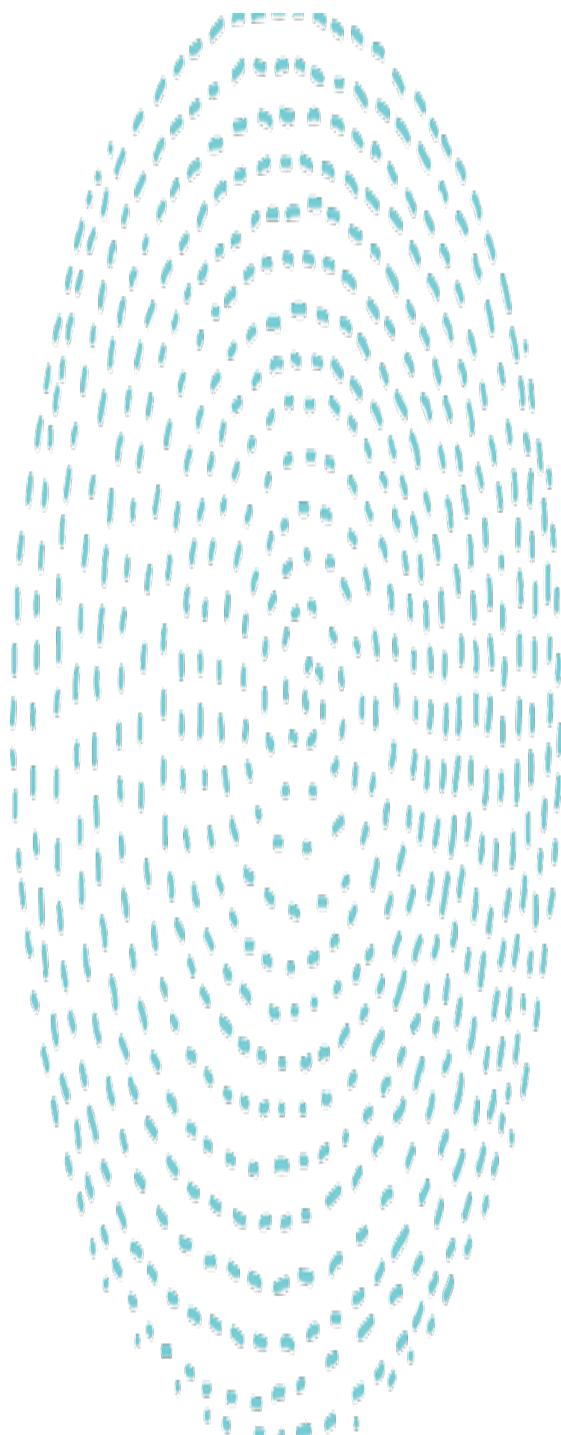
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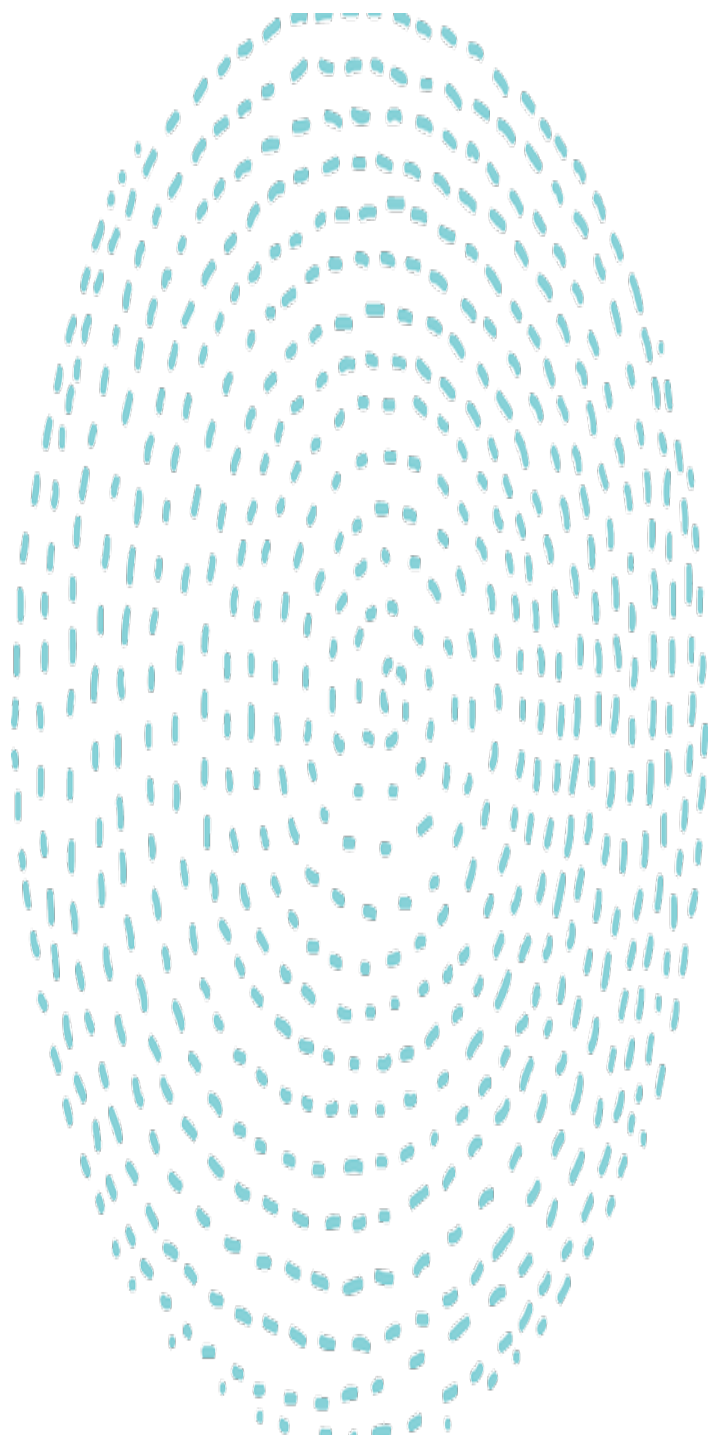
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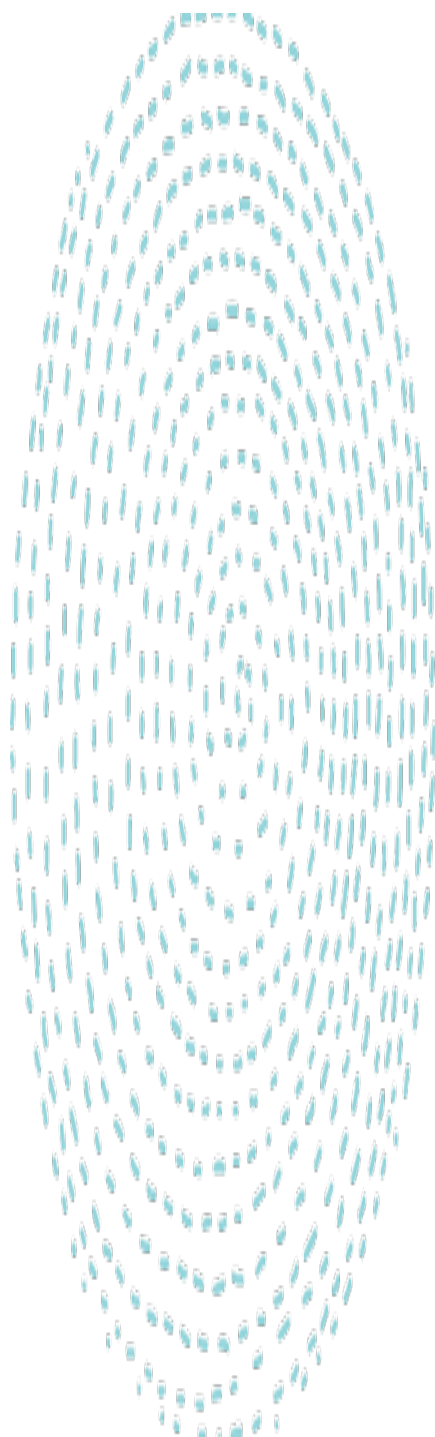
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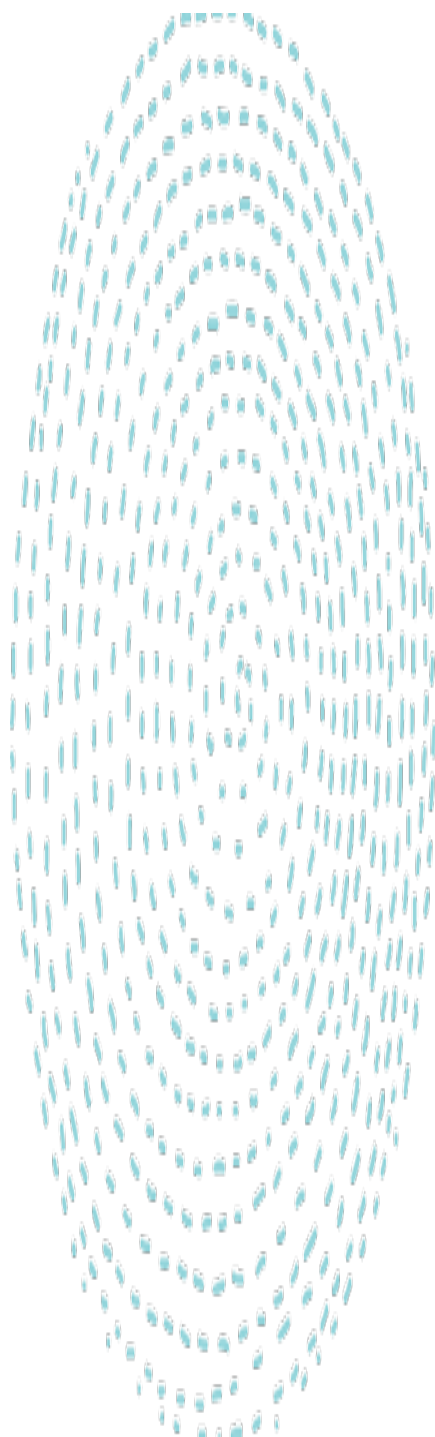
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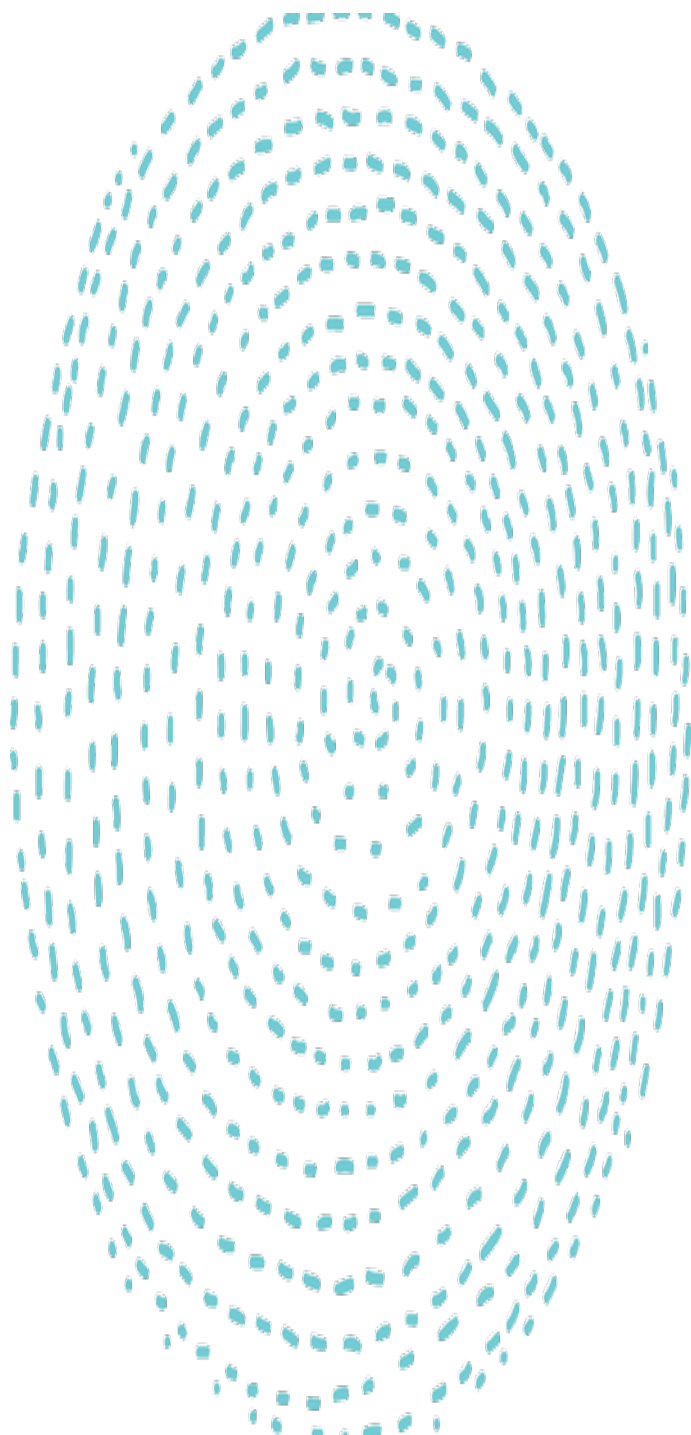
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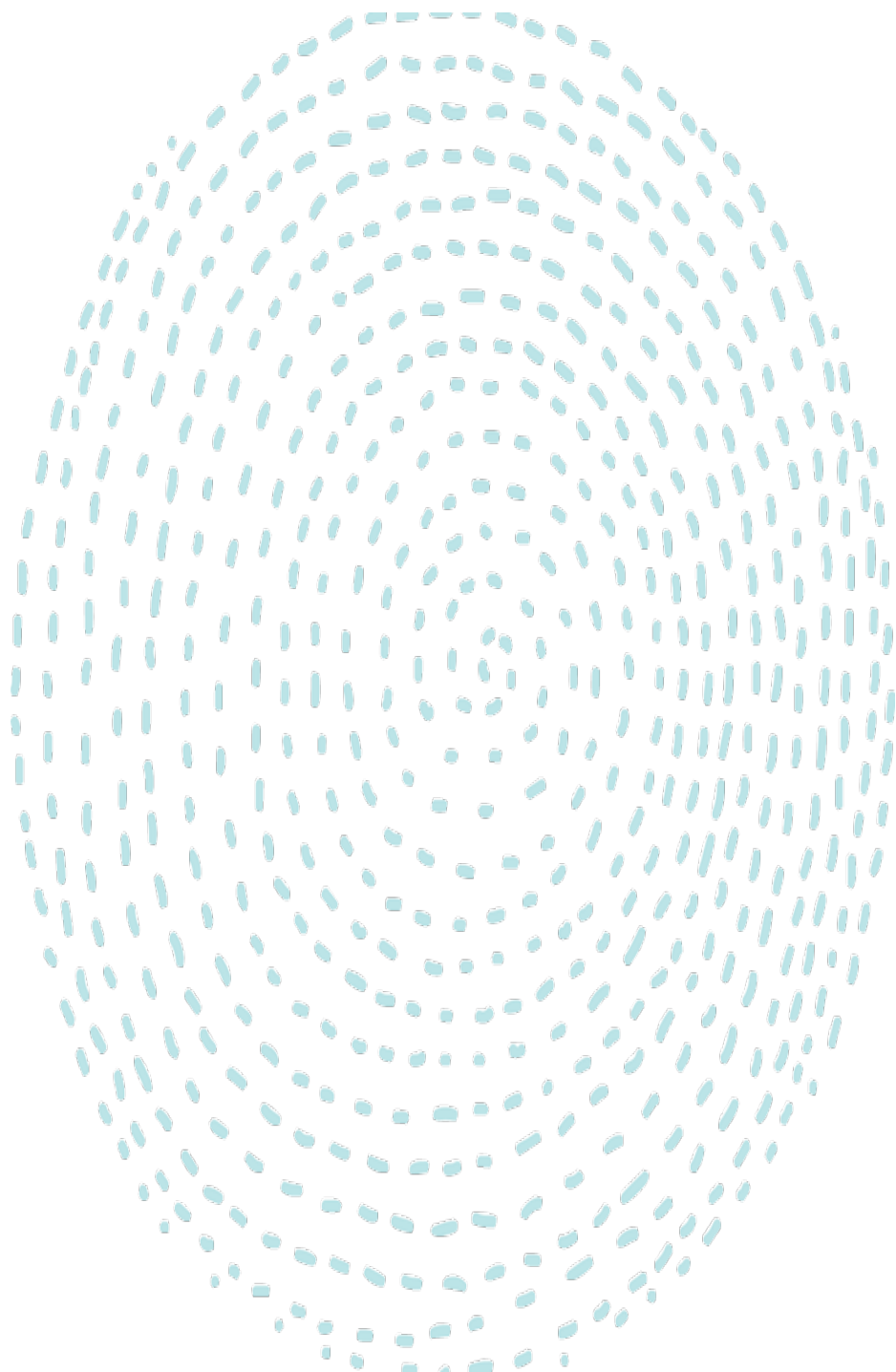
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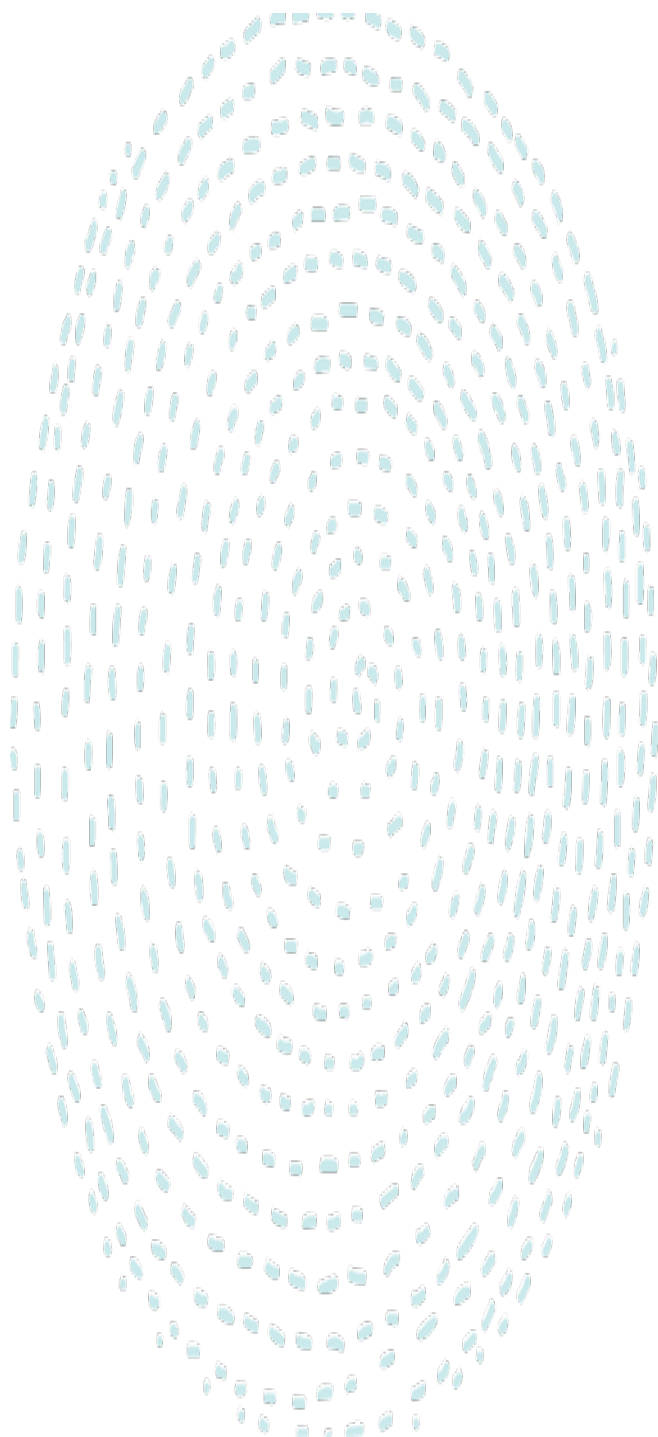
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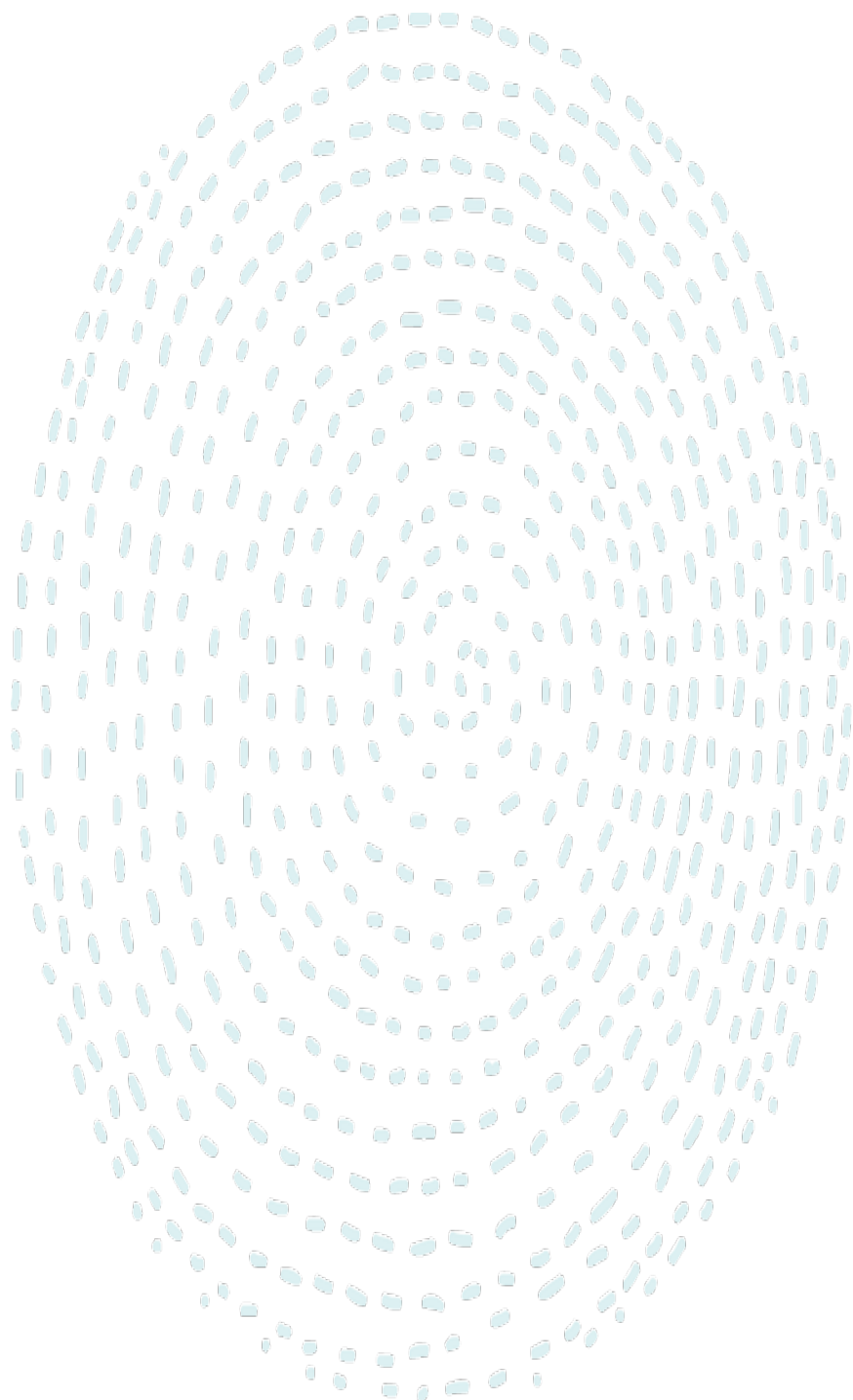
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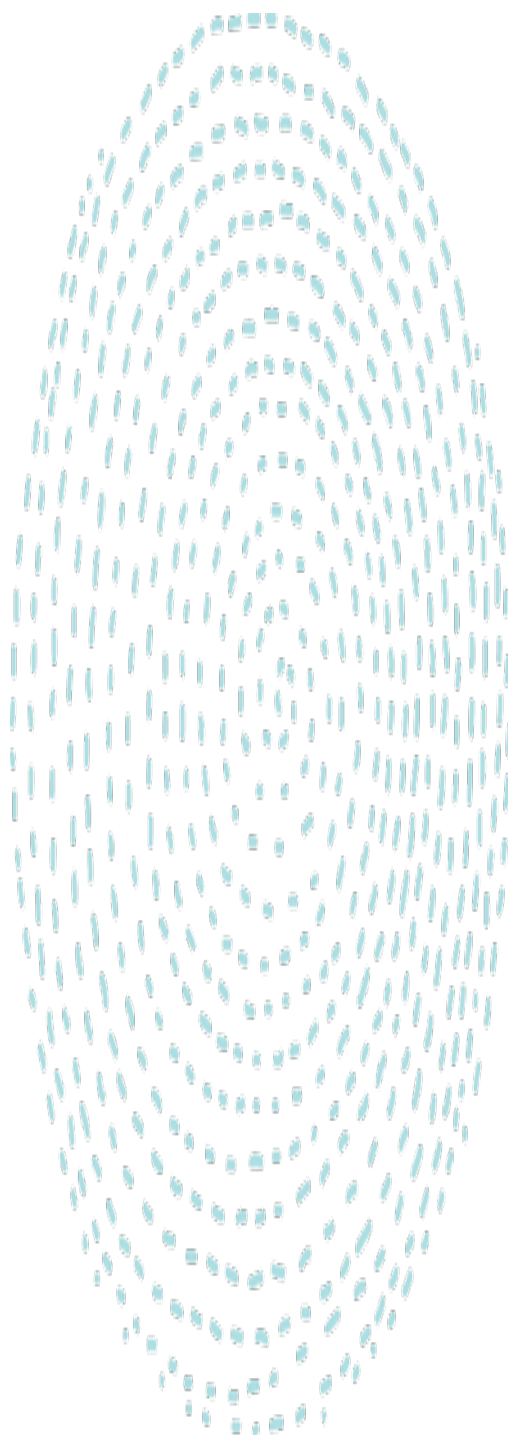












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2. **Summarize the key points or findings.**

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4. **Identify the date or time of the information.**

5. **Identify the location or context of the information.**

6. **Identify the audience or intended readers.**

7. **Identify the key words or phrases.**

8. **Identify the main conclusion or recommendation.**

9. **Identify the supporting evidence or data.**

10. **Identify the limitations or caveats.**

11. **Identify the sources or references.**

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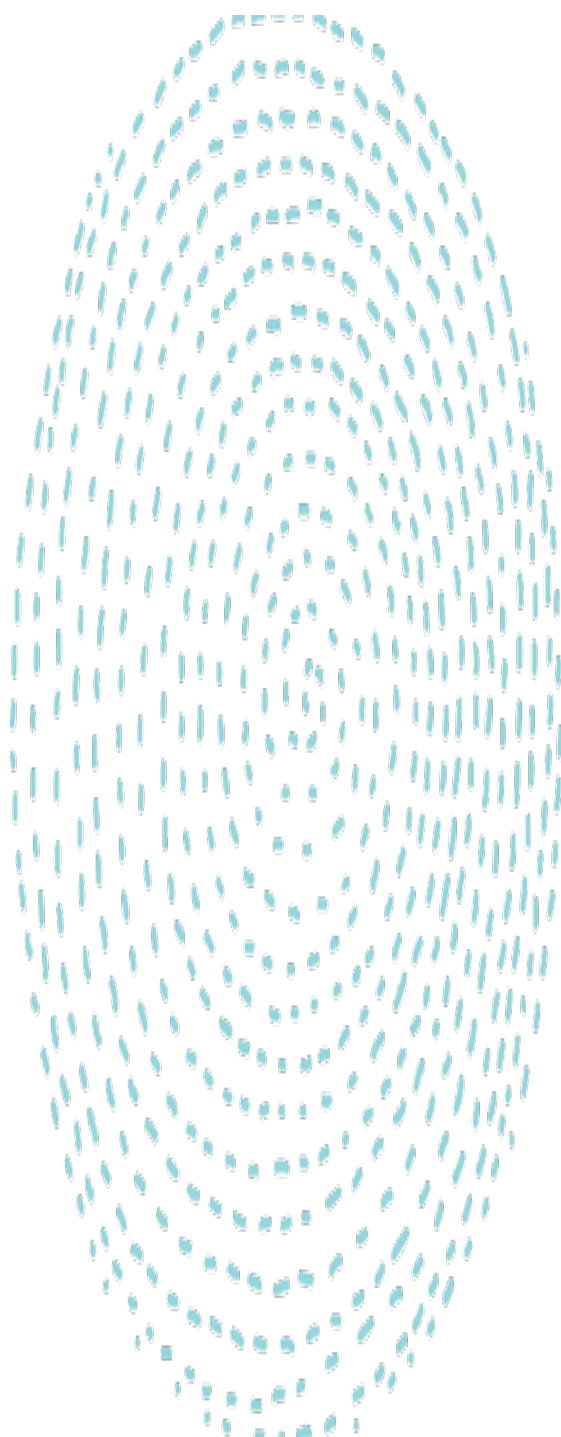
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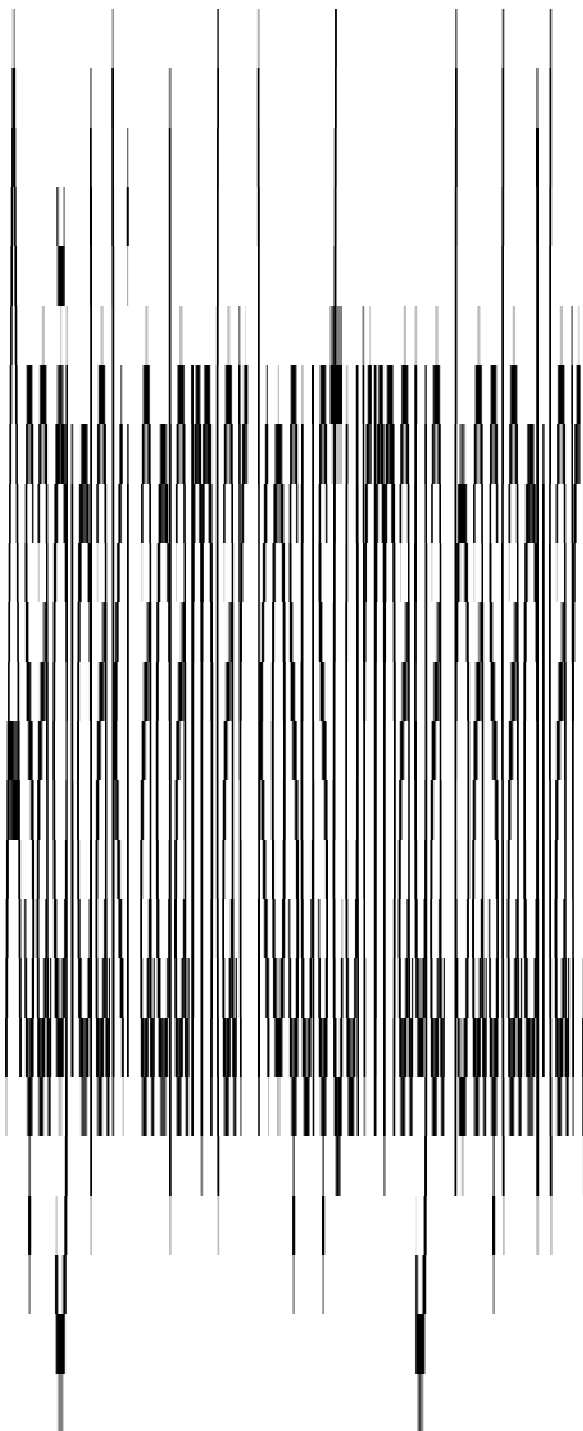
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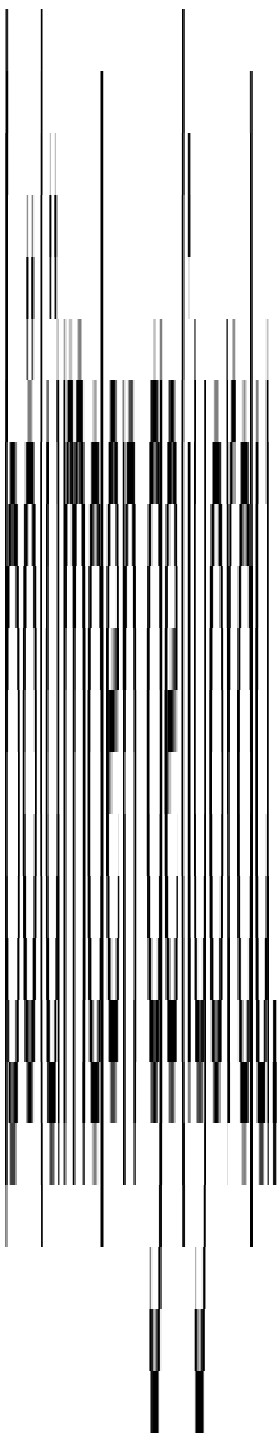
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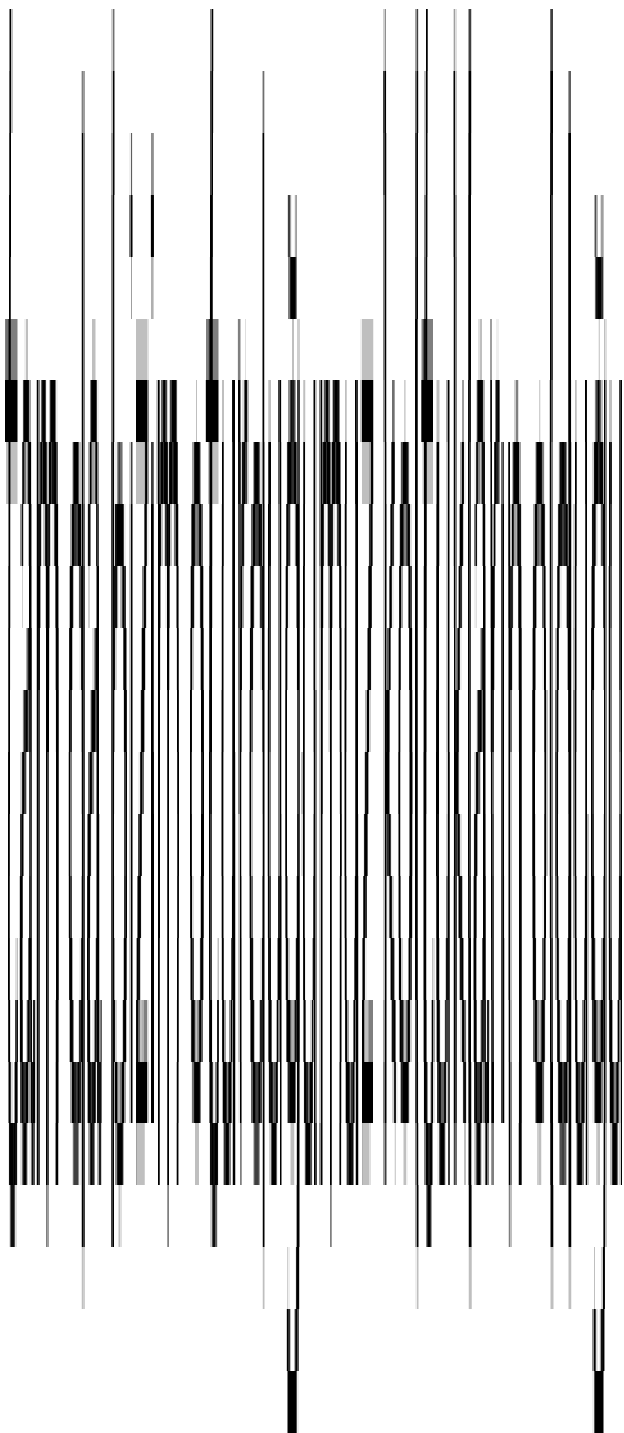
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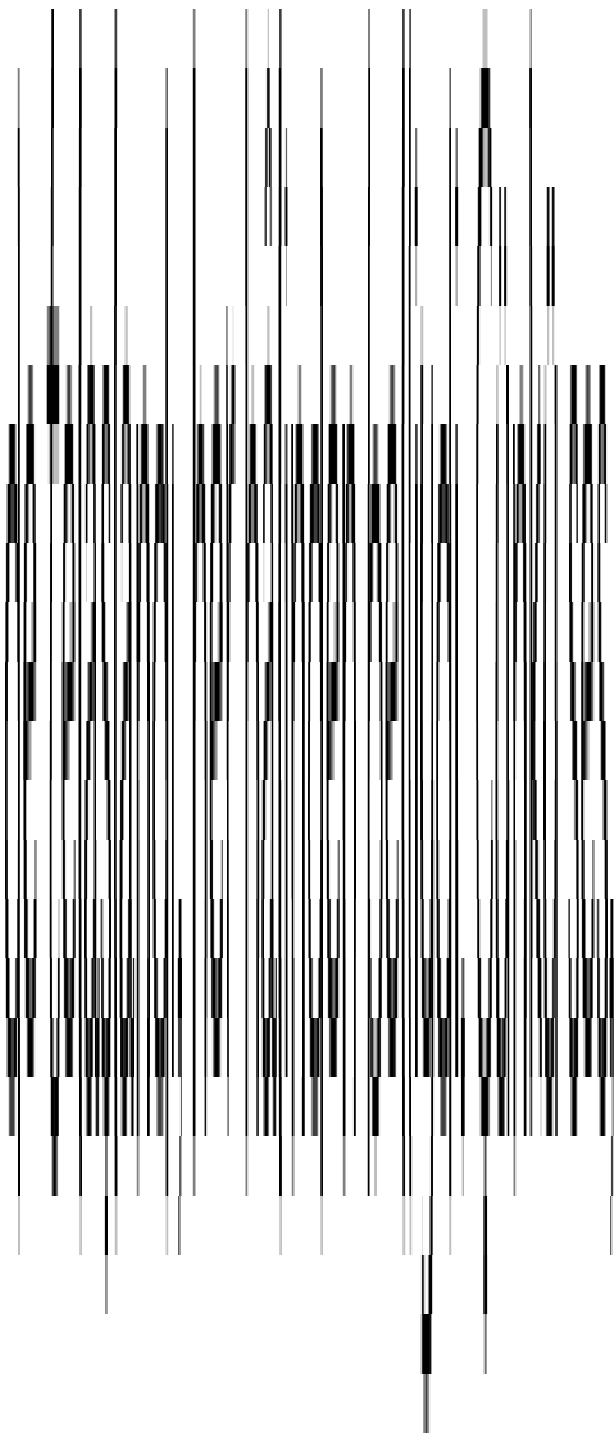
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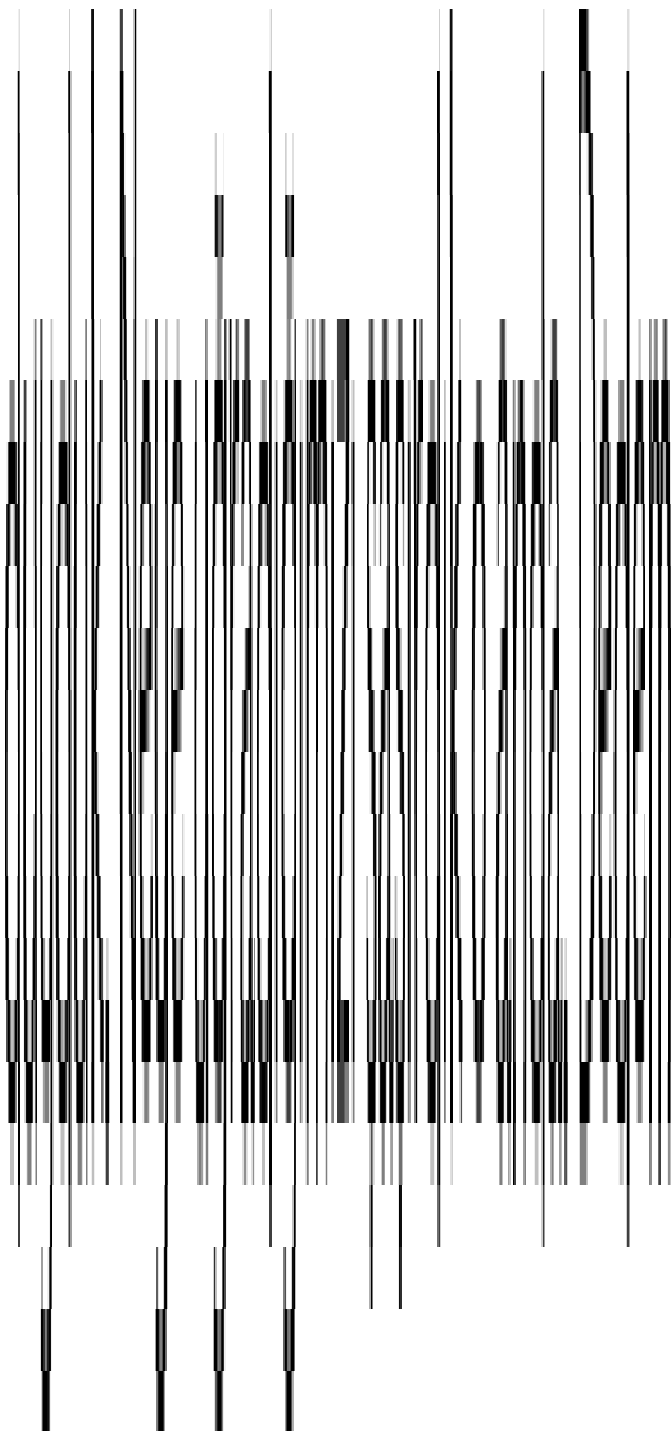


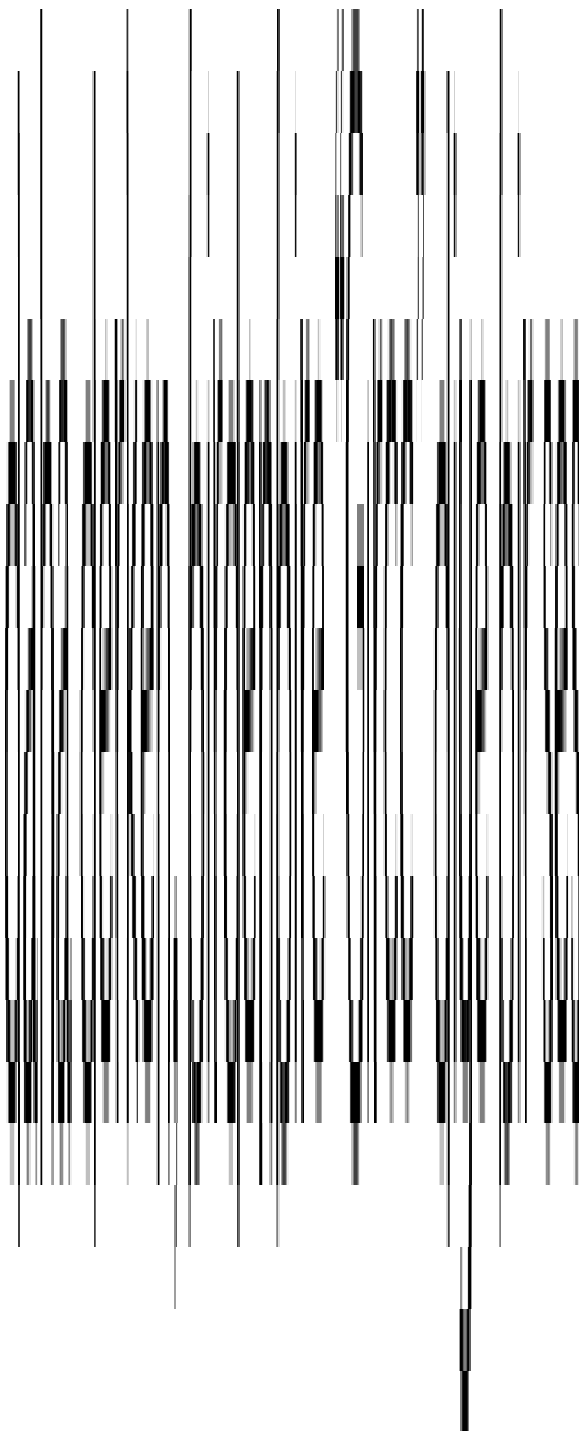


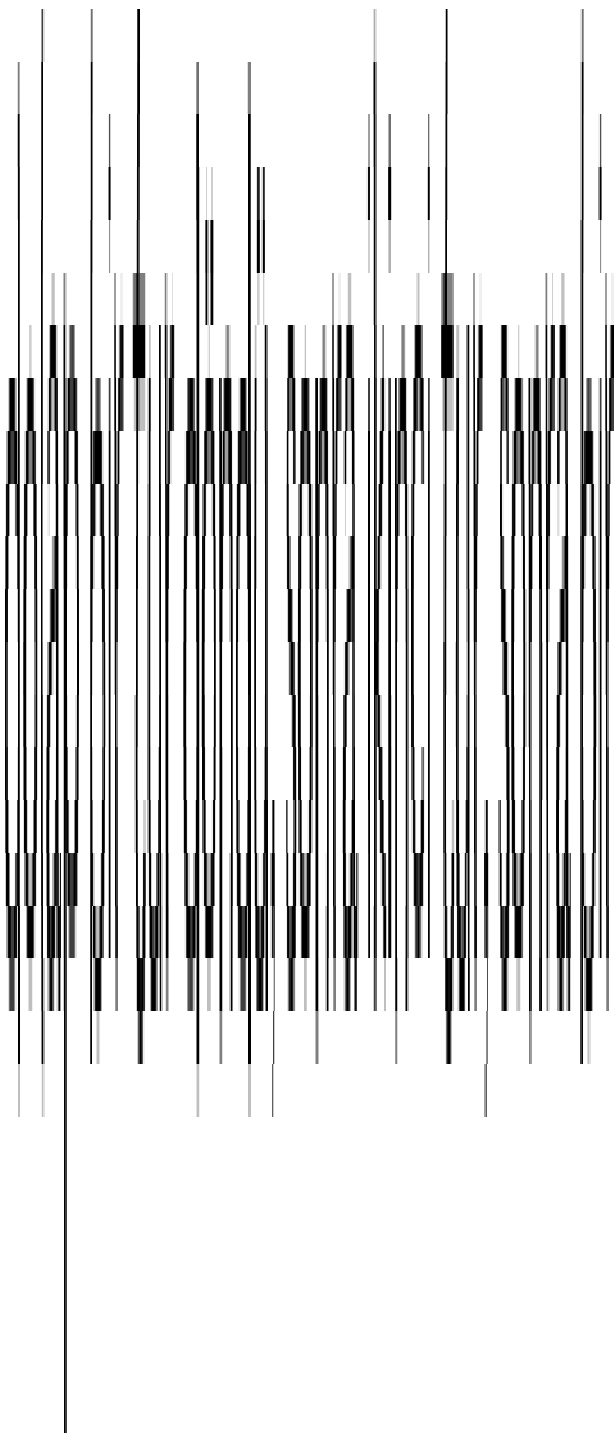


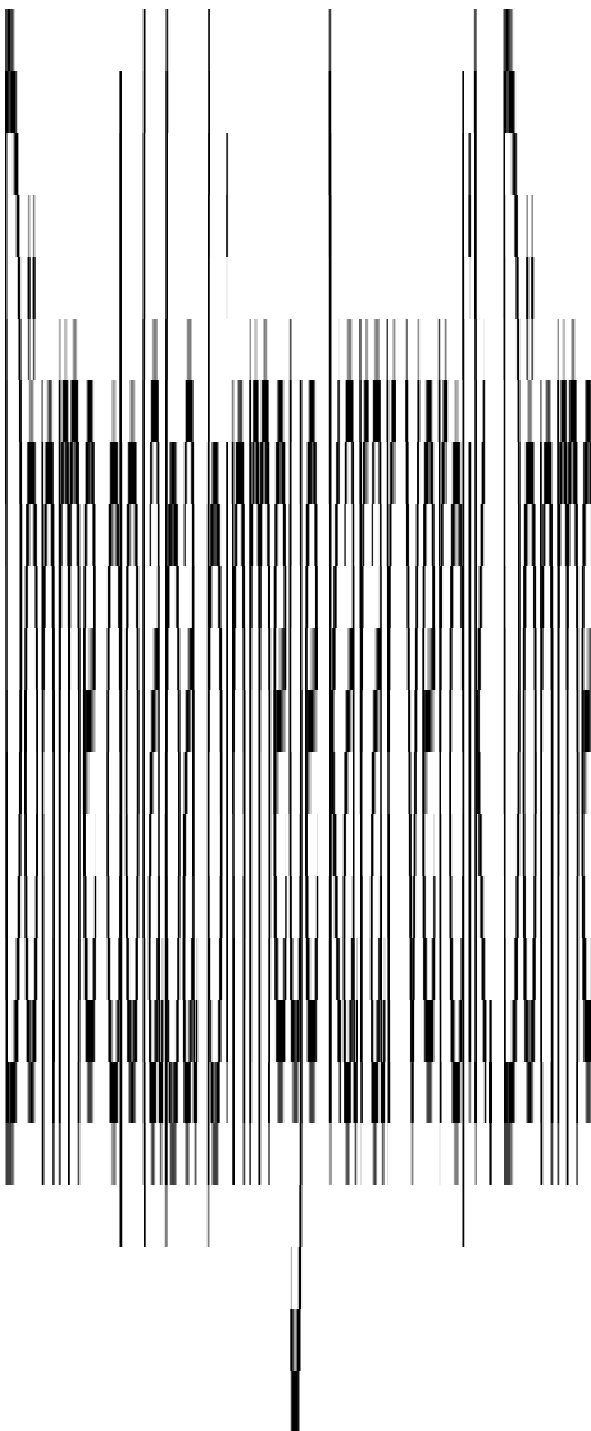


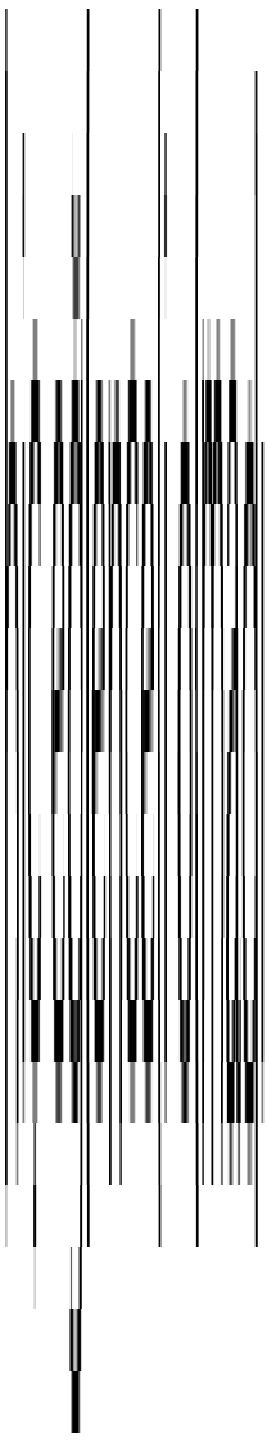


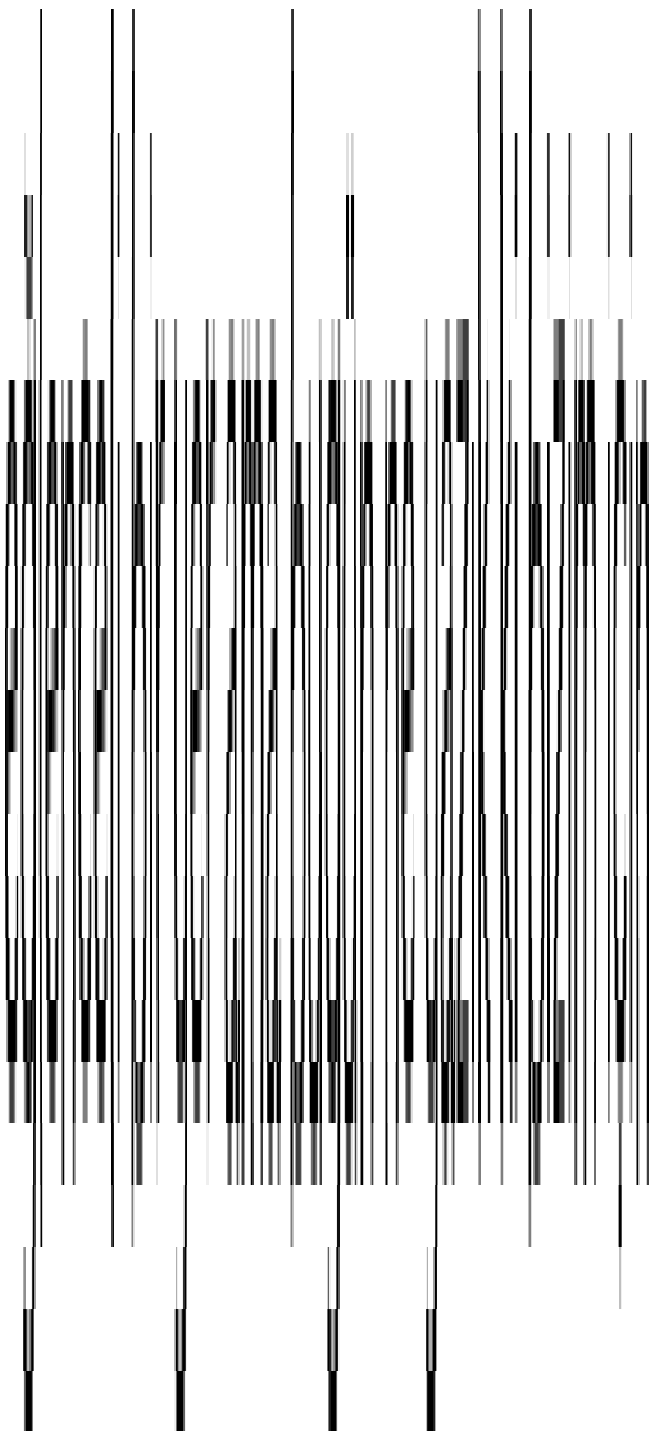


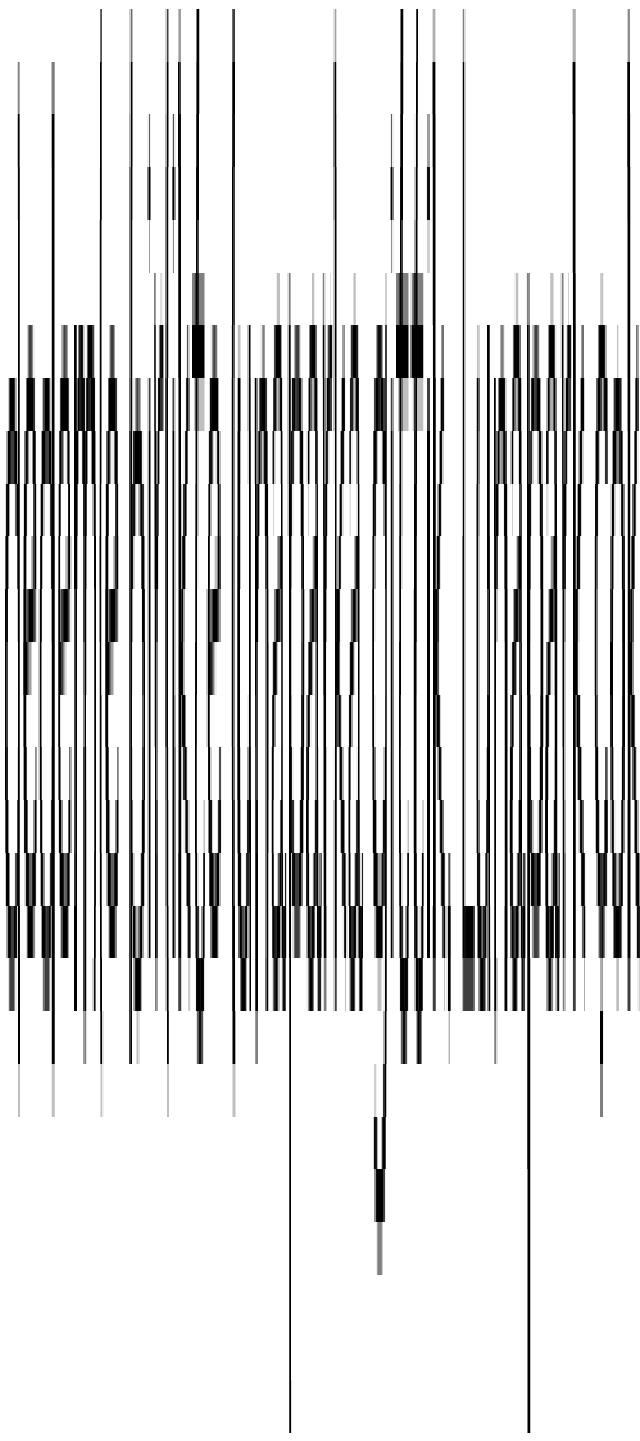


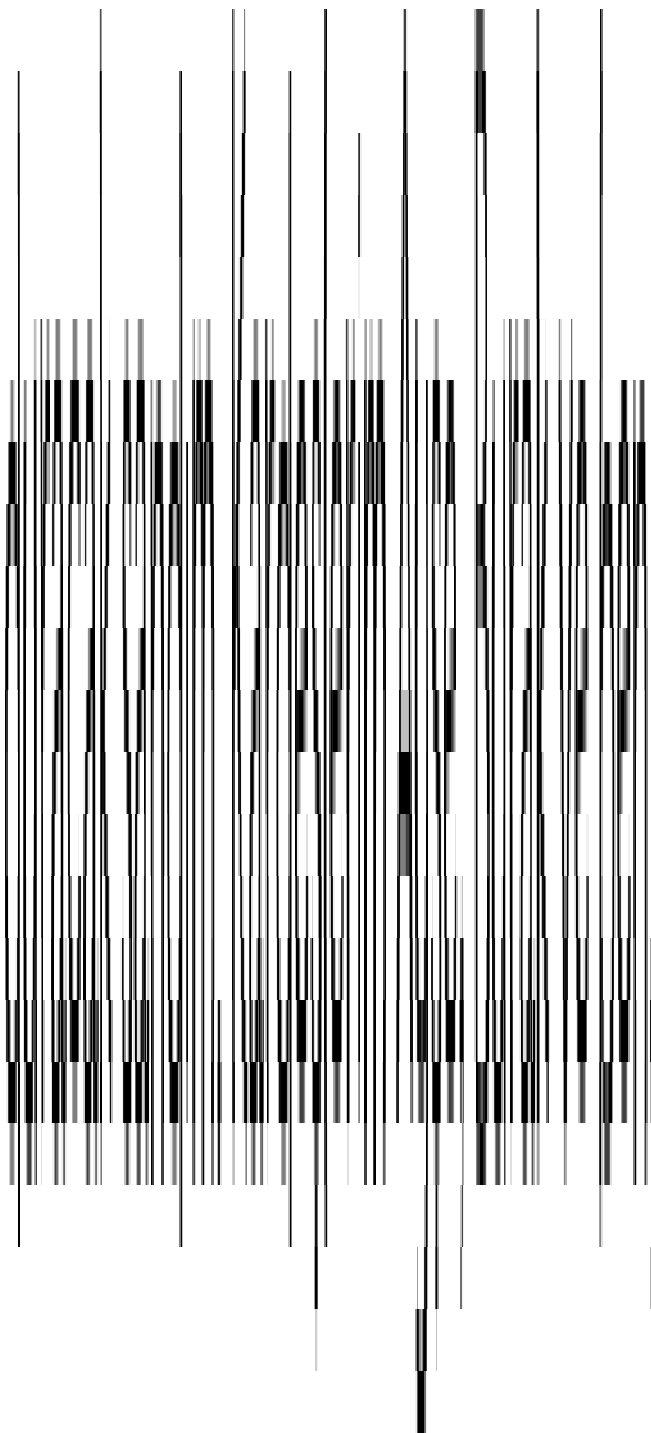


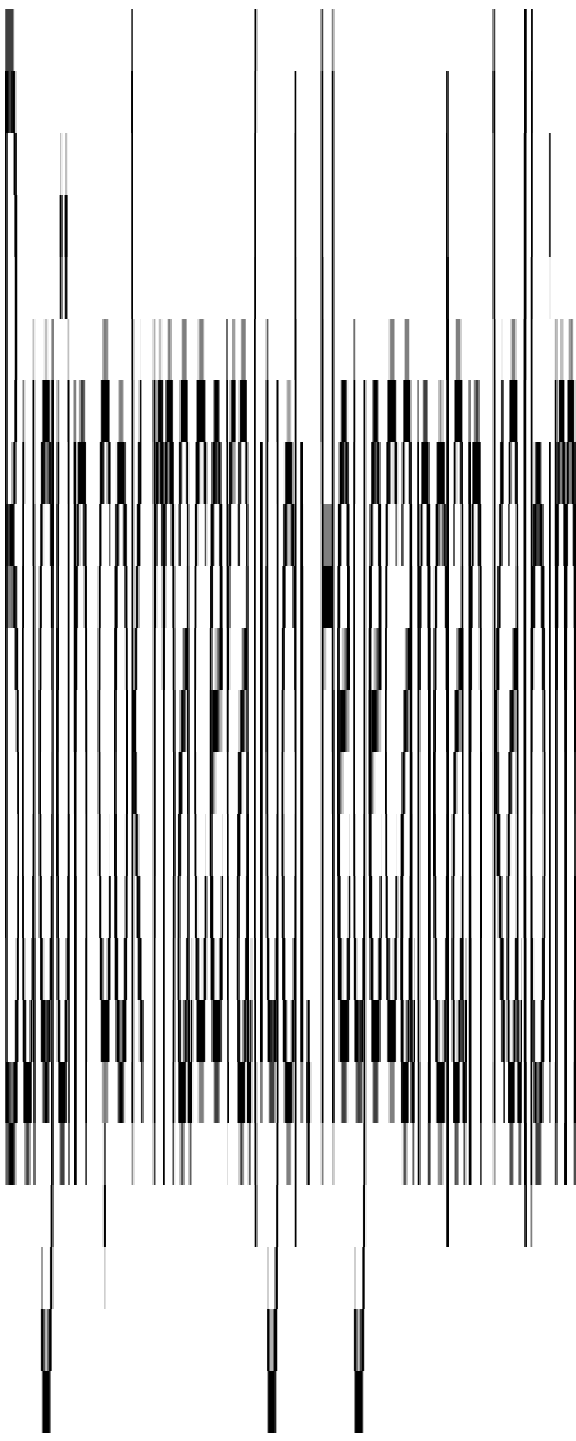


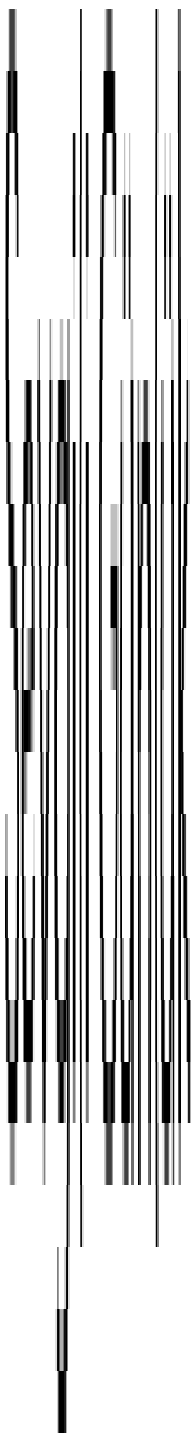




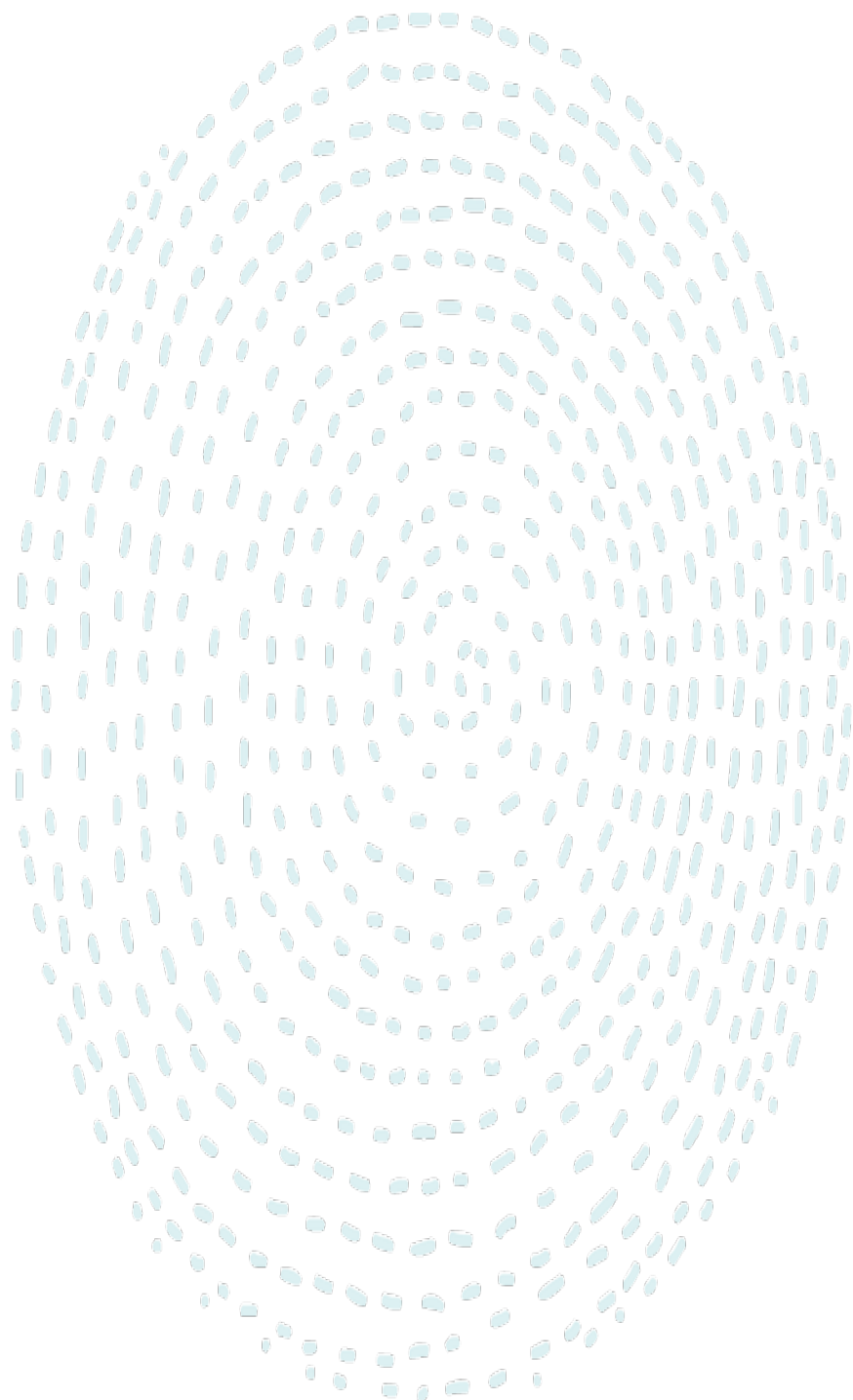


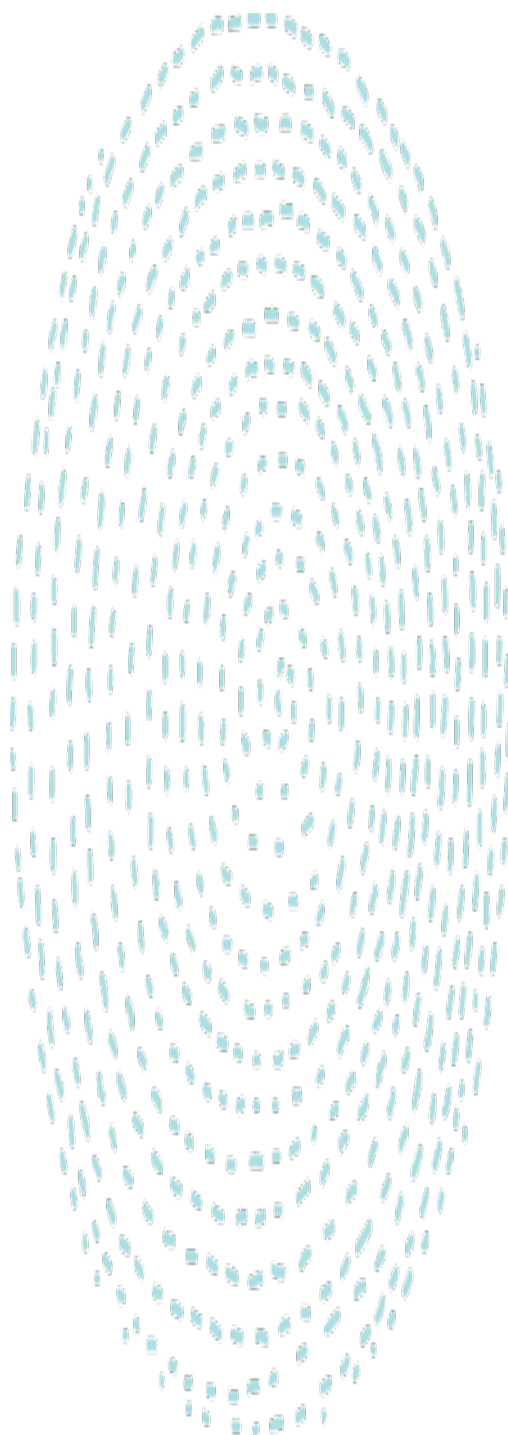












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6. *Conclusion*

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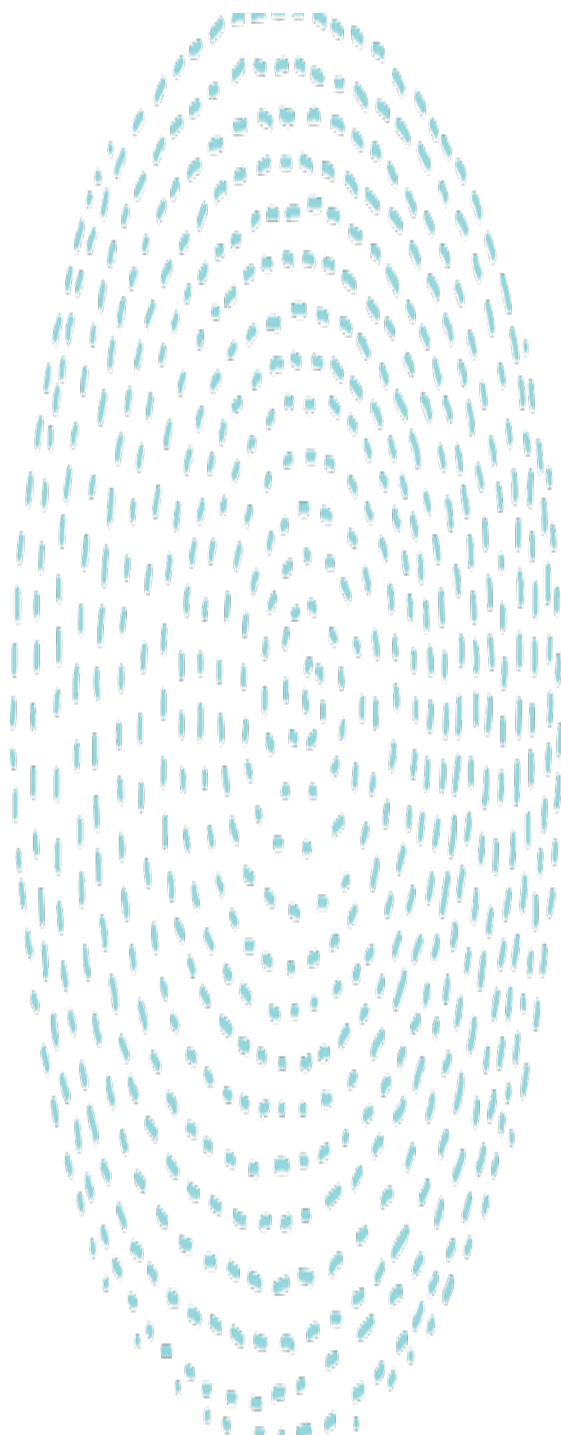
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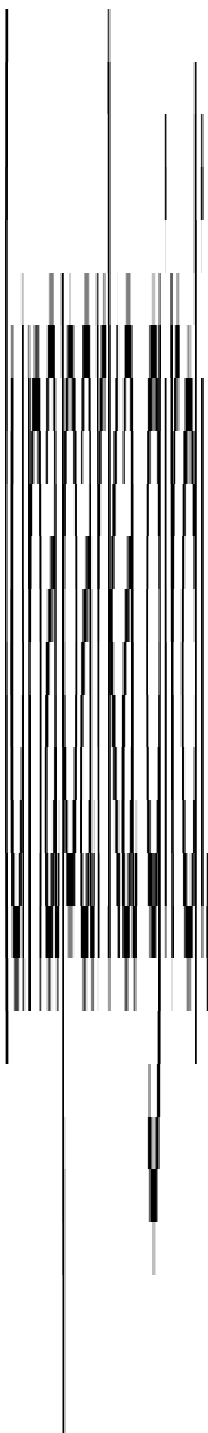
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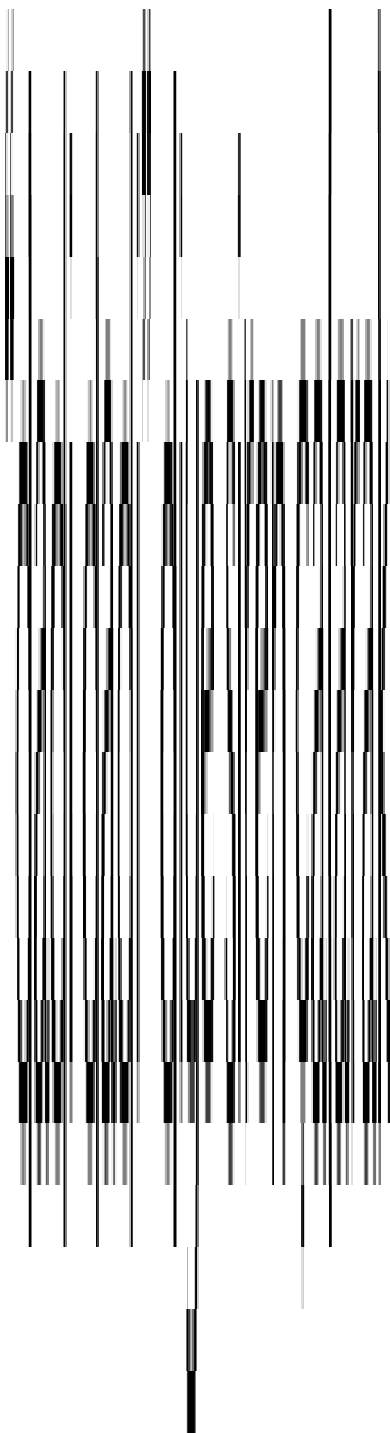
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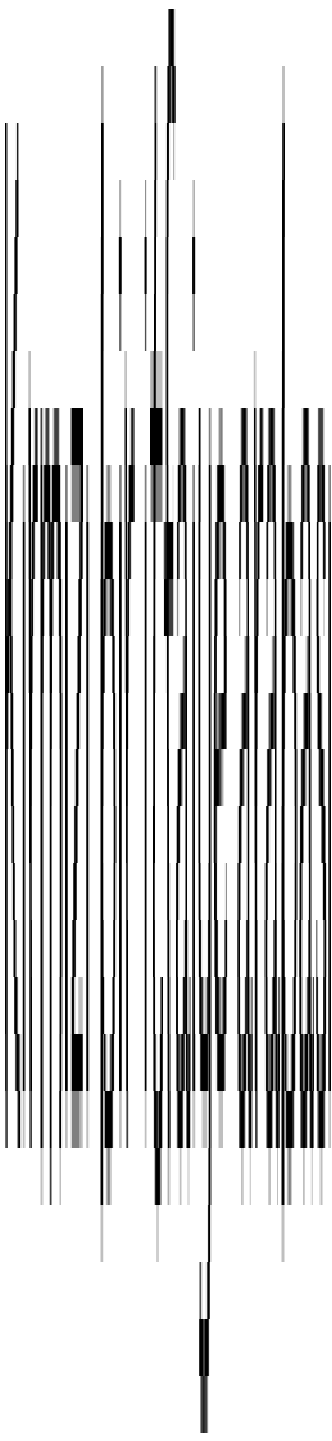
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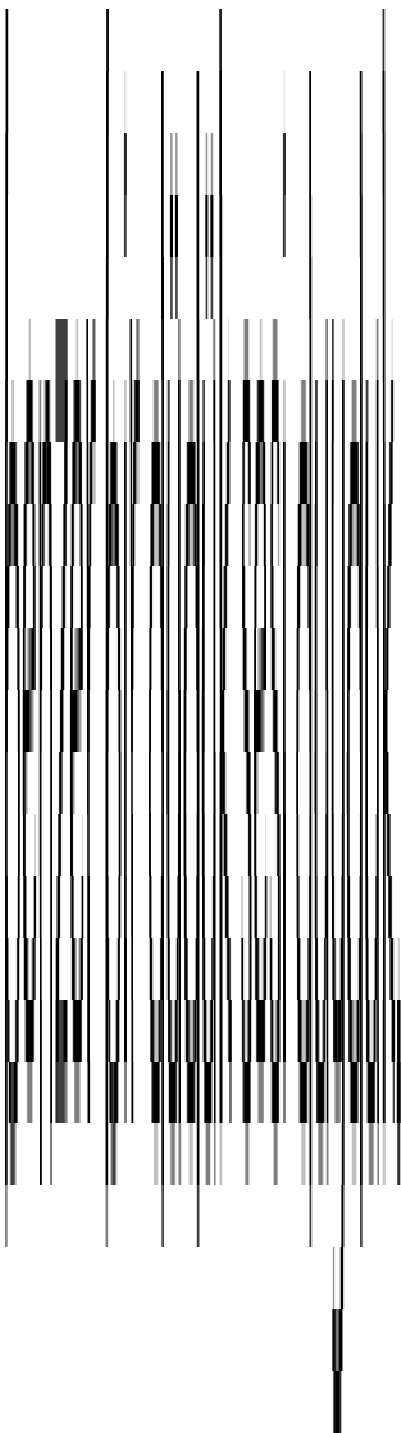
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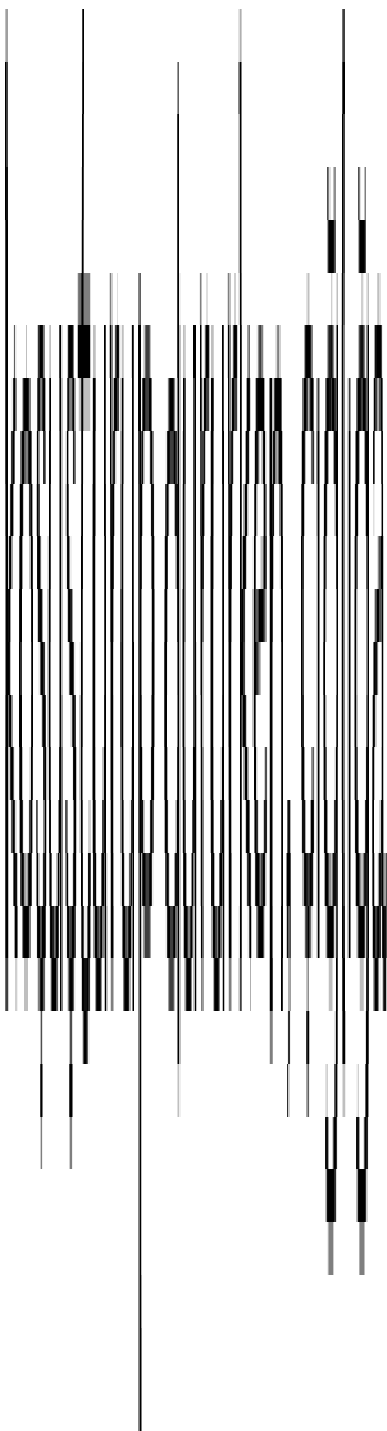


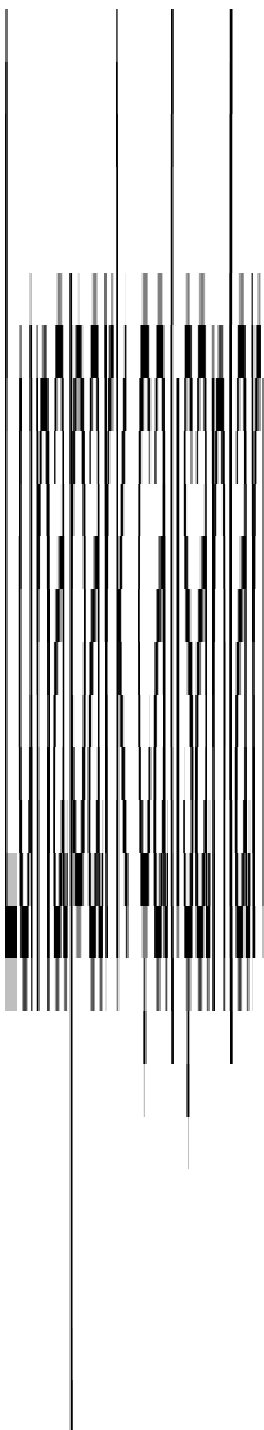


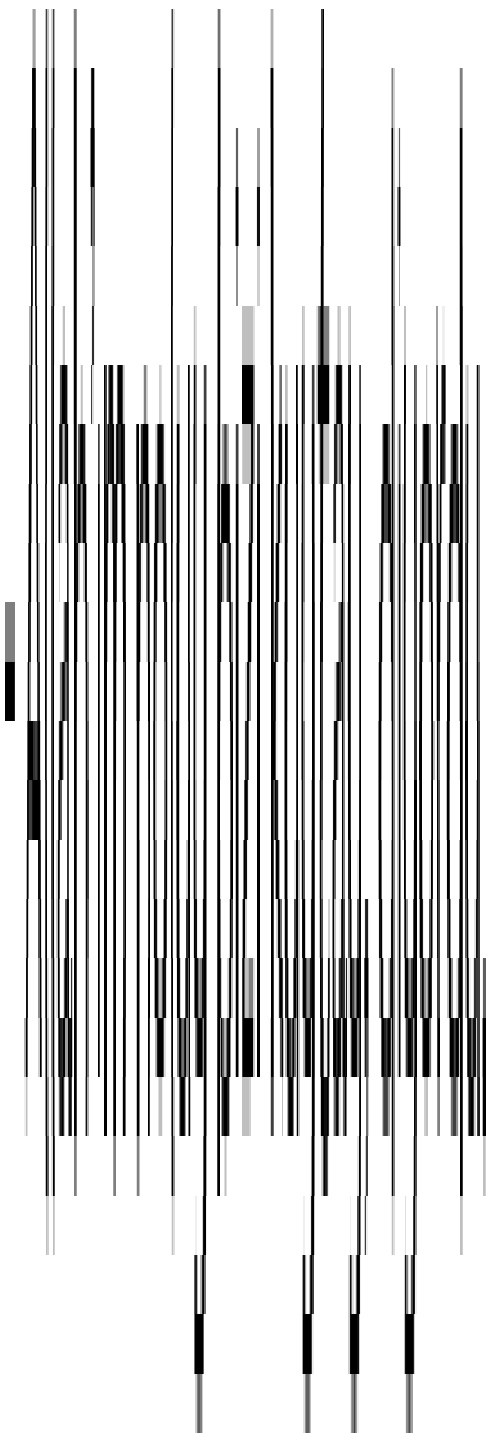


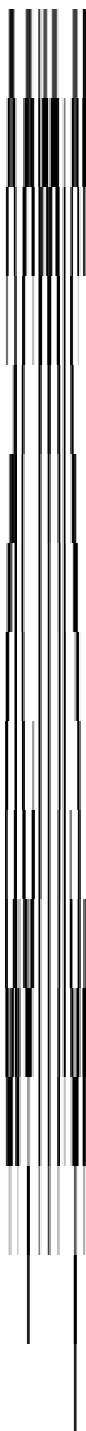


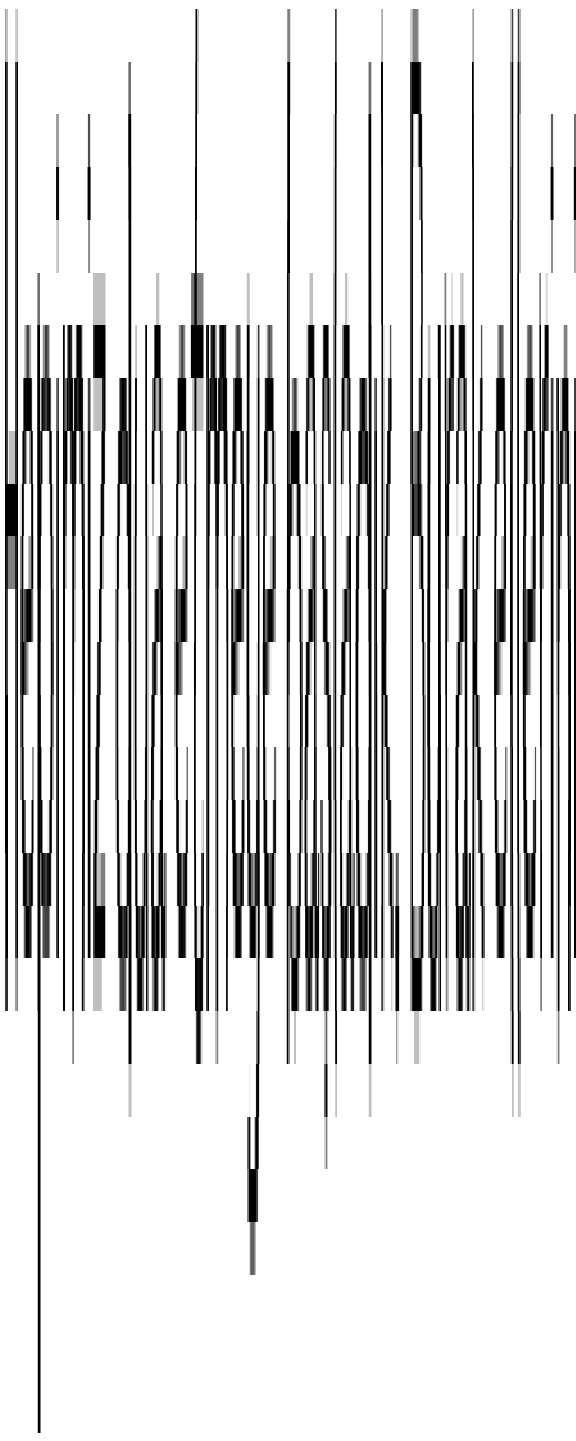




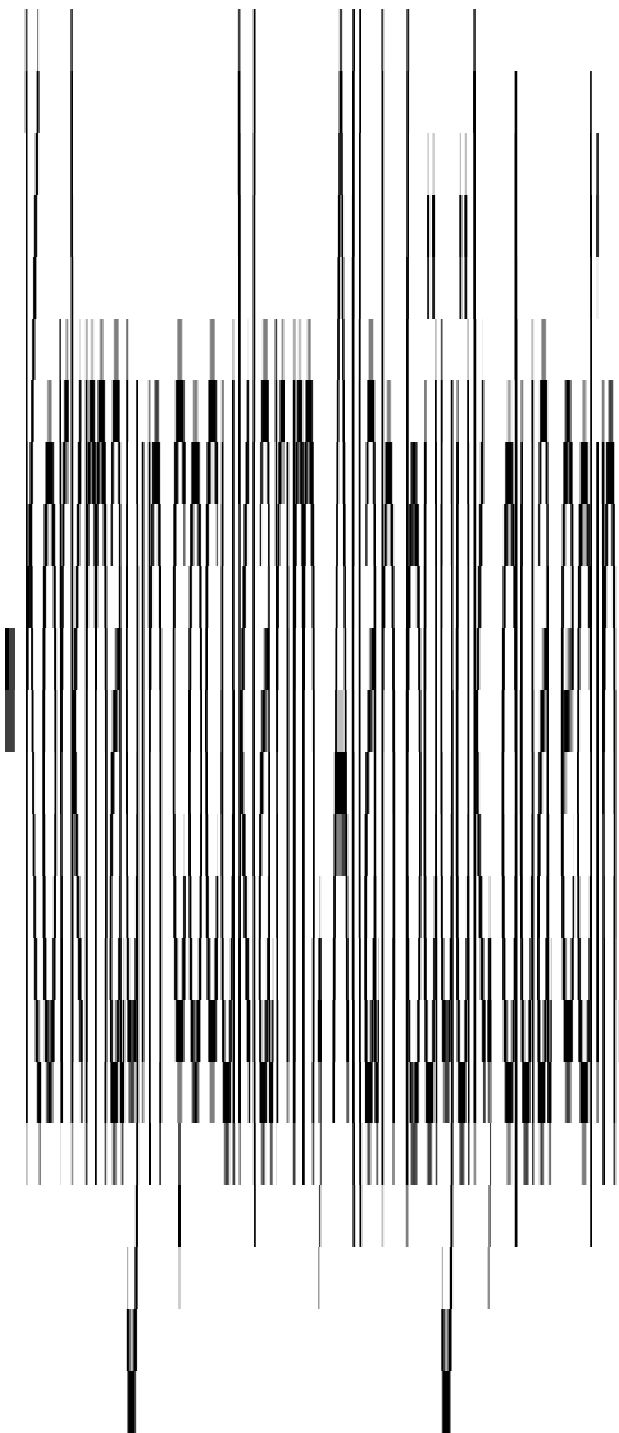


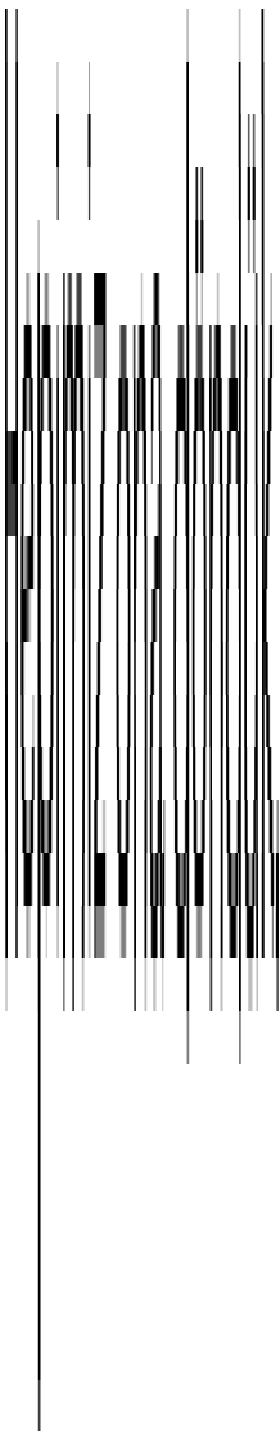


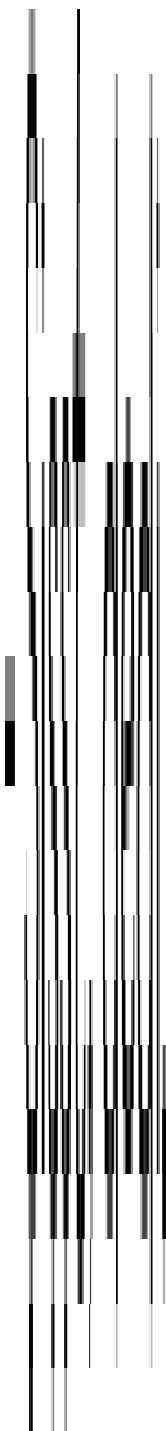


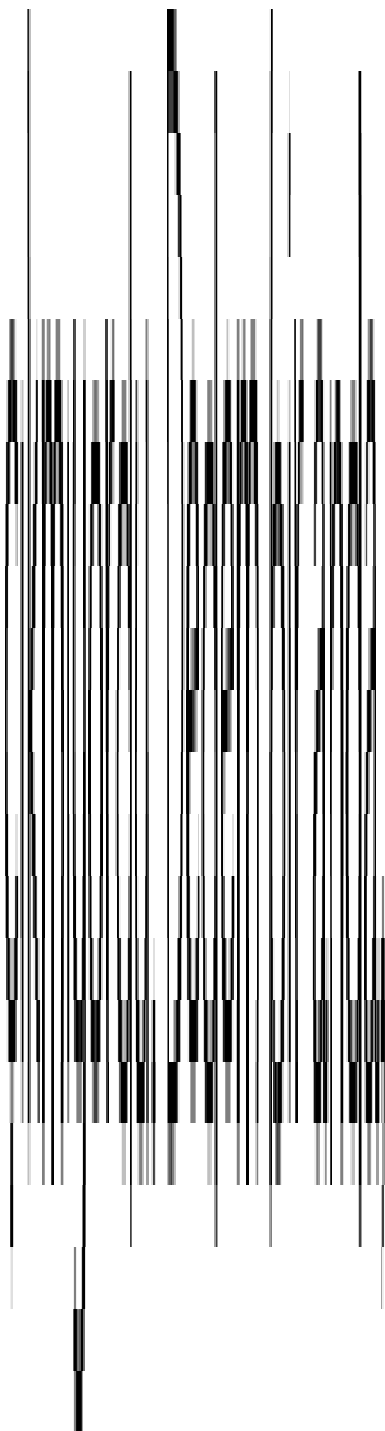


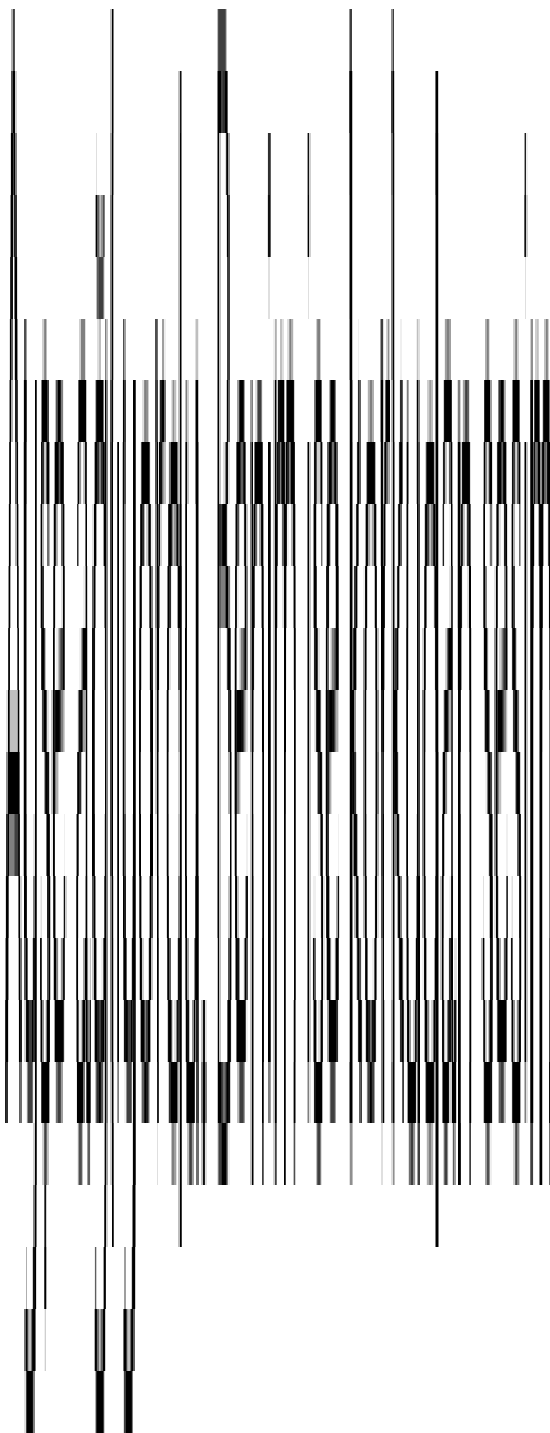


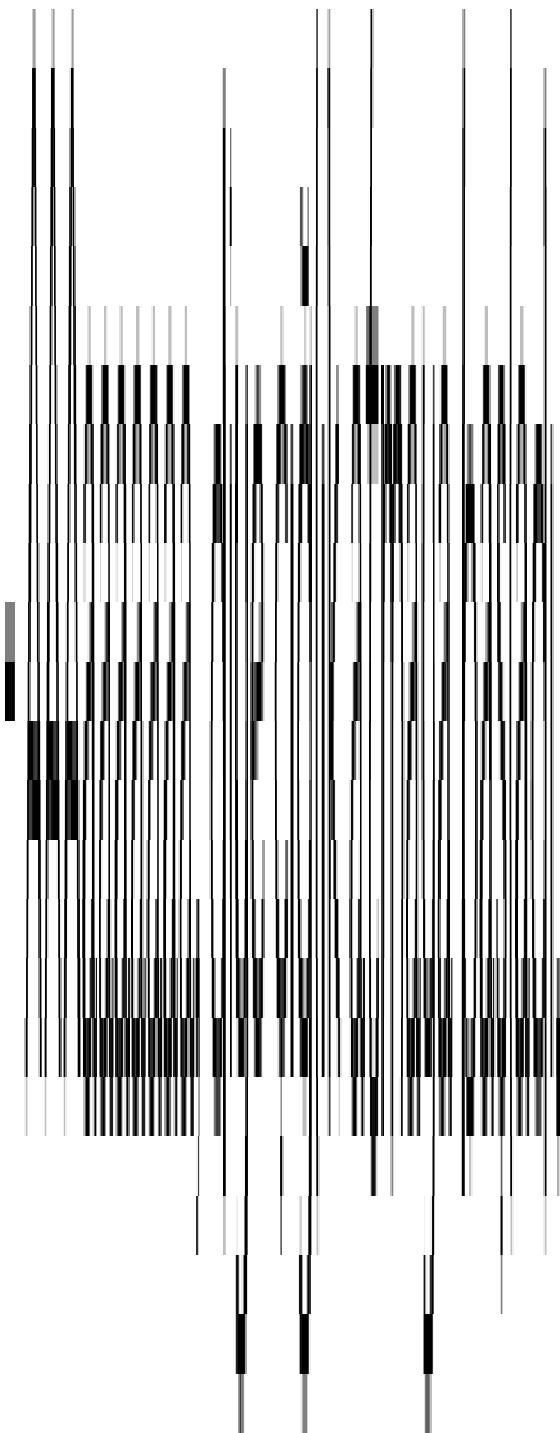


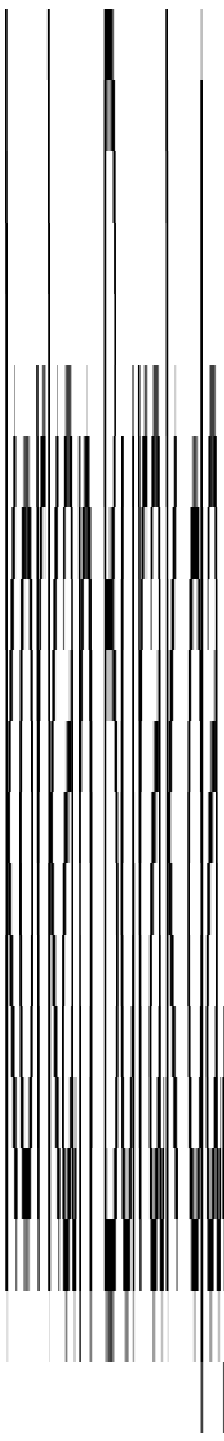


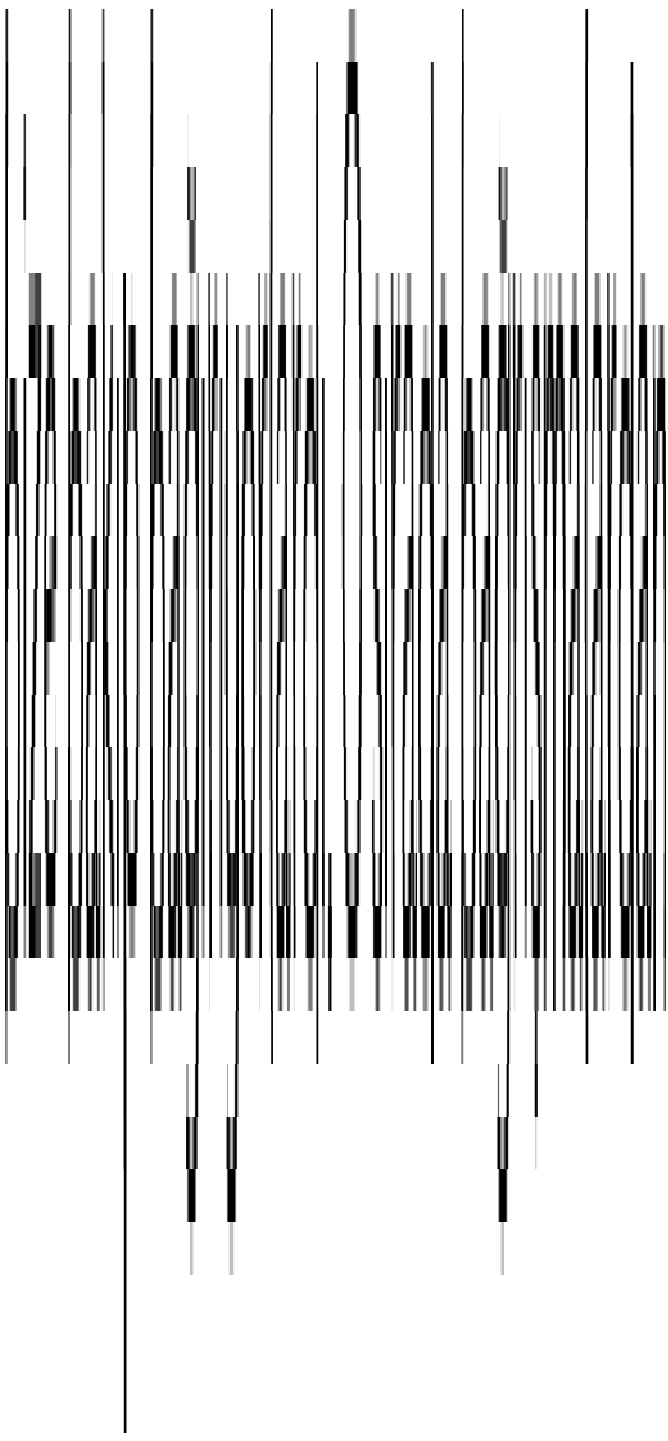


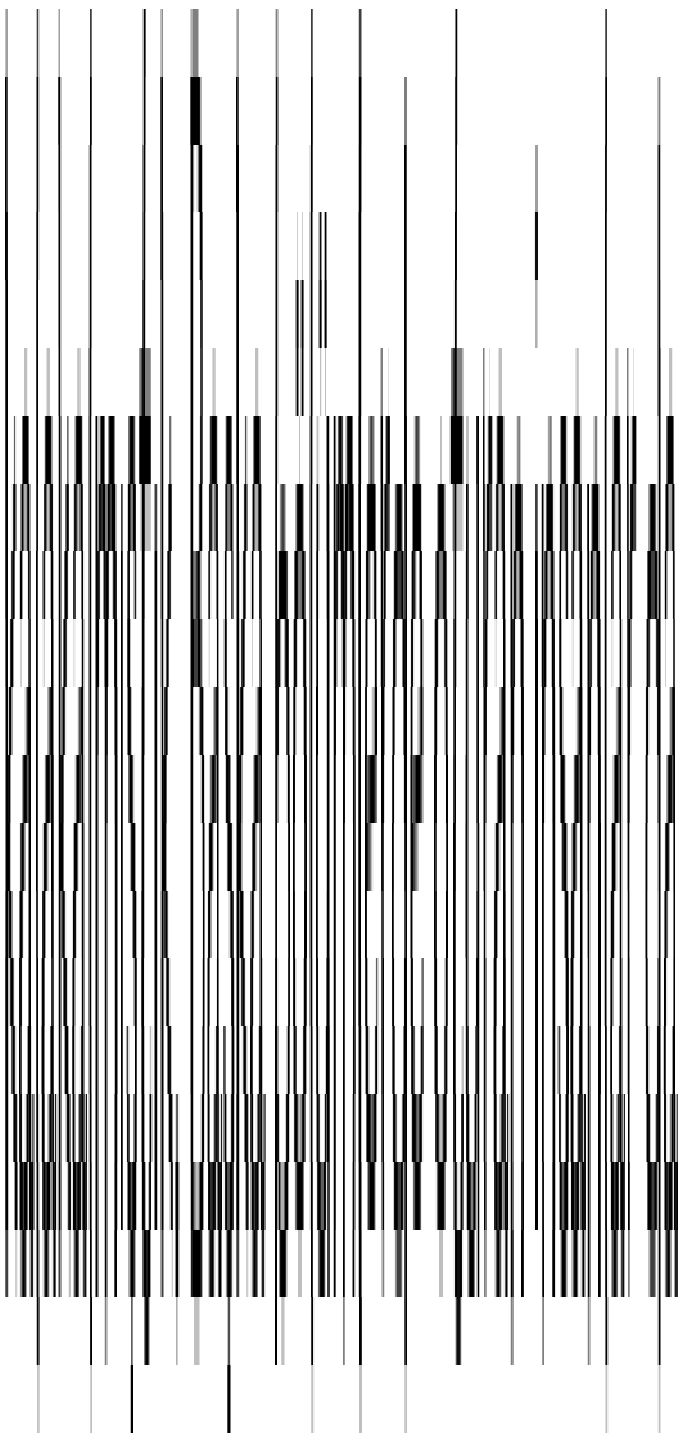


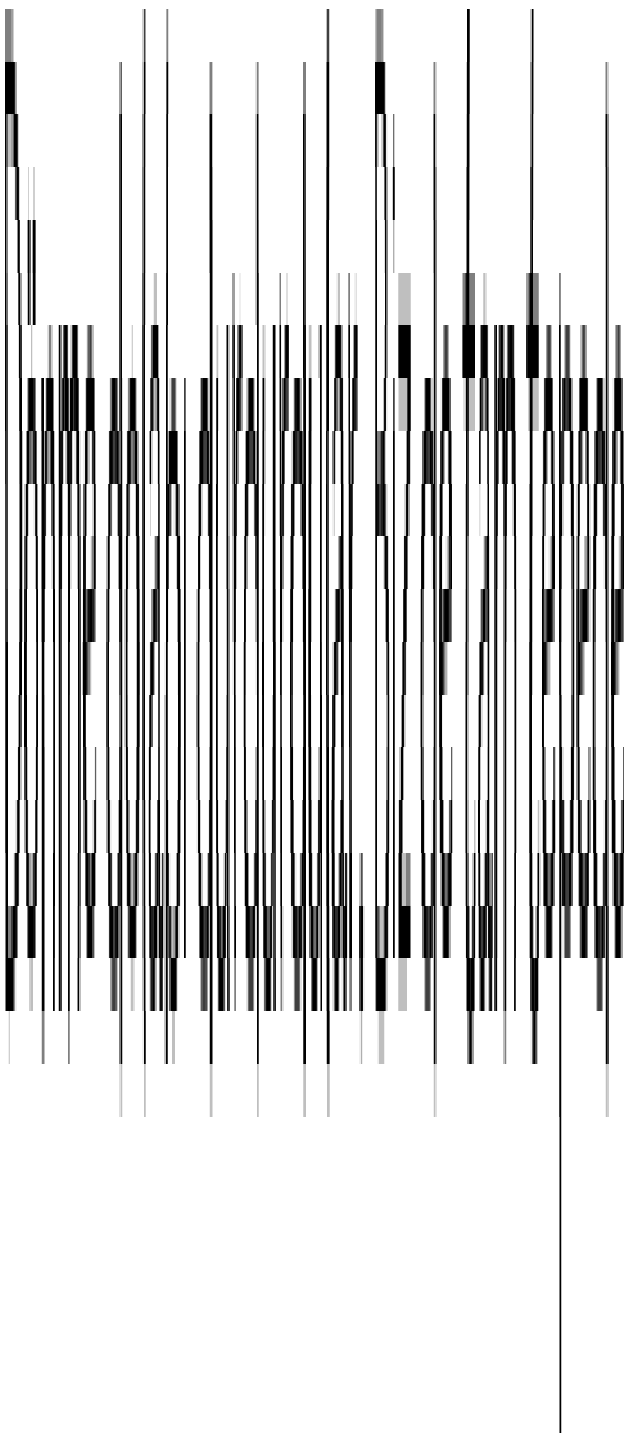


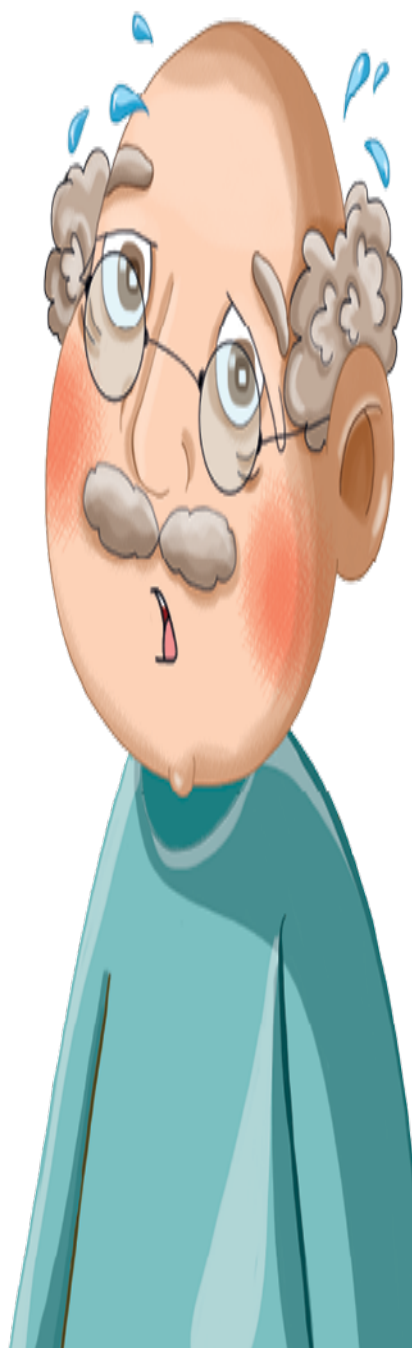


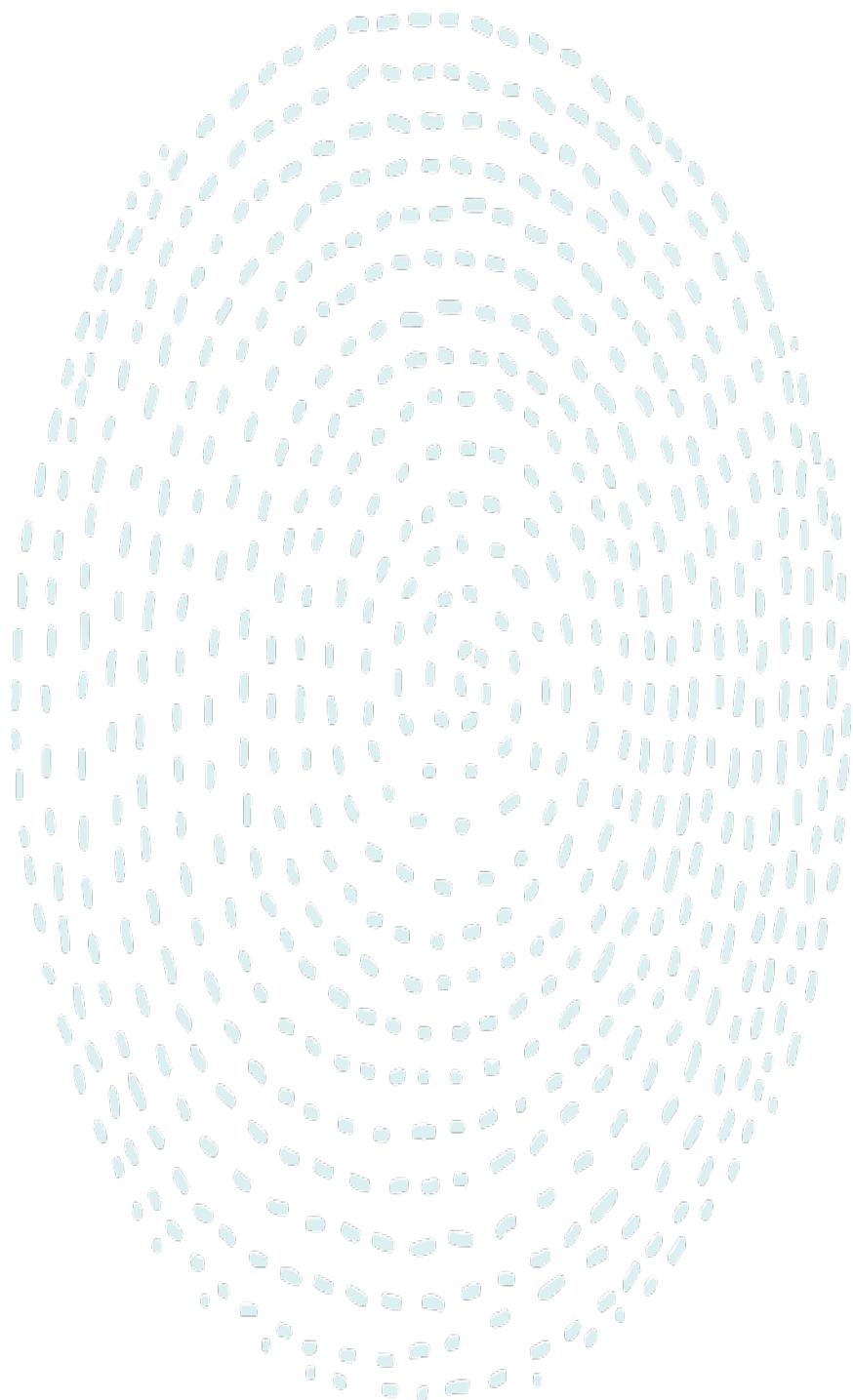


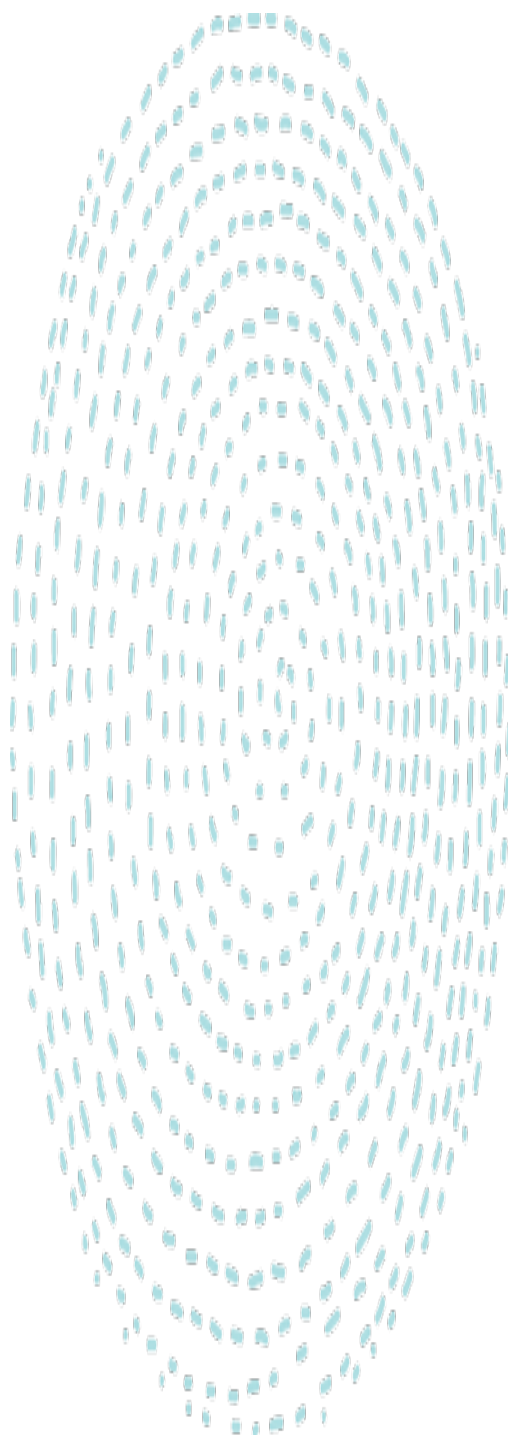












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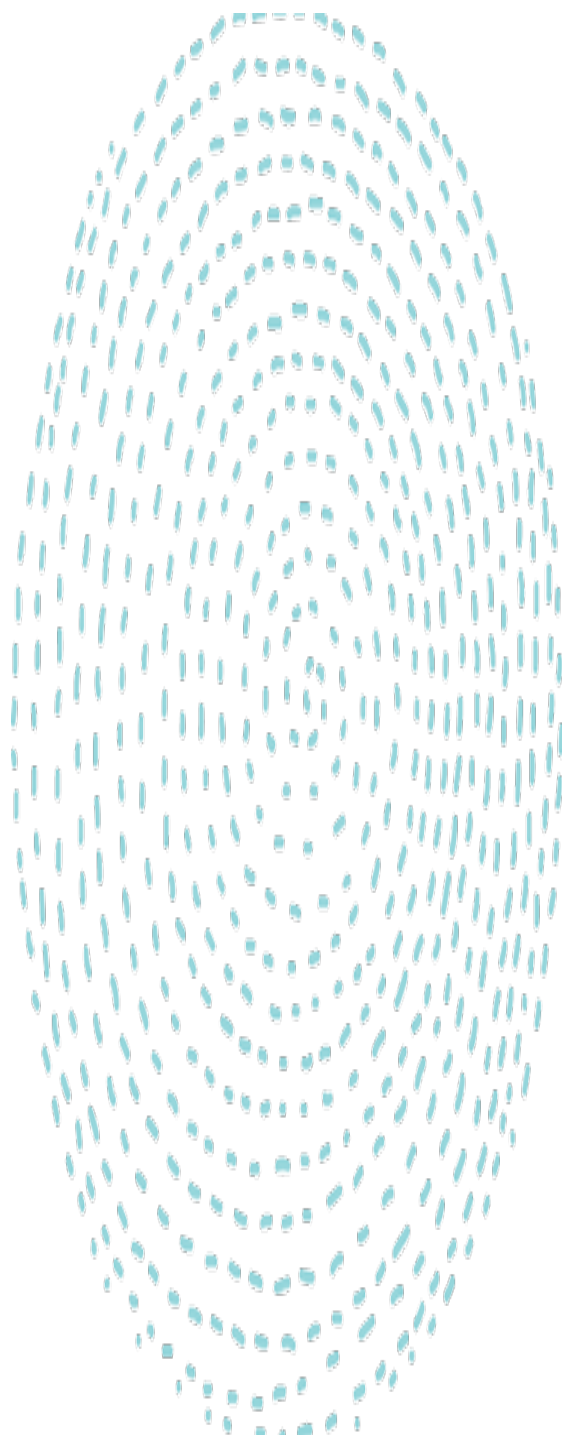
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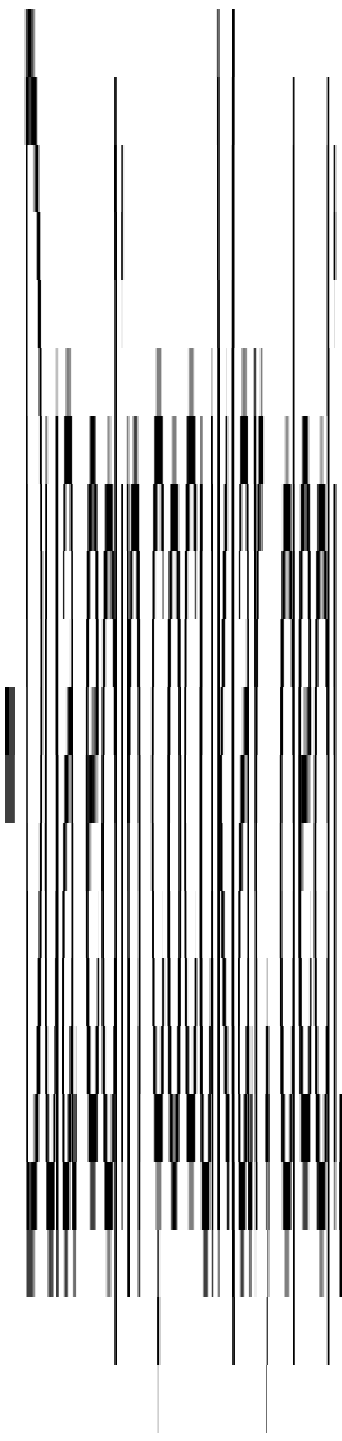
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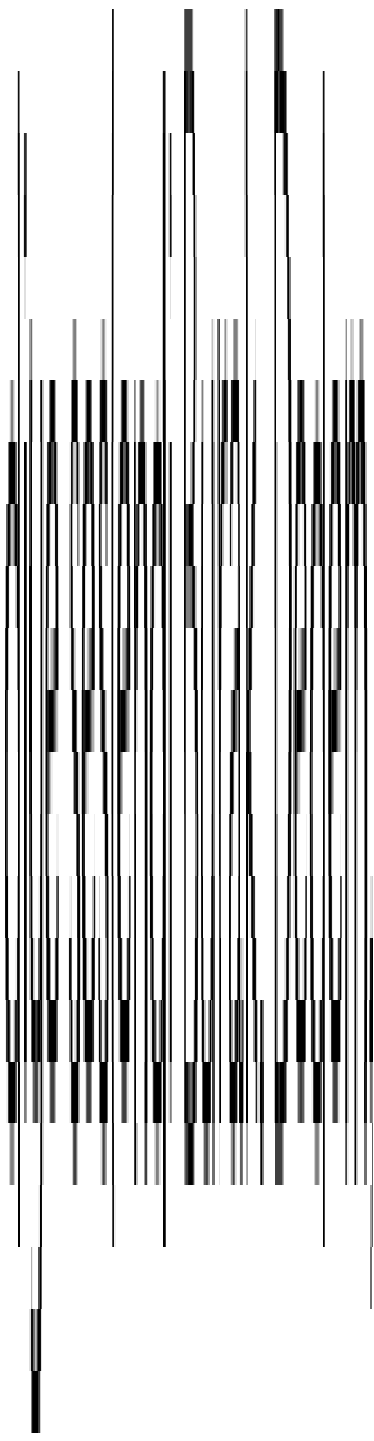
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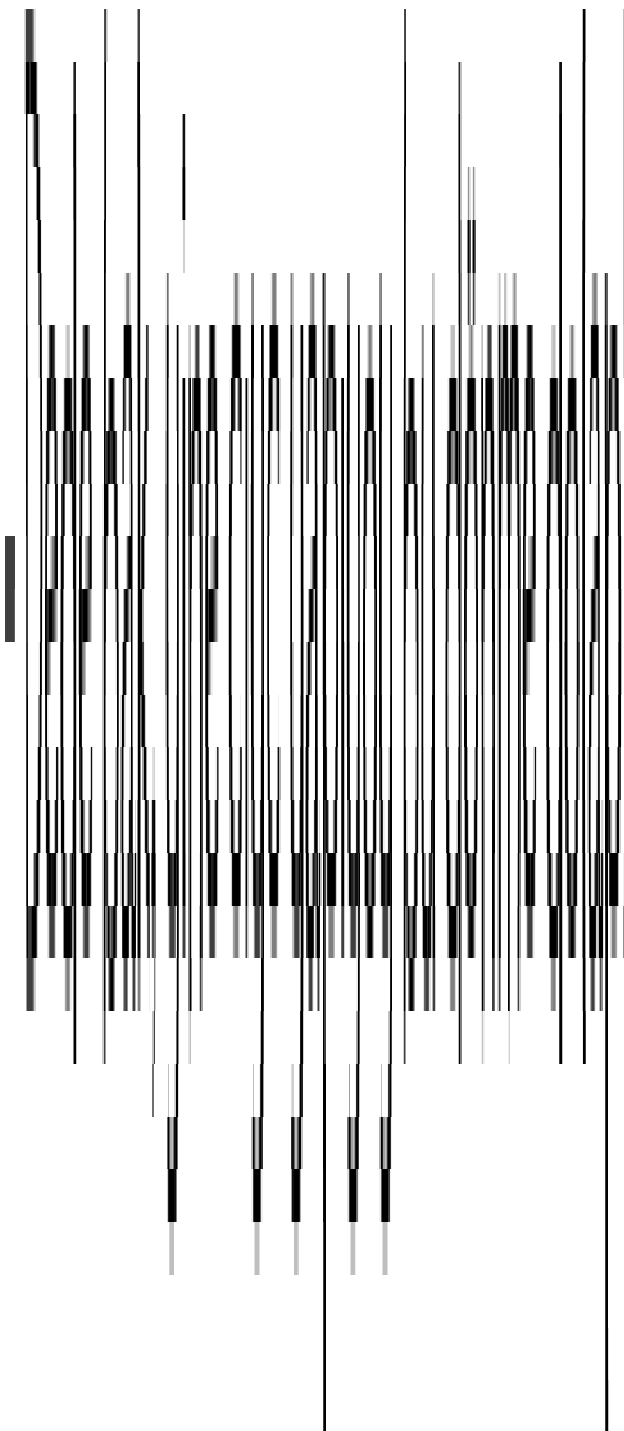
The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. The document then outlines the specific procedures for recording transactions, including the use of standardized forms and the requirement for double-checking entries. It also addresses the importance of regular audits to ensure the integrity of the data. The second part of the document focuses on the financial aspects of the organization, detailing the budgeting process and the allocation of resources. It provides a clear breakdown of the various costs involved in the organization's operations and offers strategies for managing these costs effectively. The document concludes by reiterating the commitment to financial soundness and the importance of ongoing communication and collaboration among all stakeholders.

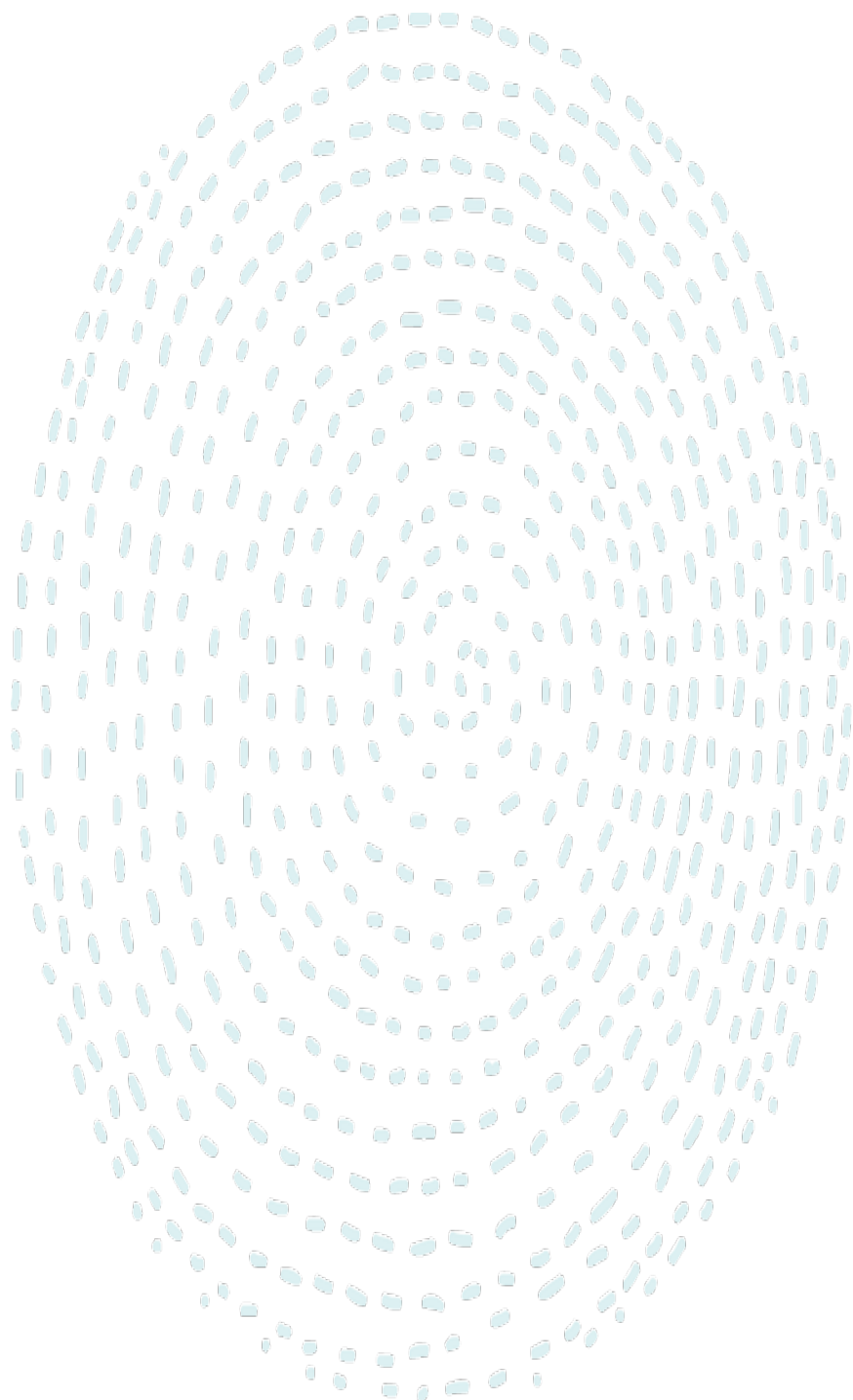


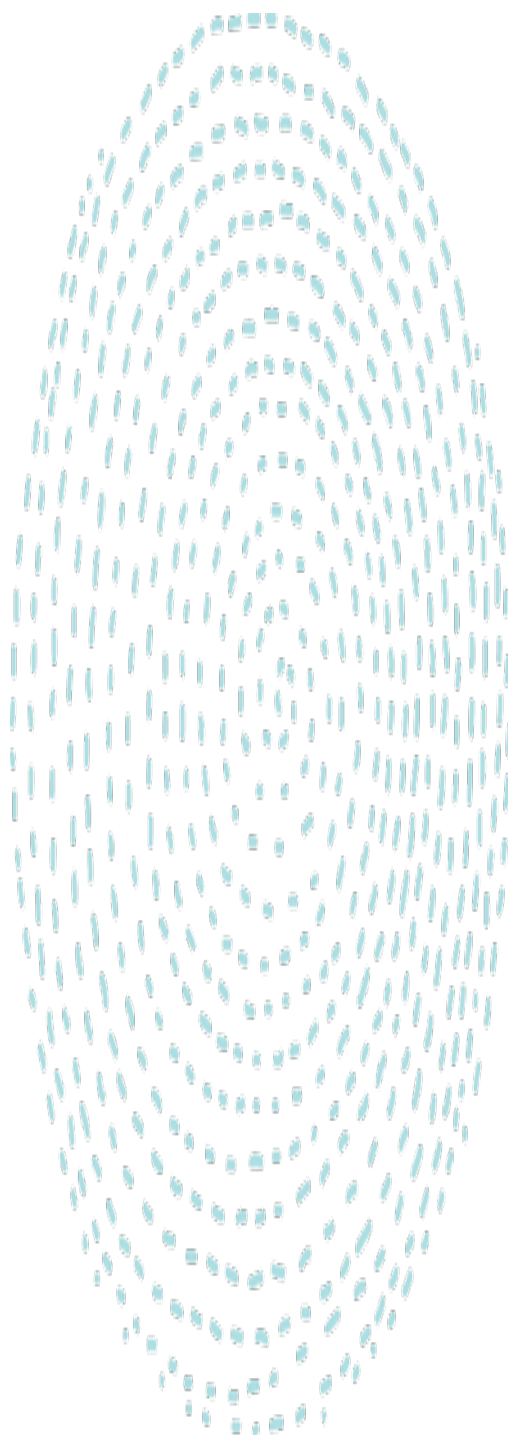












1. *Identify the main idea of the passage.*

2. *Identify the supporting details.*

3. *Identify the author's purpose.*

4. *Identify the author's tone.*

5. *Identify the author's bias.*

6. *Identify the author's point of view.*

7. *Identify the author's audience.*

8. *Identify the author's main argument.*

9. *Identify the author's conclusion.*

10. *Identify the author's evidence.*

11. *Identify the author's counterargument.*

12. *Identify the author's rebuttal.*

13. *Identify the author's conclusion.*

14. *Identify the author's evidence.*

15. *Identify the author's counterargument.*

16. *Identify the author's rebuttal.*

17. *Identify the author's conclusion.*

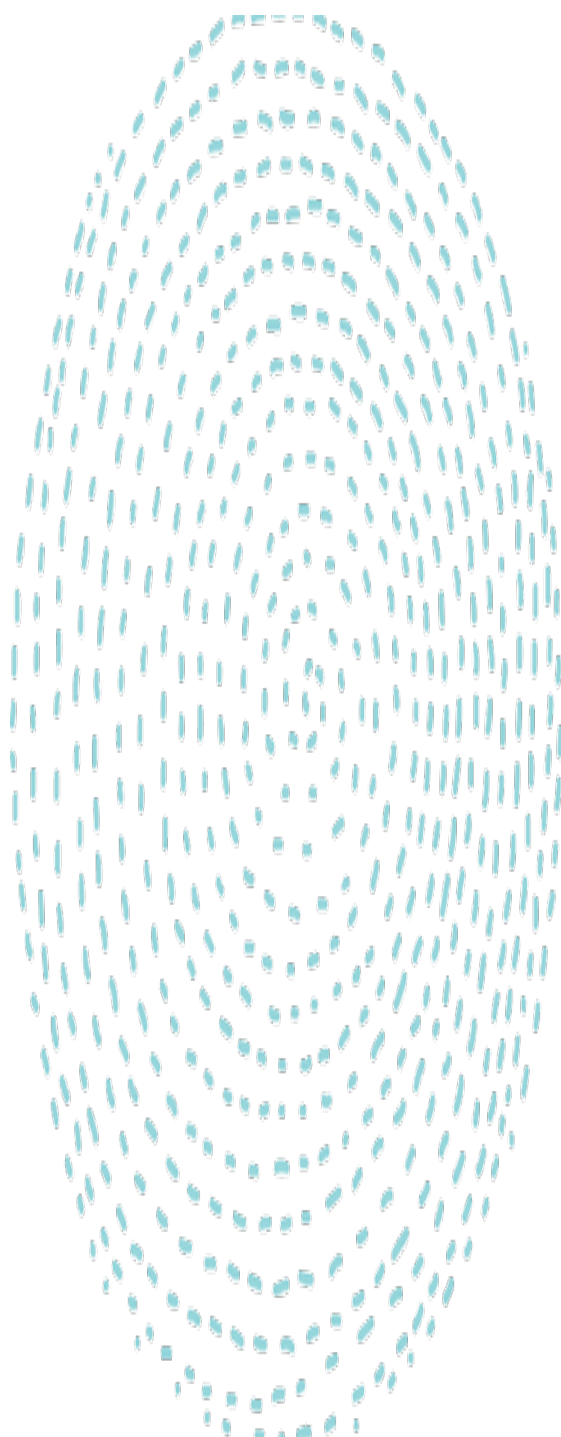
18. *Identify the author's evidence.*

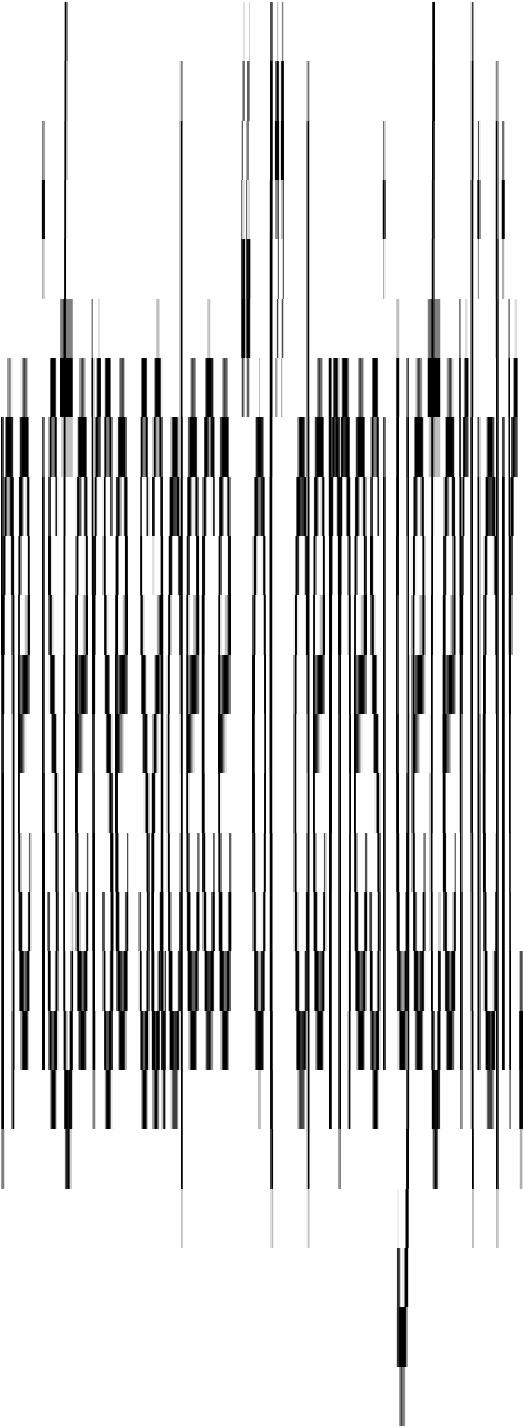
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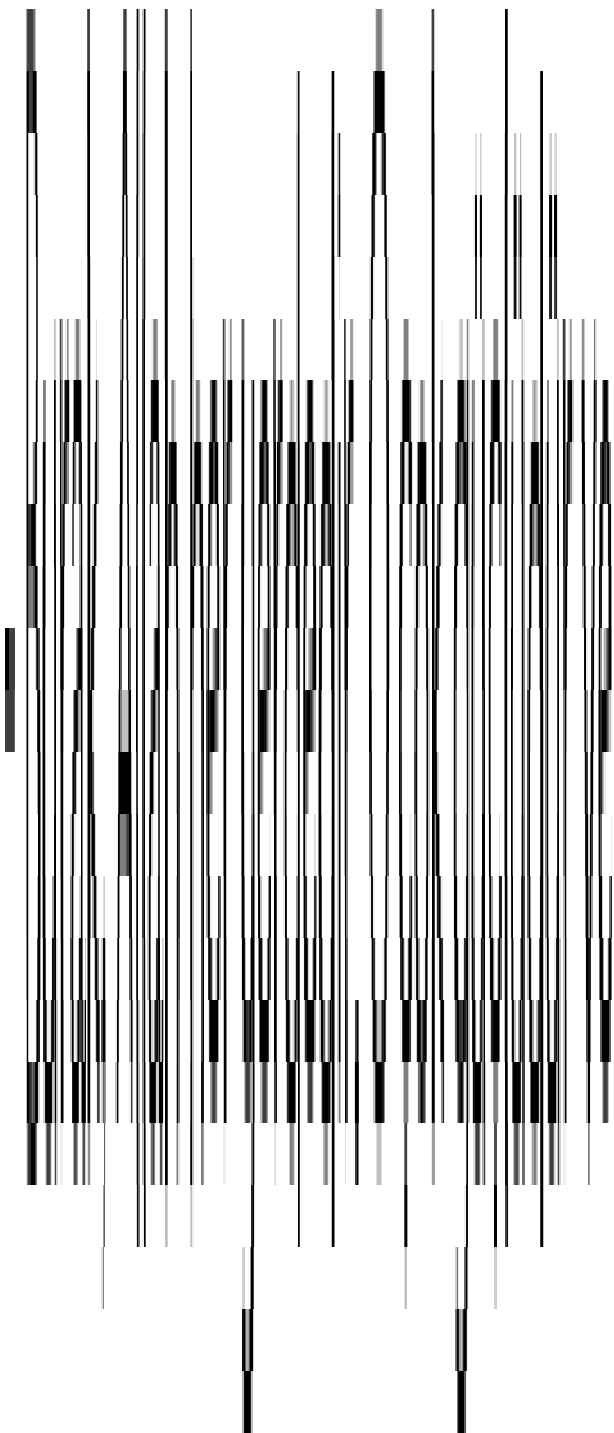
20. *Identify the author's rebuttal.*

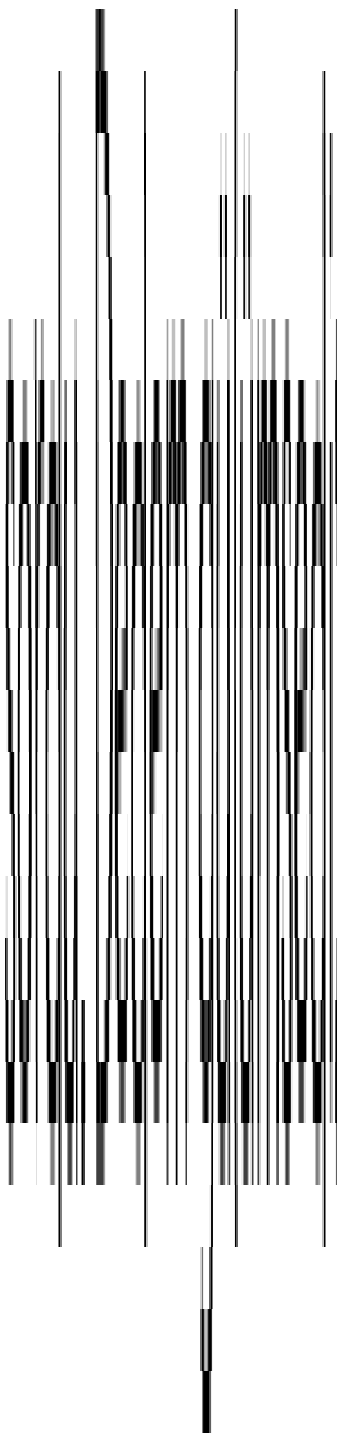
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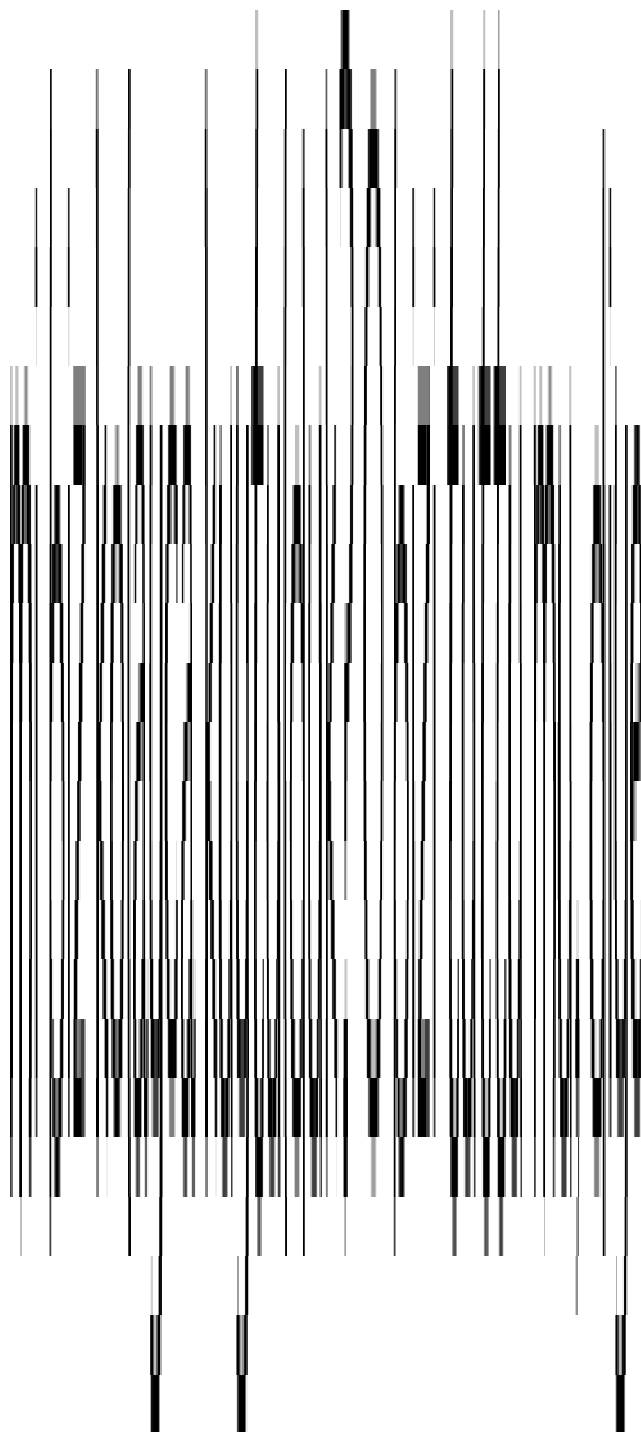
22. *Identify the author's evidence.*

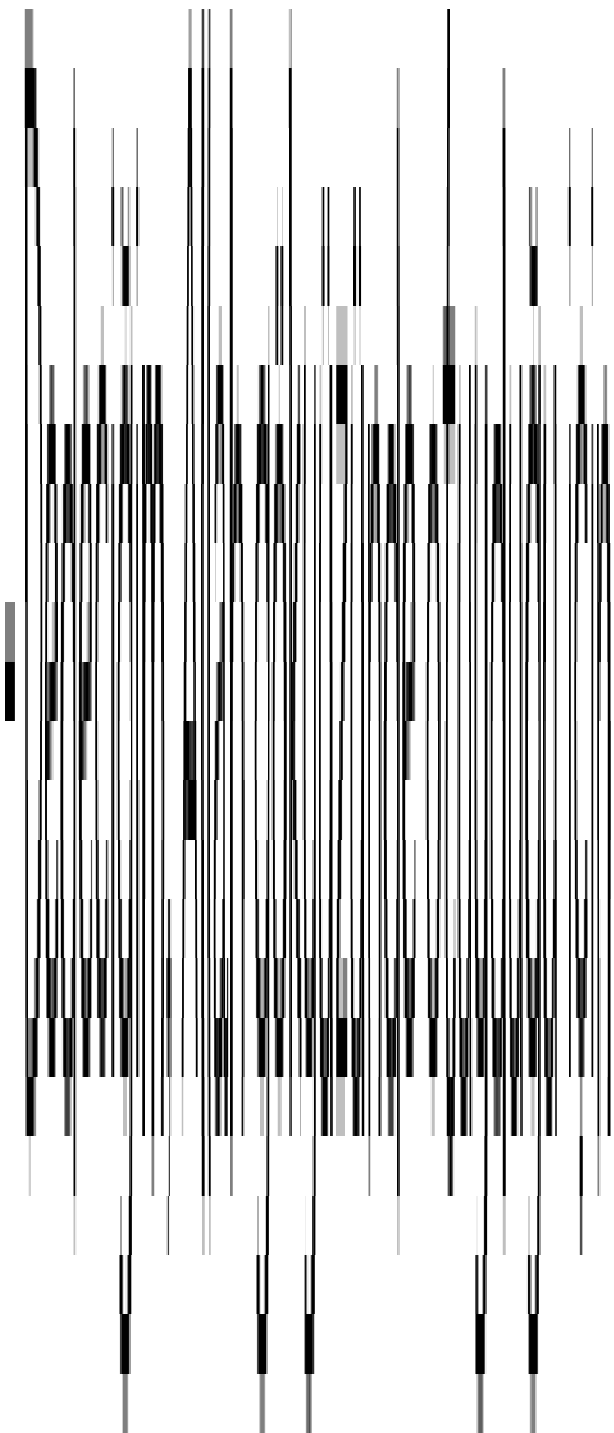


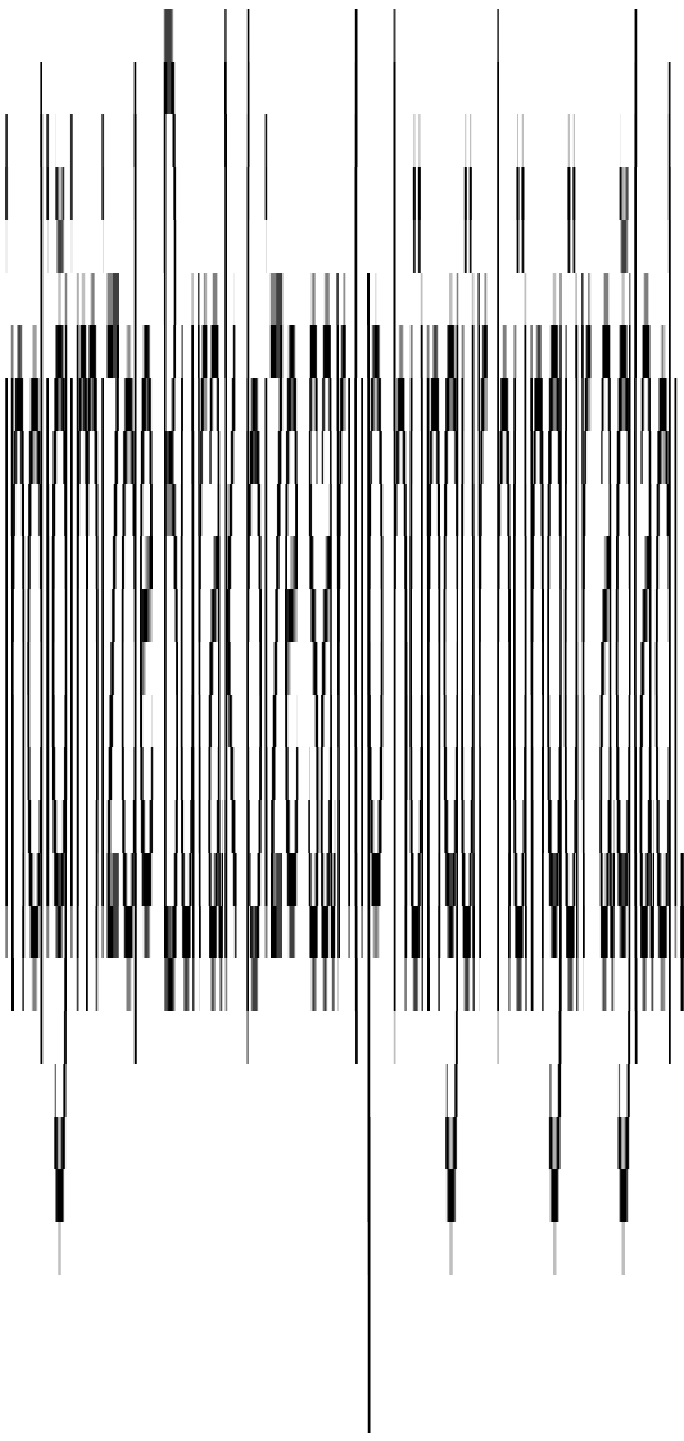


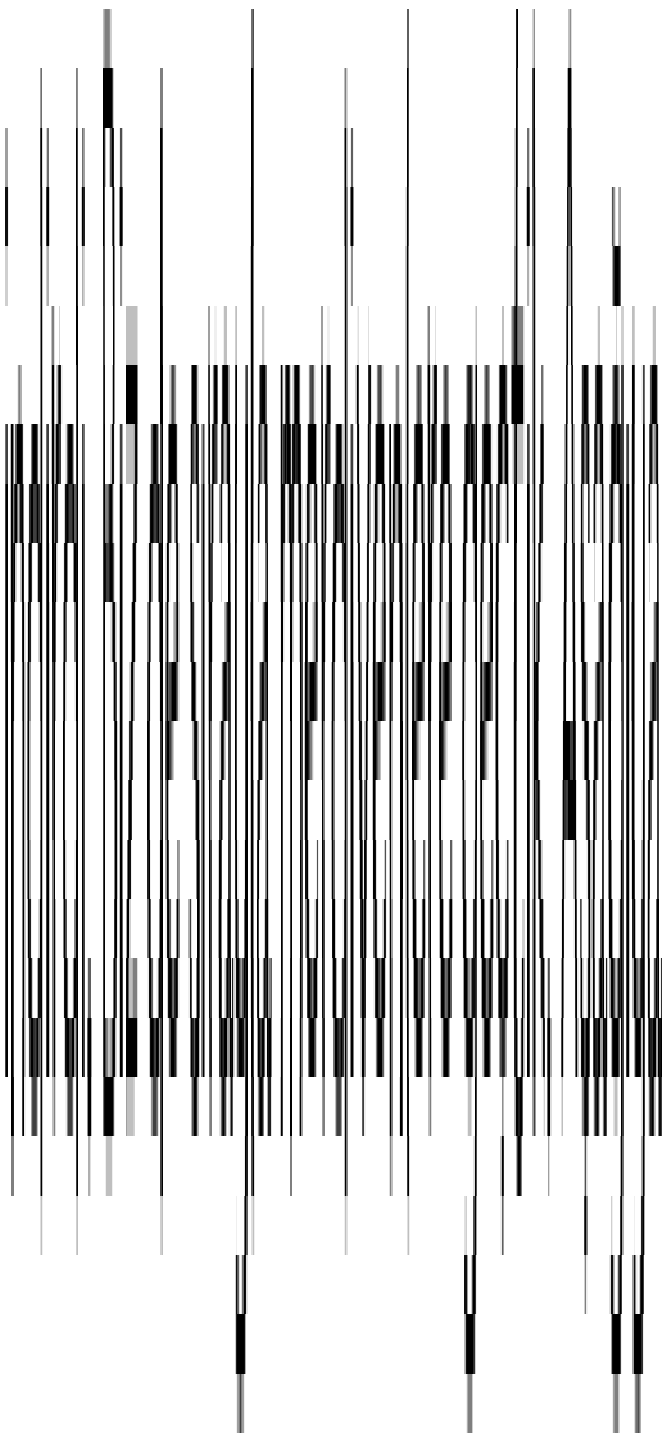


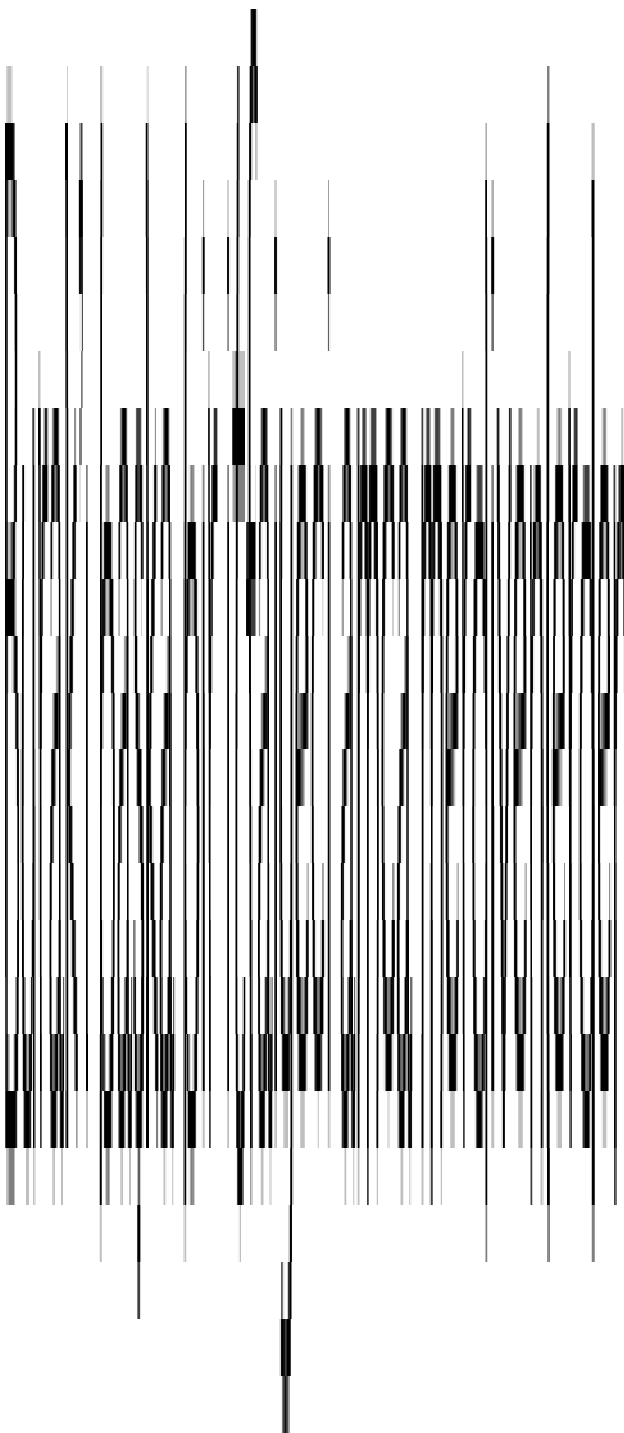


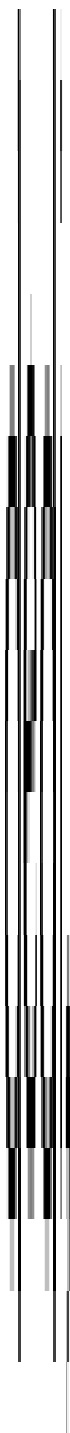


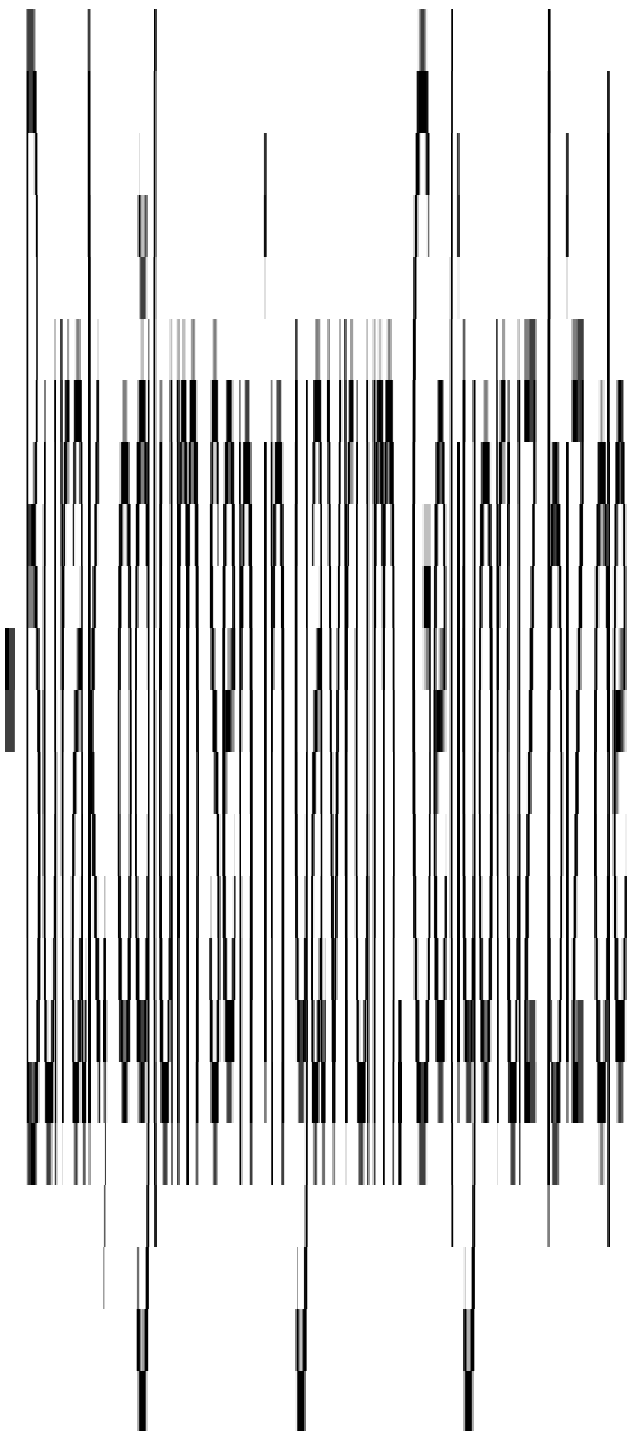


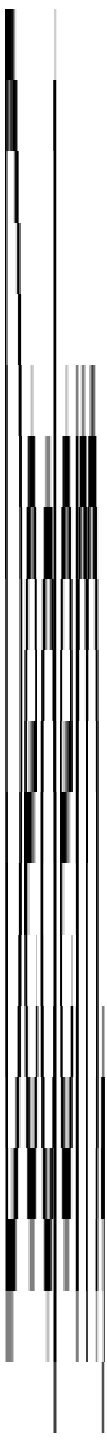


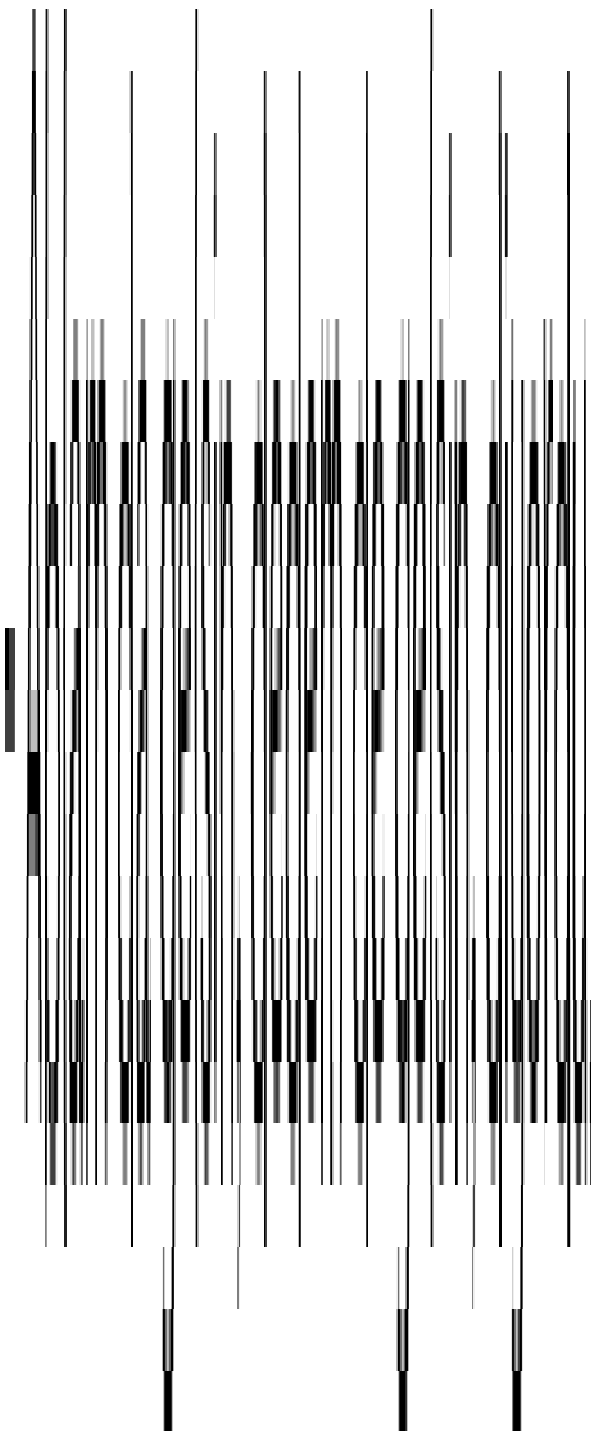


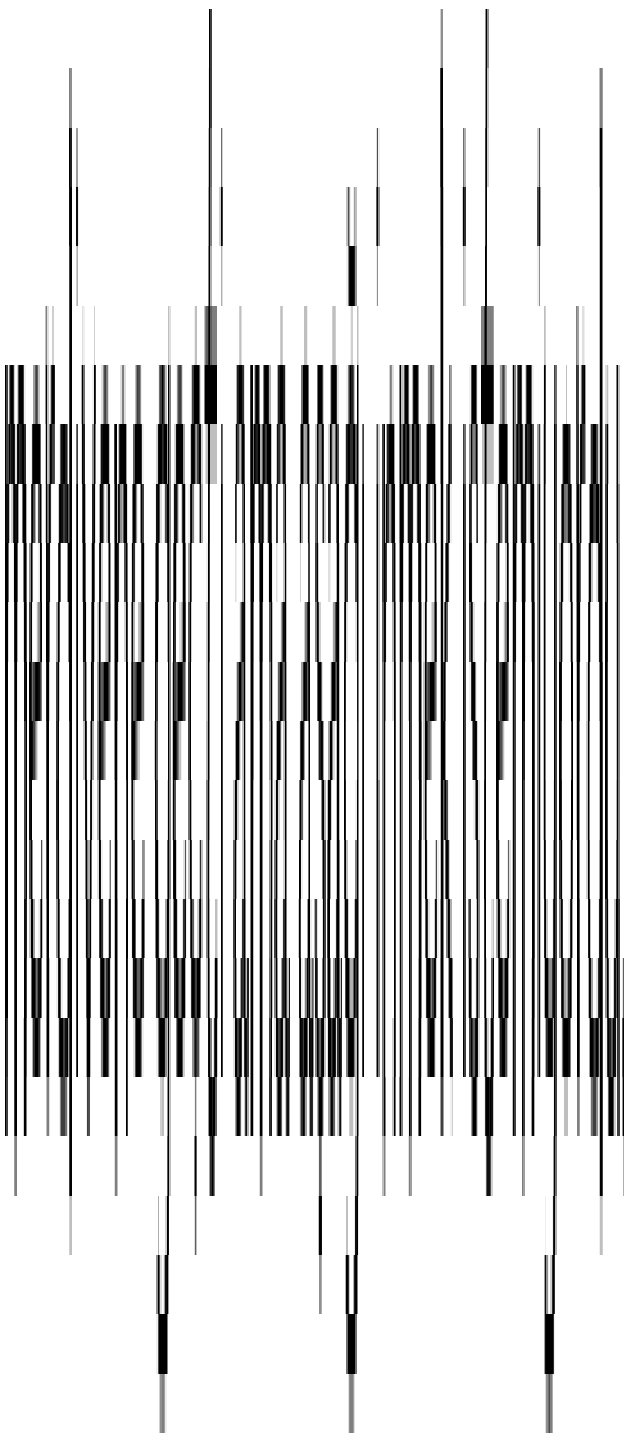


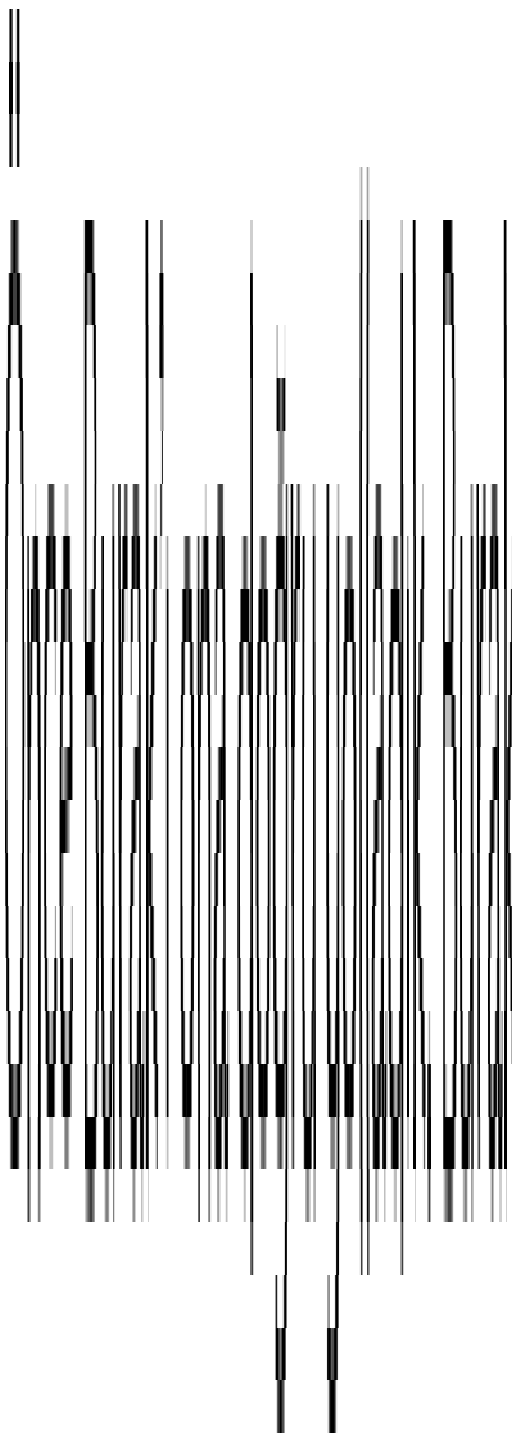


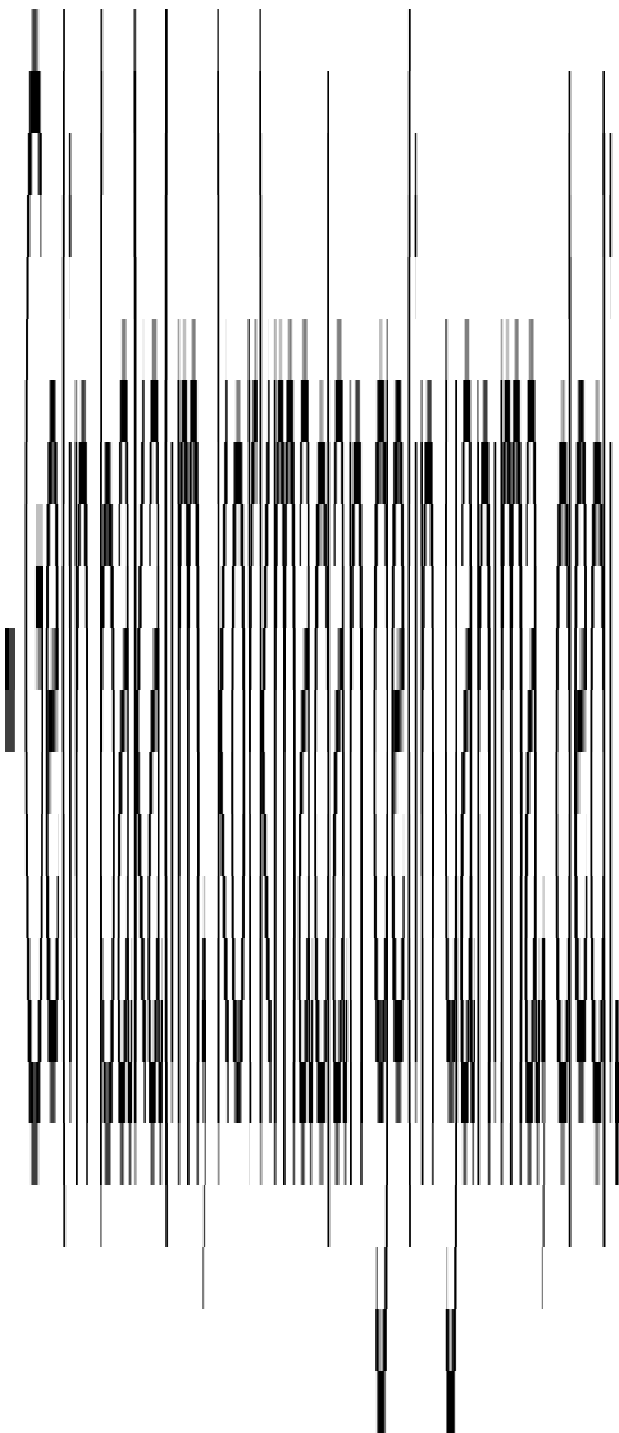


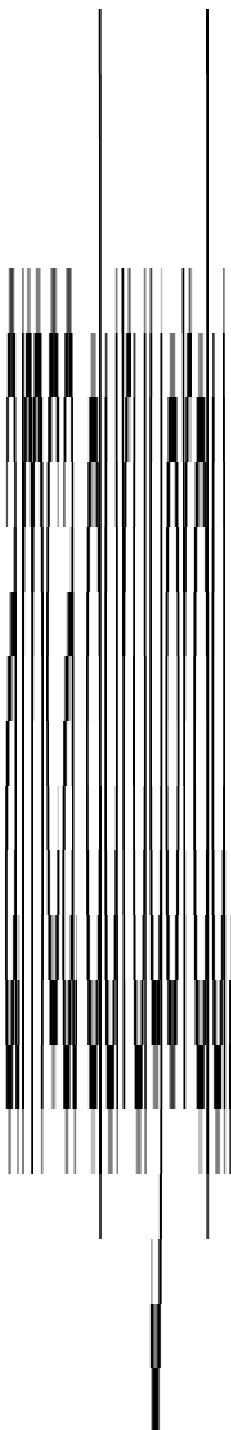


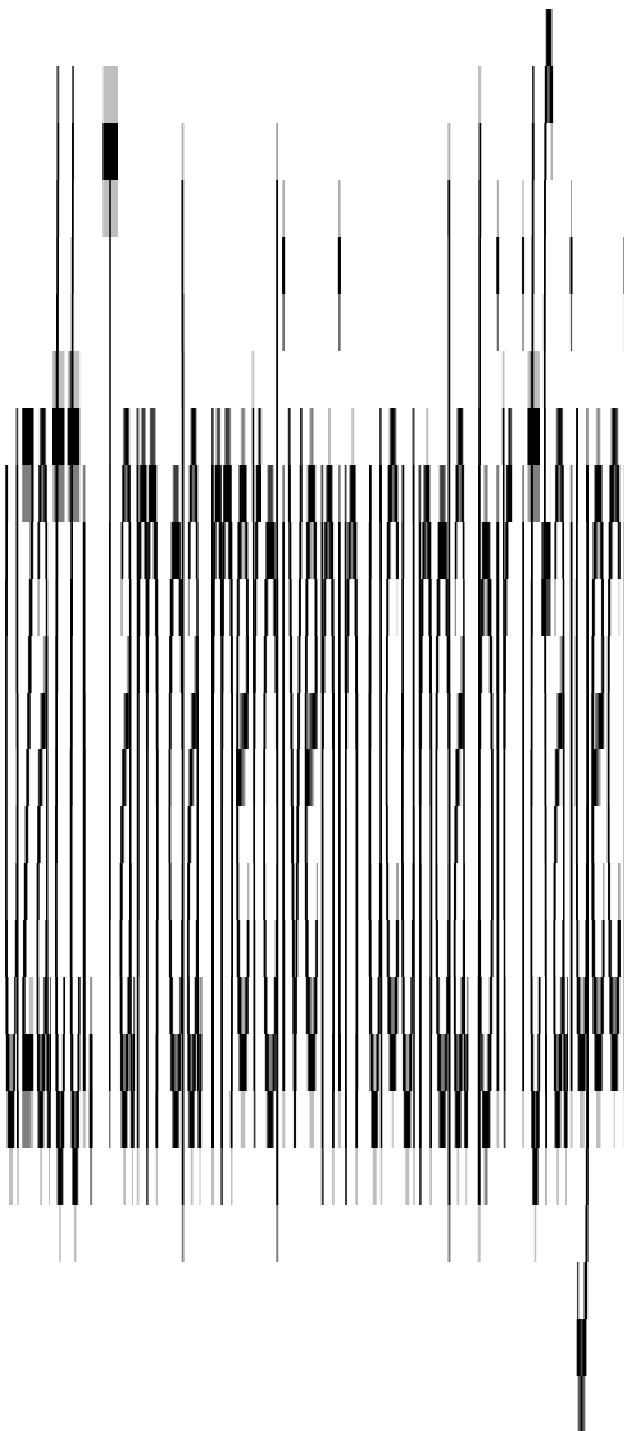


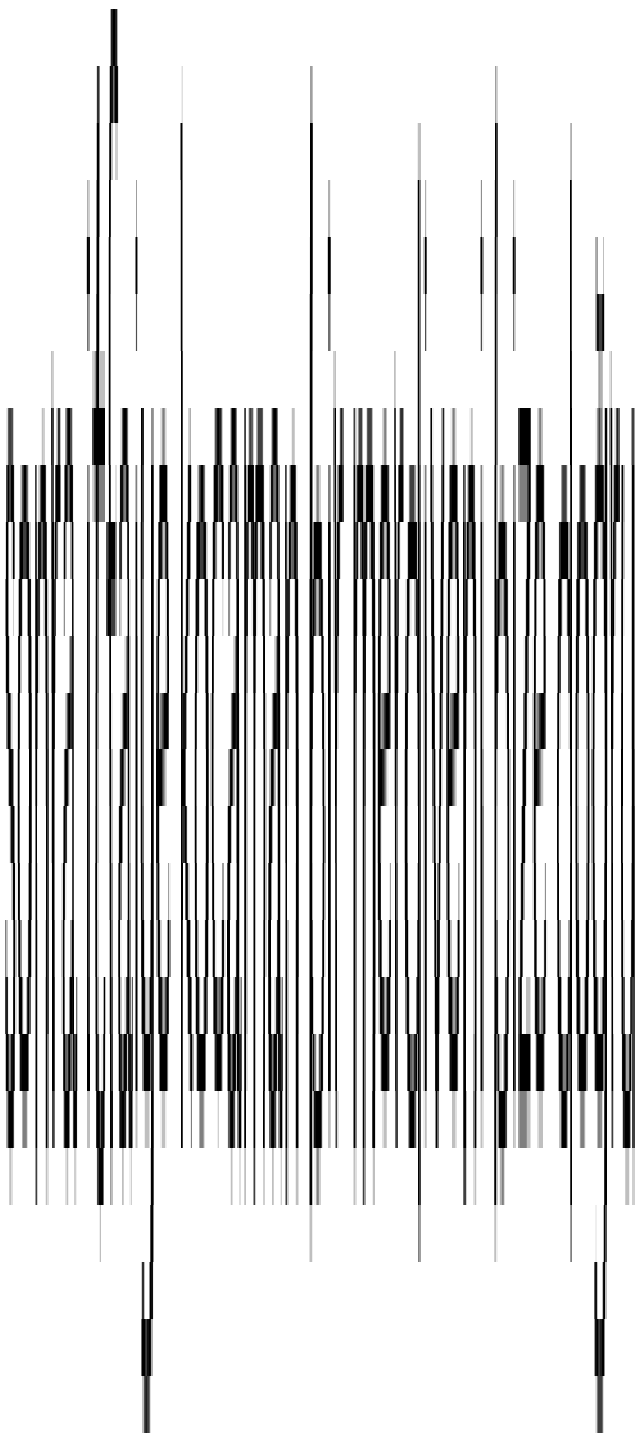


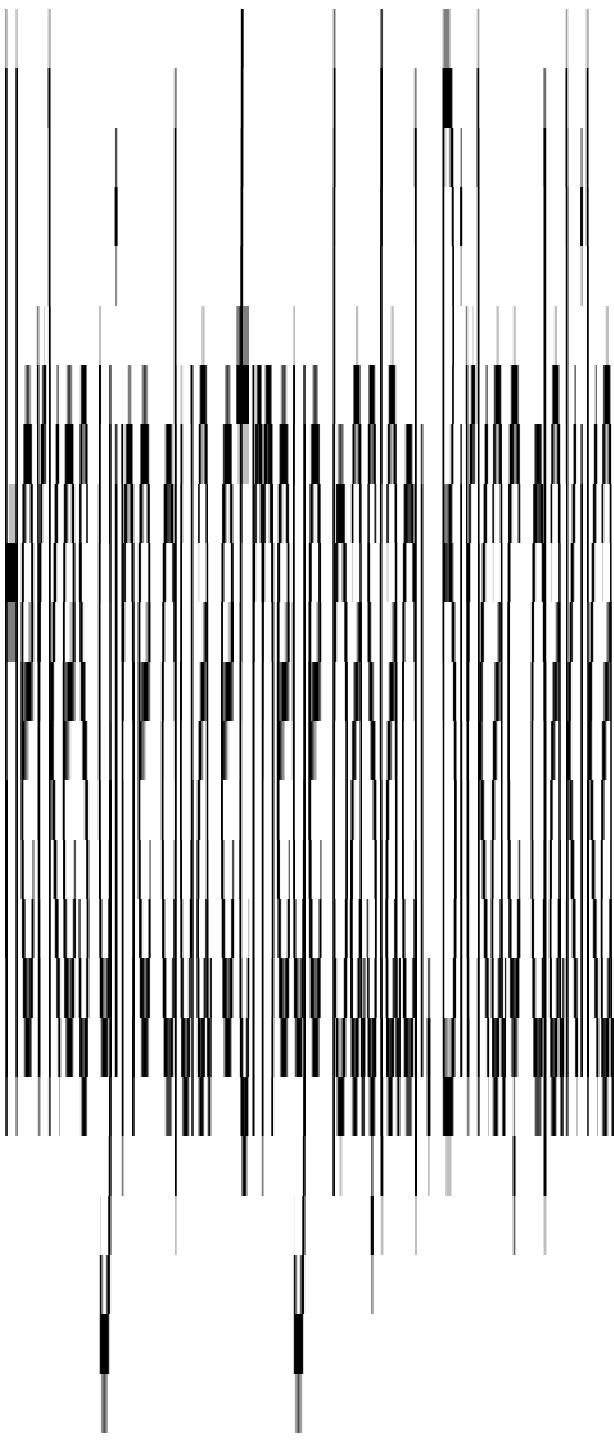


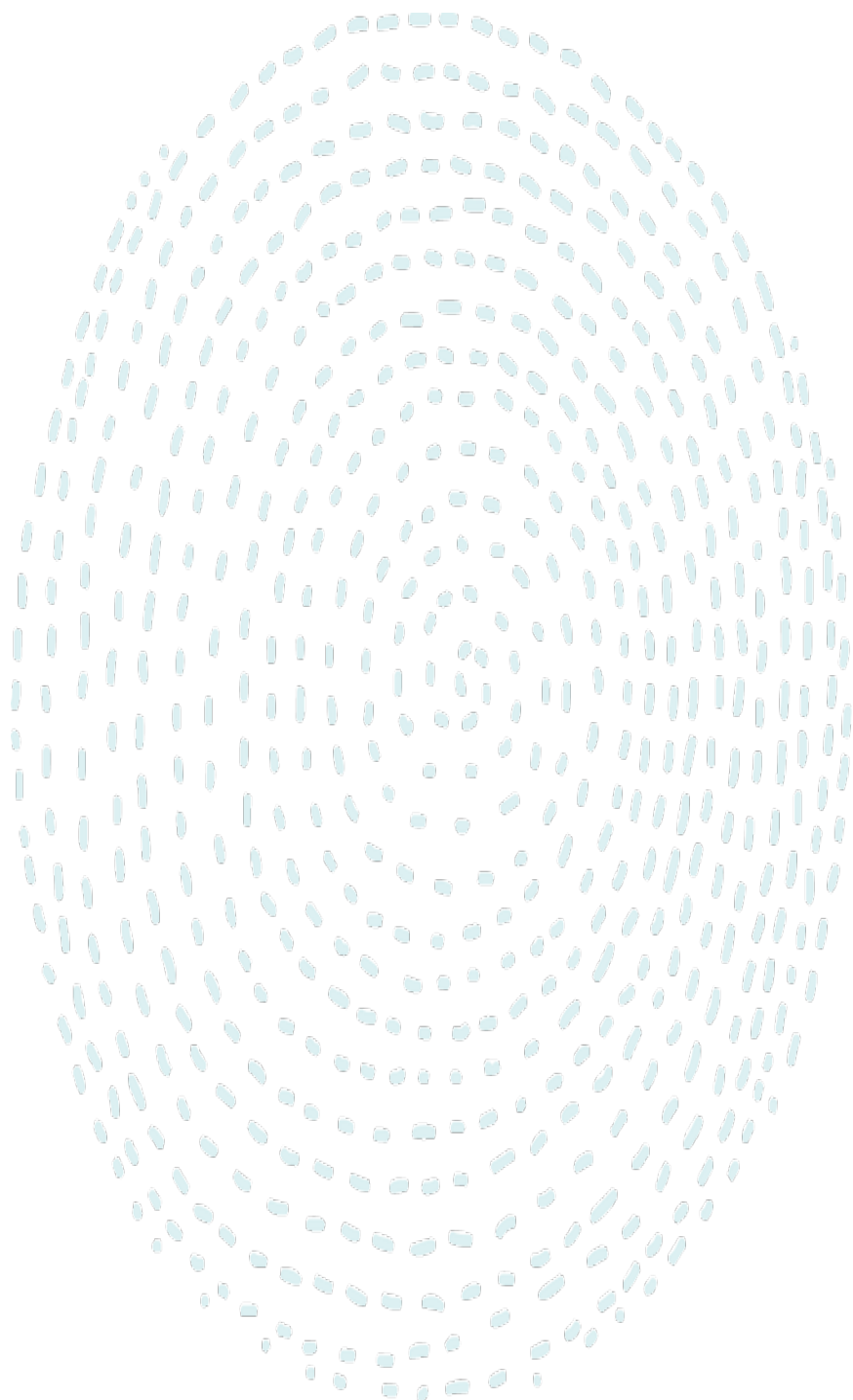


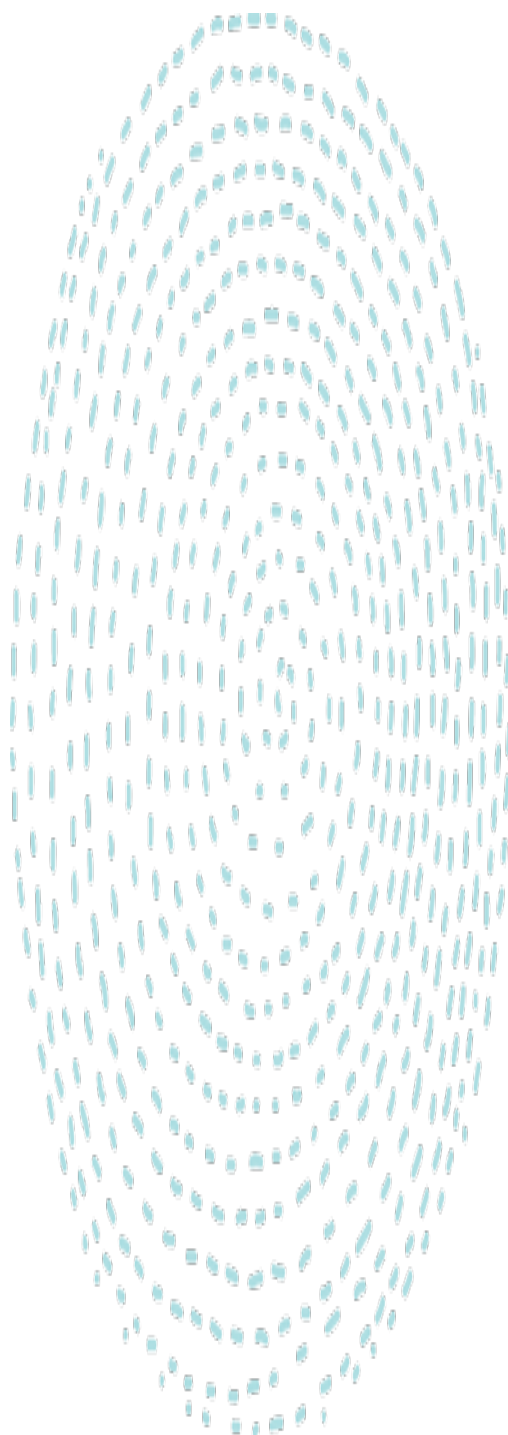












1. *Introduction*

2. *Background*

3. *Methodology*

4. *Results*

5. *Discussion*

6. *Conclusion*

7. *Acknowledgments*

8. *References*

9. *Appendix*

10. *Index*

11. *Glossary*

12. *Index*

13. *Glossary*

14. *Index*

15. *Glossary*

16. *Index*

17. *Glossary*

18. *Index*

19. *Glossary*

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21. *Glossary*

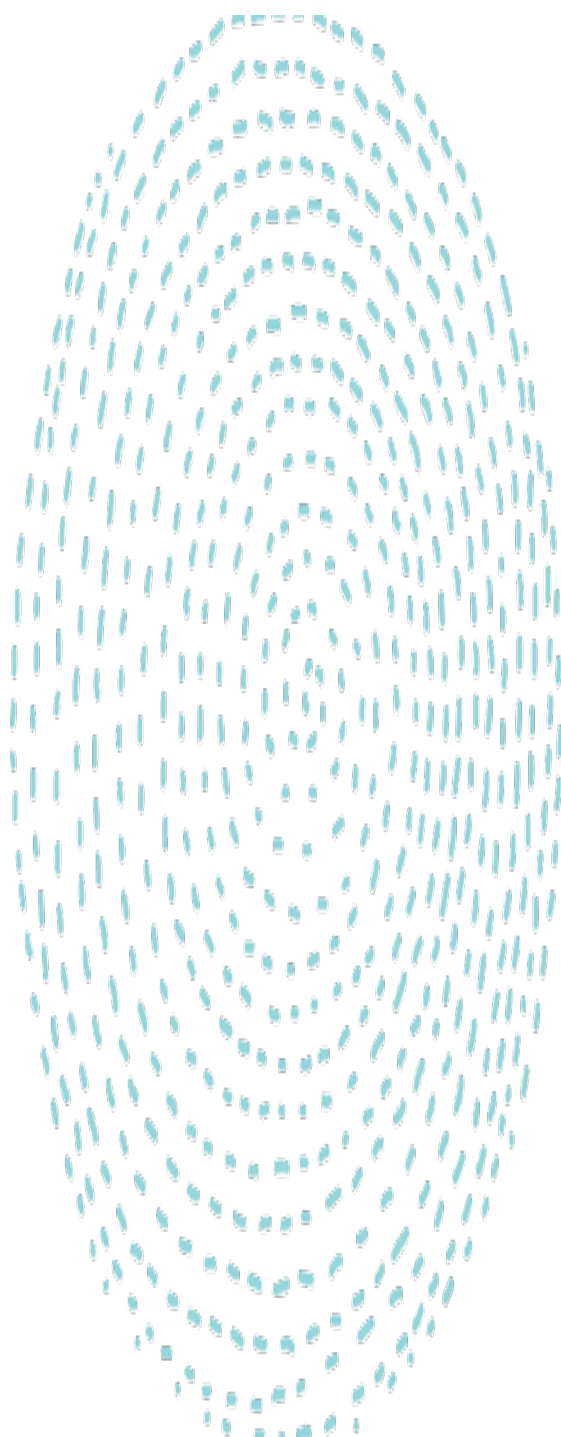
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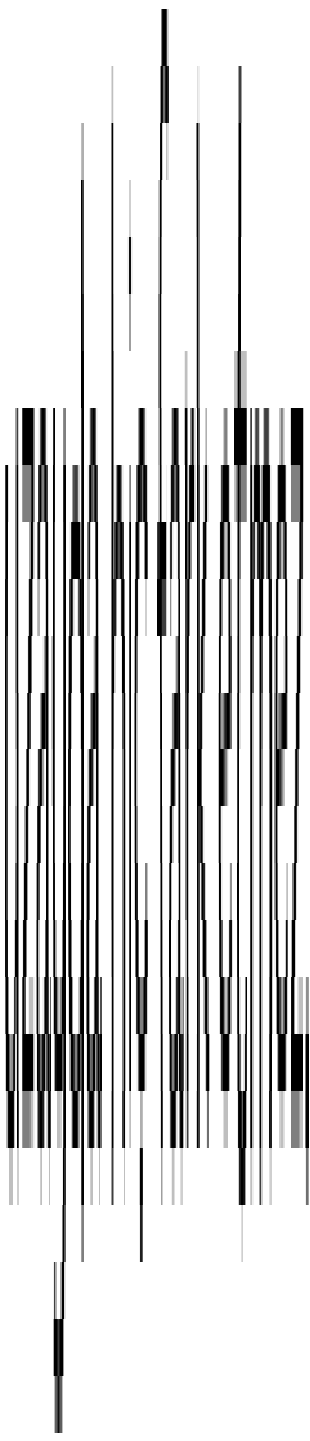
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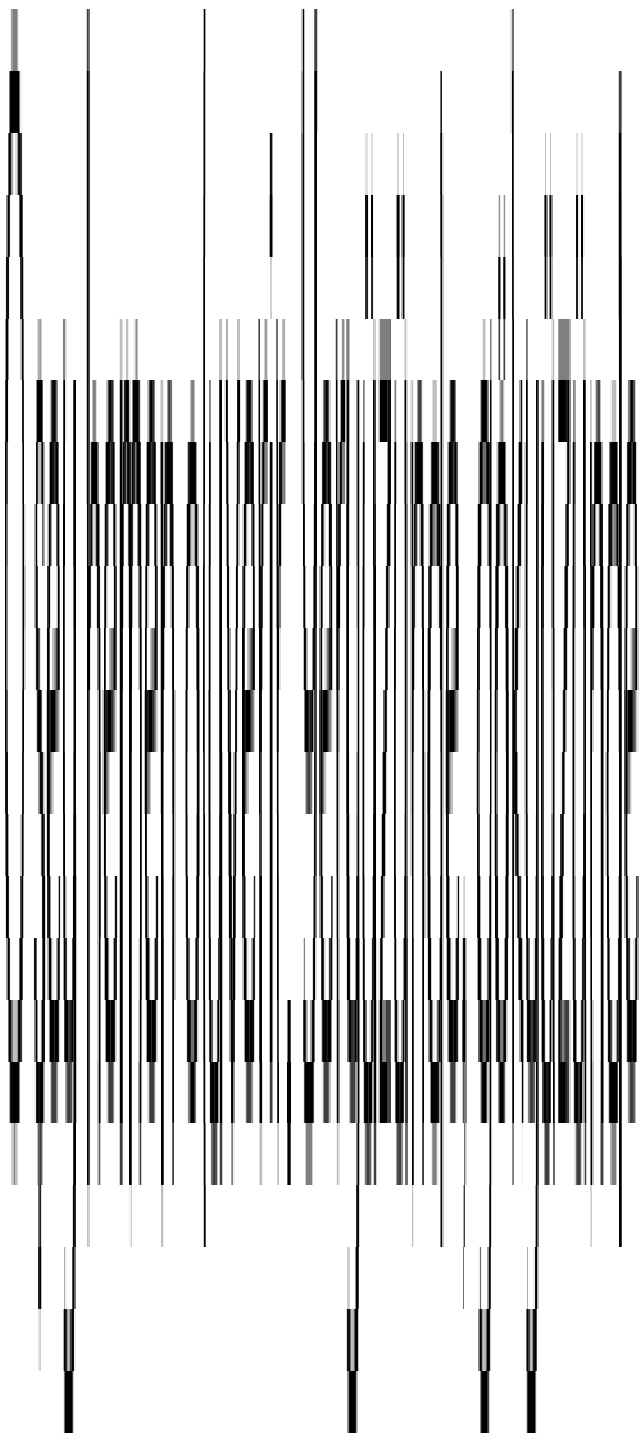
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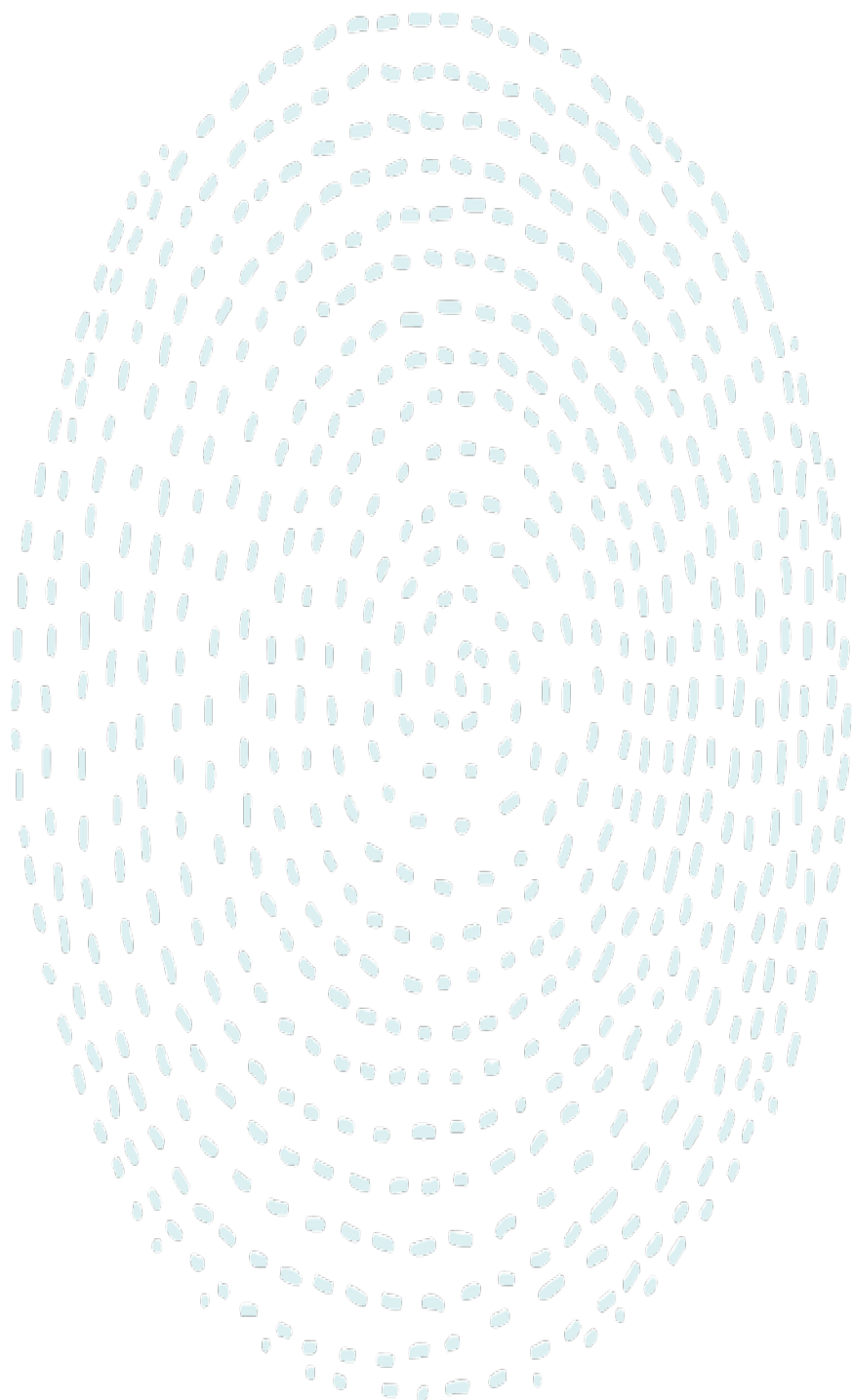


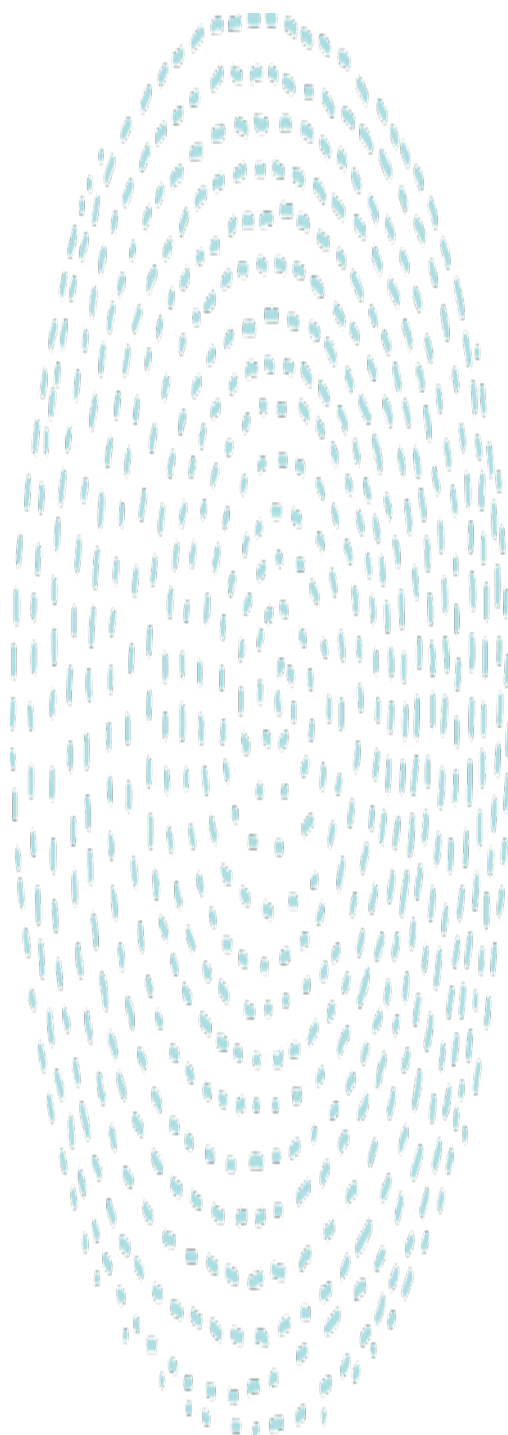












1. *Identify the main idea or purpose of the text.*

2. *Summarize the key points or arguments.*

3. *Identify any supporting evidence or examples.*

4. *Identify any conclusions or recommendations.*

5. *Identify any key terms or concepts.*

6. *Identify any questions or areas for further exploration.*

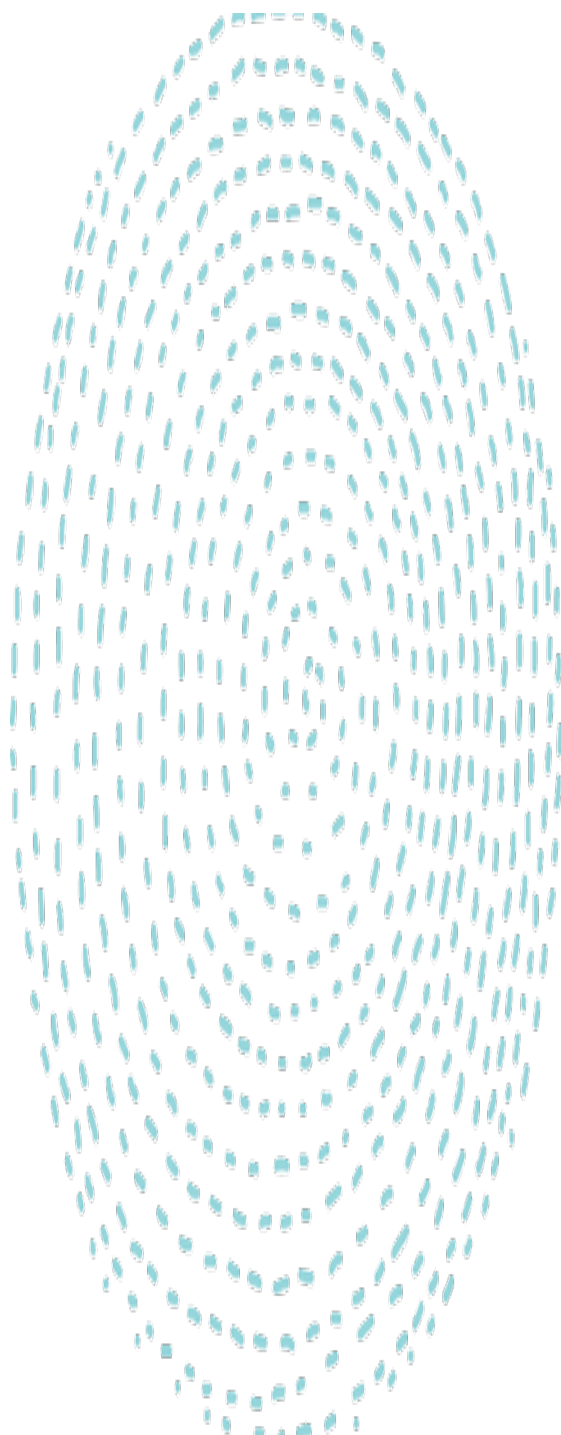
7. *Identify any connections to other texts or topics.*

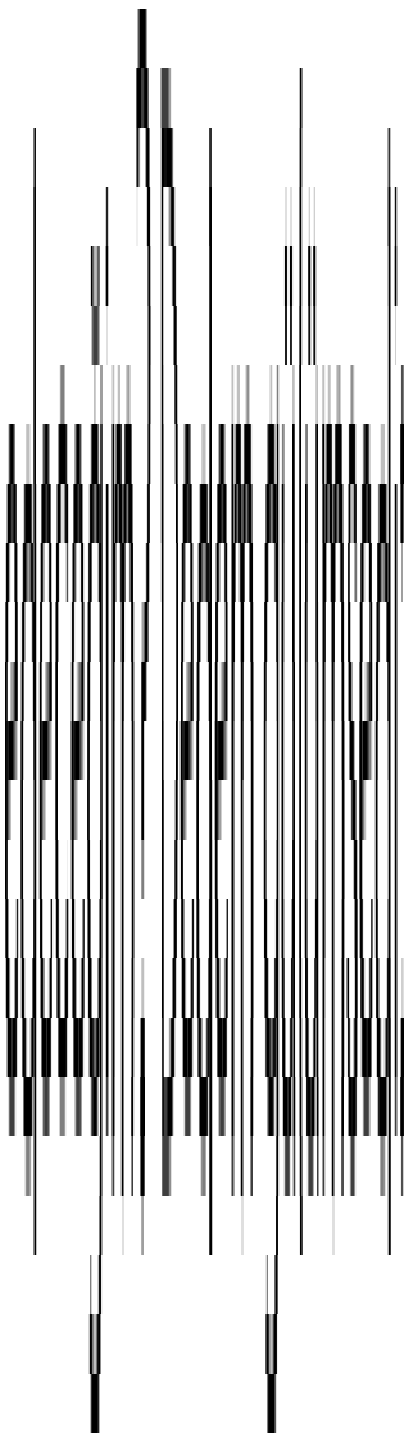
8. *Identify any personal reflections or insights.*

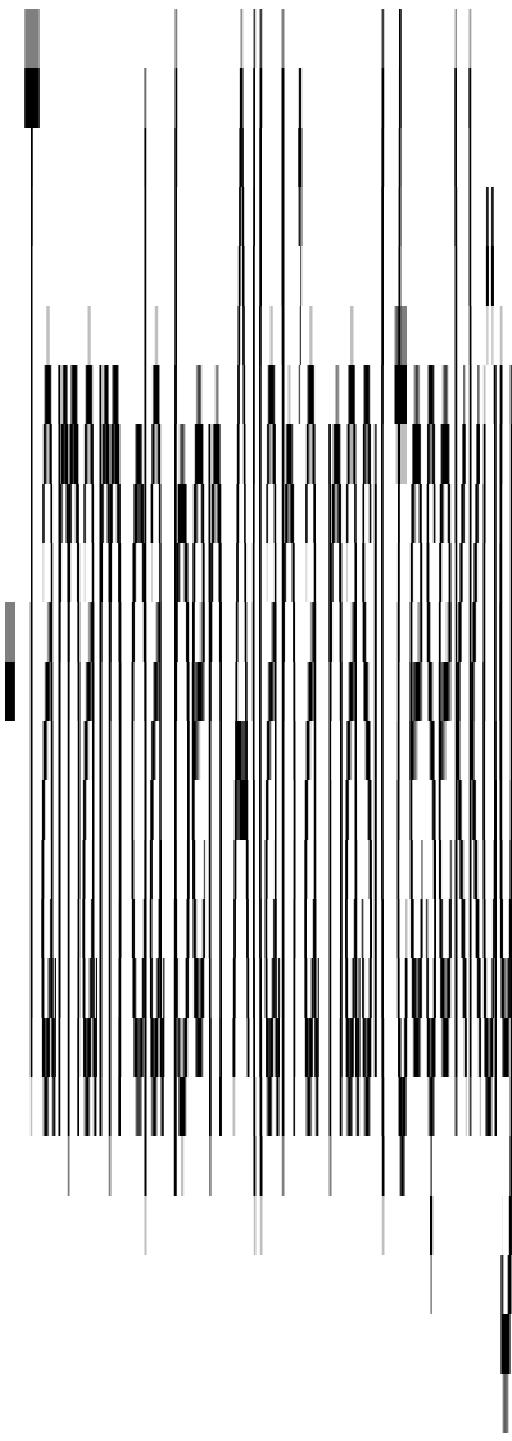
9. *Identify any potential applications or implications.*

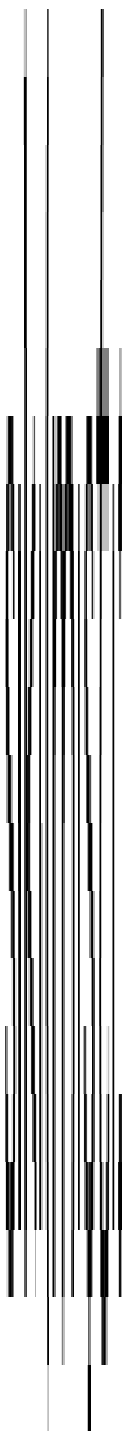
10. *Identify any additional resources or references.*

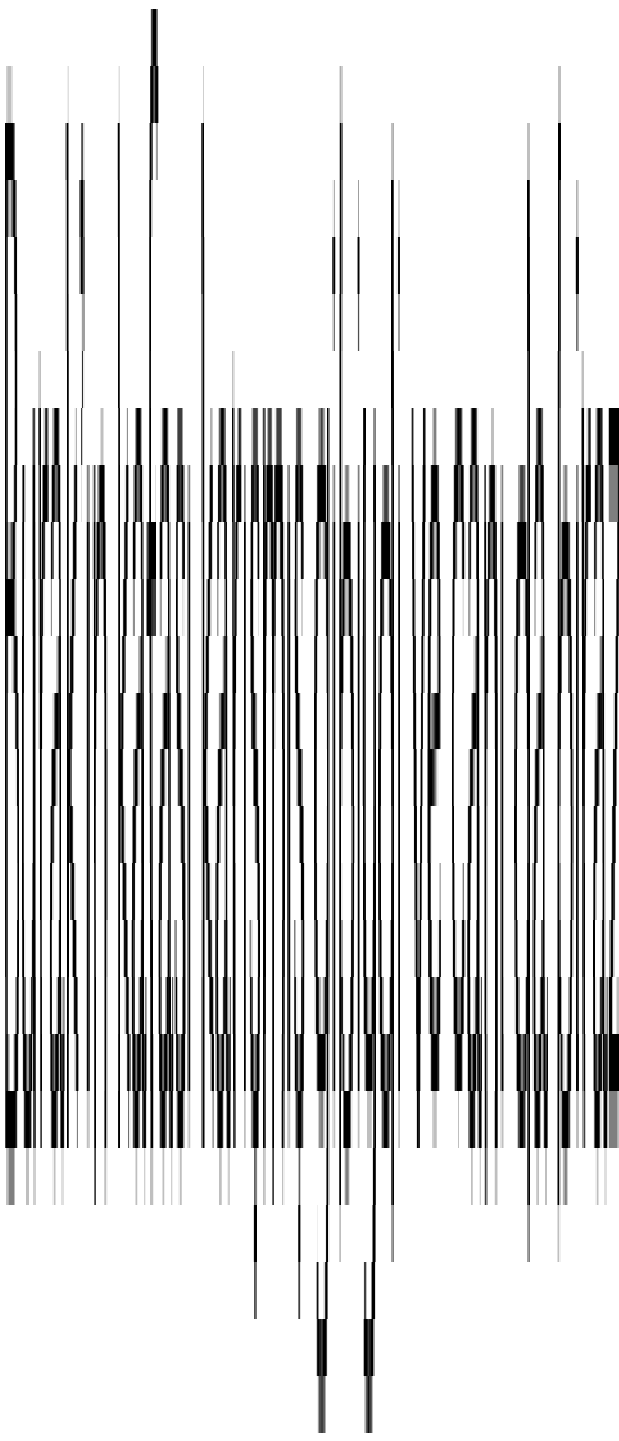
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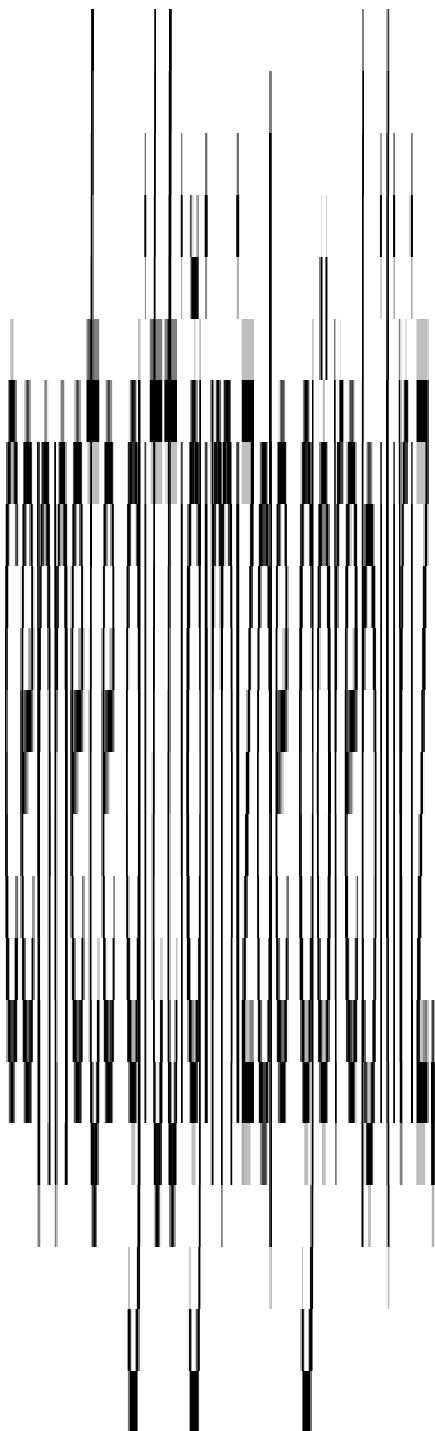


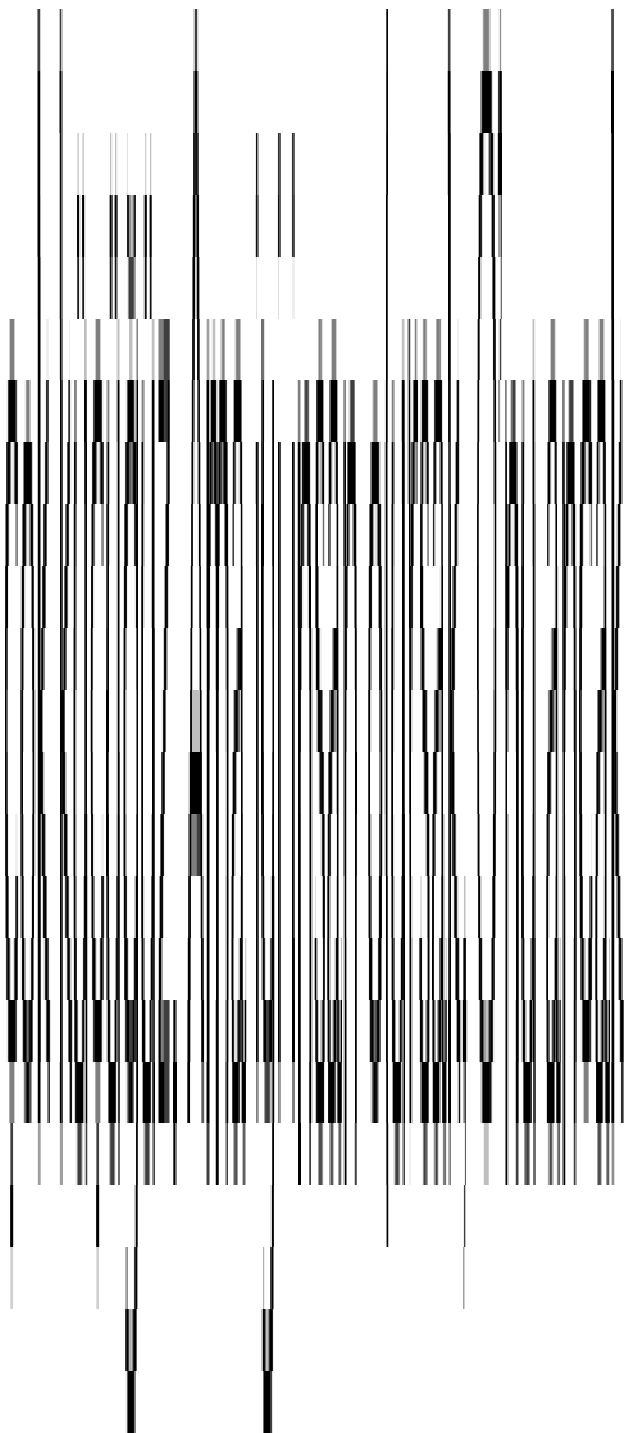


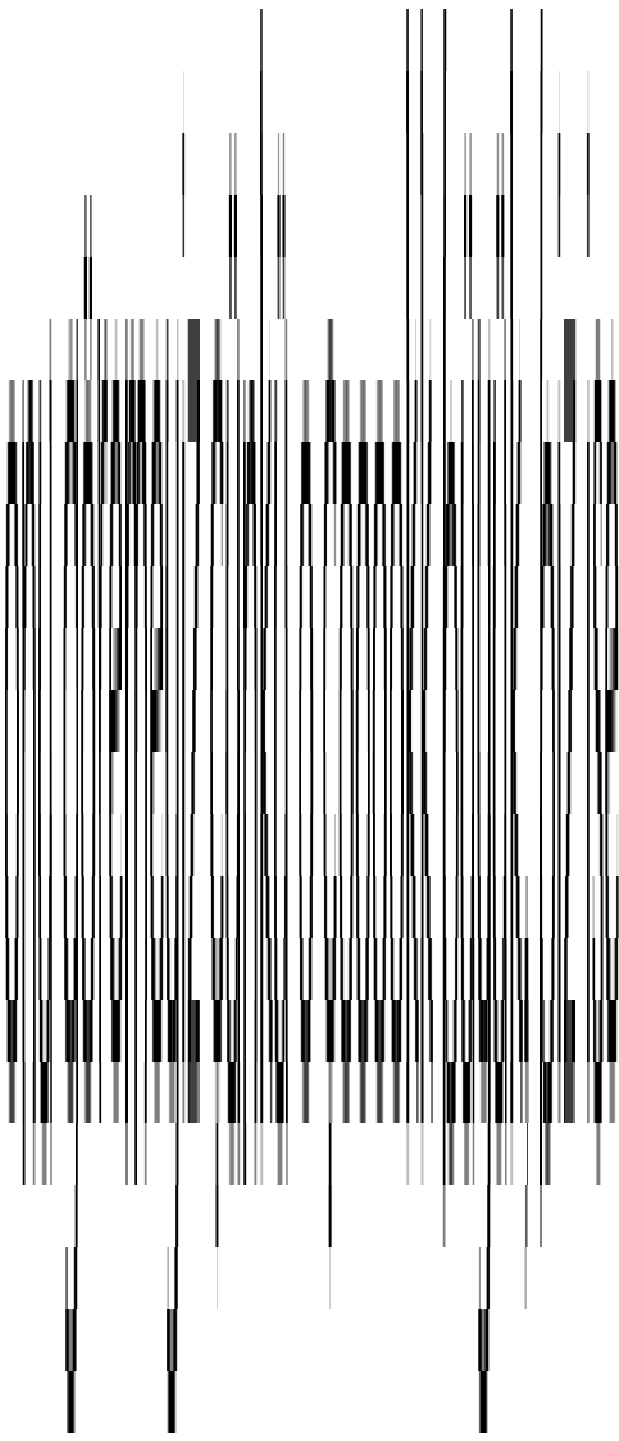


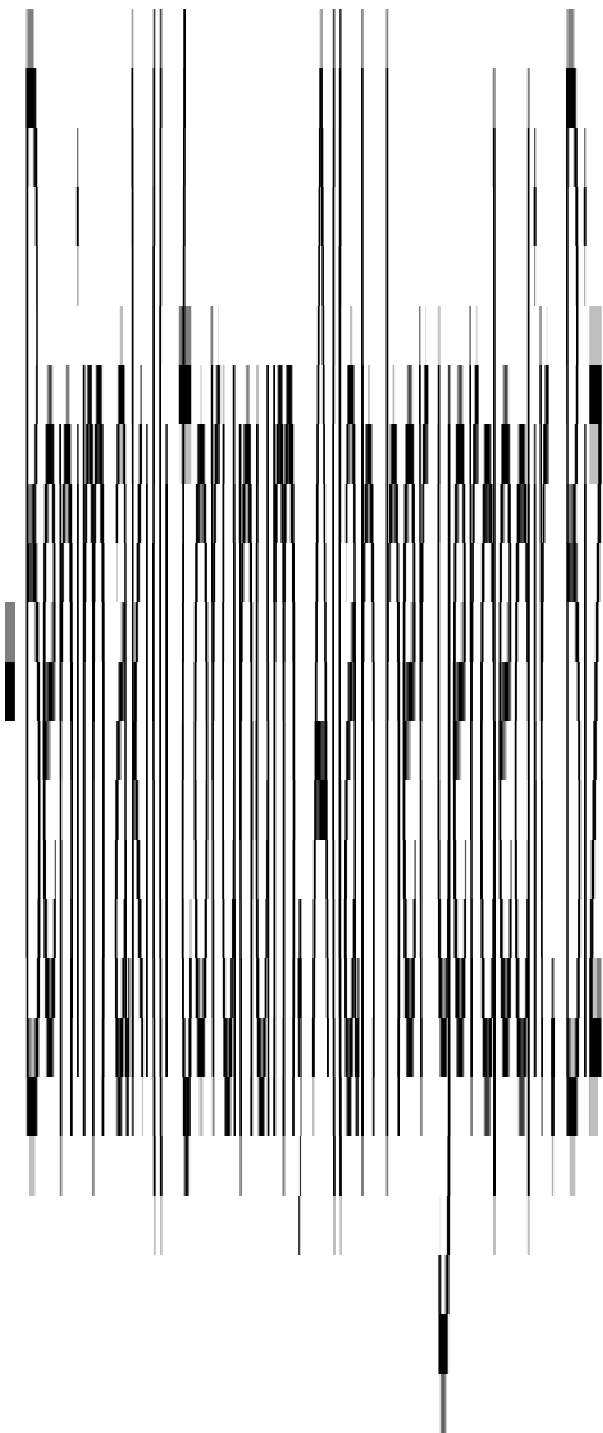


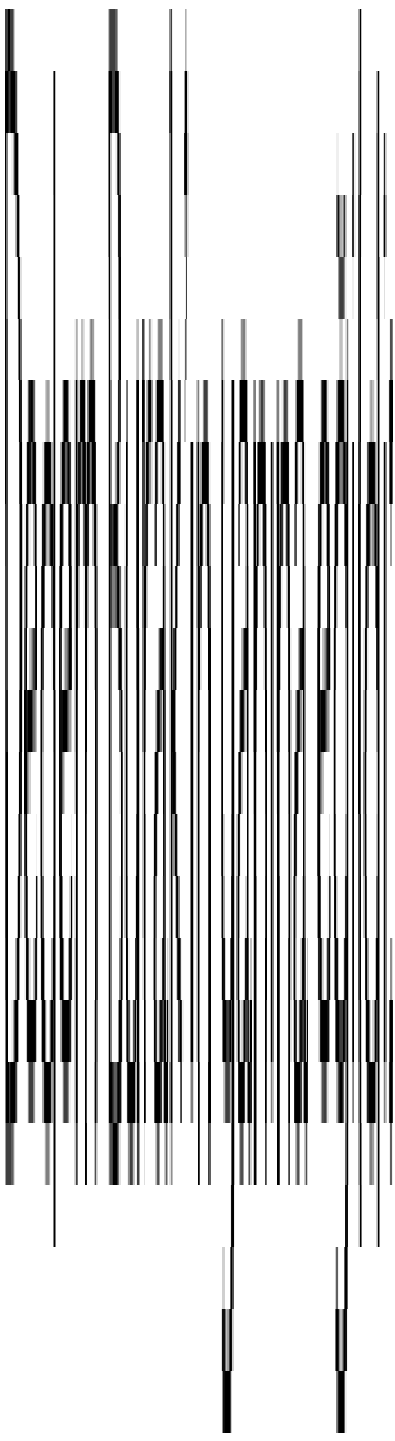


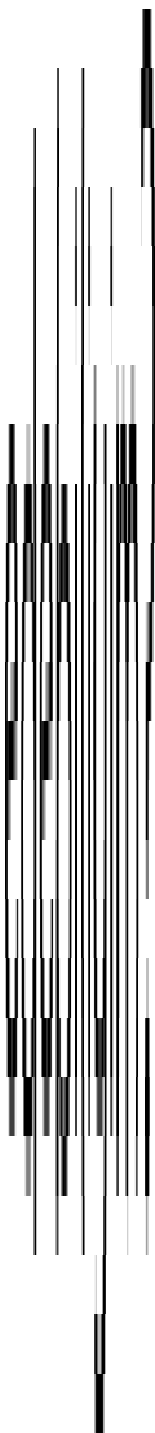


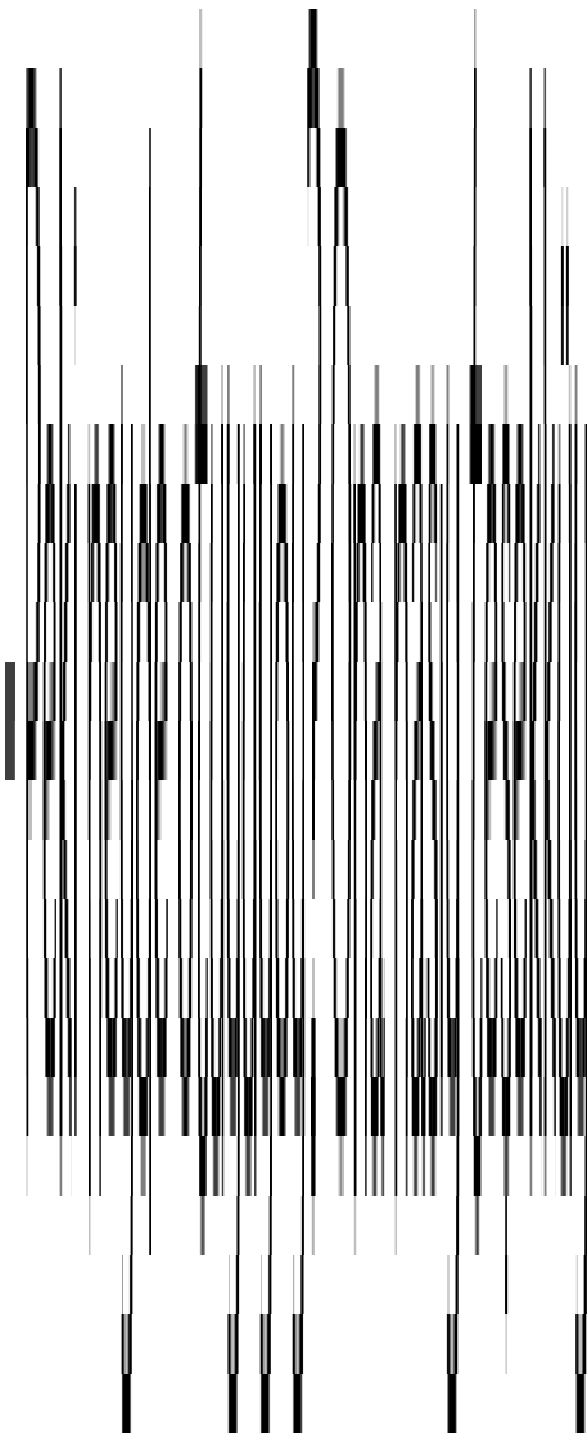


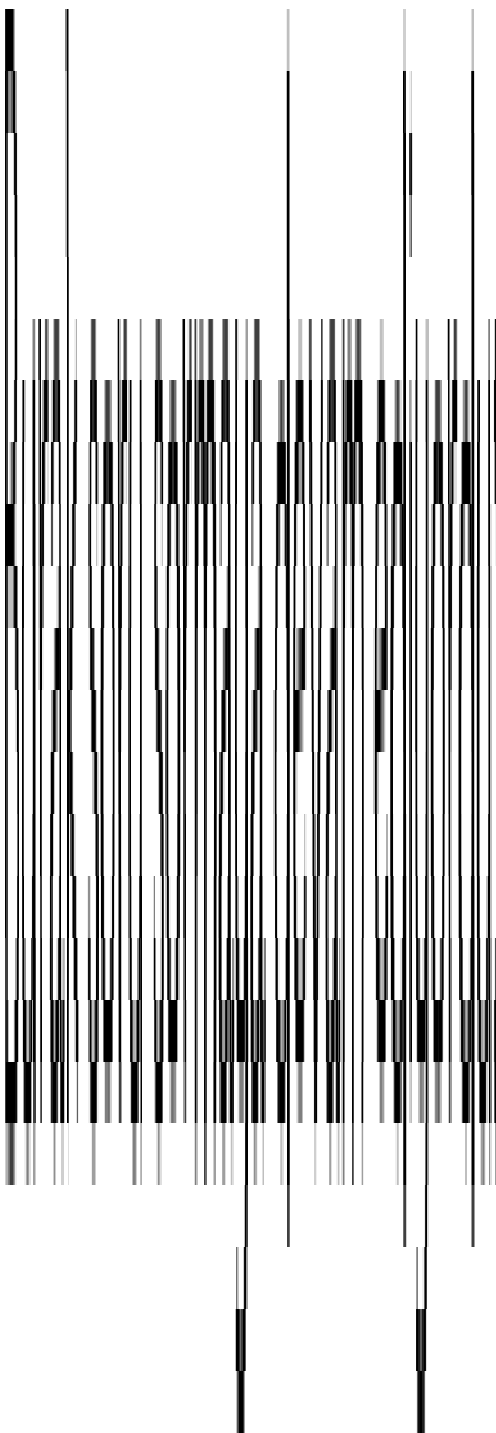


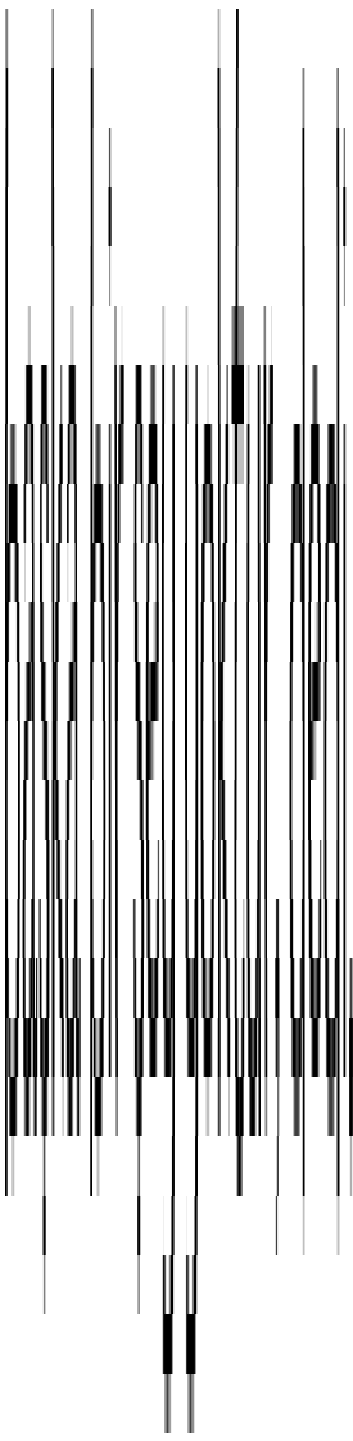




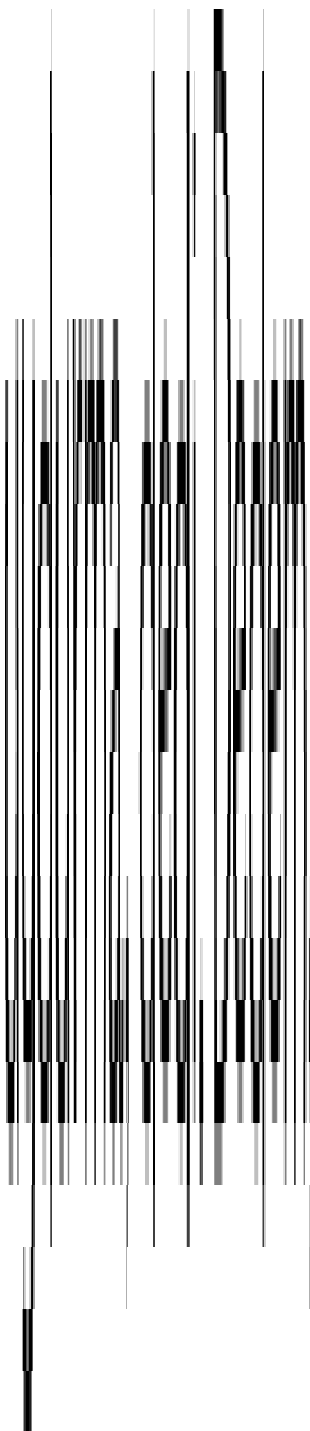


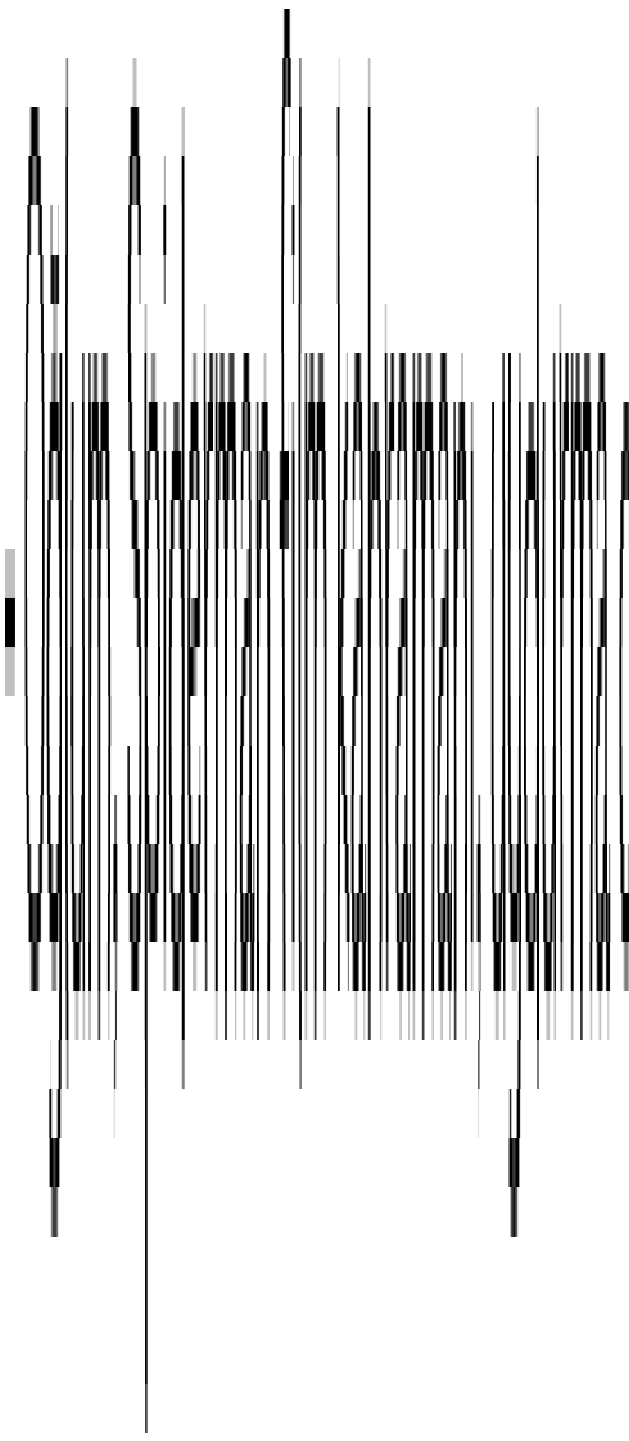


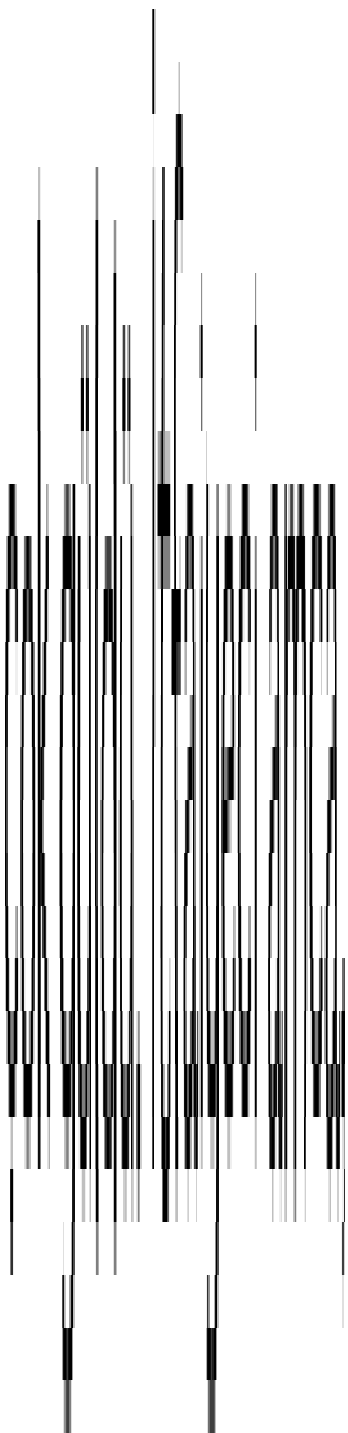


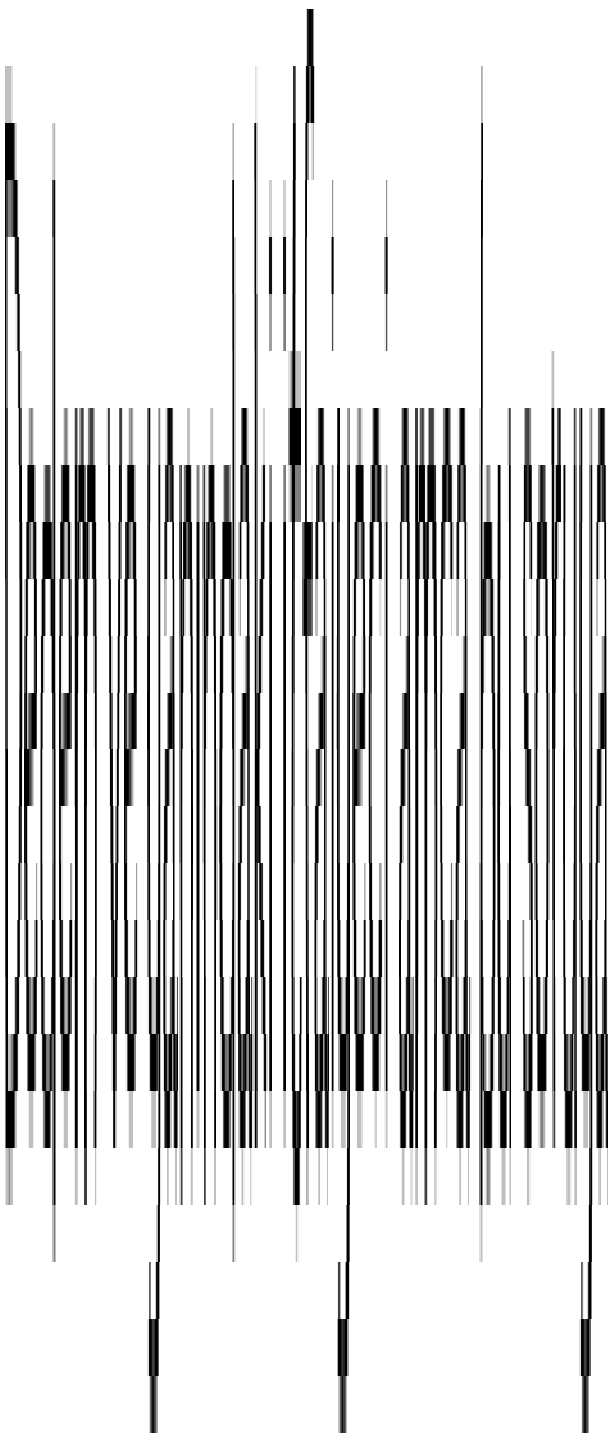


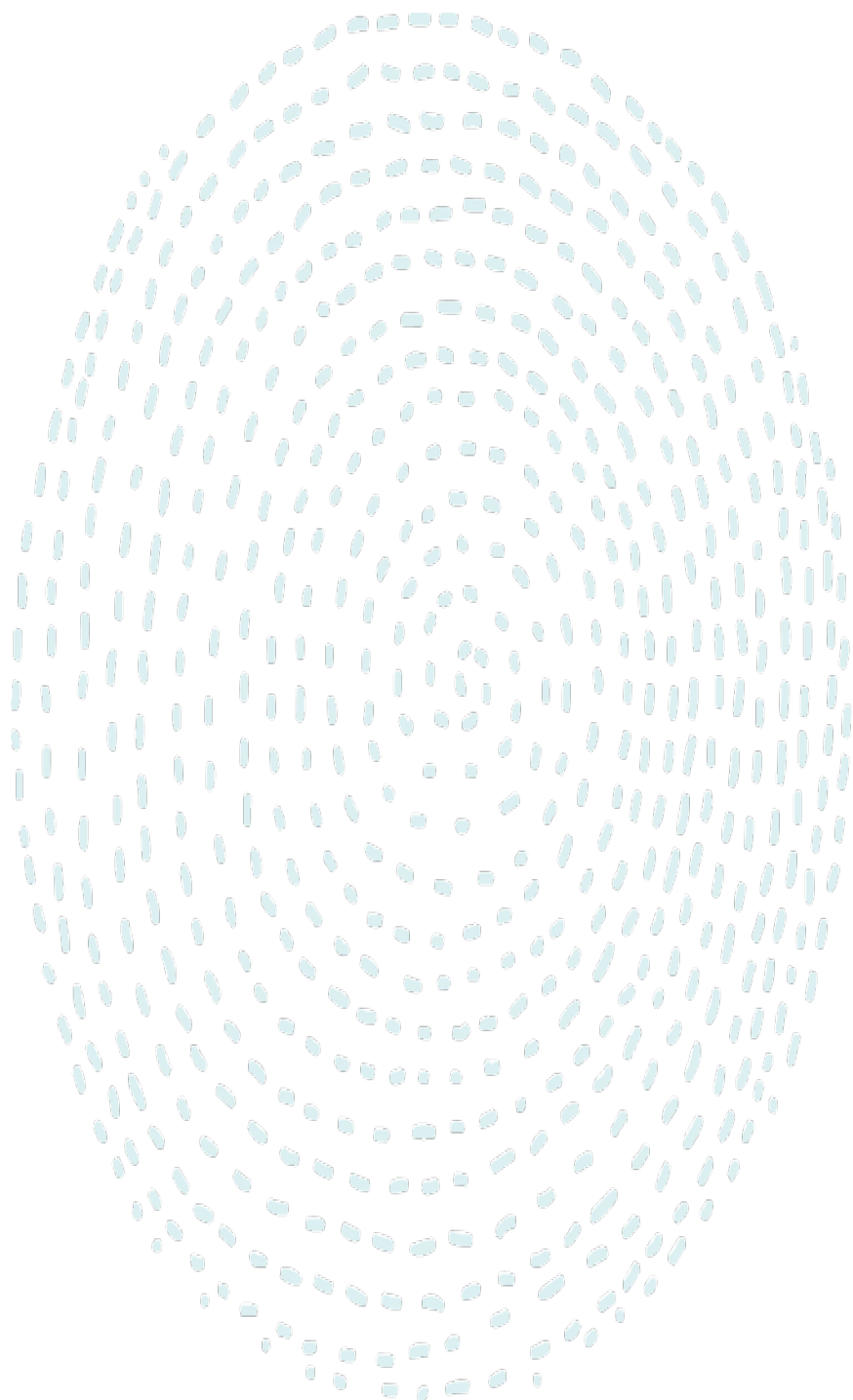


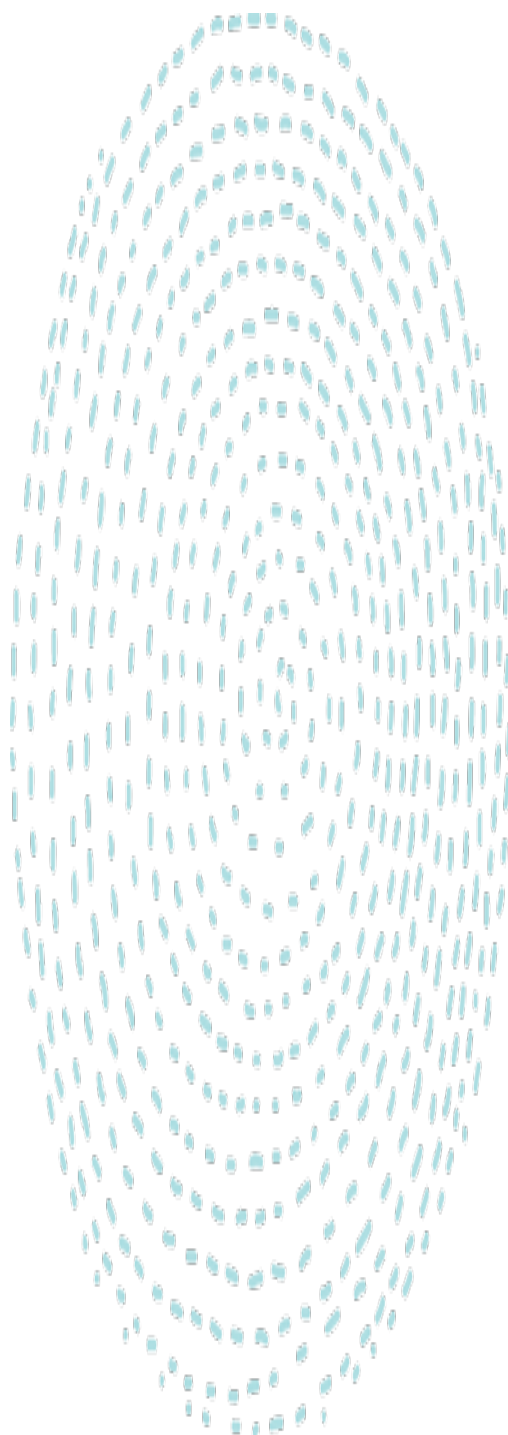












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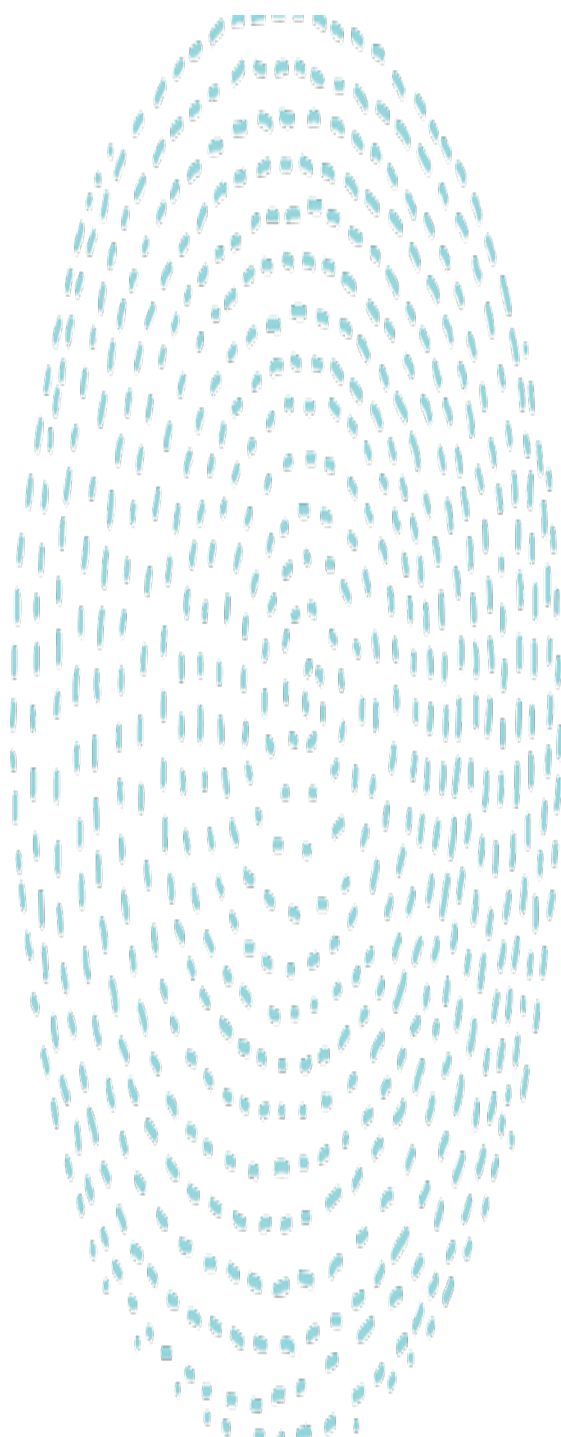
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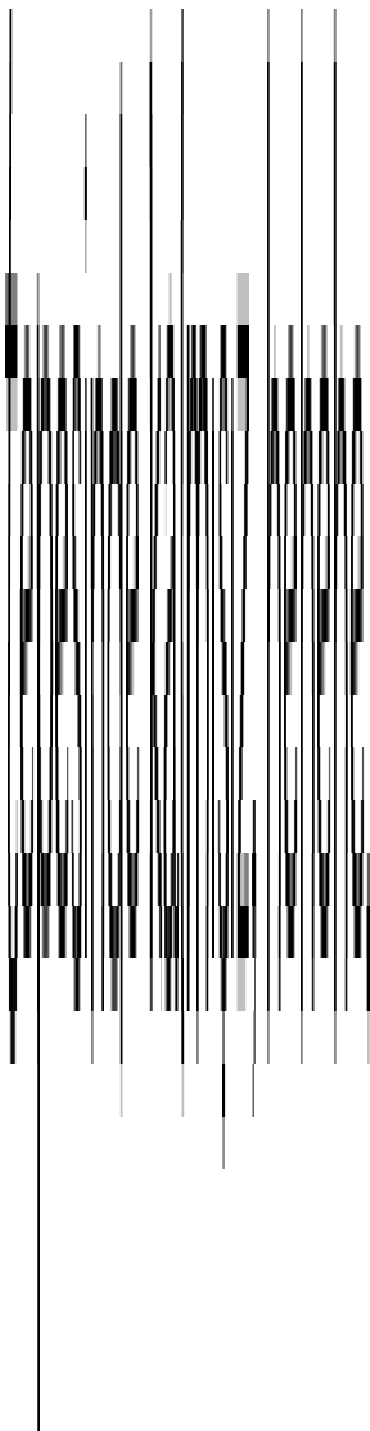
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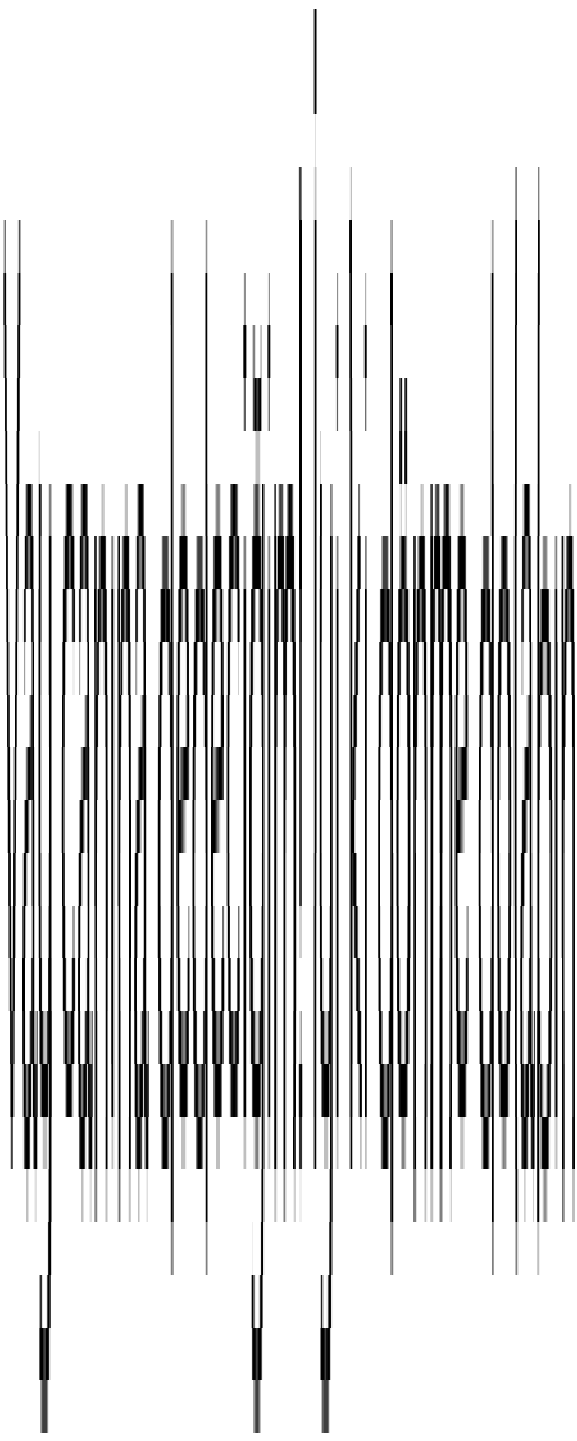
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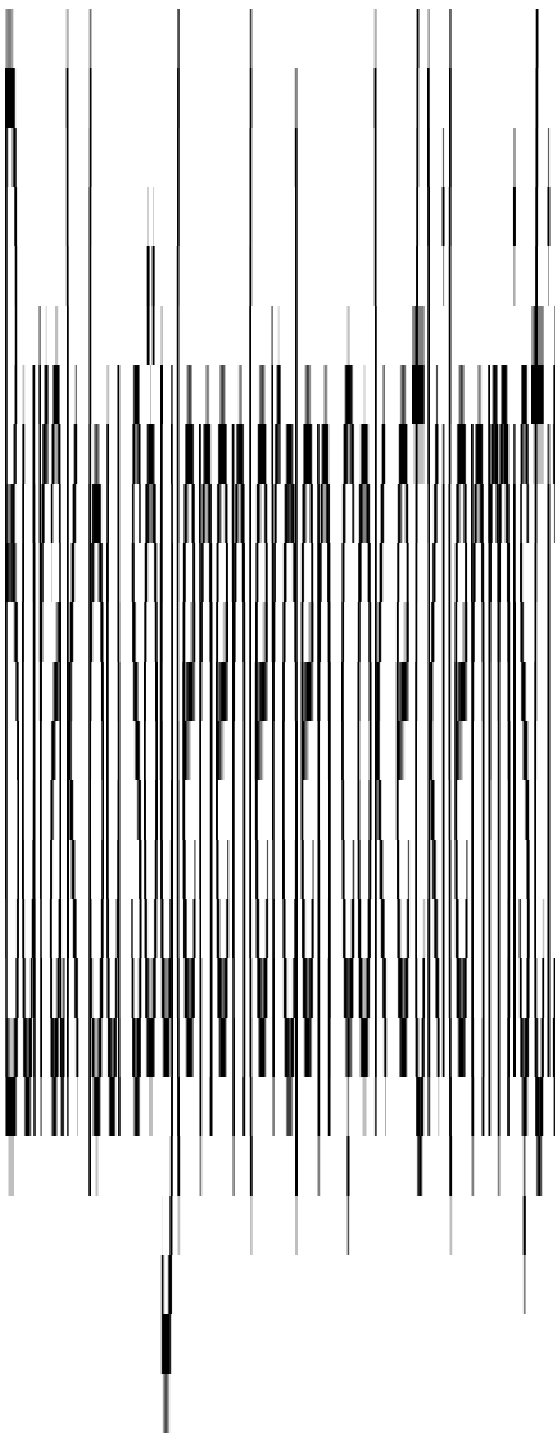
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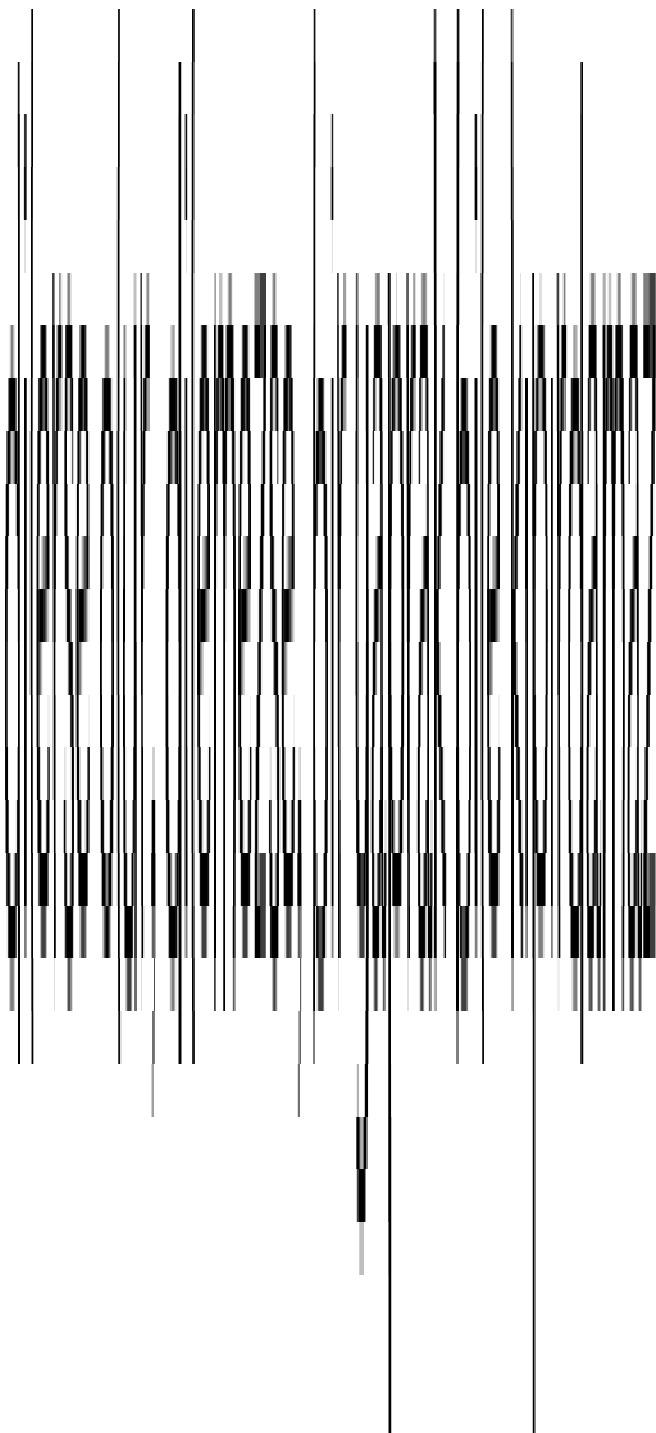


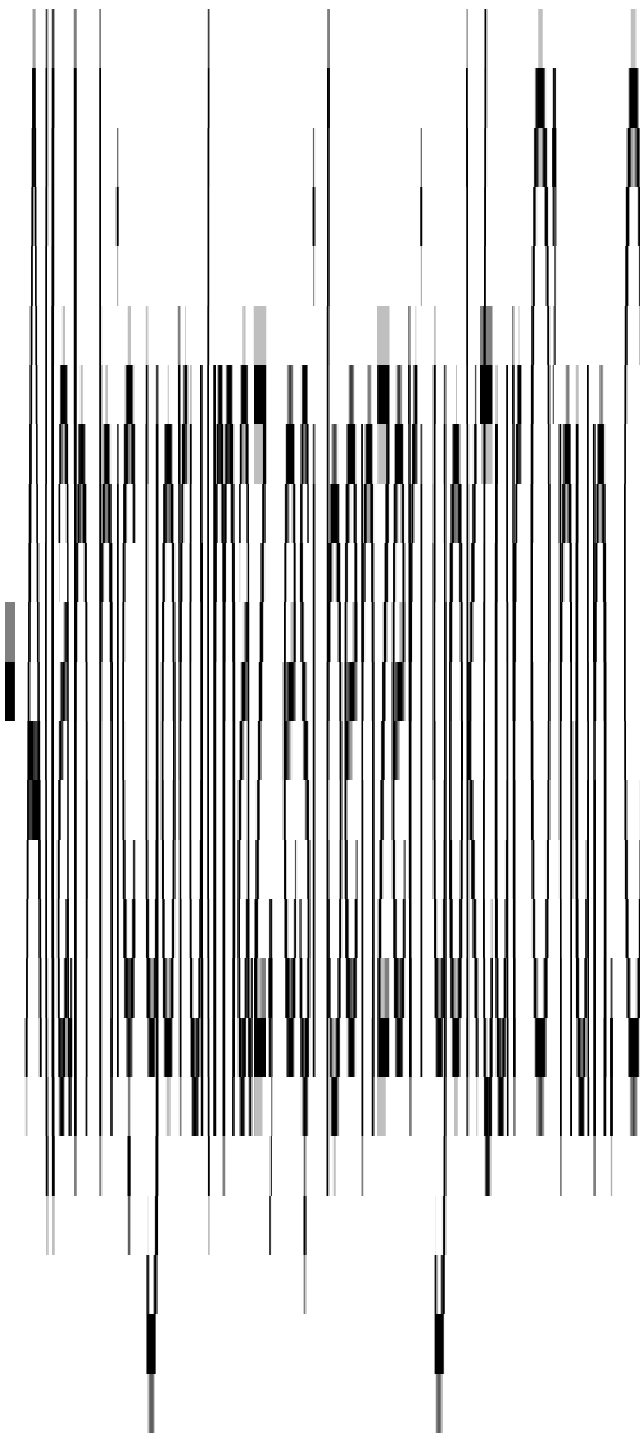


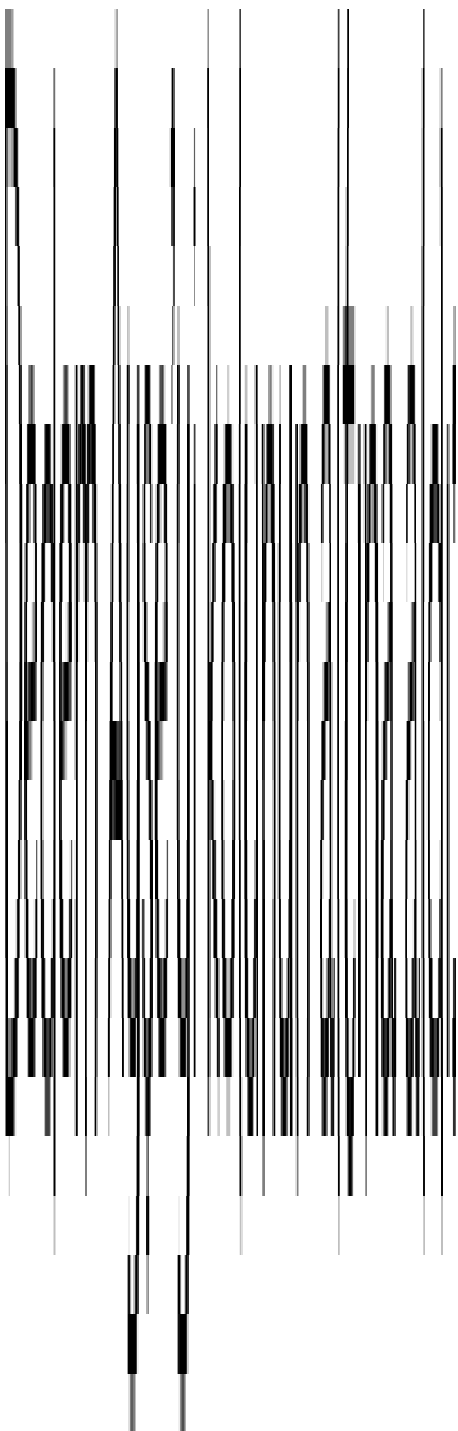


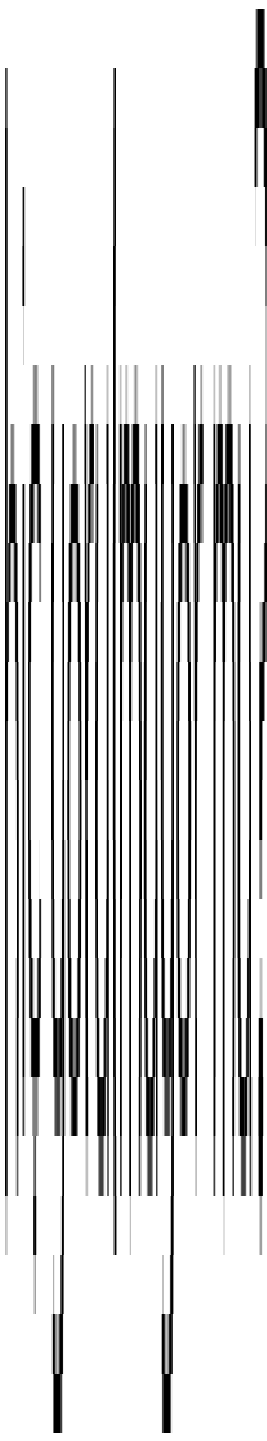


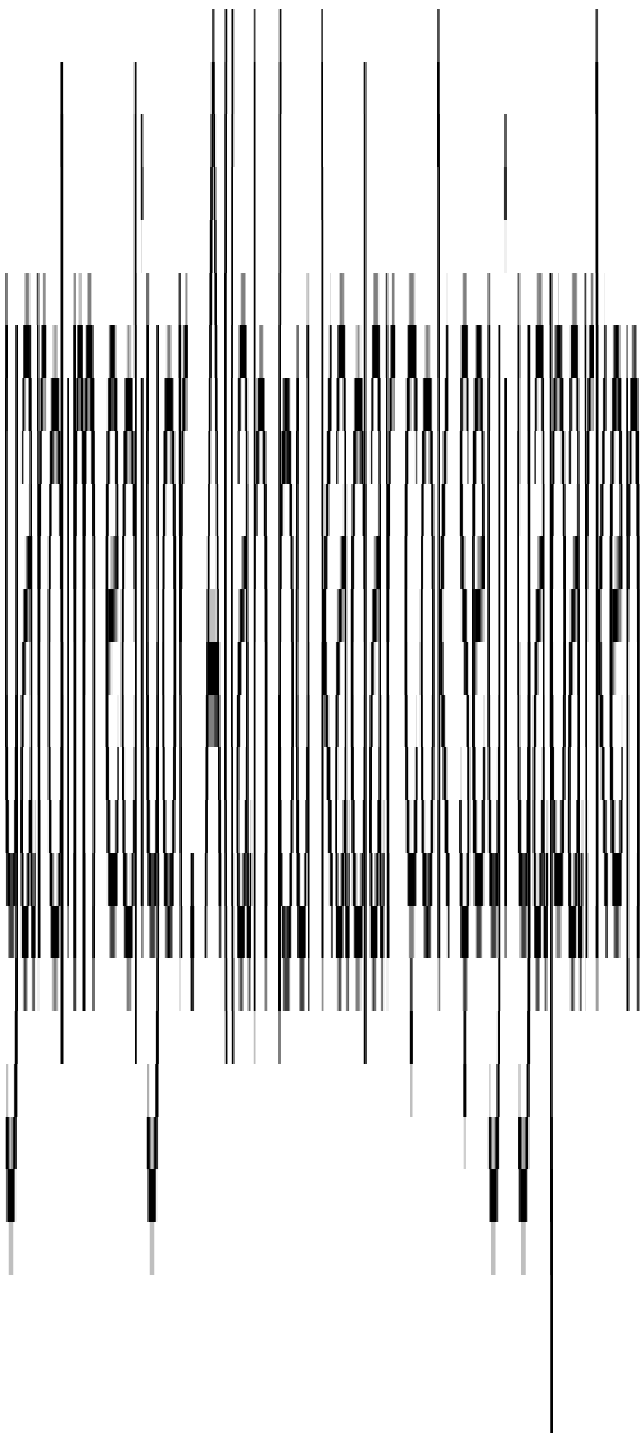


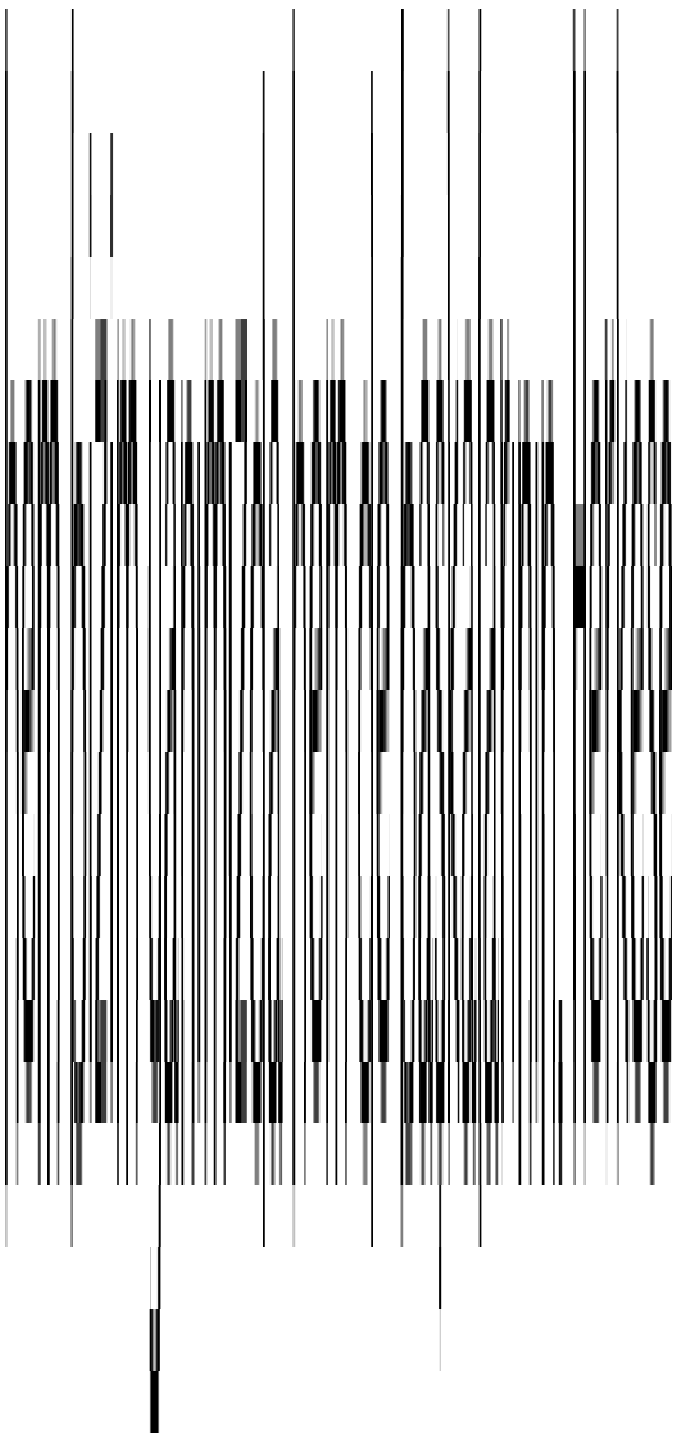


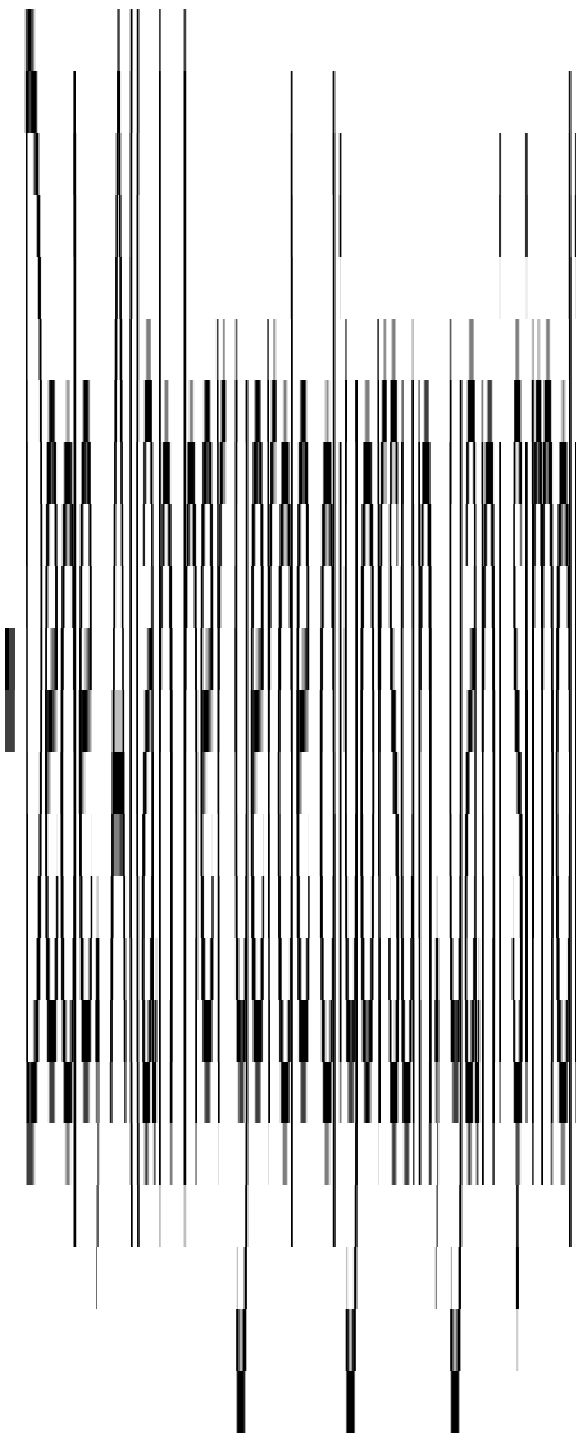


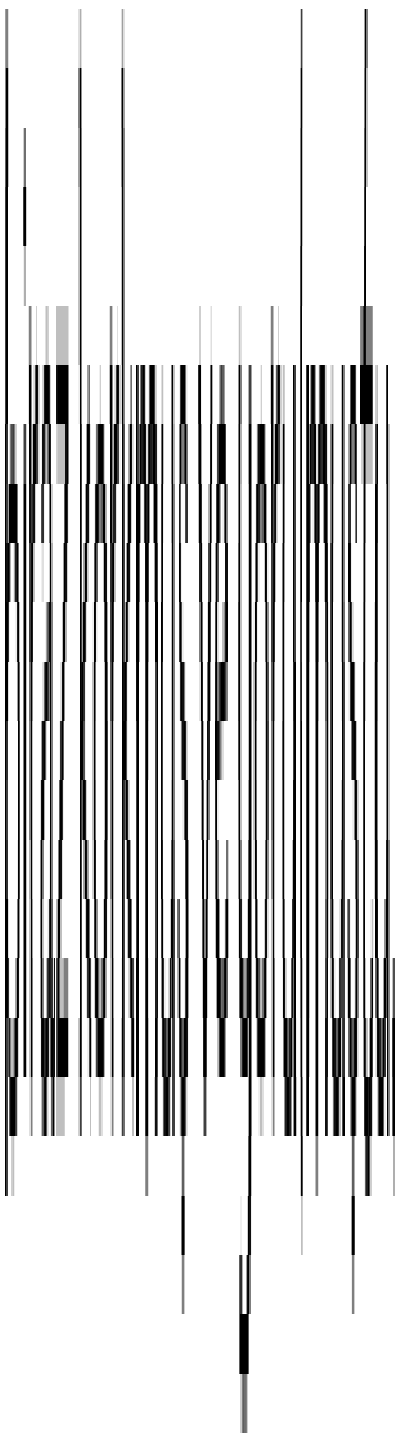


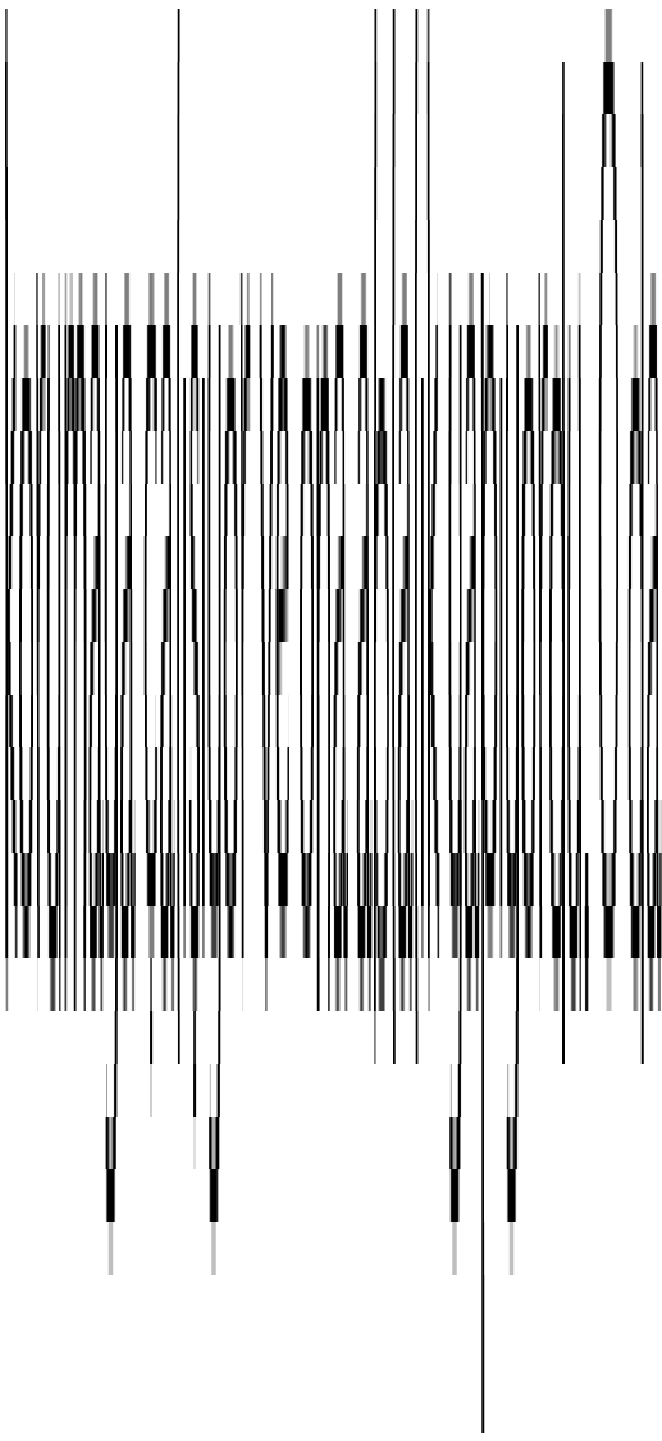


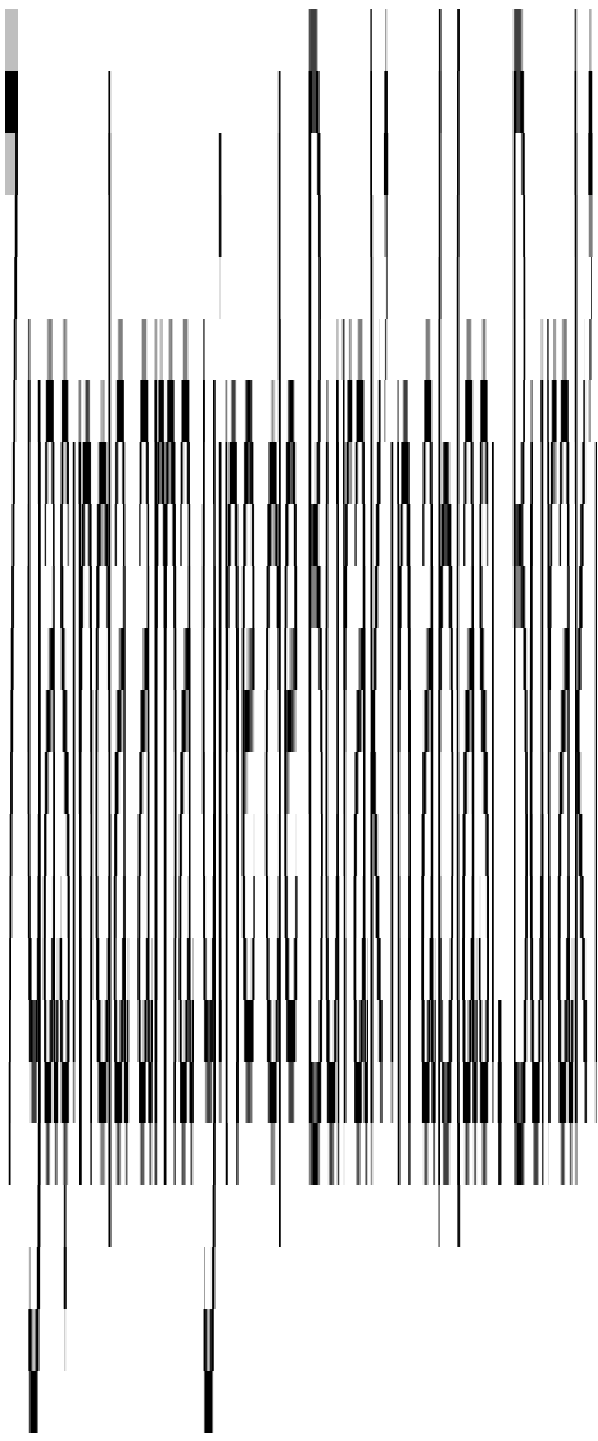


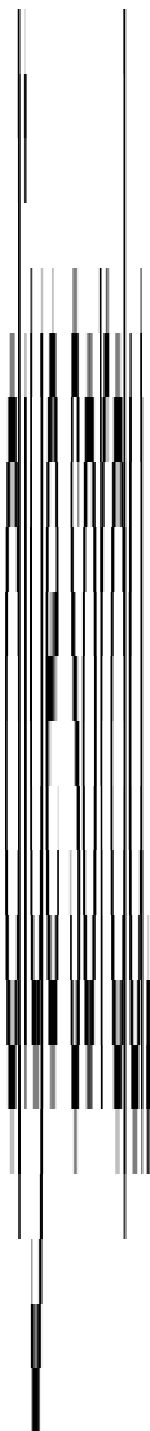


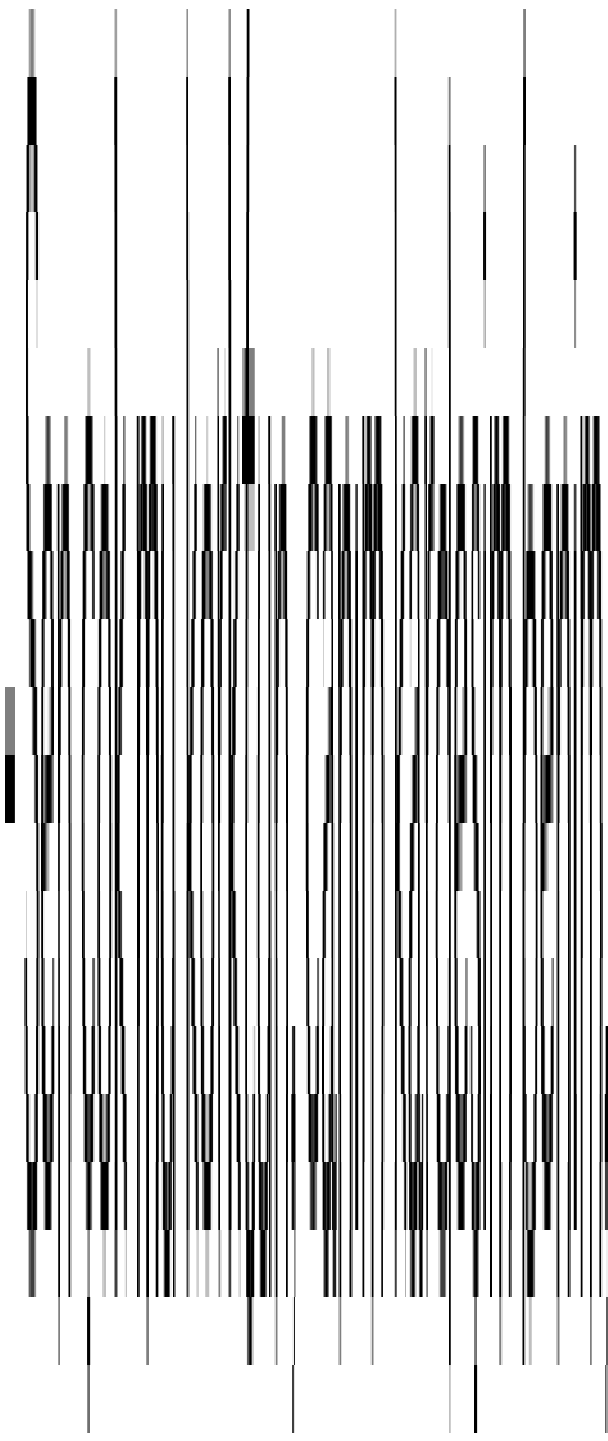


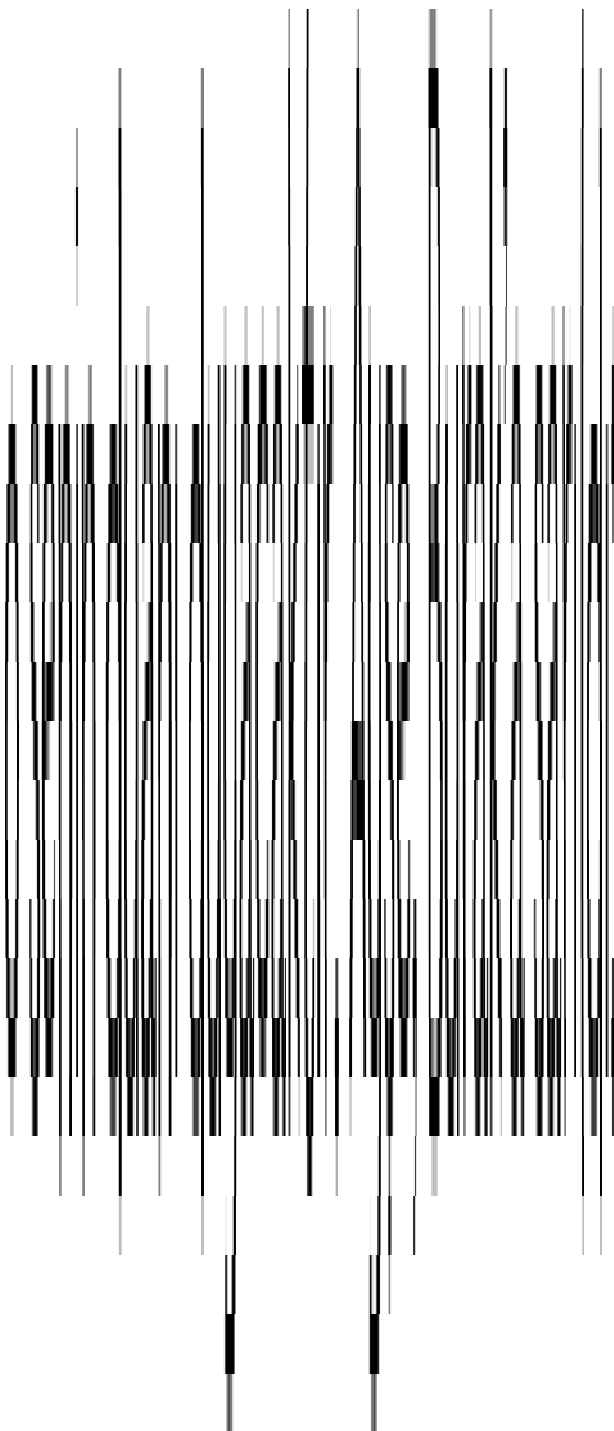


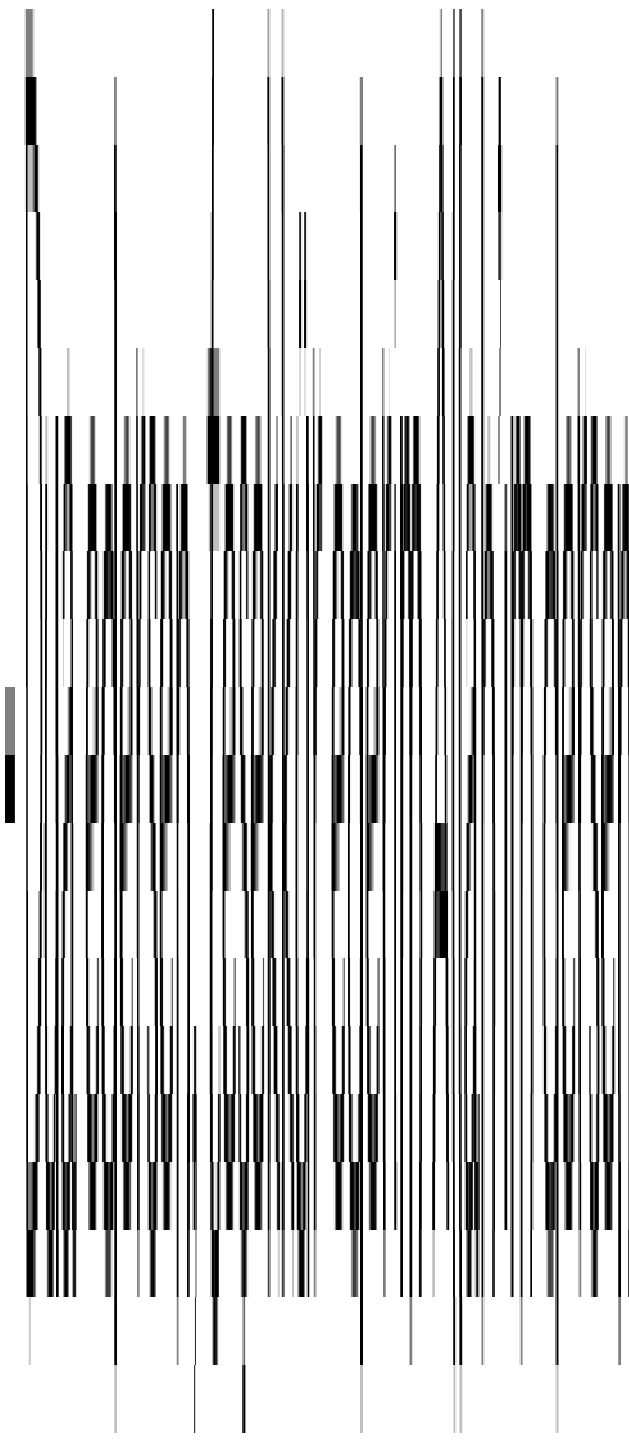


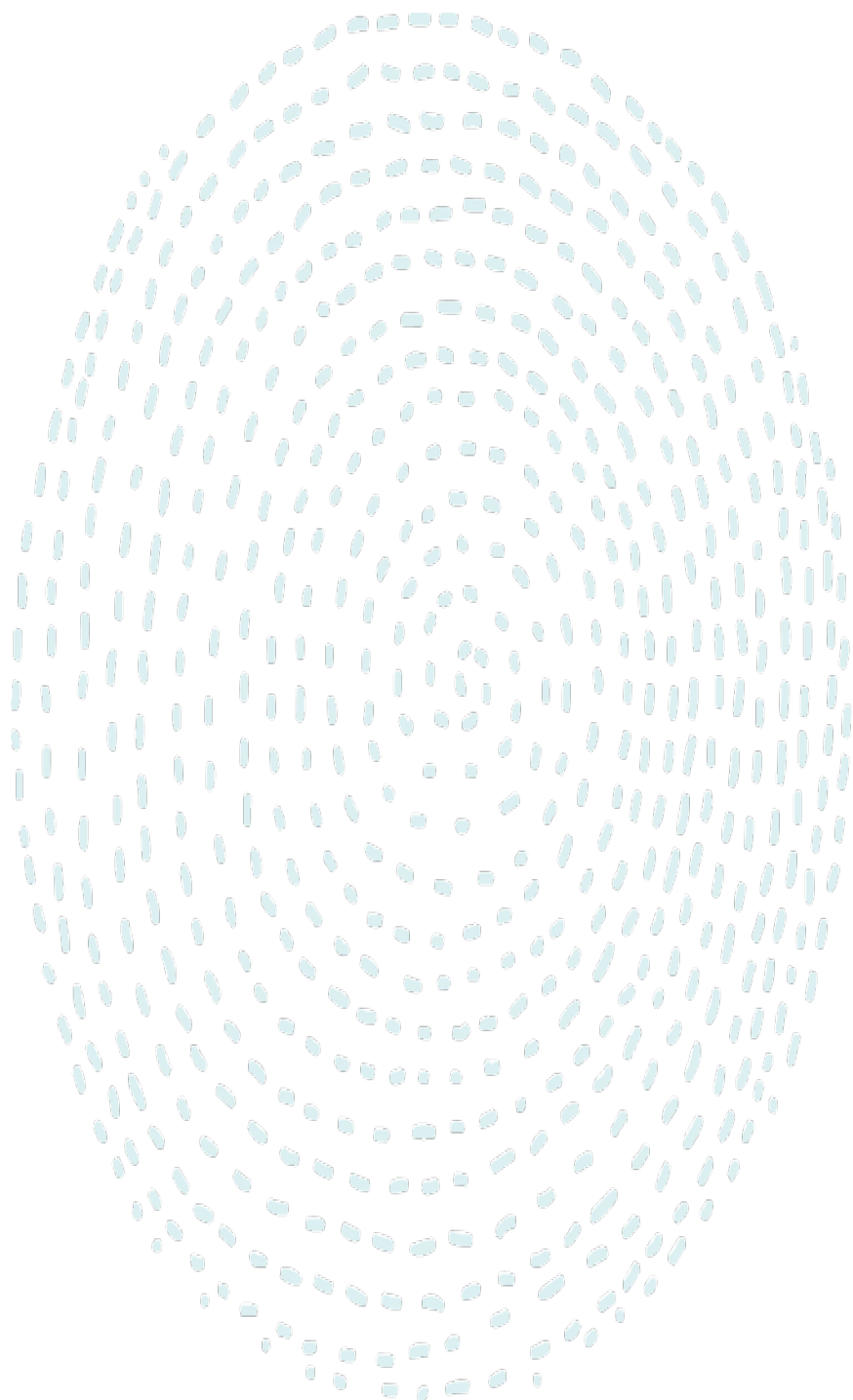


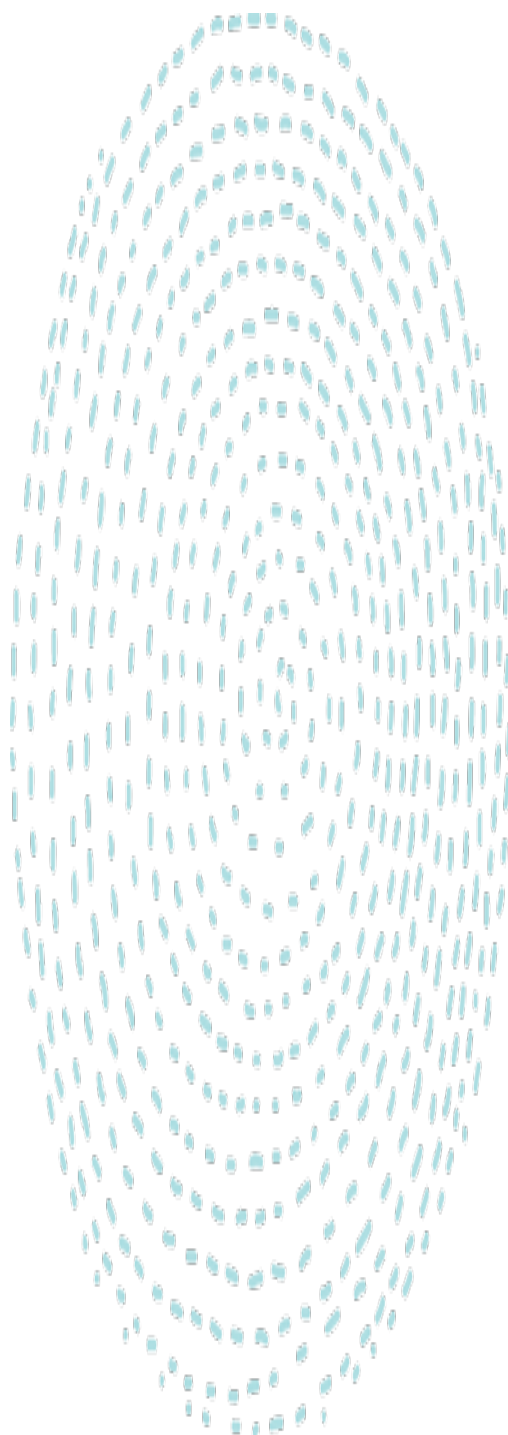






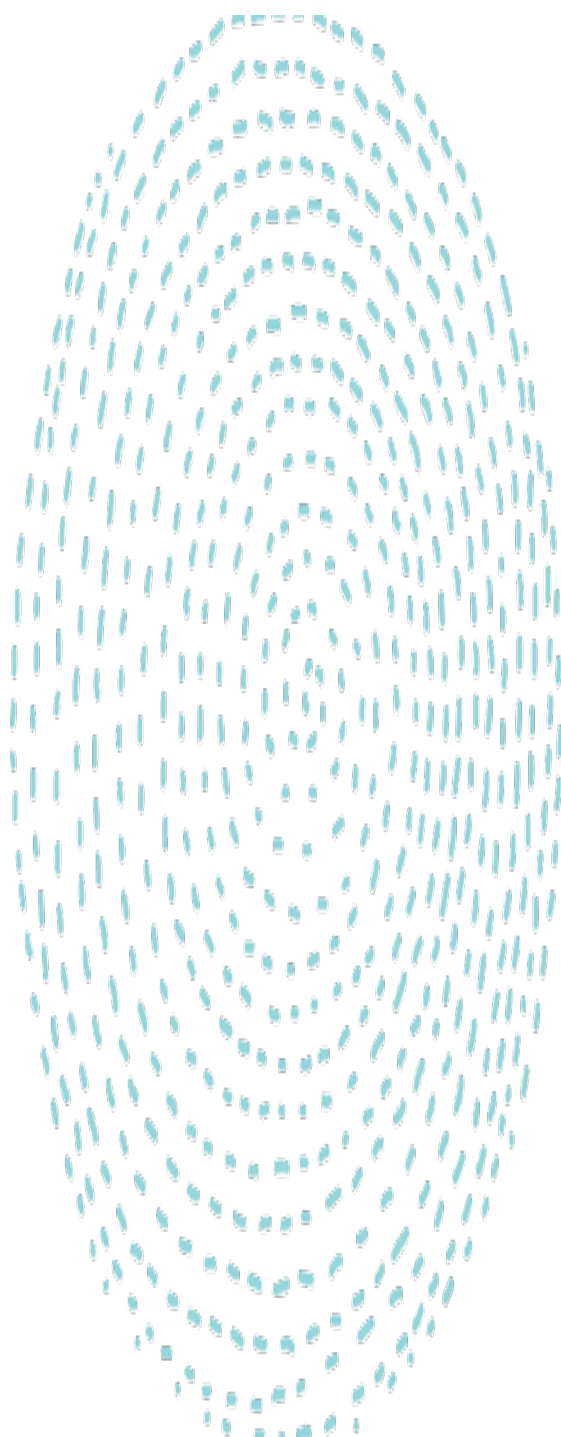




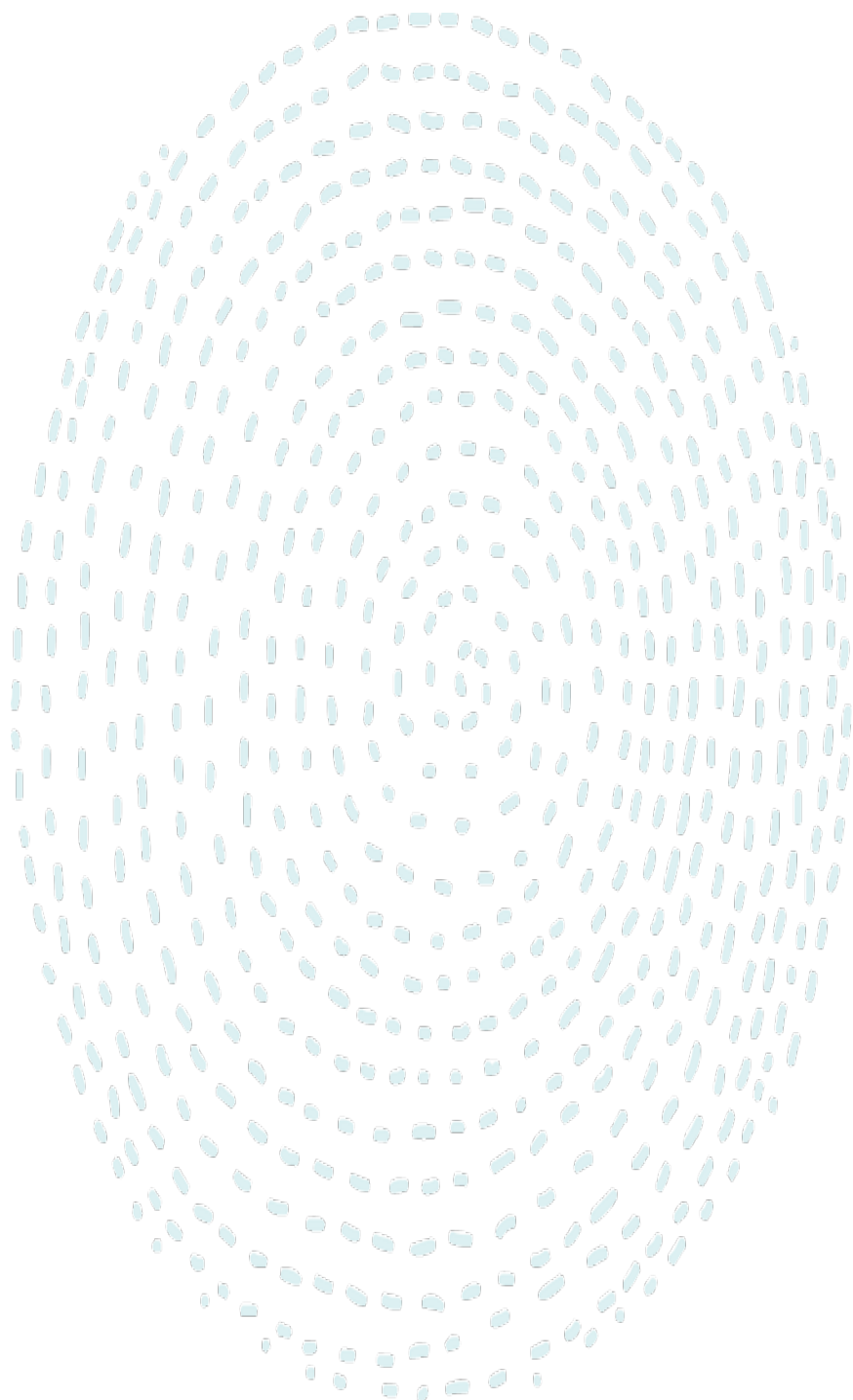


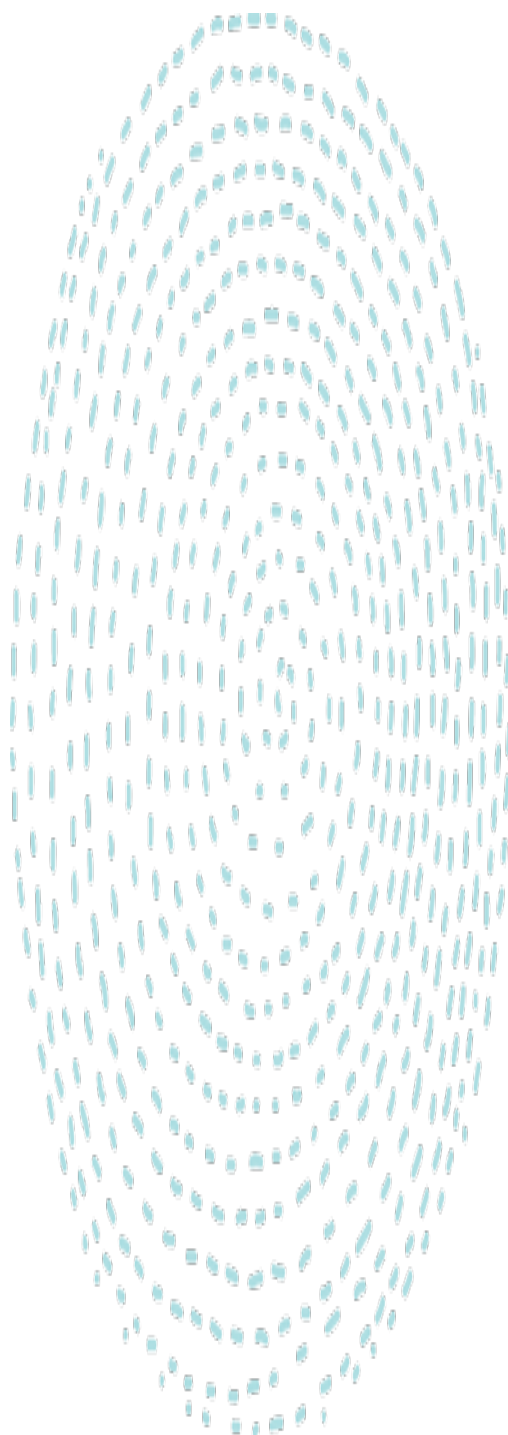
As a result, the system is able to detect and respond to a wide range of threats, from simple malware infections to complex, multi-stage attacks. This is achieved through a combination of real-time monitoring, threat intelligence, and automated response capabilities. The system is designed to be highly scalable and flexible, allowing it to adapt to changing threat landscapes and organizational needs. Additionally, the system provides detailed reporting and analytics, enabling security teams to gain valuable insights into their security posture and identify areas for improvement. Overall, the system is a powerful tool for protecting organizations from a wide range of cyber threats, ensuring that their data and systems remain secure and resilient.

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in diverse cultural settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local researchers and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that their research does not cause harm to the communities they are studying.









1. **Identify the main topic or purpose of the document.**

2. **Summarize the key points or findings.**

3. **Identify any specific data or evidence presented.**

4. **Discuss the implications or conclusions drawn.**

5. **Identify any limitations or areas for further research.**

6. **Summarize the overall message or takeaway.**

7. **Identify any specific recommendations or actions.**

8. **Summarize the document in a concise manner.**

9. **Identify any specific sources or references.**

10. **Summarize the document in a concise manner.**

11. **Identify any specific sources or references.**

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14. **Summarize the document in a concise manner.**

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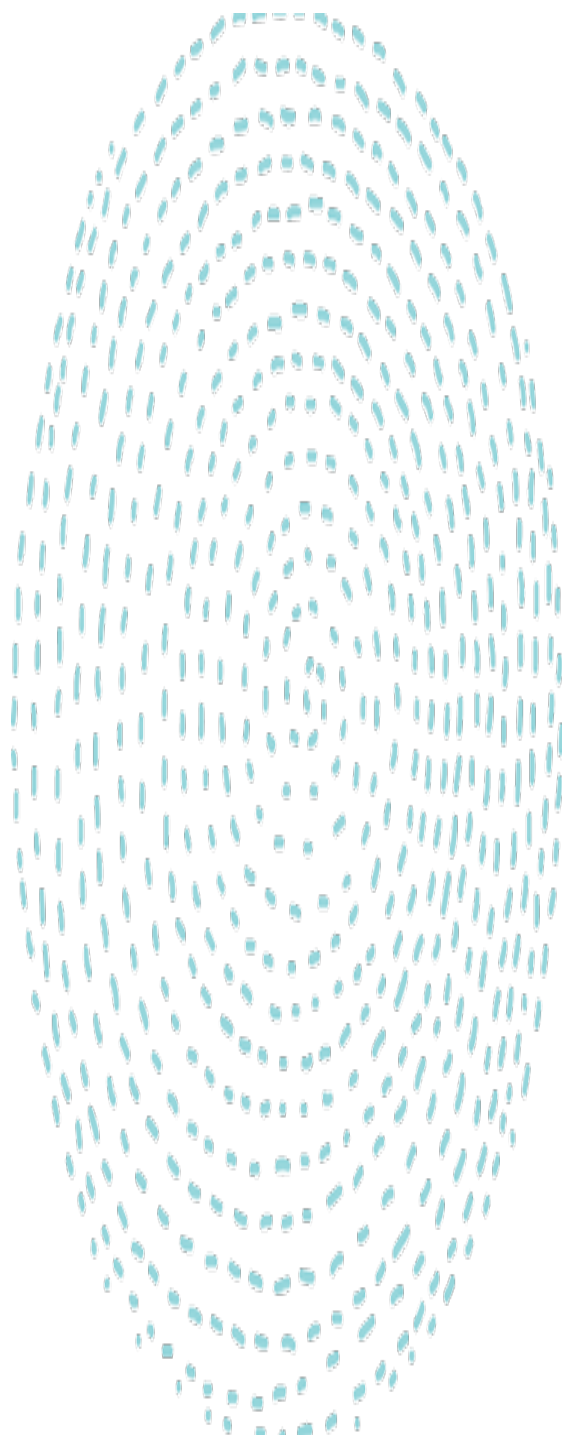
16. **Summarize the document in a concise manner.**

17. **Identify any specific sources or references.**

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20. **Summarize the document in a concise manner.**



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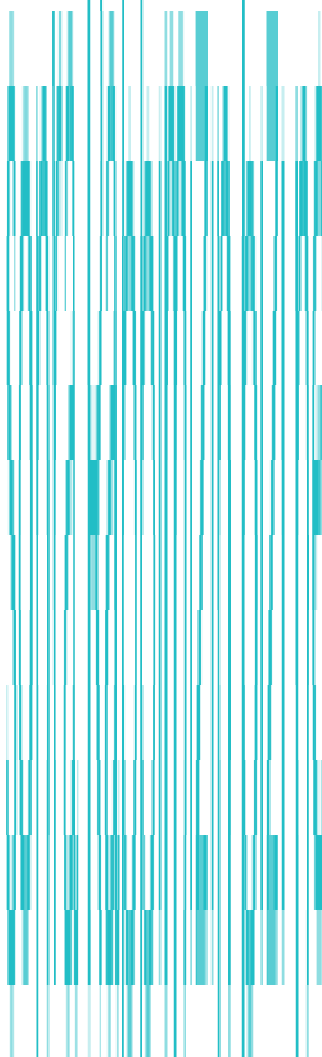
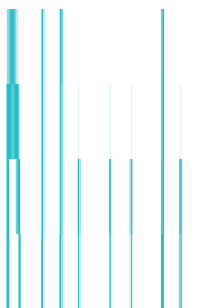
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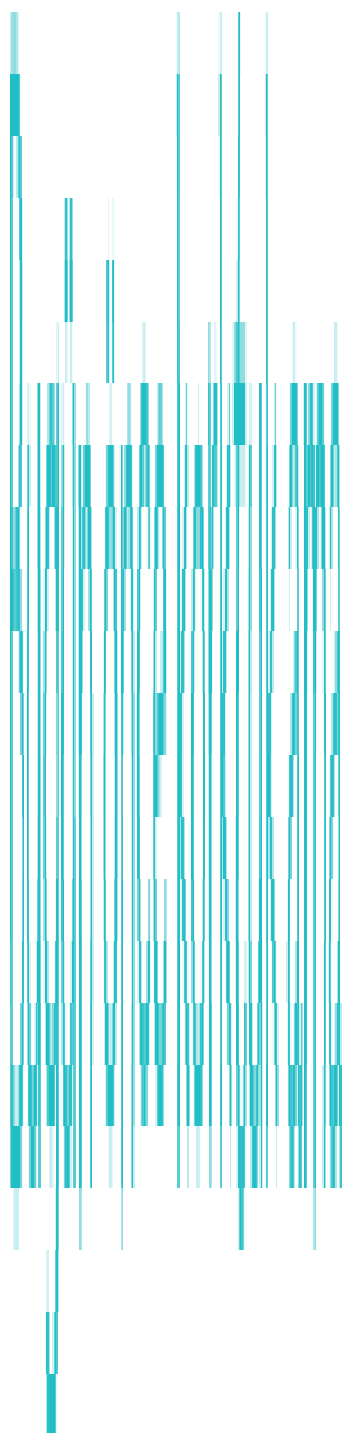
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The first part of the paper discusses the importance of the research and the need for a new approach. It then presents a detailed description of the methodology used in the study, followed by a discussion of the results and their implications. The paper concludes with a summary of the findings and a list of references.

The research was conducted in a laboratory setting, using a series of experiments to measure the effect of different factors on the outcome. The results show that there is a significant difference between the two groups, and that the effect is more pronounced in the first group. This suggests that the factors being studied are important in determining the outcome.

The implications of these findings are discussed in the next section, where it is argued that the results have important implications for the field of research. The paper concludes with a summary of the findings and a list of references.





The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is open. It is not a closed system, and it interacts with its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. It is not a system that is controlled from the outside, and it is able to adapt to its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is able to withstand shocks and stresses, and it is able to recover from them. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

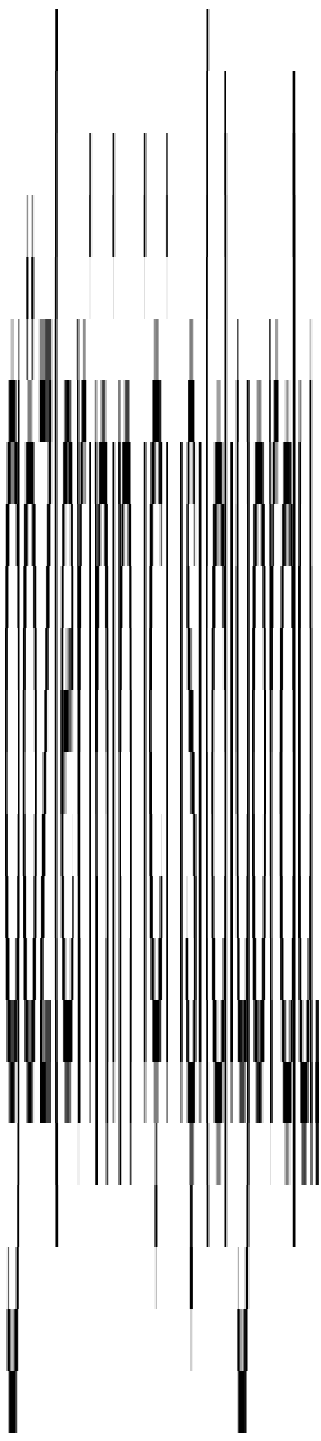
The sixth of these is the fact that the system is sustainable. It is able to maintain its structure and function over a long period of time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

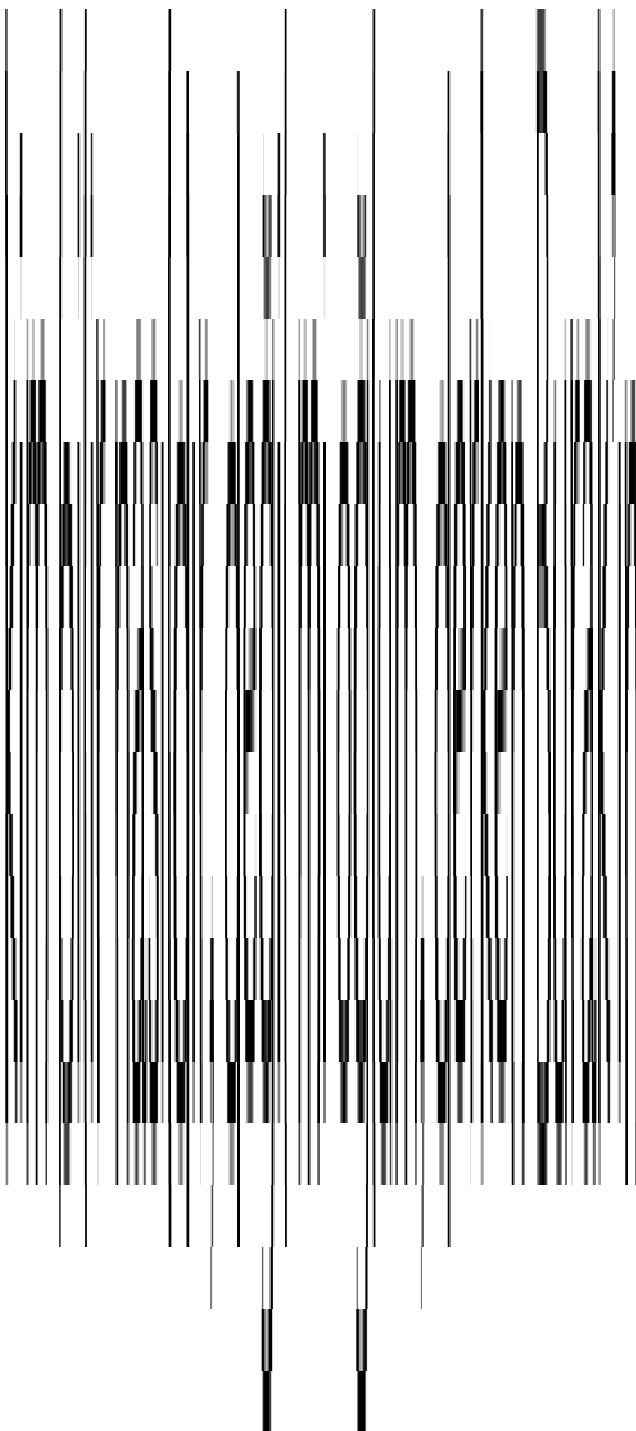
The seventh of these is the fact that the system is equitable. It is able to provide benefits to all of its members, and it is able to distribute resources fairly. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

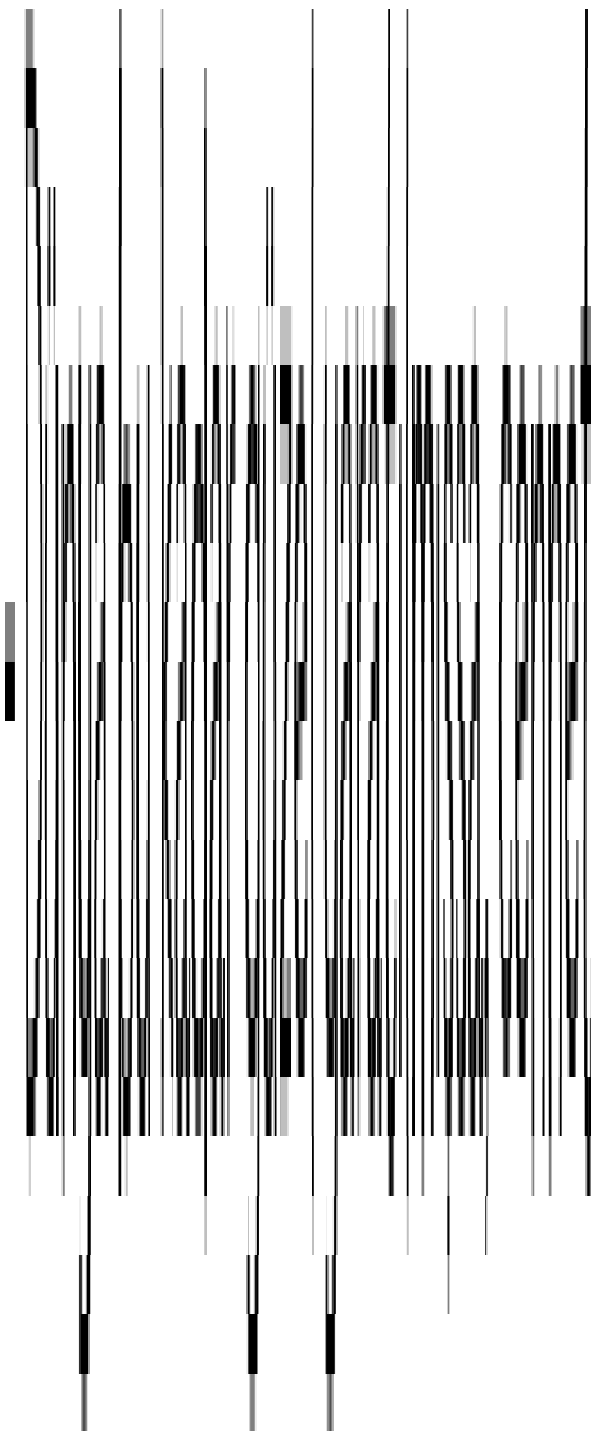
The eighth of these is the fact that the system is transparent. It is able to make its decisions and actions visible to its members, and it is able to explain its reasoning. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

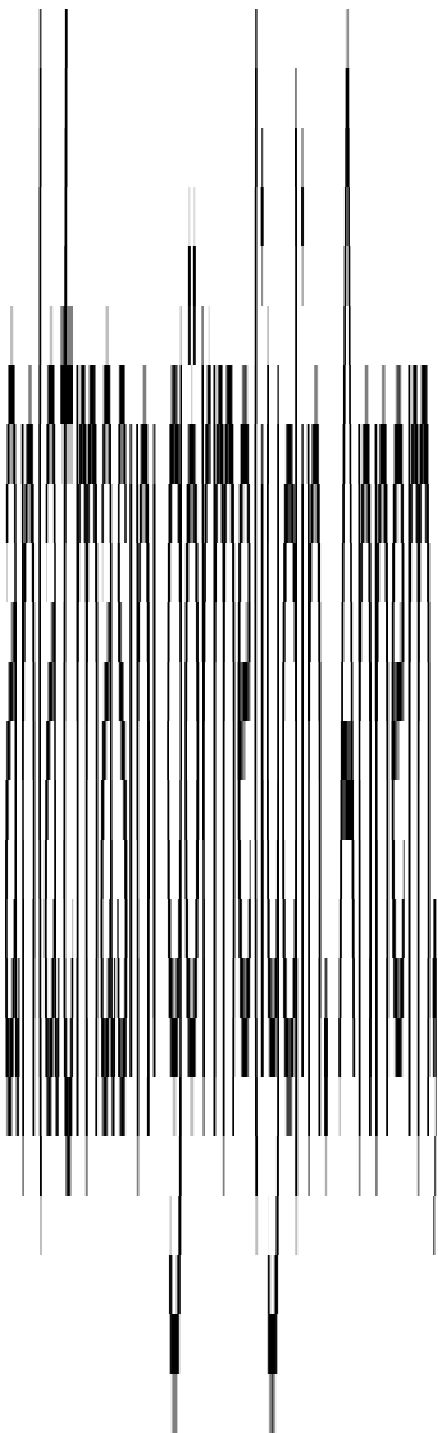
The ninth of these is the fact that the system is accountable. It is able to take responsibility for its actions, and it is able to be held accountable for them. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

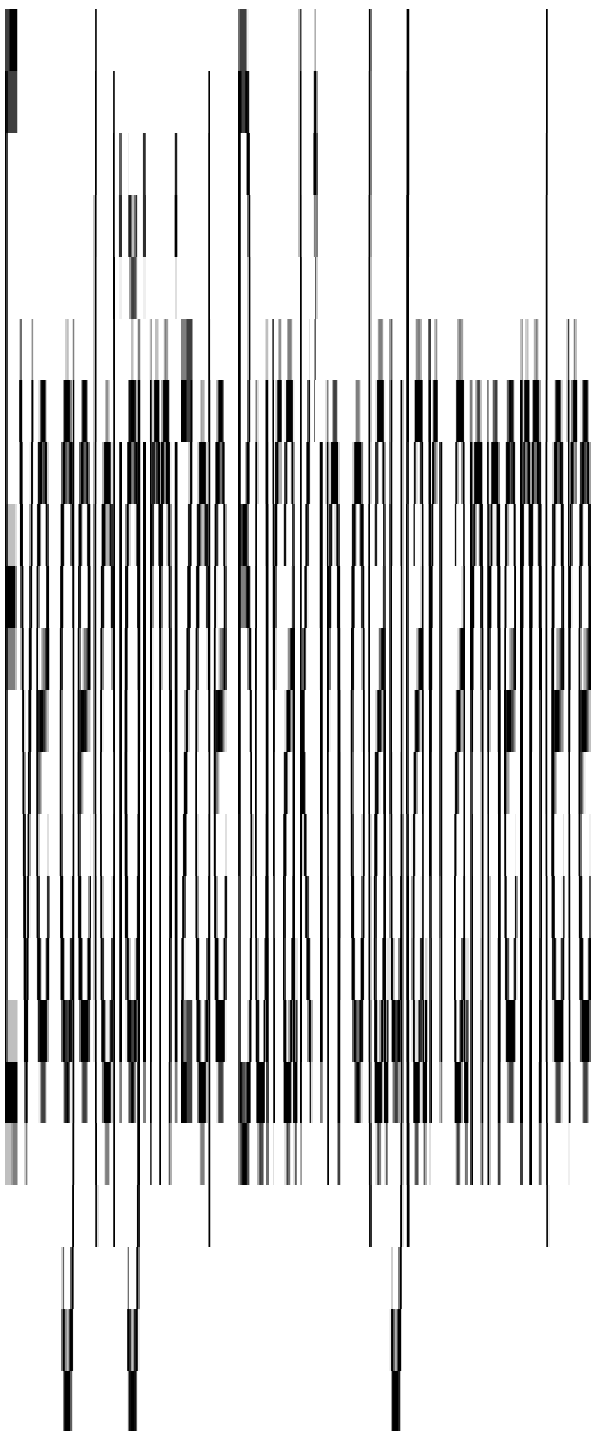
The tenth of these is the fact that the system is inclusive. It is able to include all of its members, and it is able to listen to their voices. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

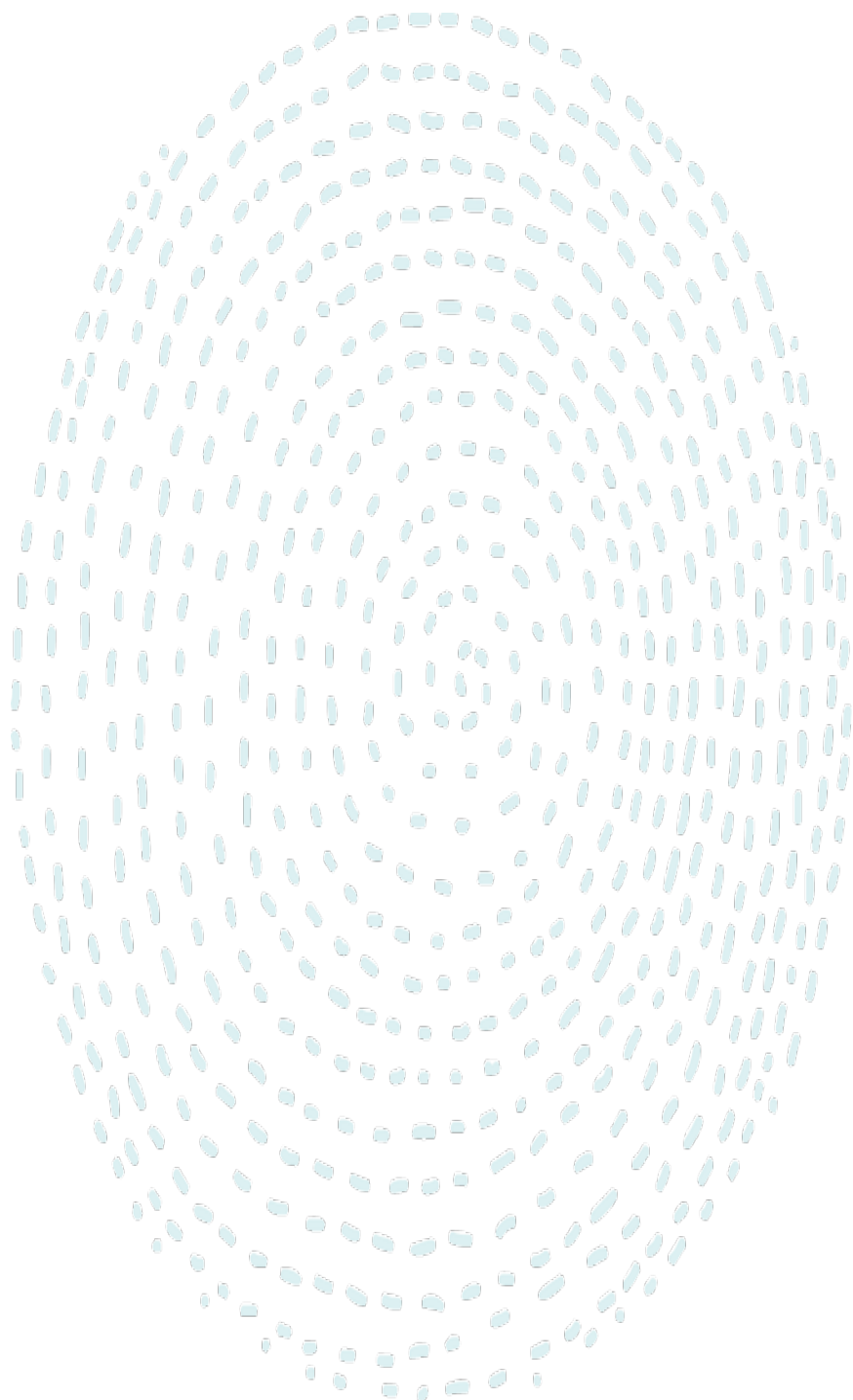


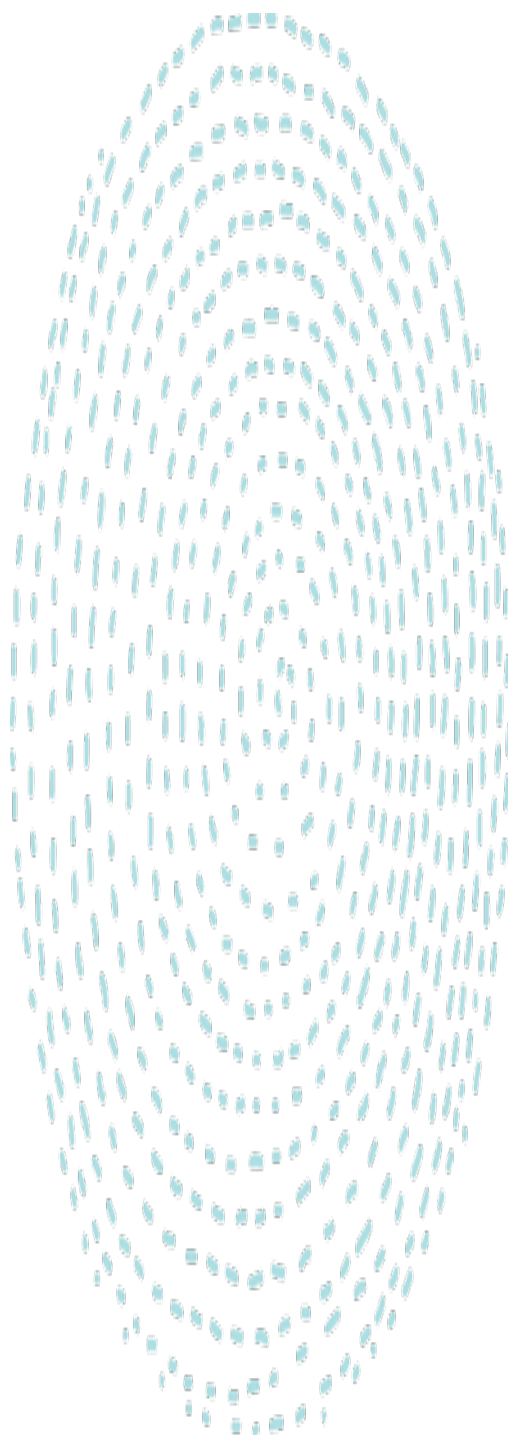












1. *Identify the subject of the document.*

2. *Identify the main purpose of the document.*

3. *Identify the main points of the document.*

4. *Identify the main conclusion of the document.*

5. *Identify the main recommendation of the document.*

6. *Identify the main action item of the document.*

7. *Identify the main responsibility of the document.*

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10. *Identify the main risk of the document.*

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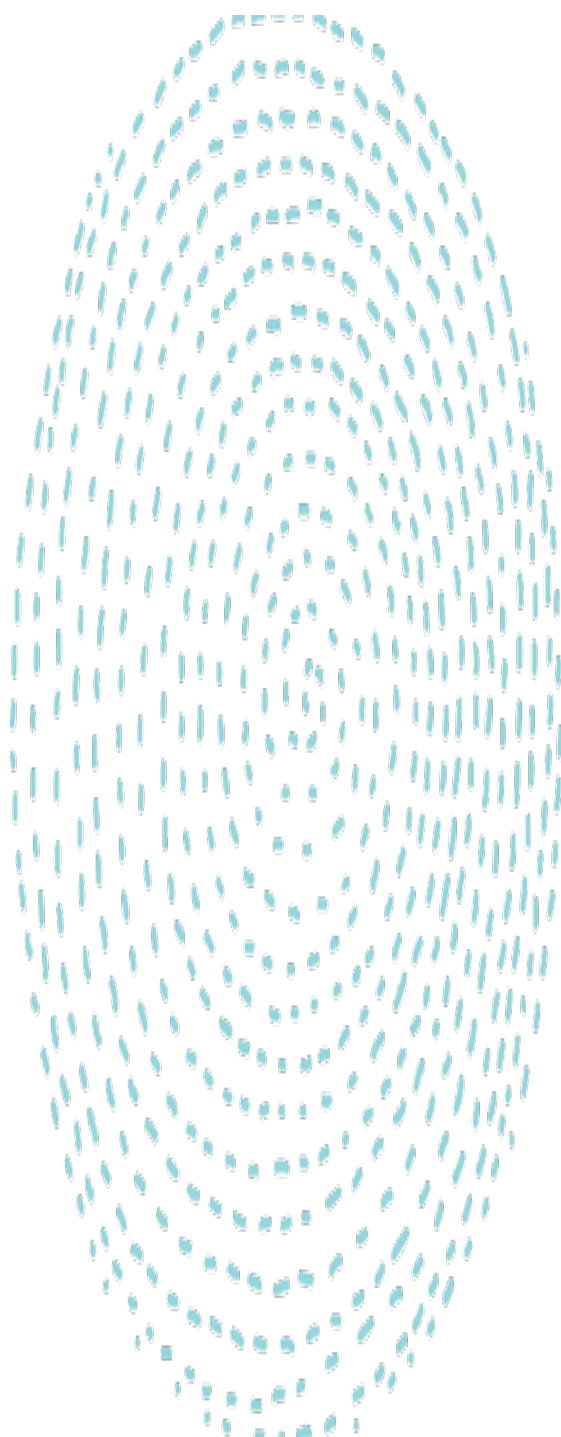
16. *Identify the main outcome of the document.*

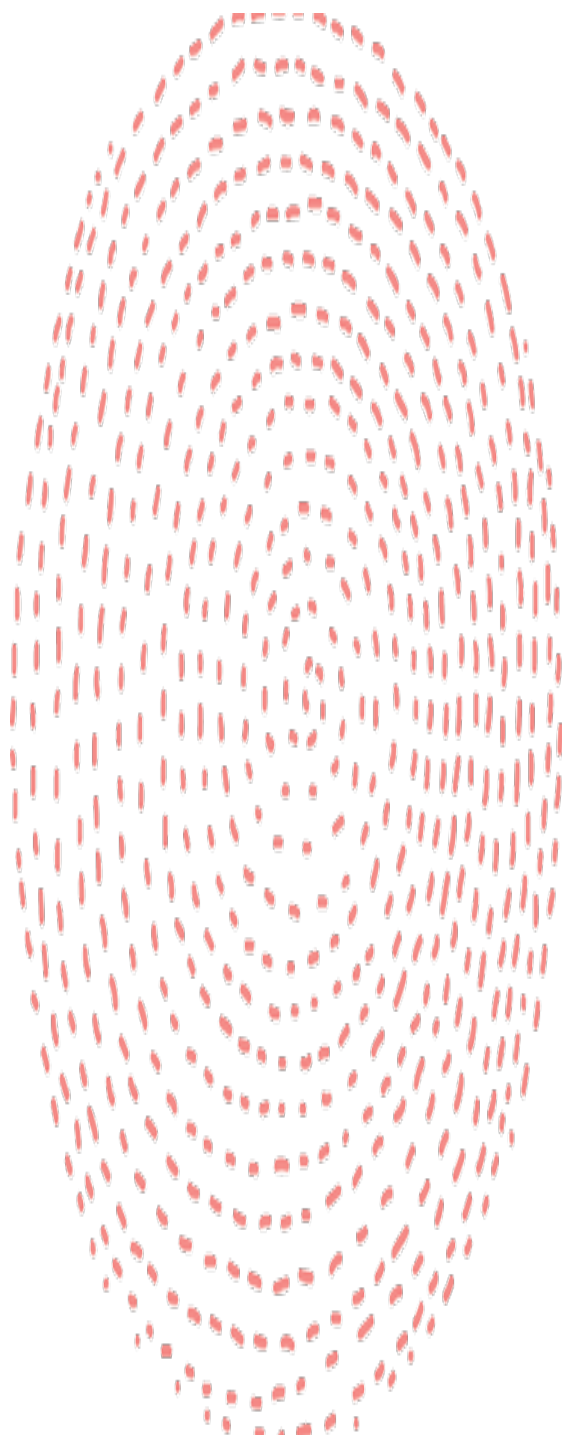
17. *Identify the main result of the document.*

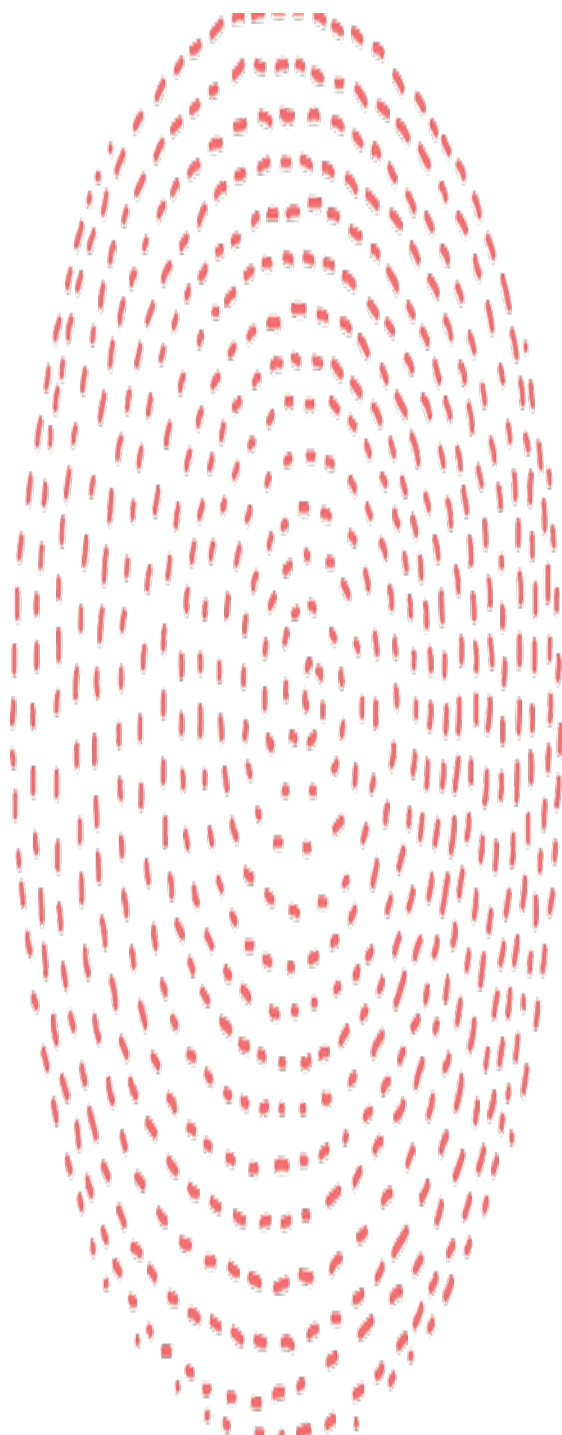
18. *Identify the main achievement of the document.*

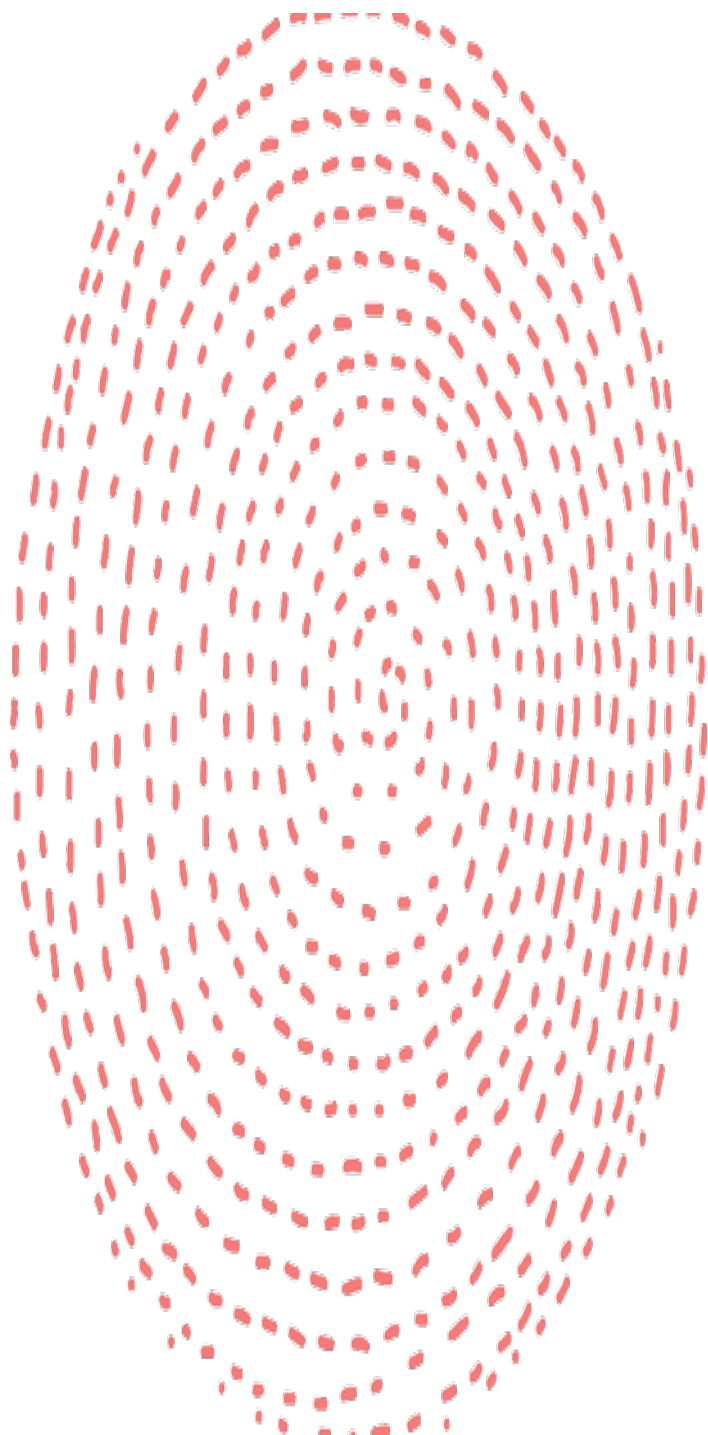
19. *Identify the main success of the document.*

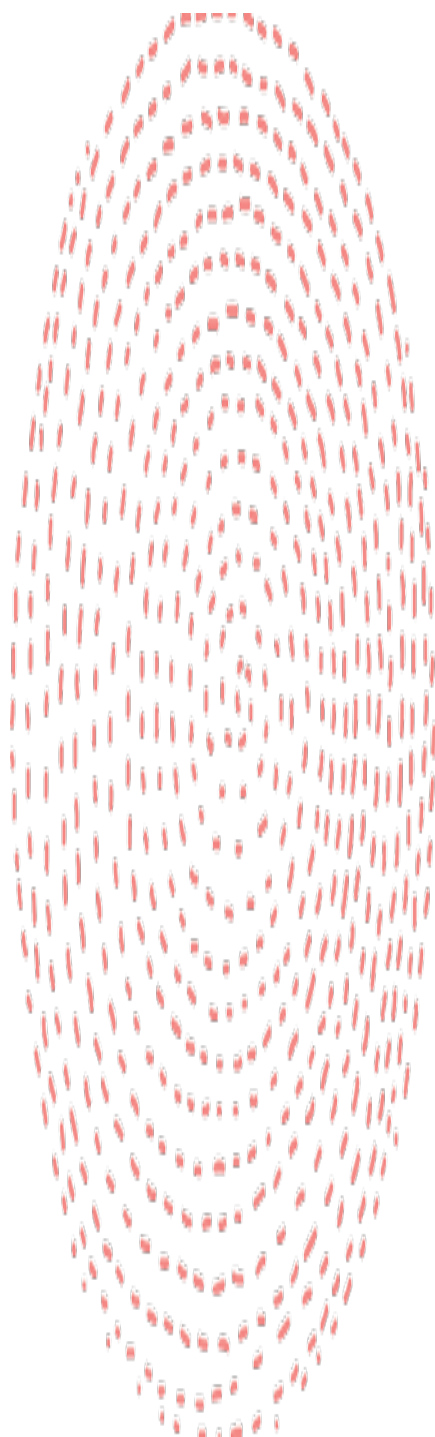
20. *Identify the main failure of the document.*

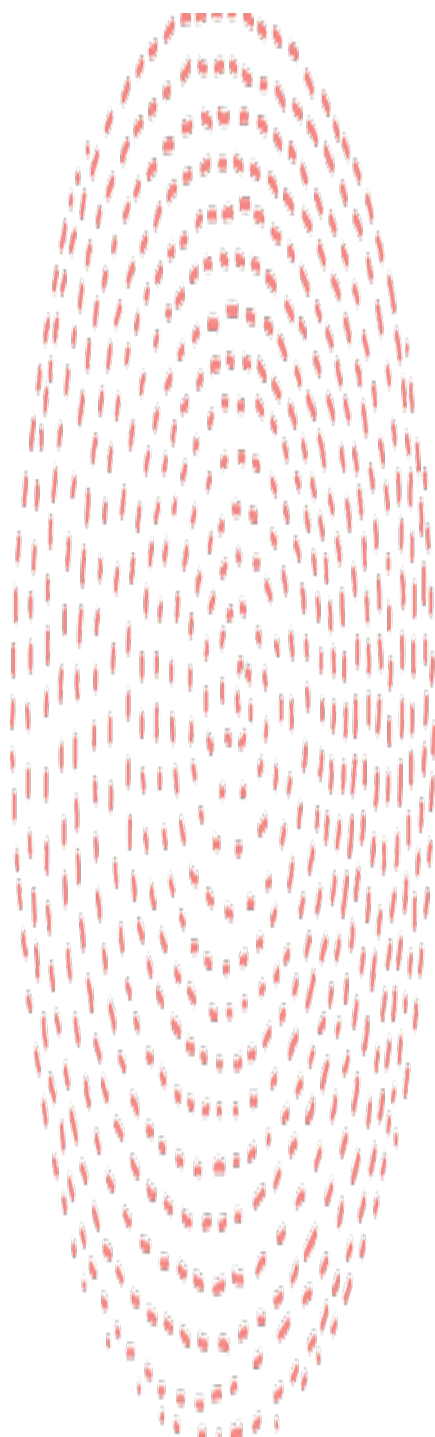


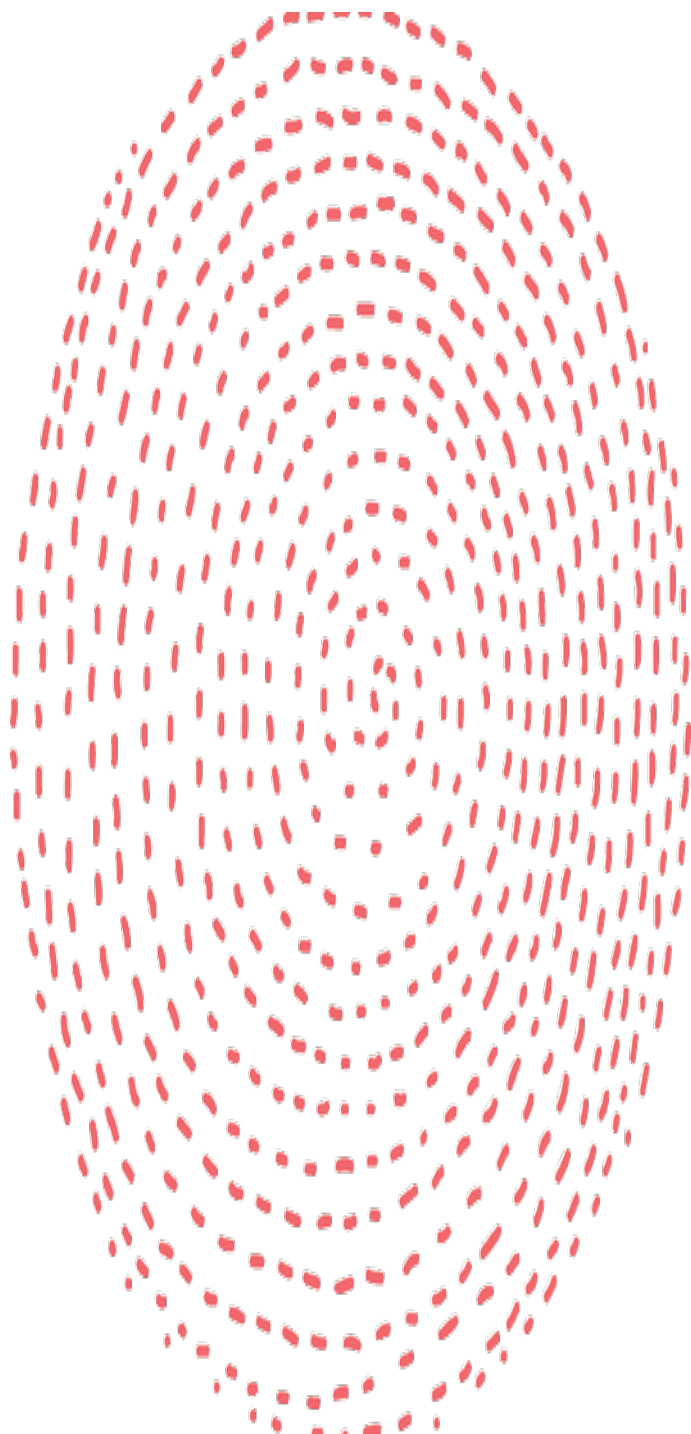


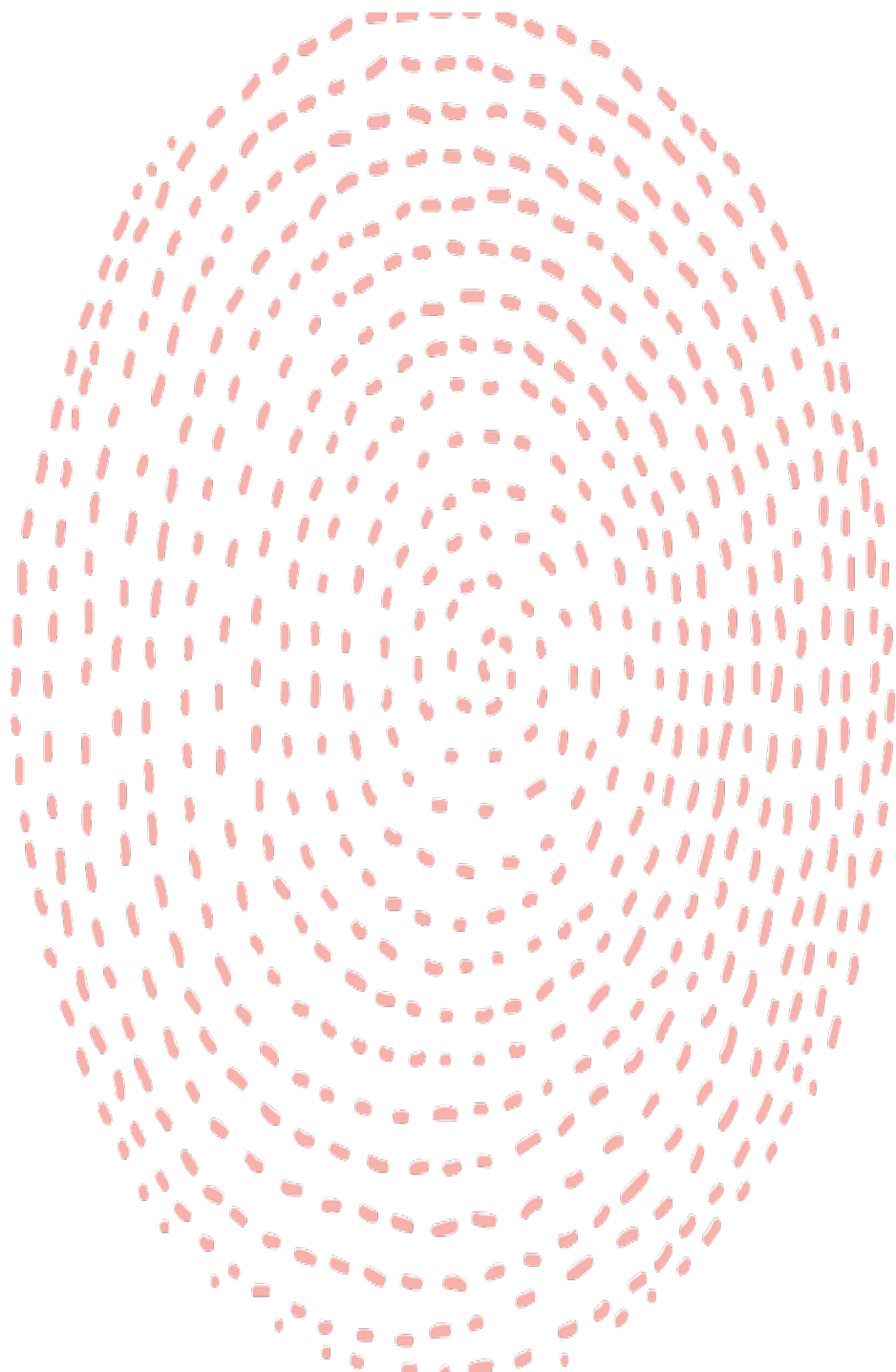


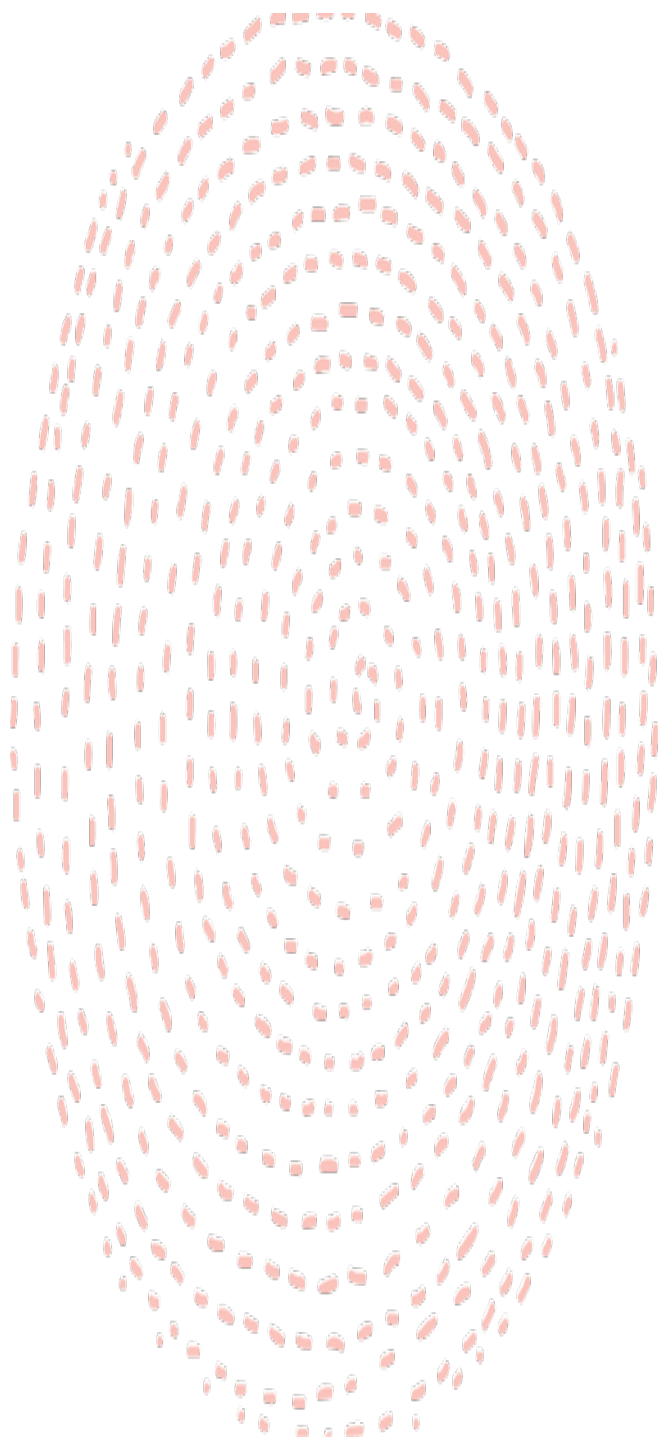


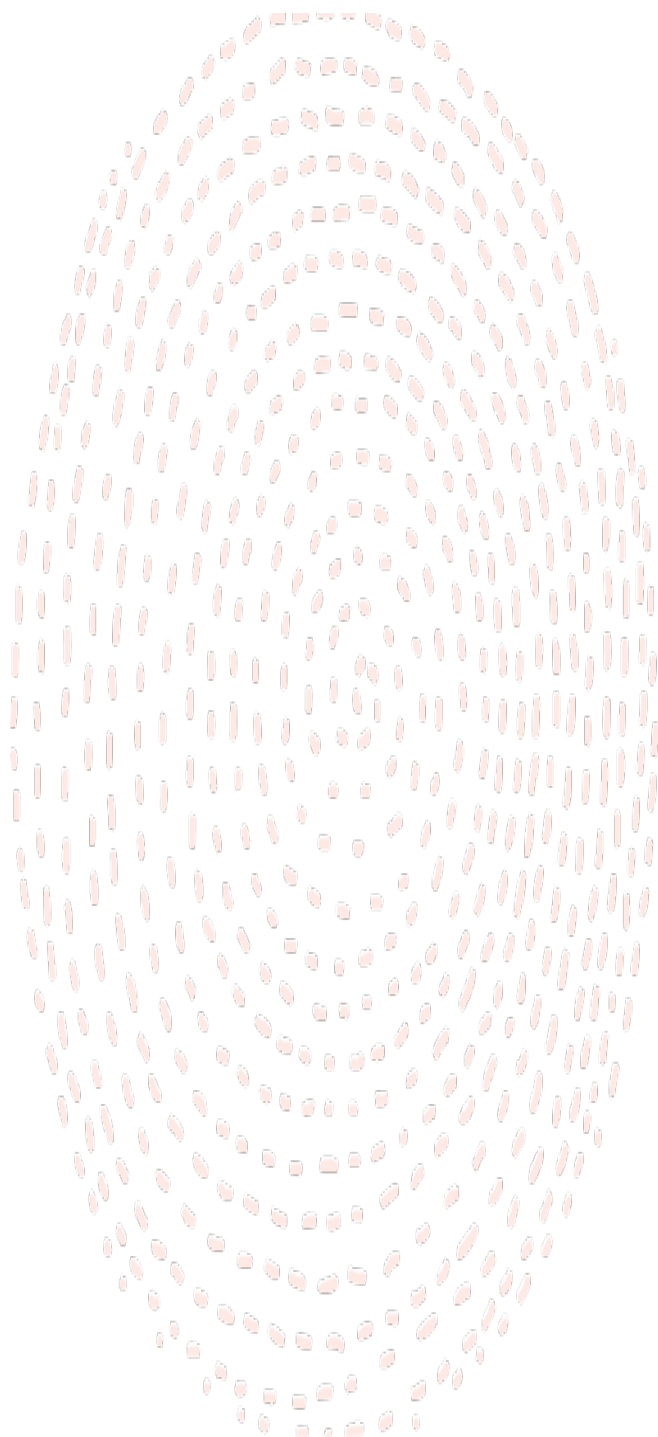




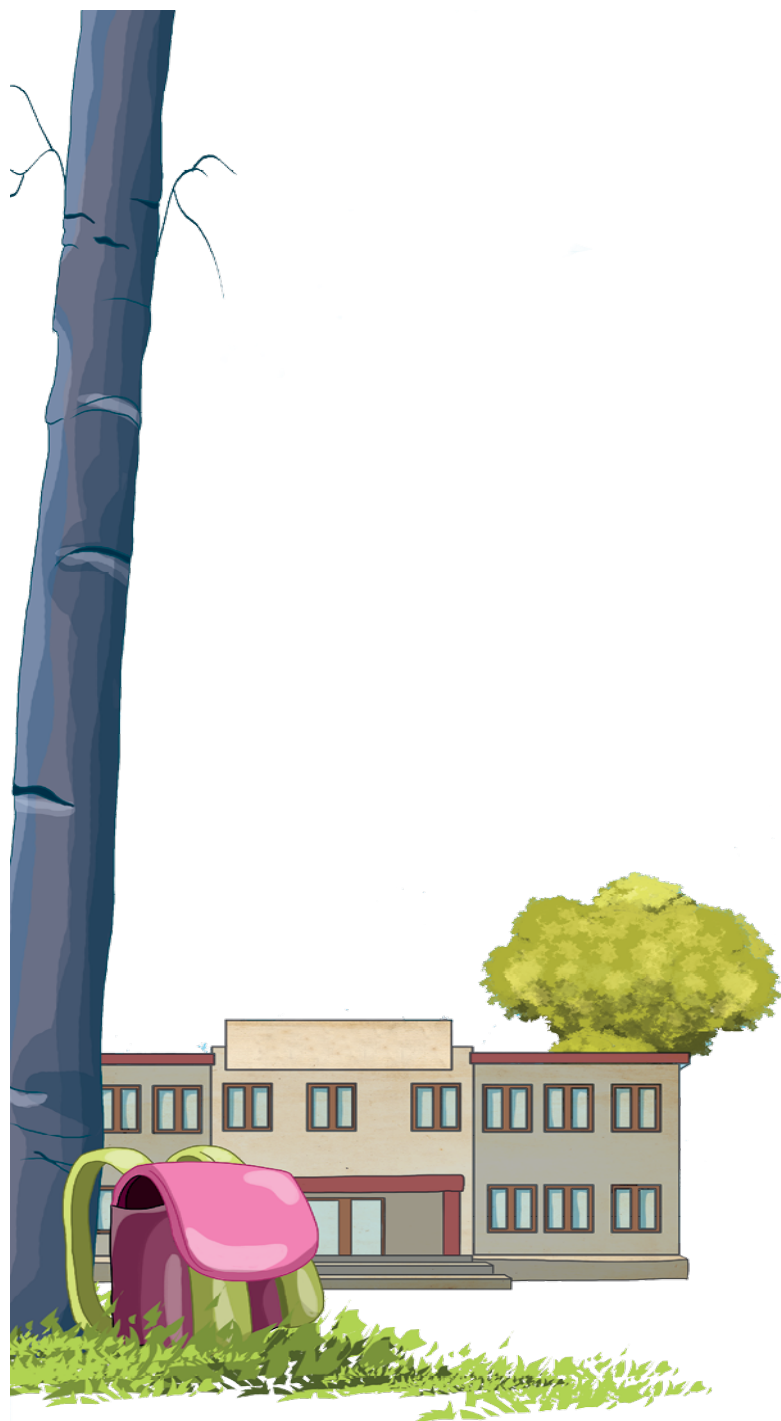


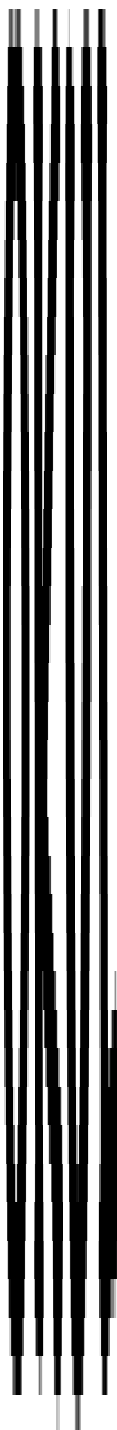


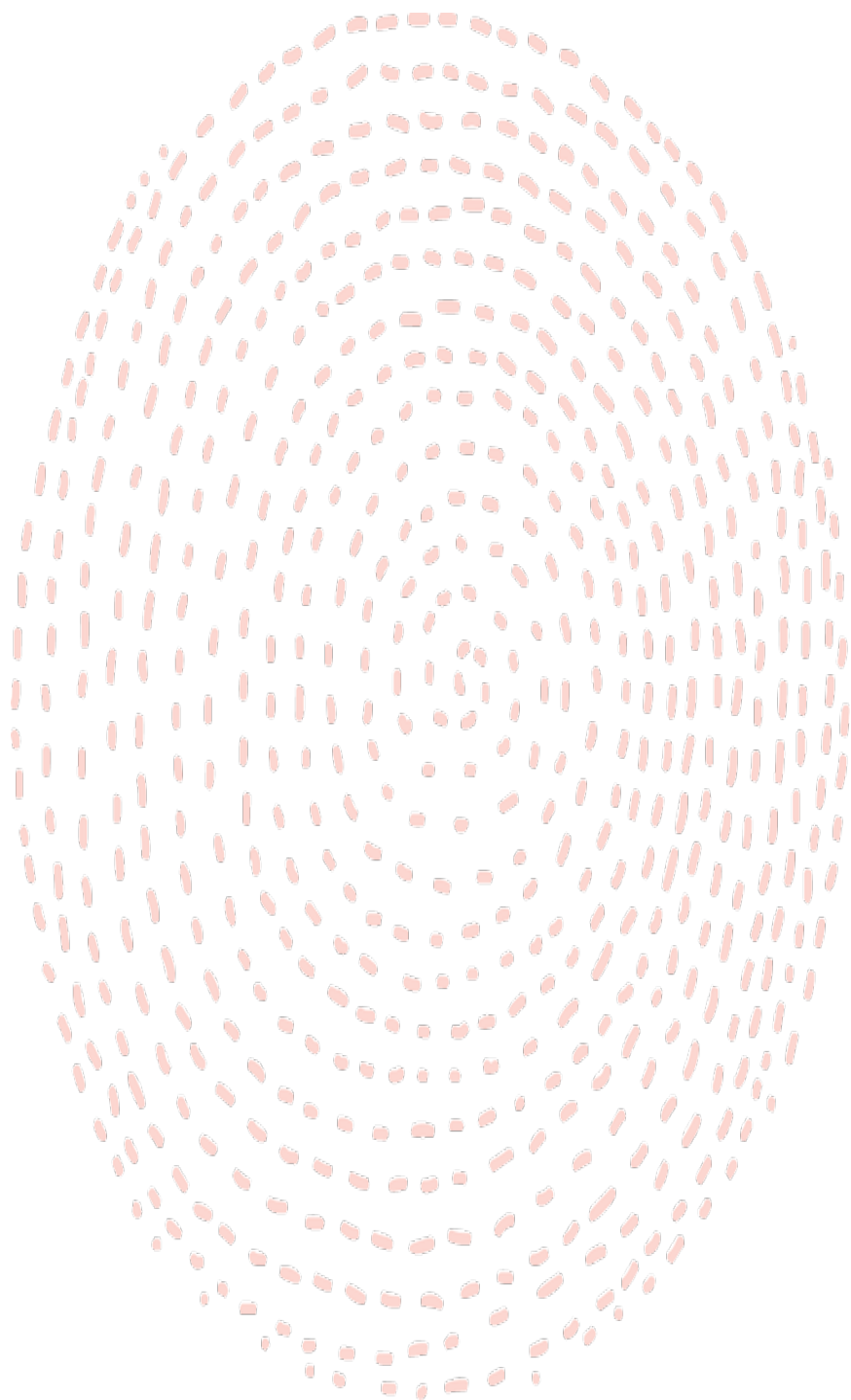


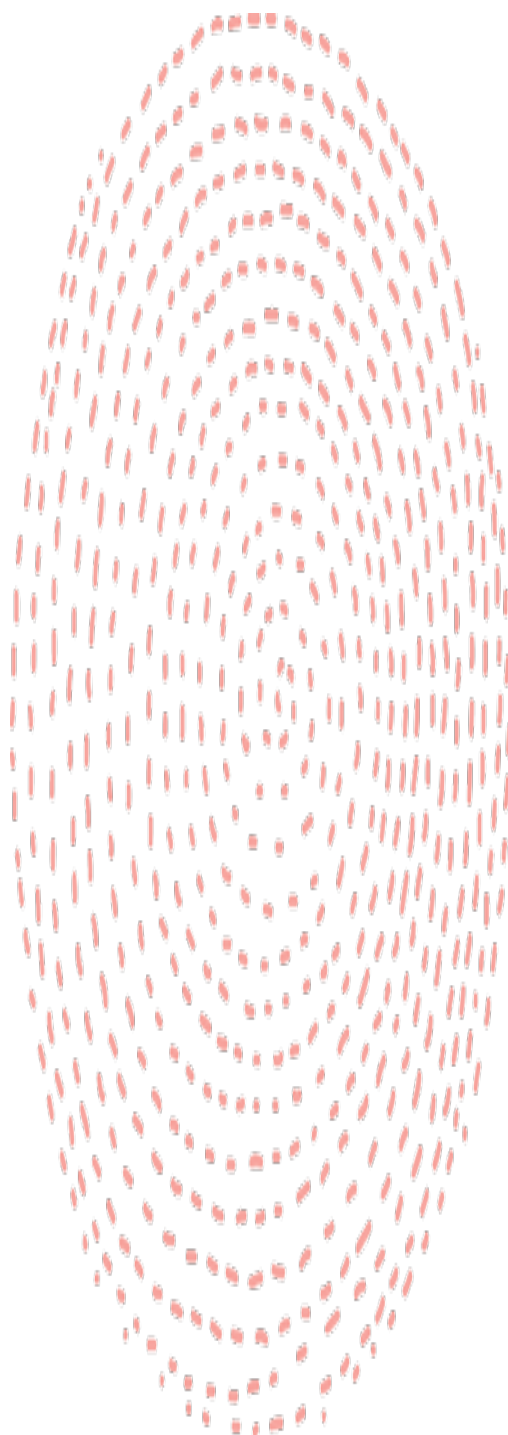




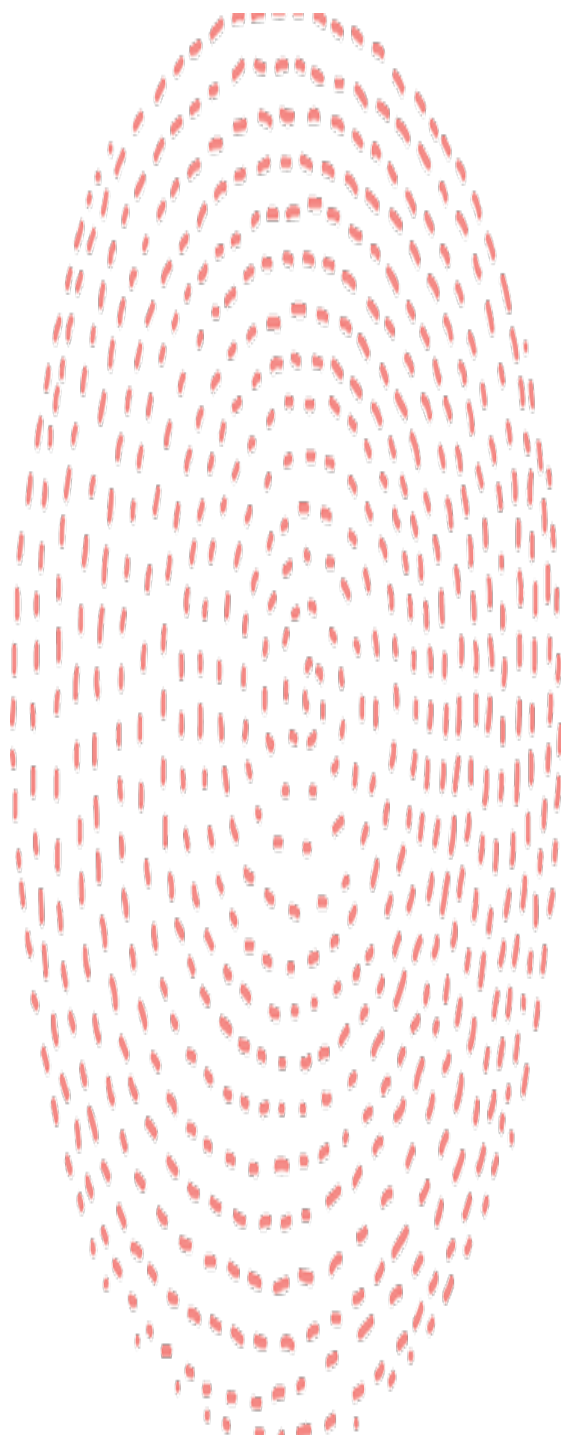








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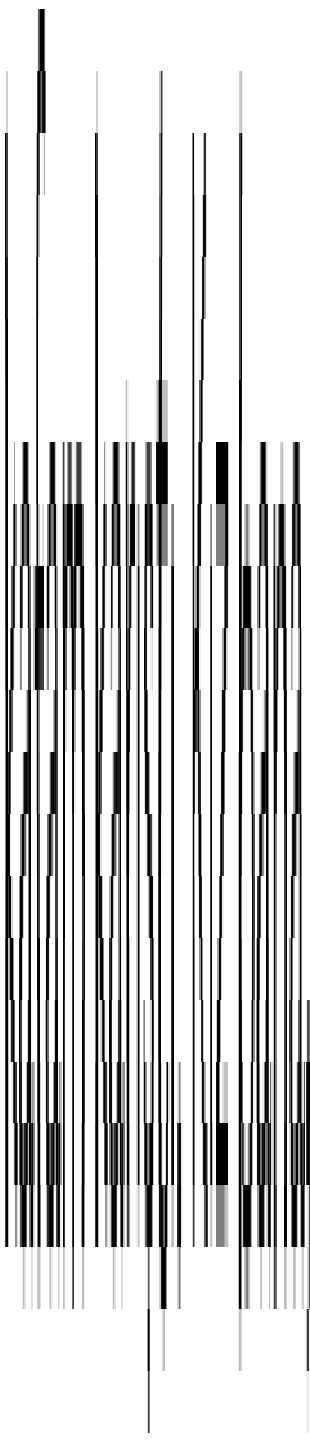
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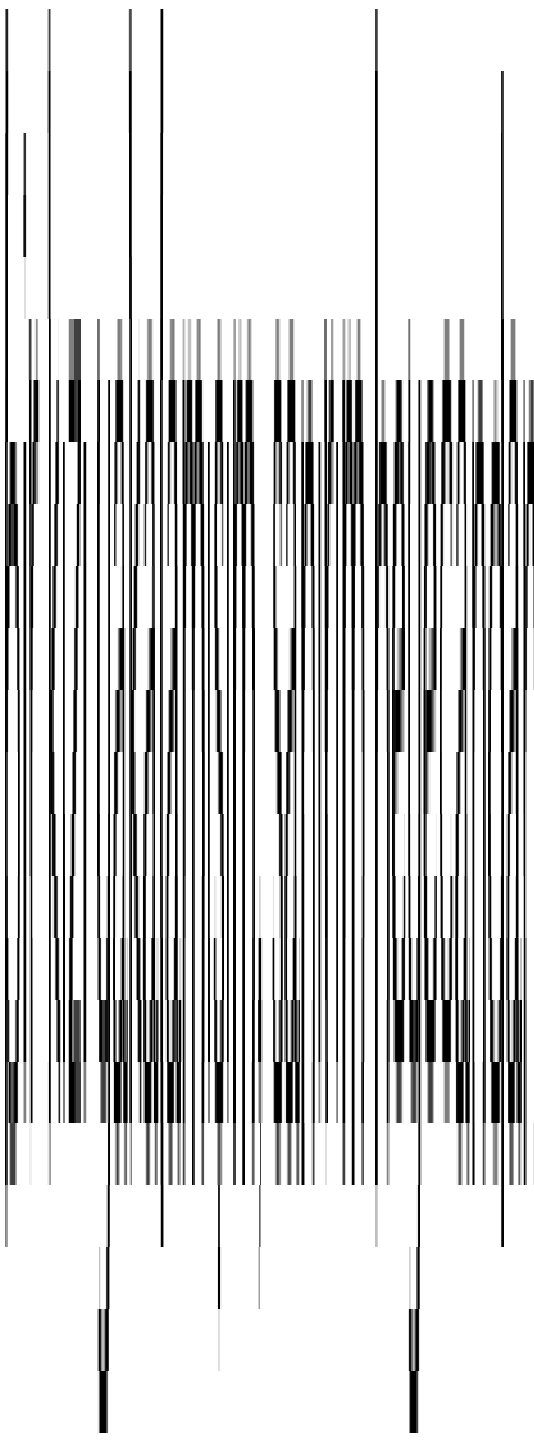
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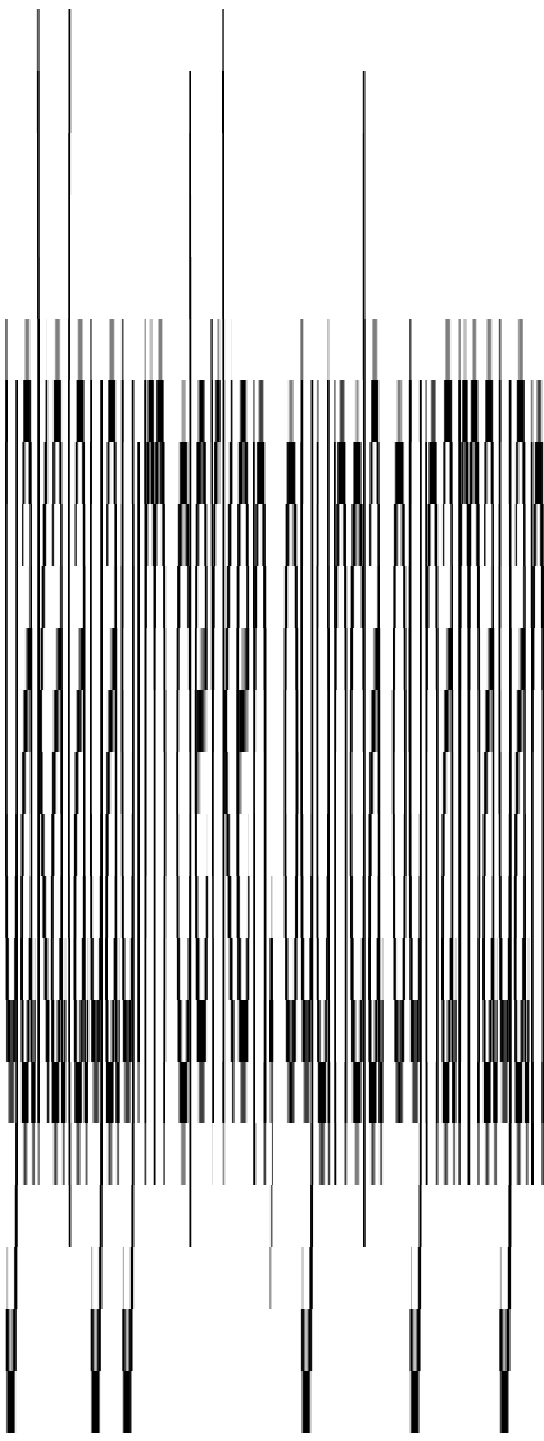
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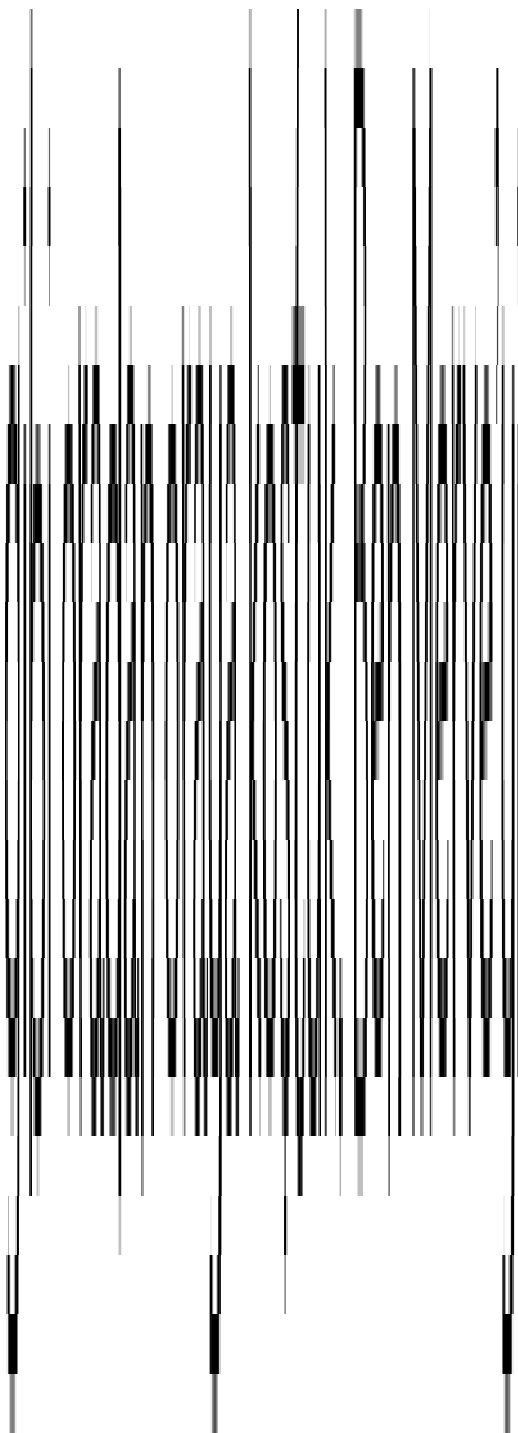
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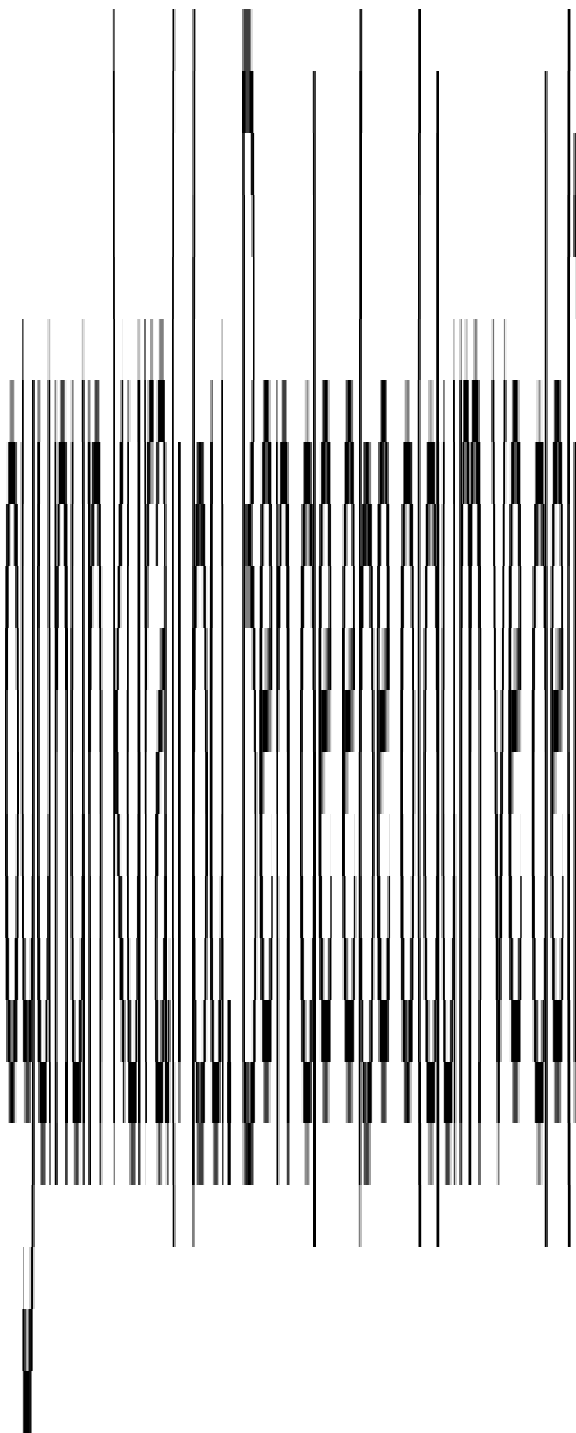
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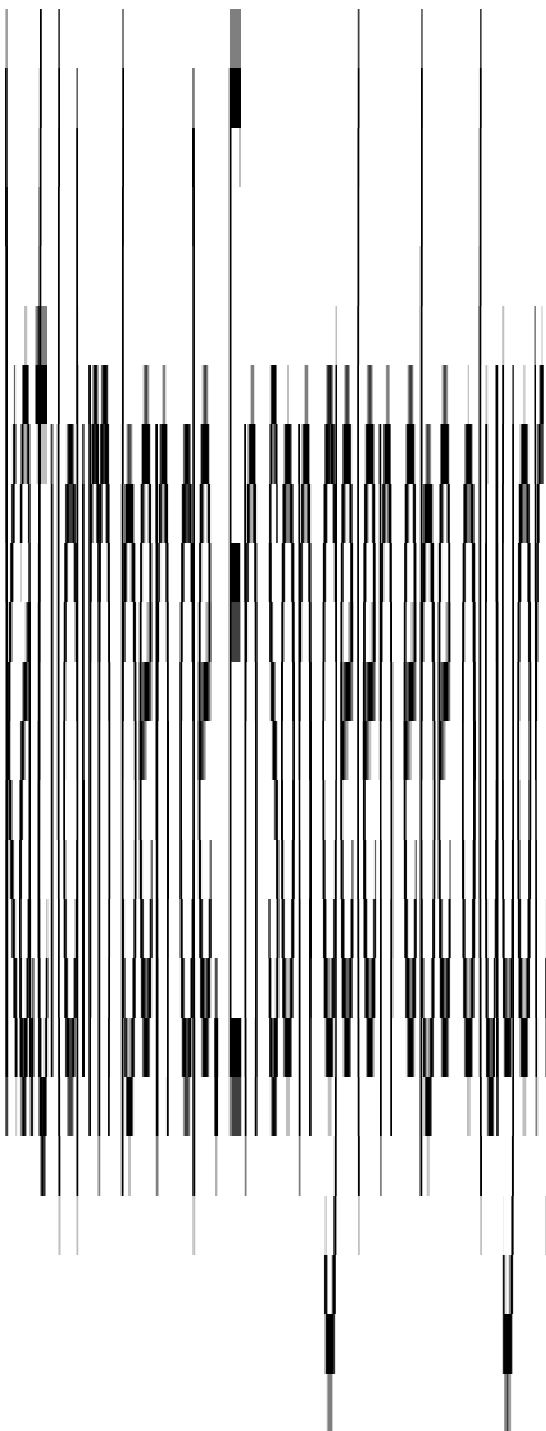


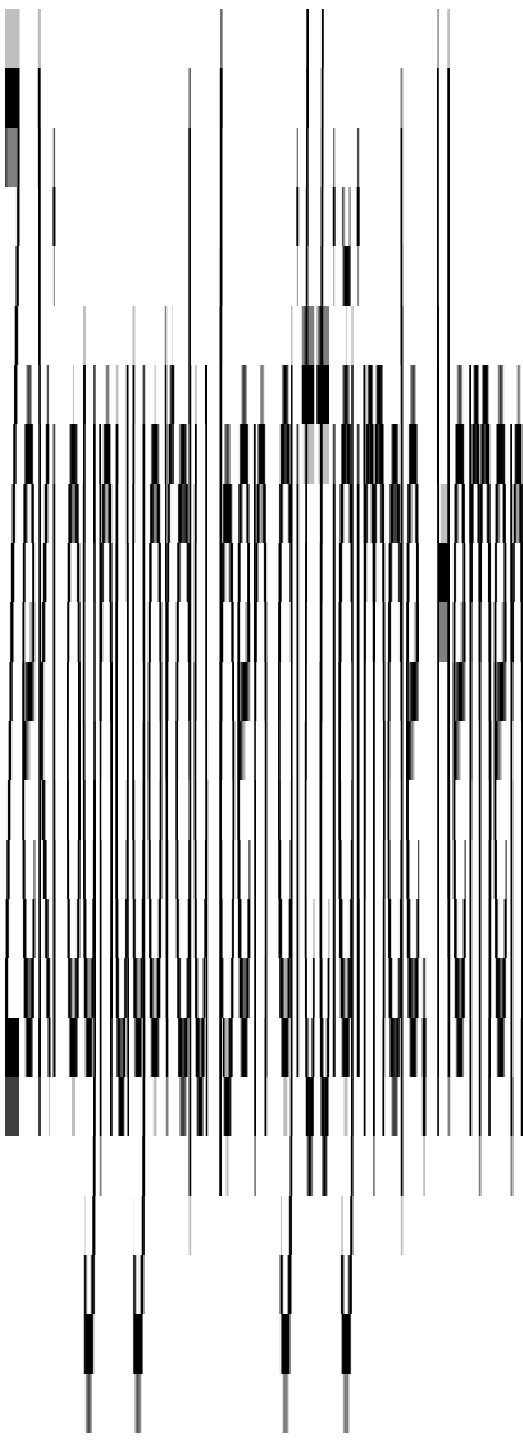


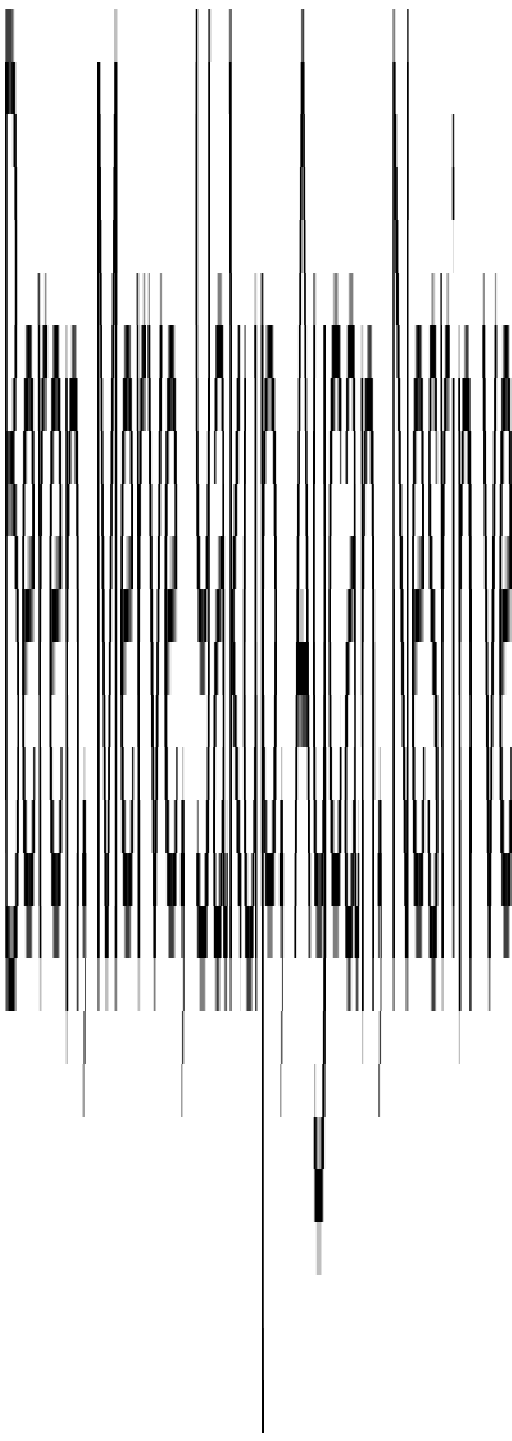


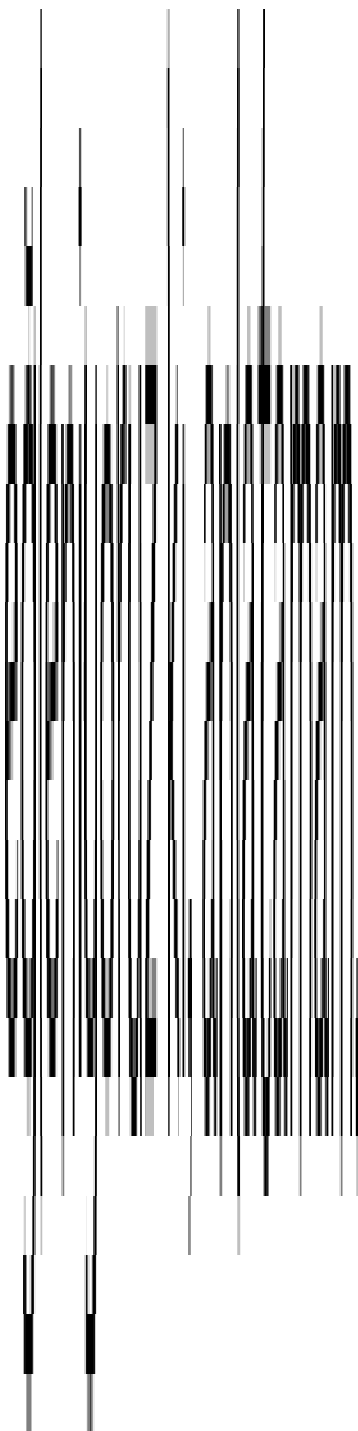


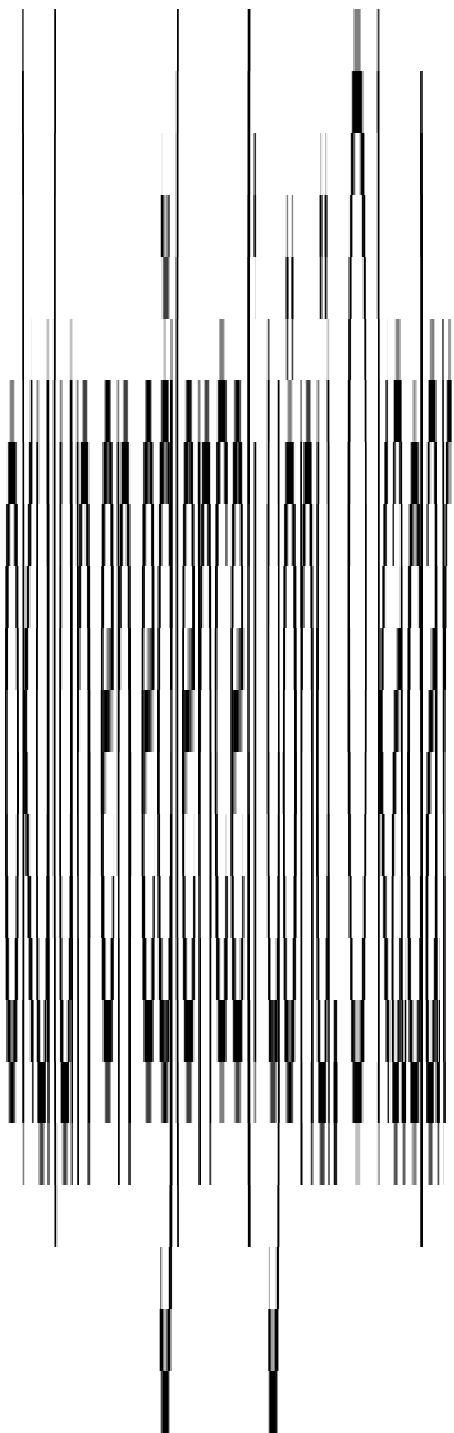


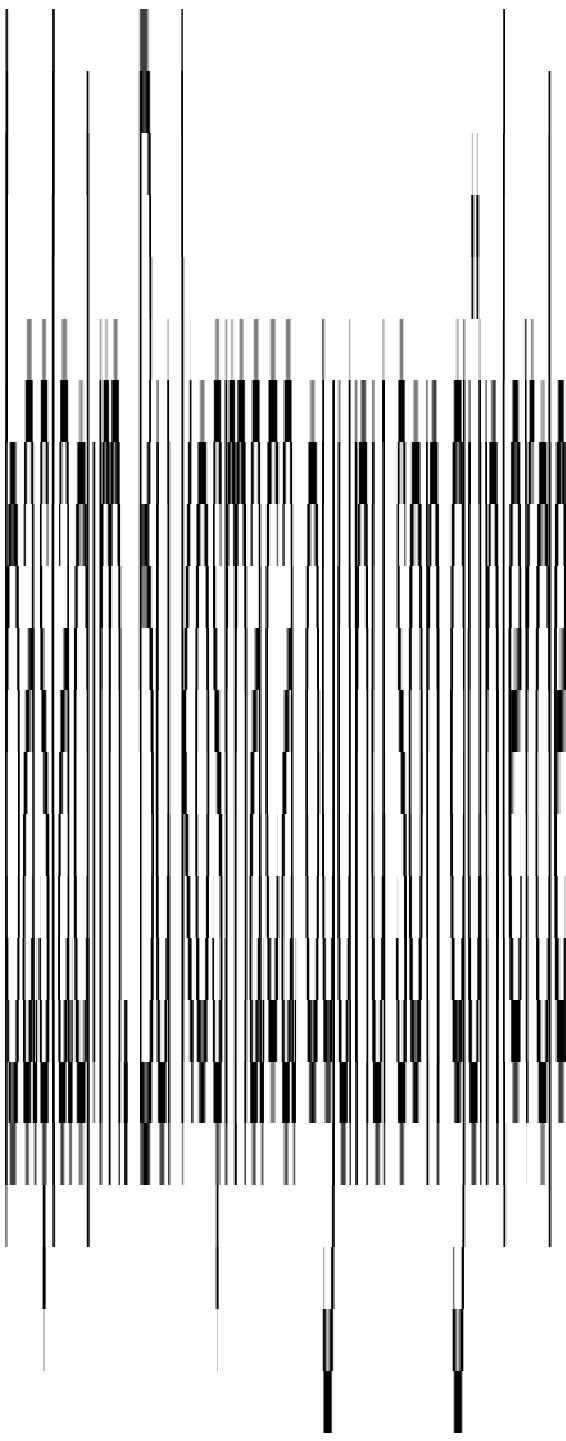


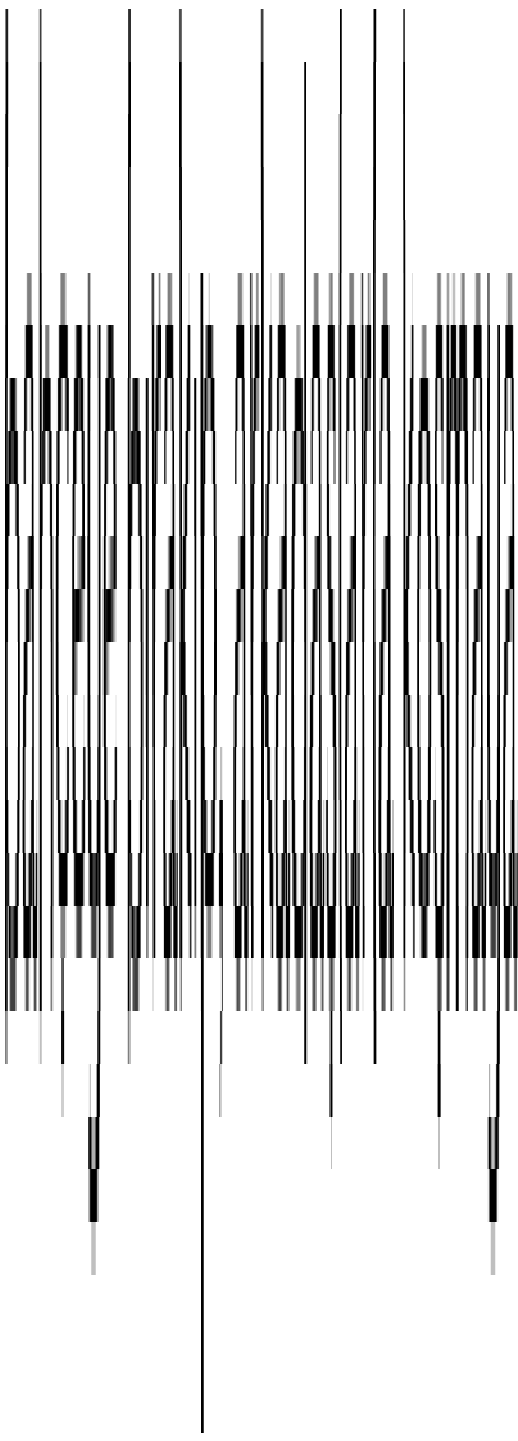


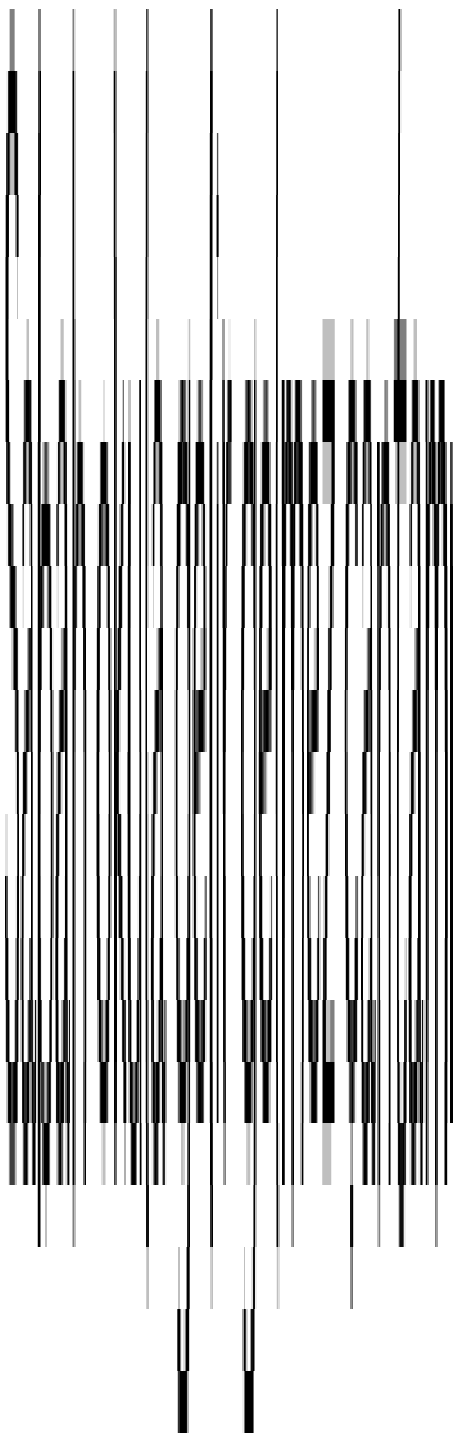


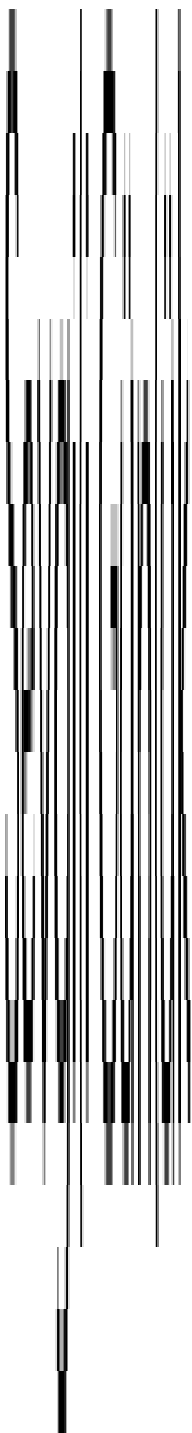






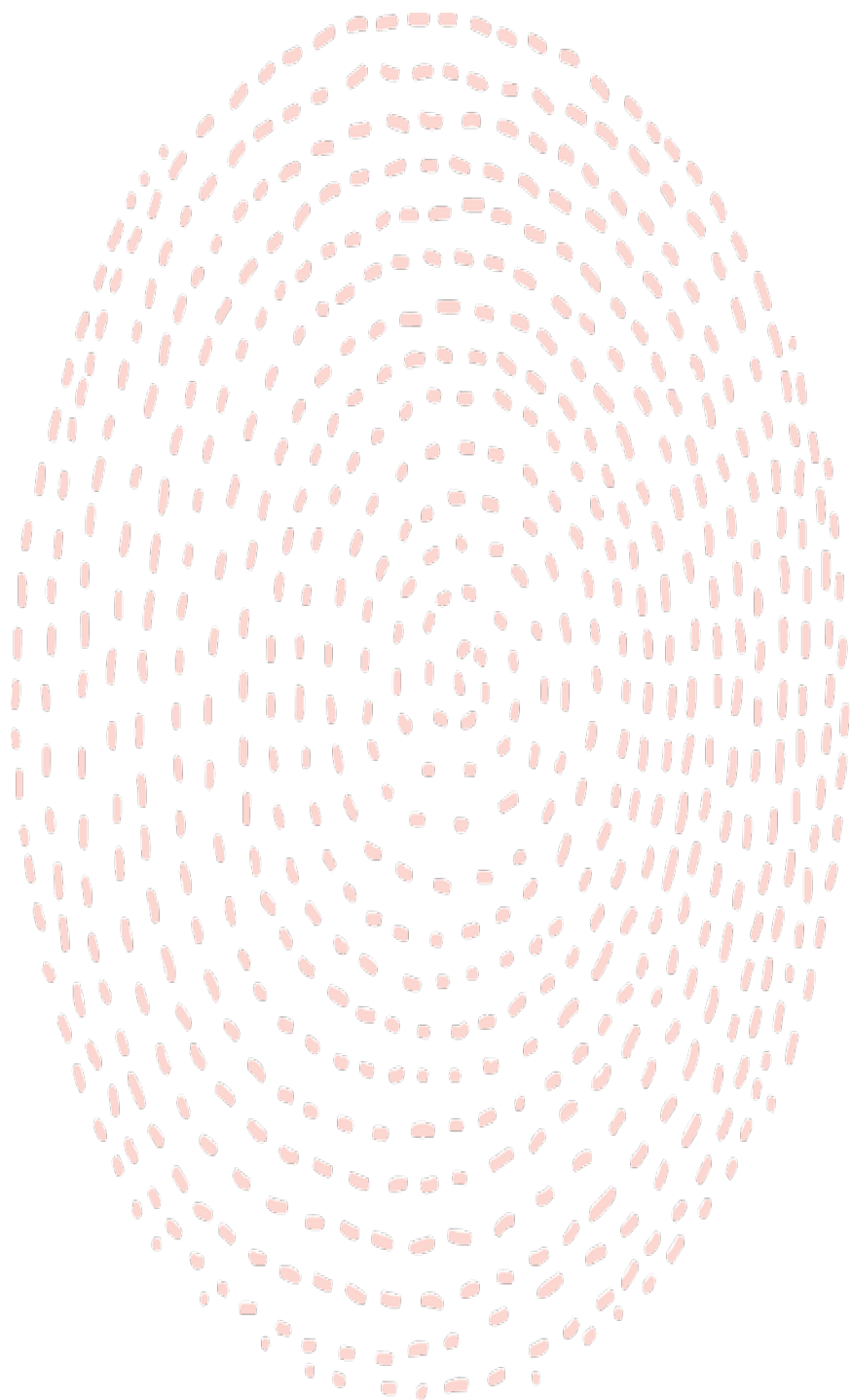


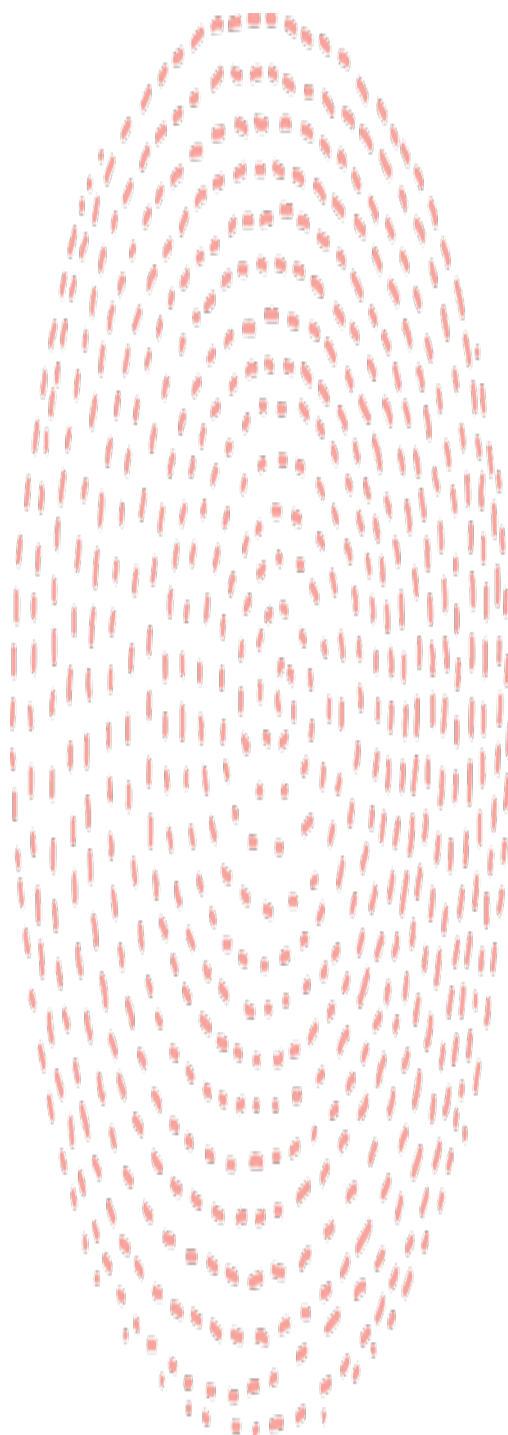




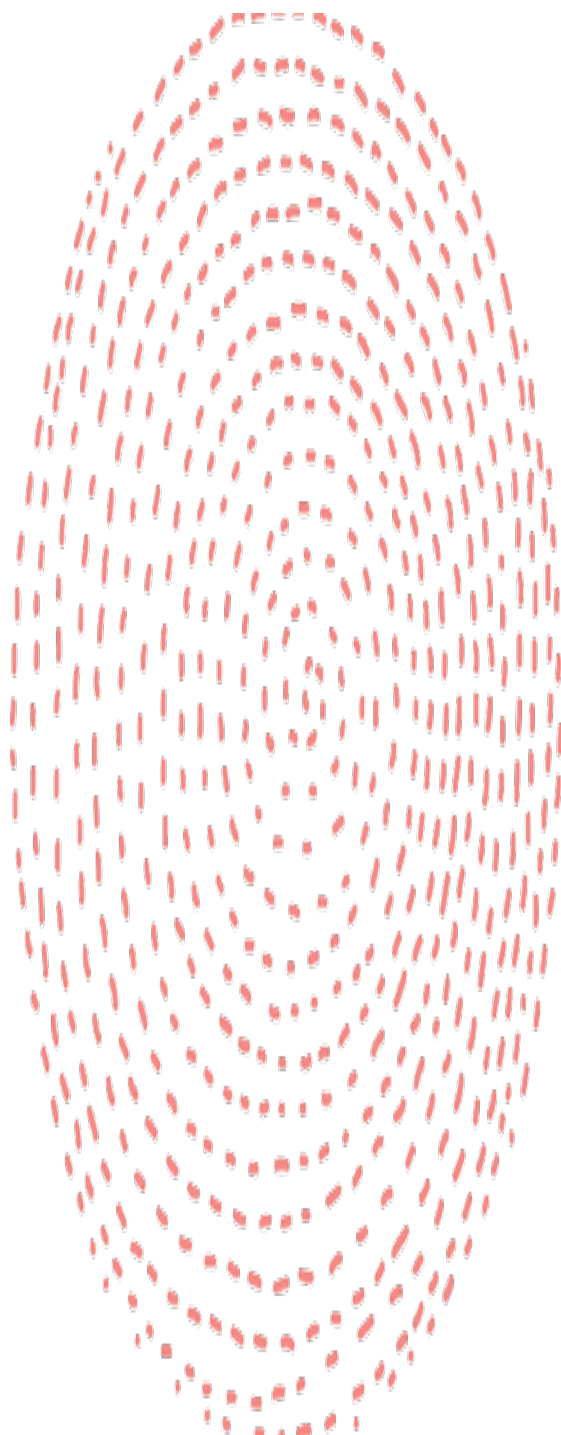


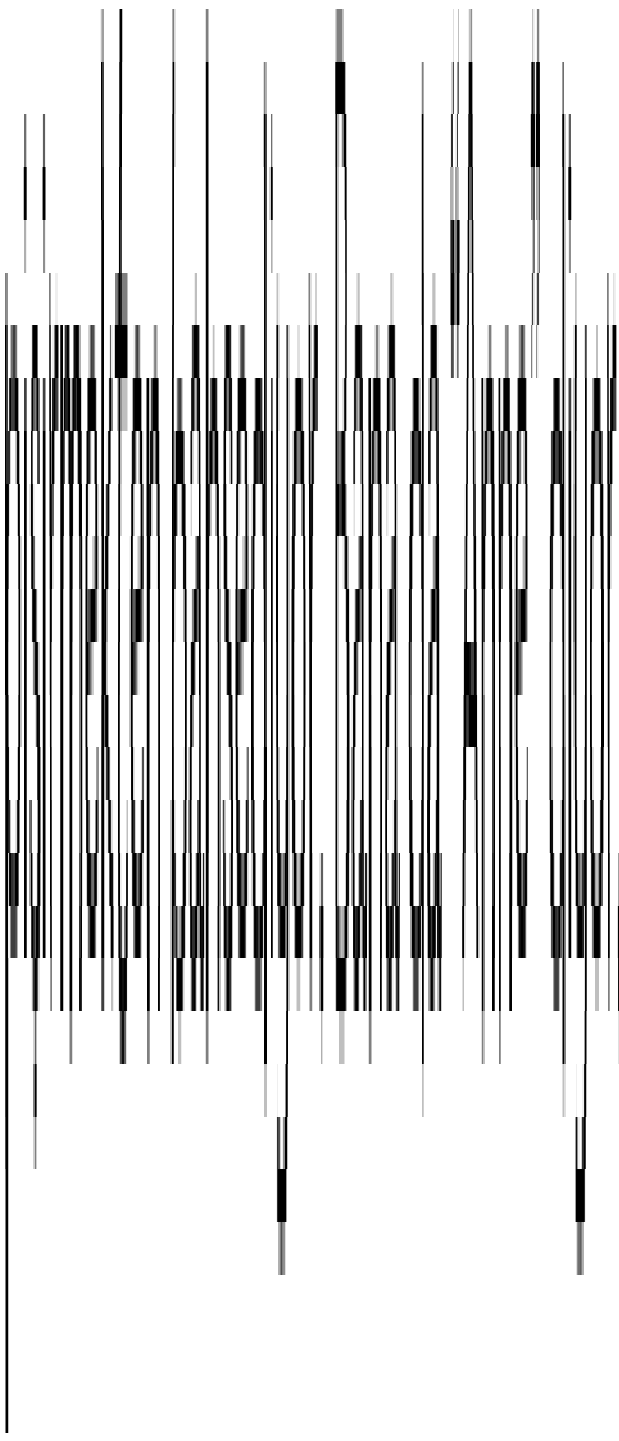


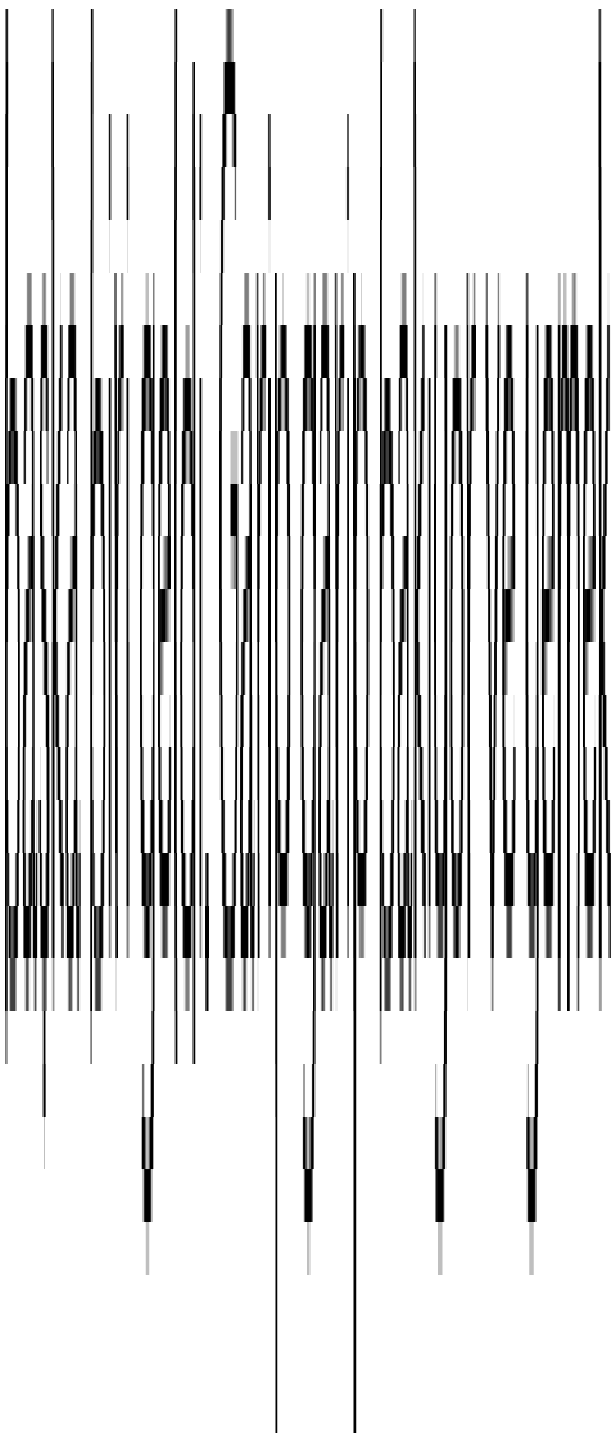


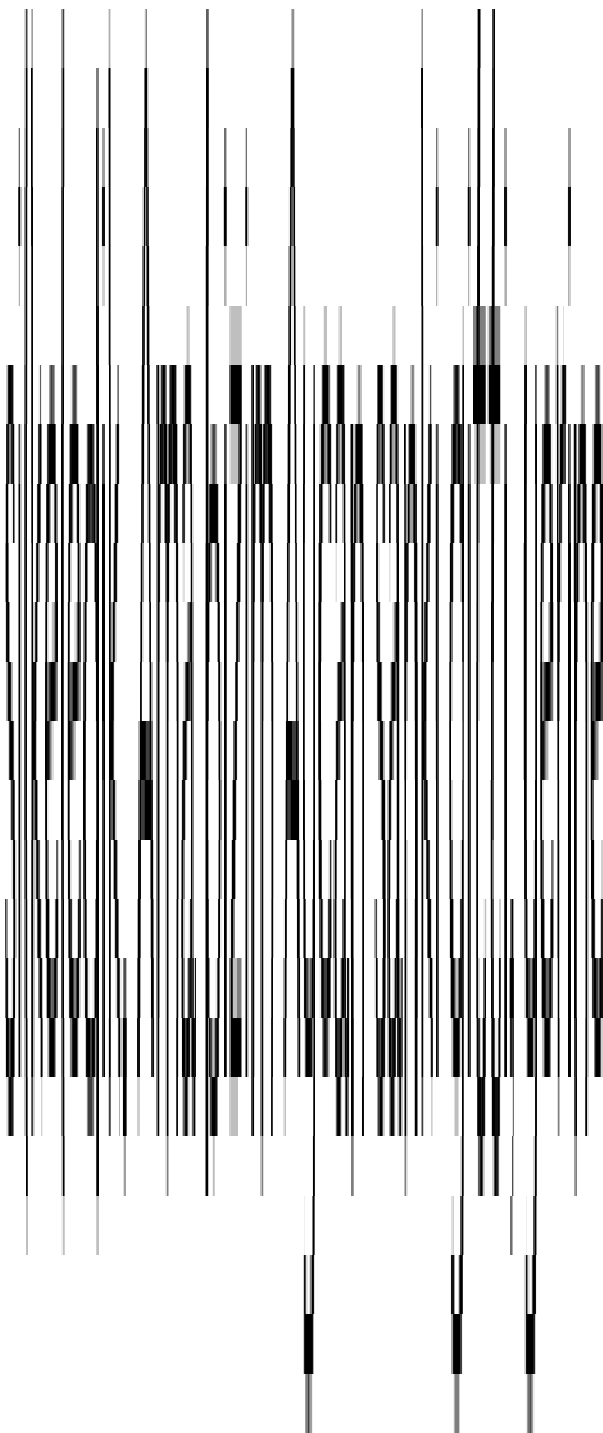


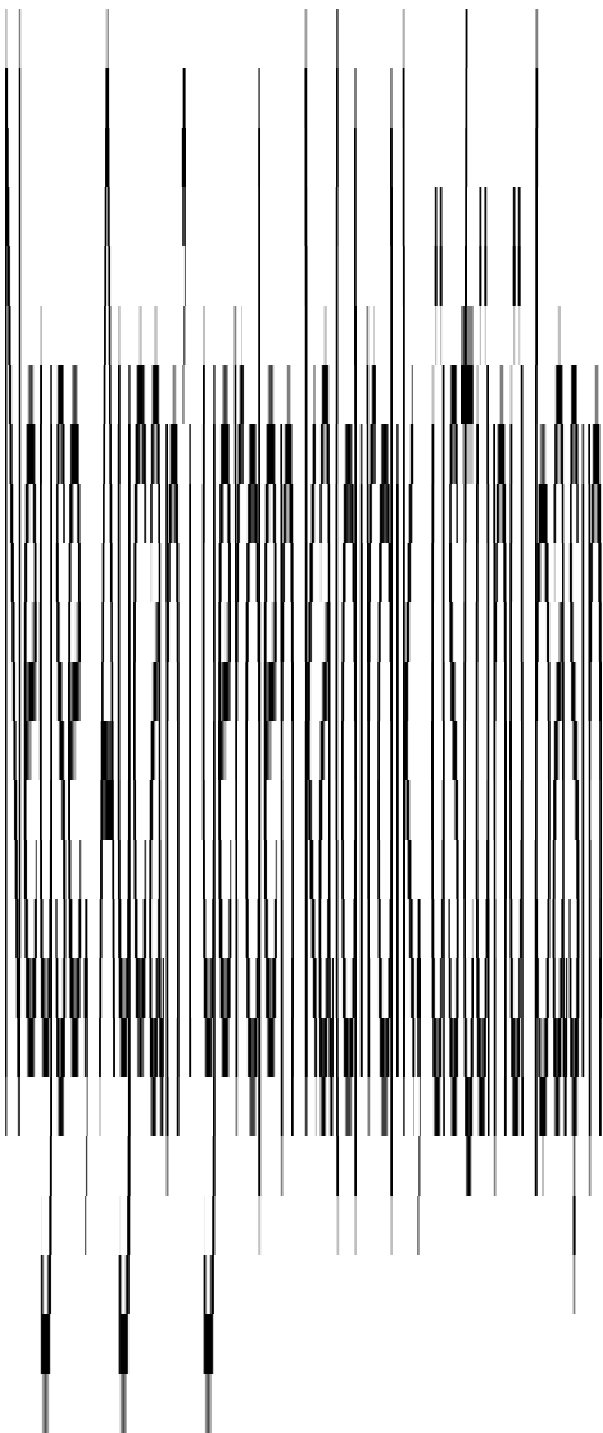
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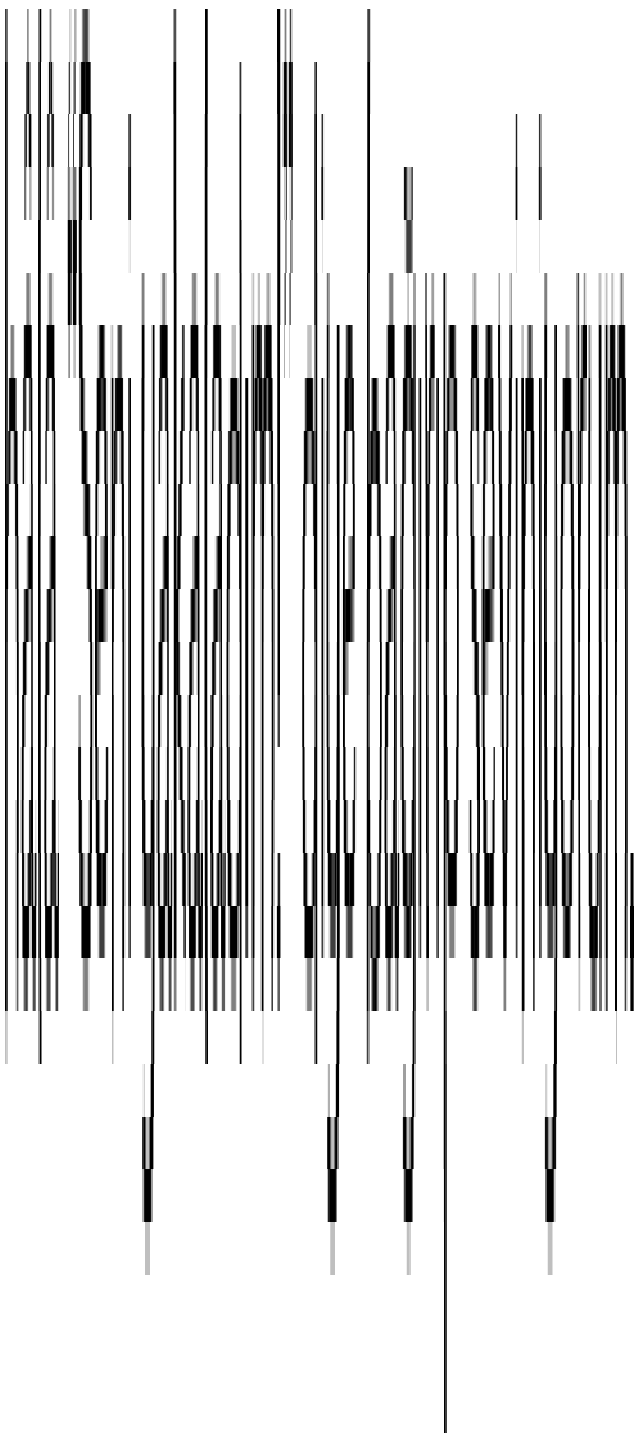


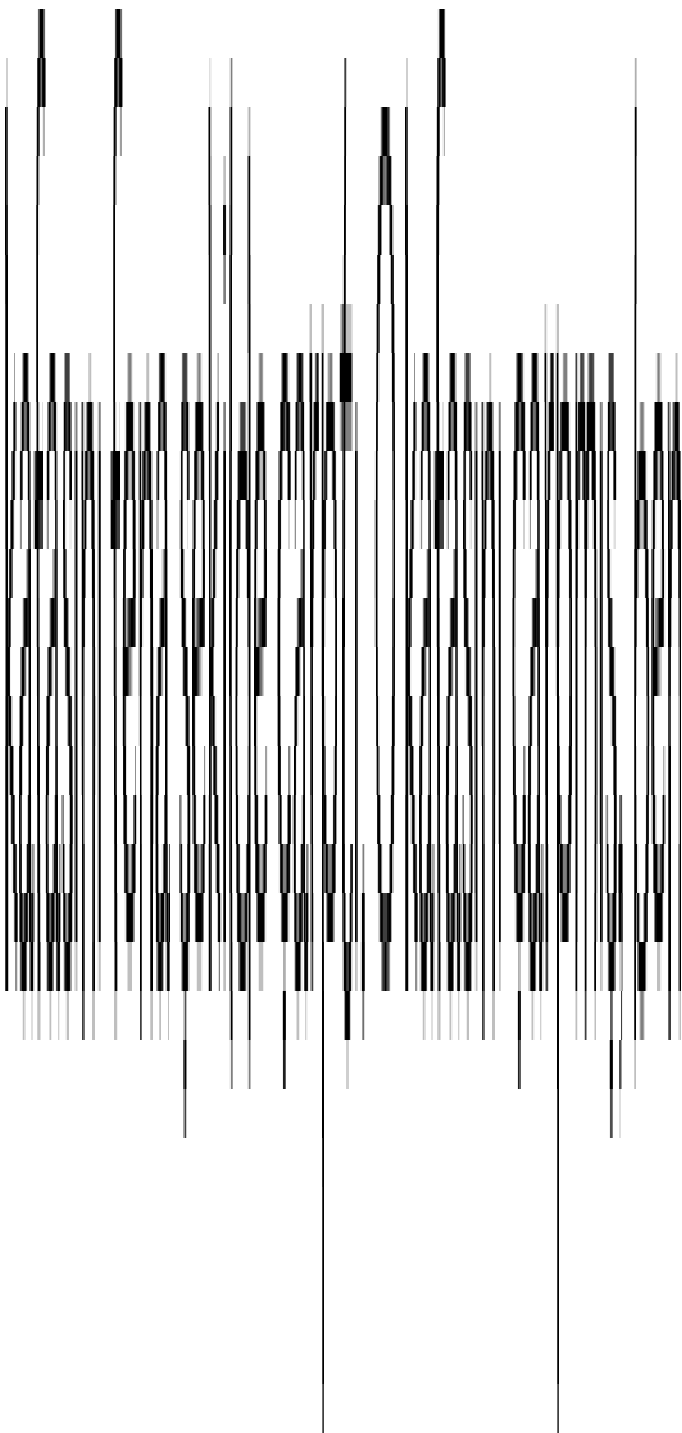


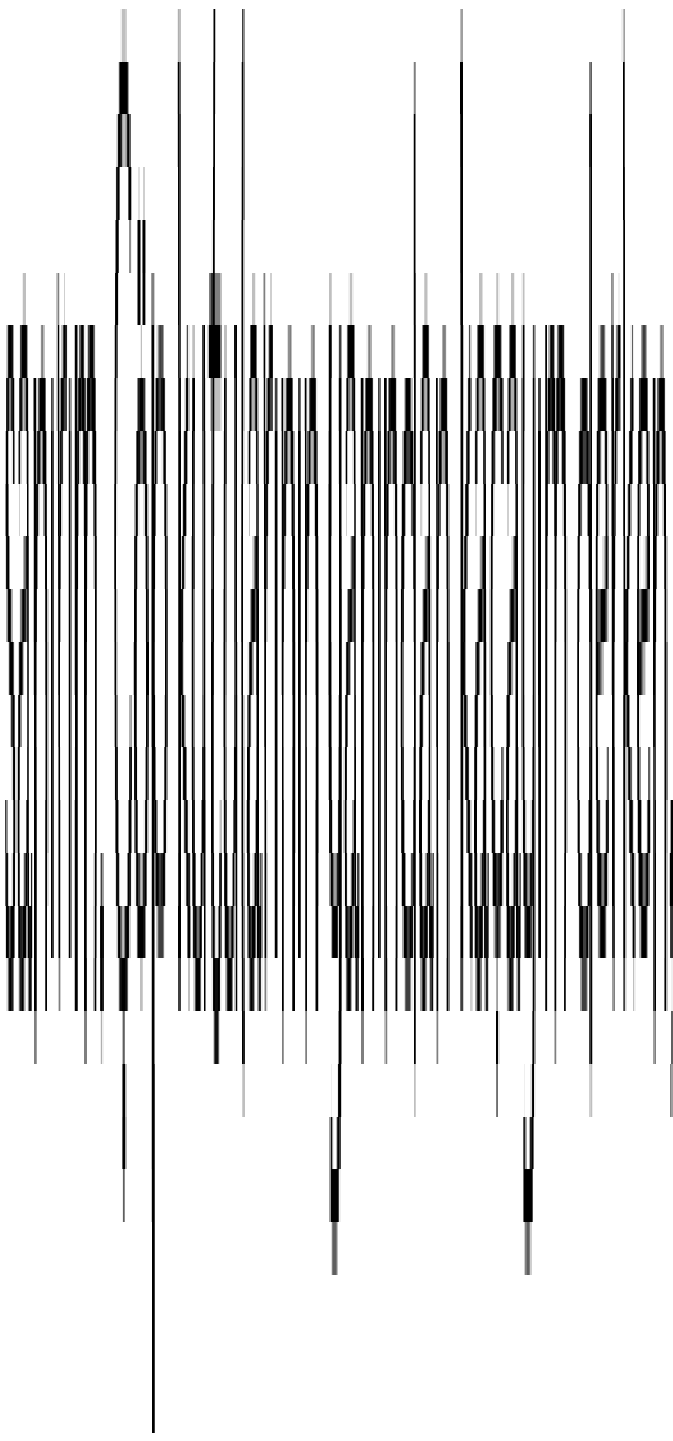


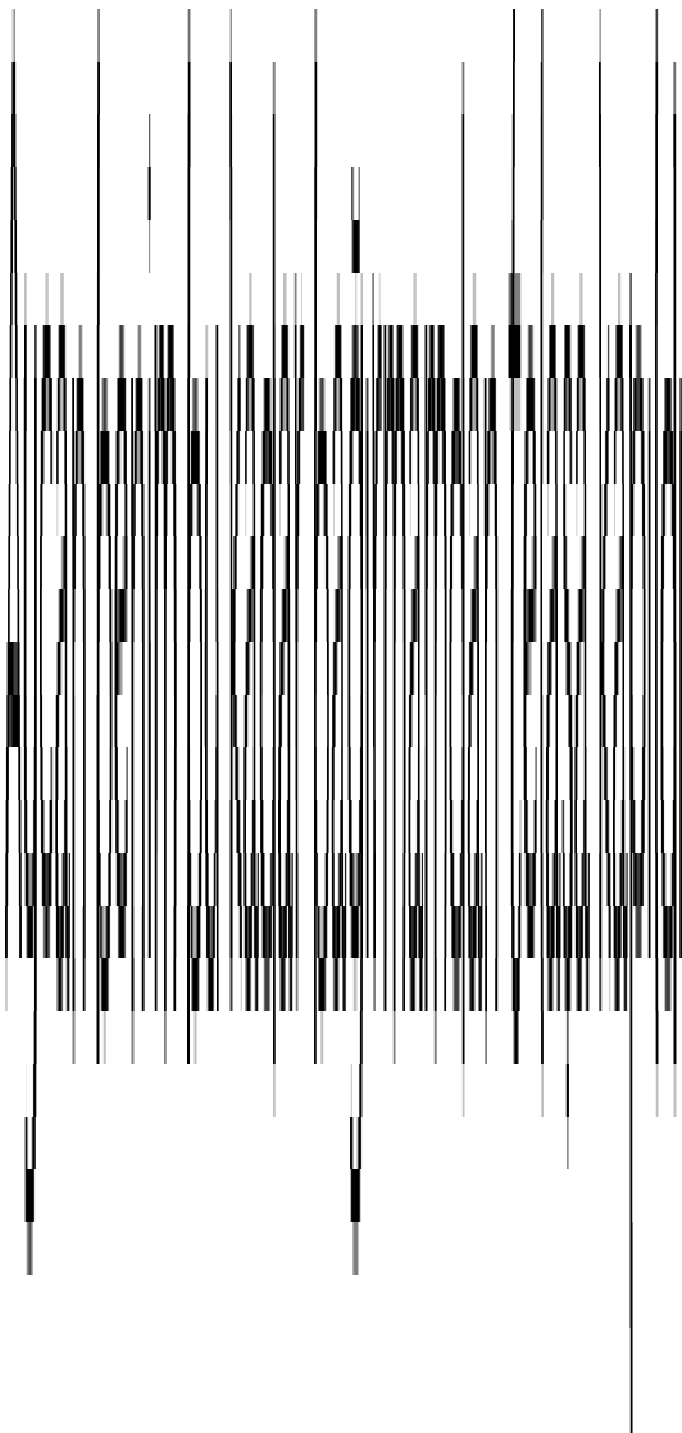


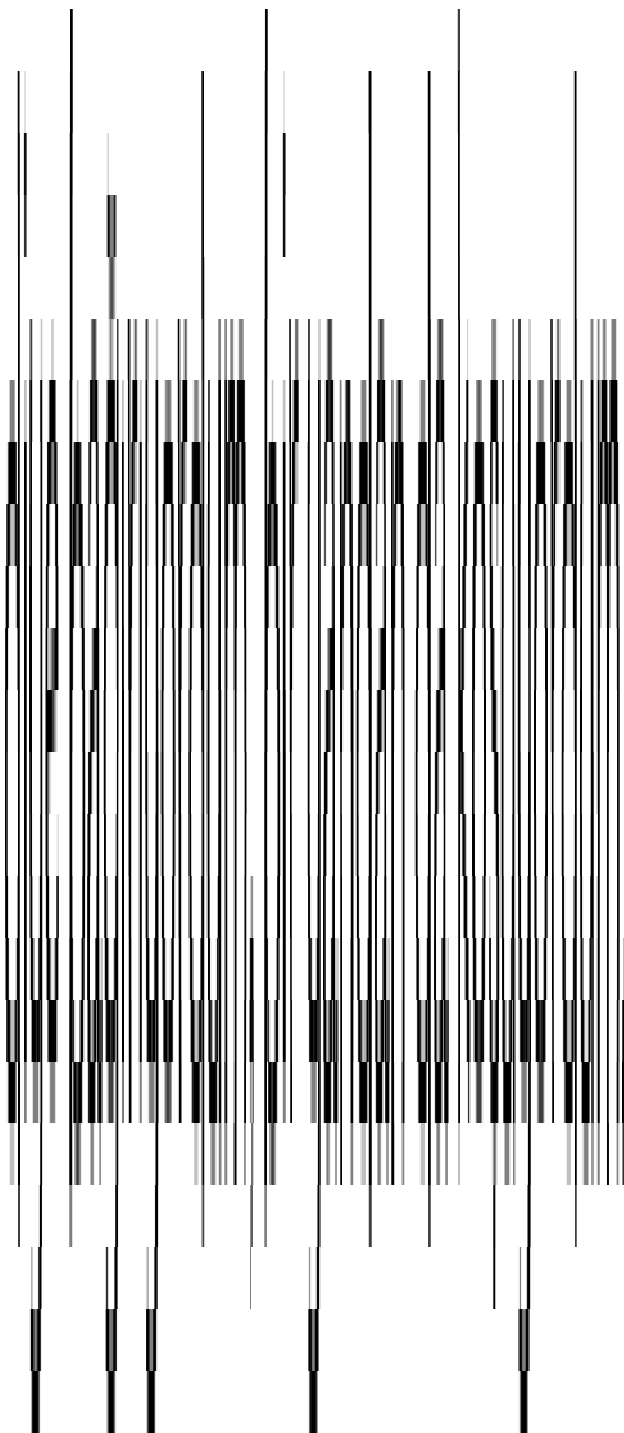


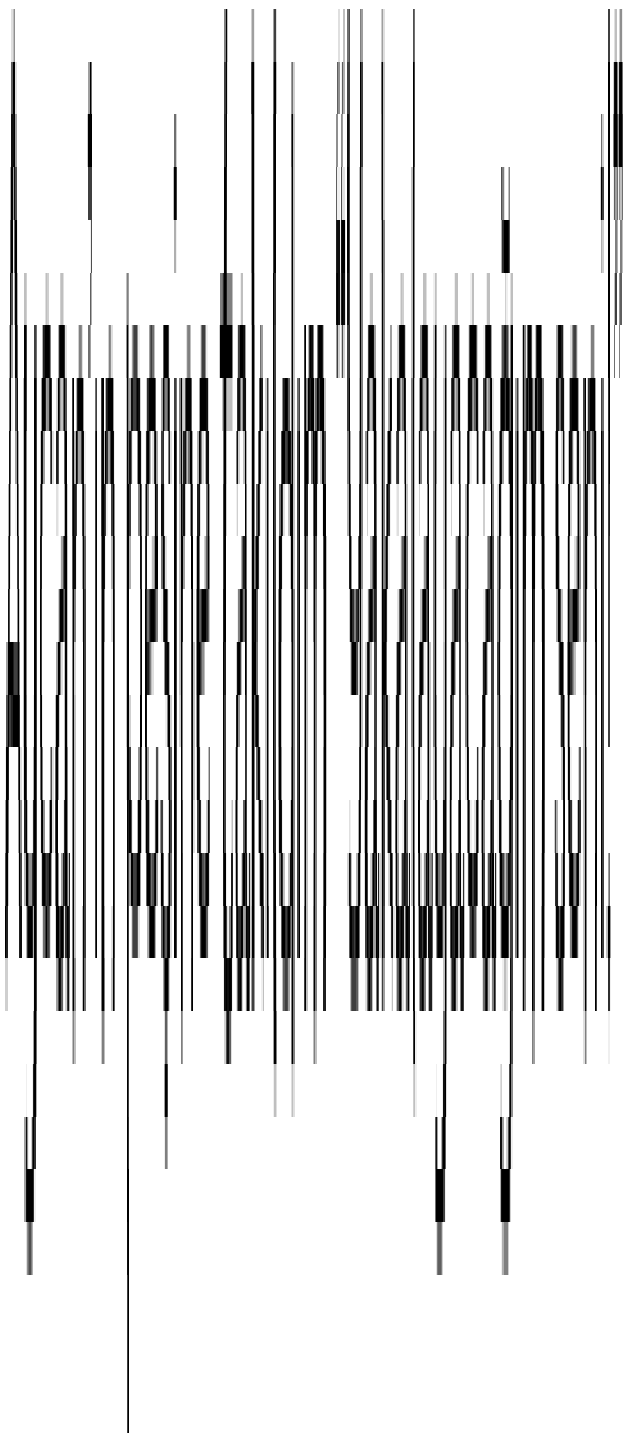


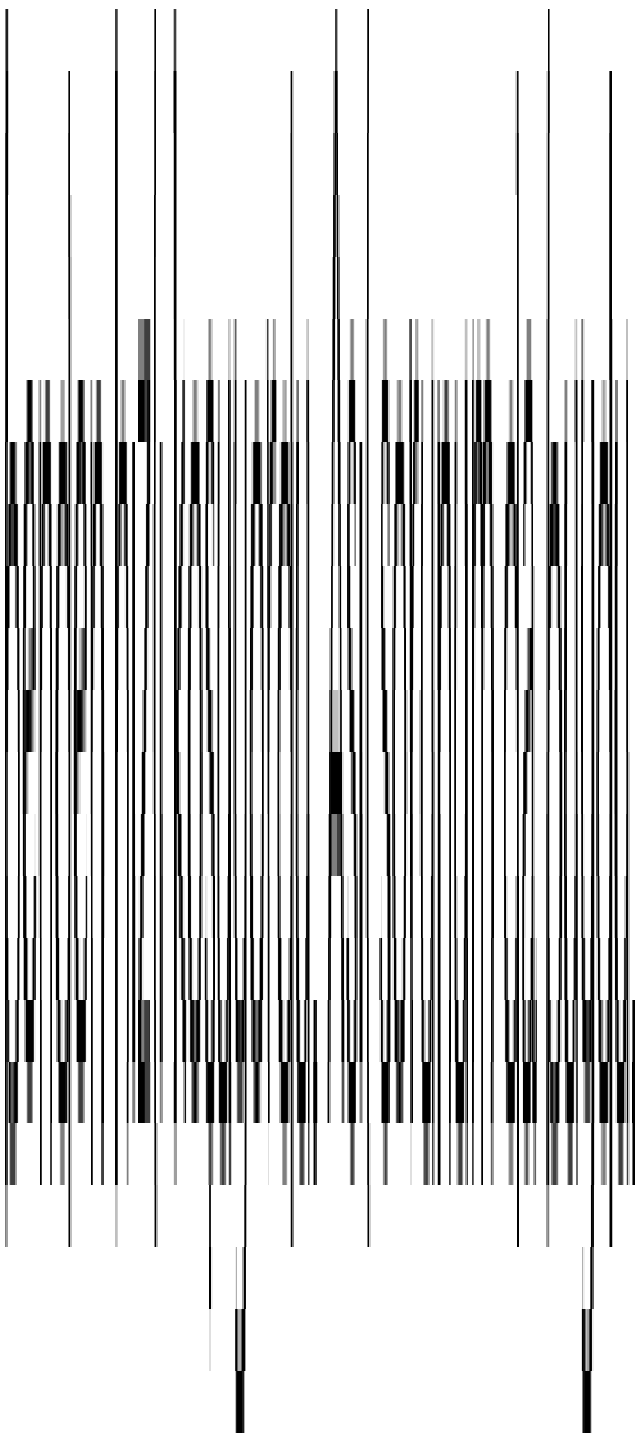


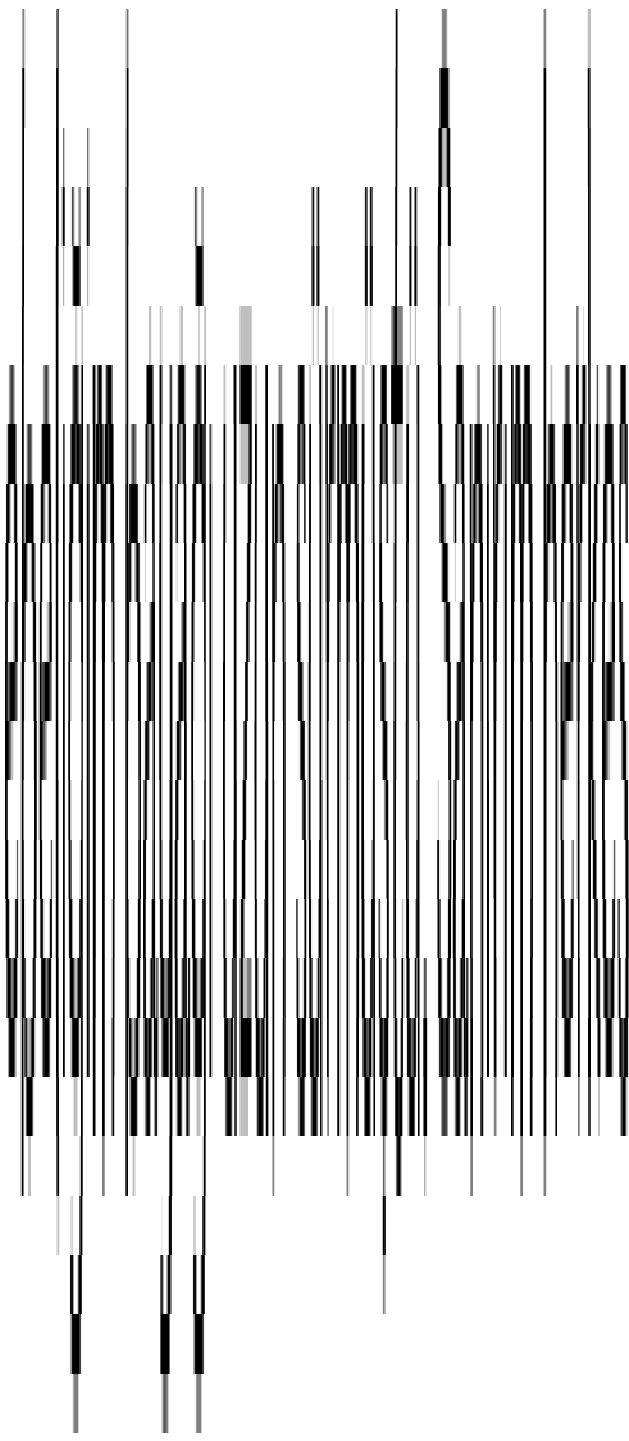


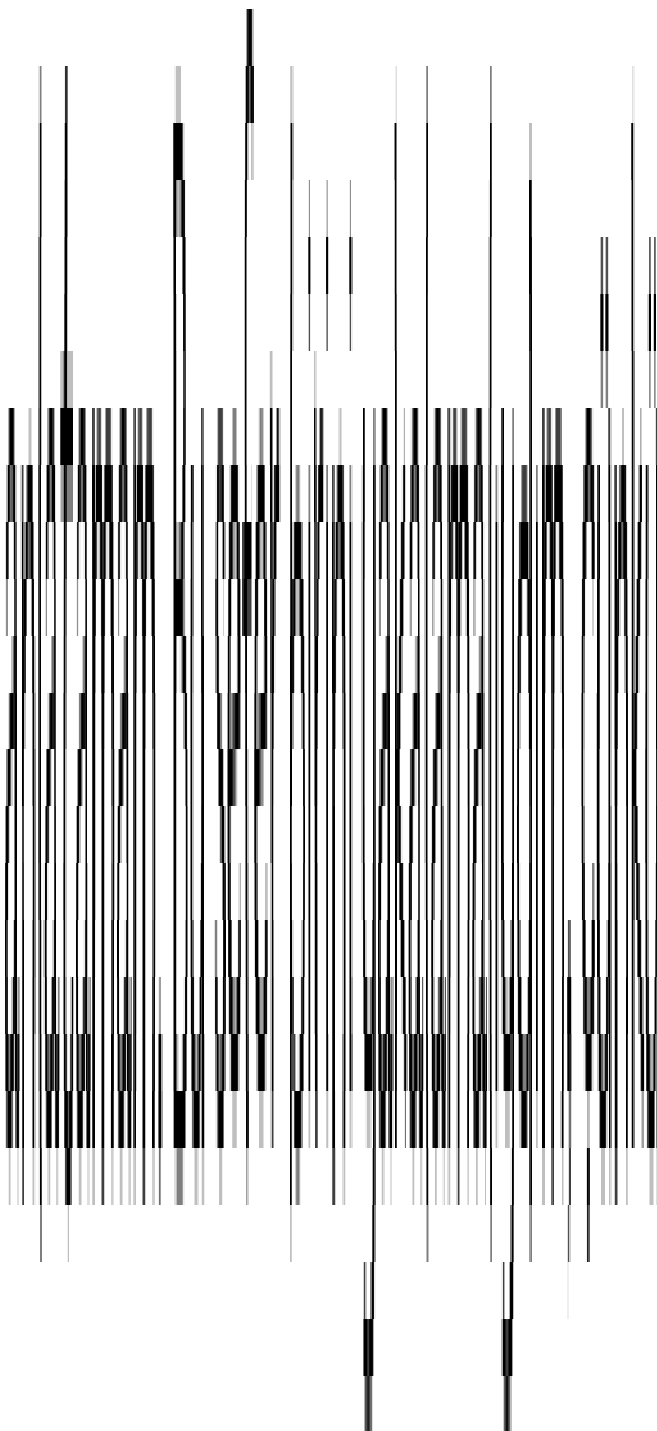


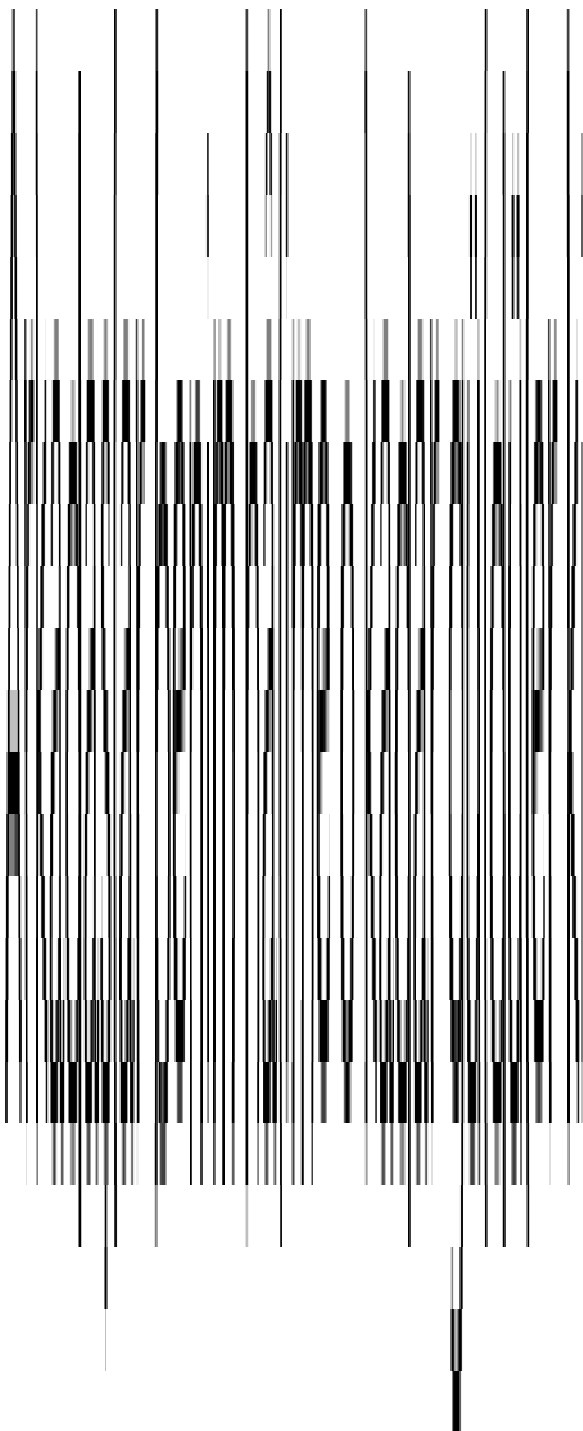


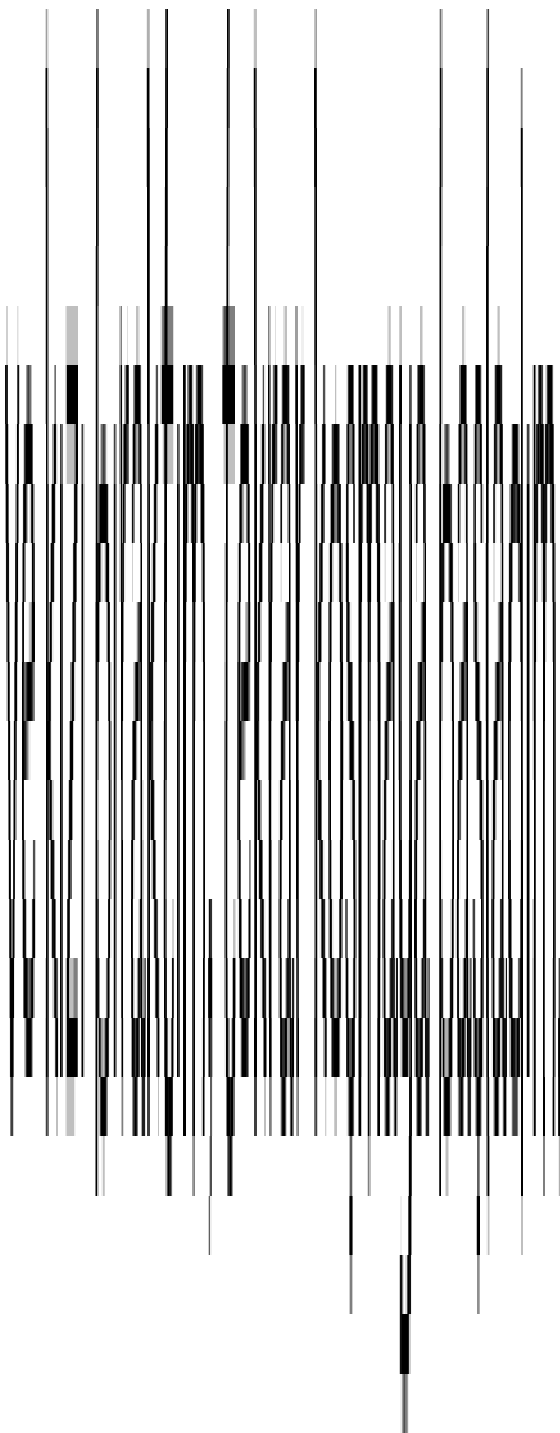


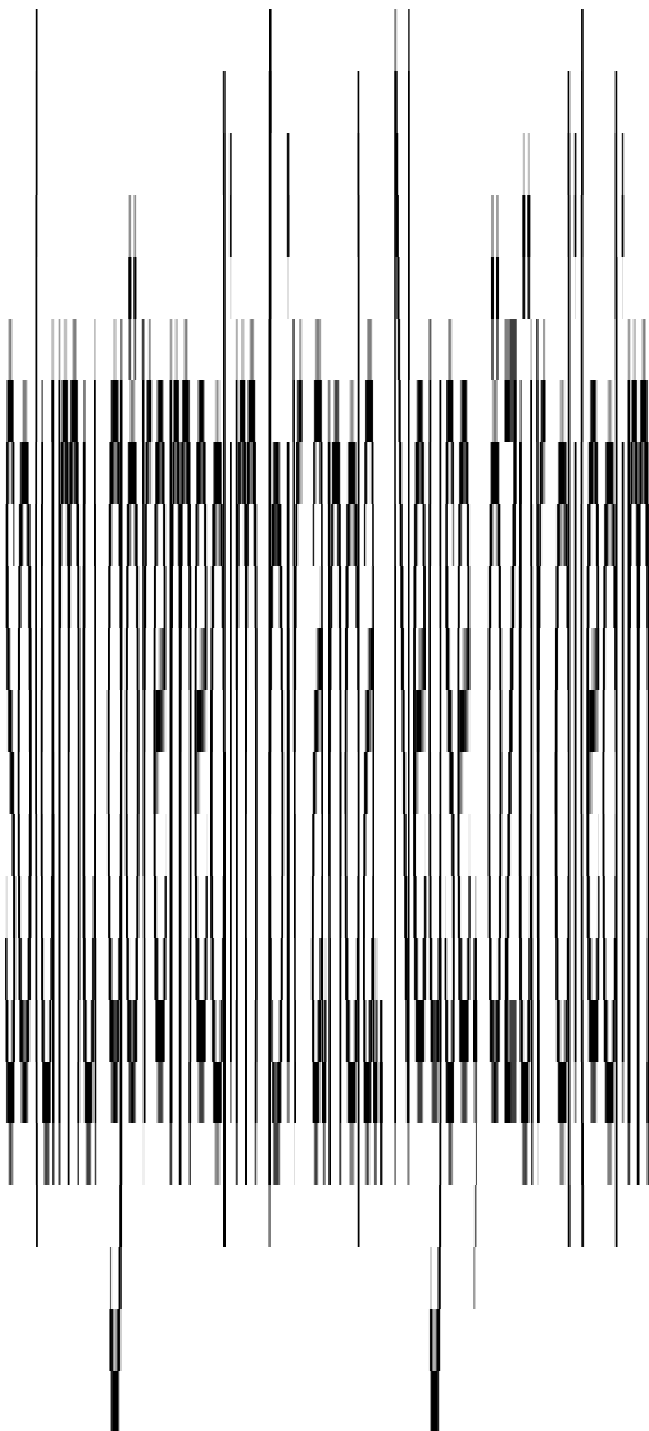


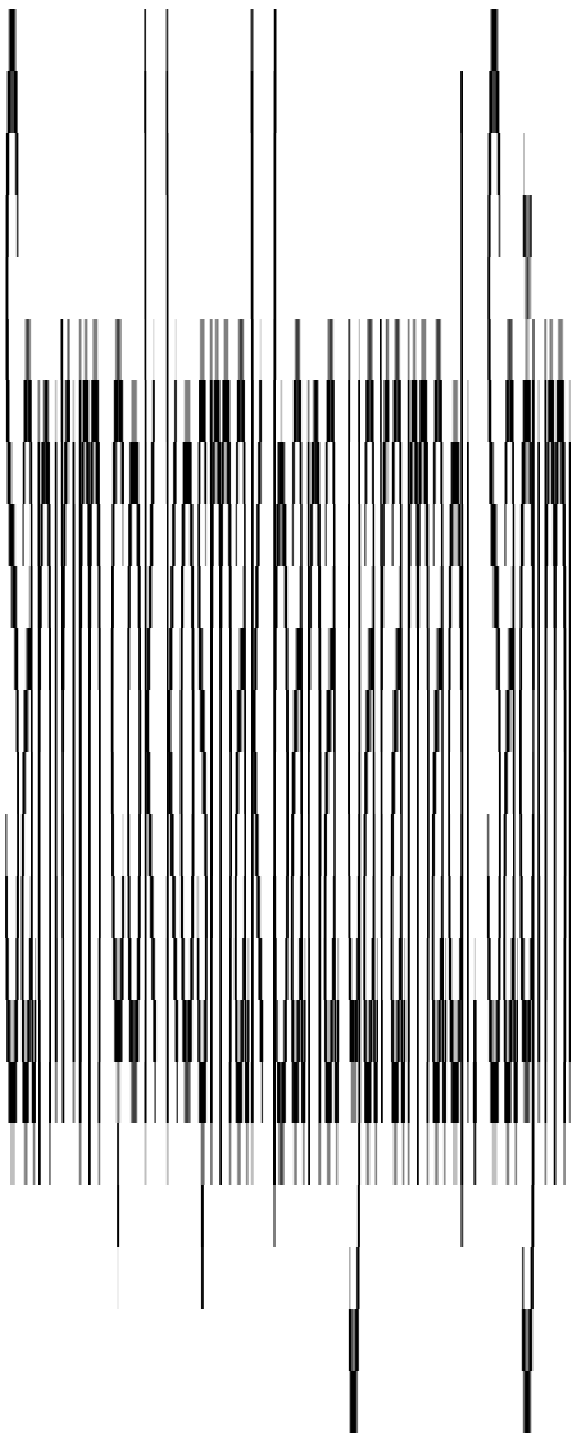


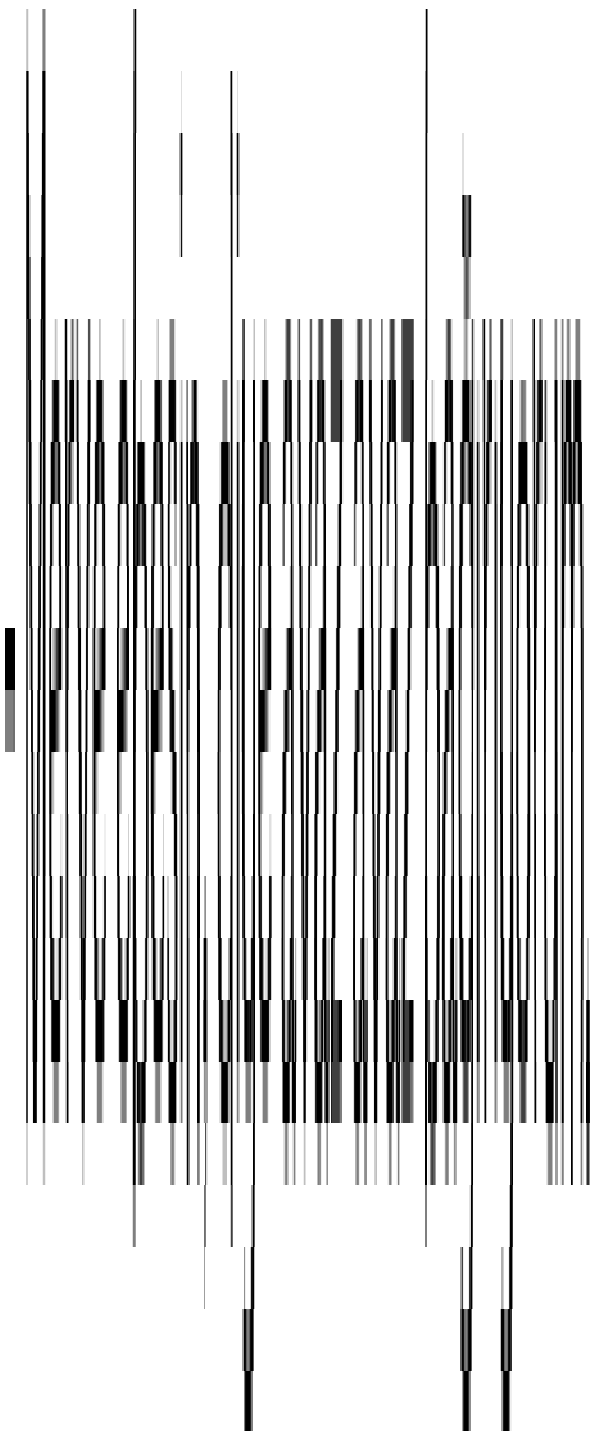


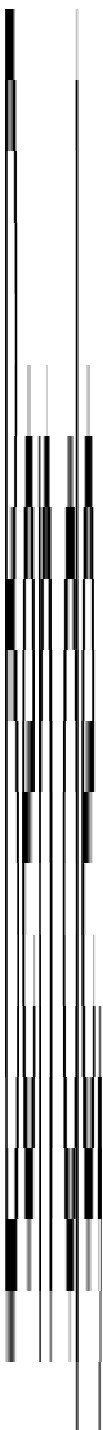


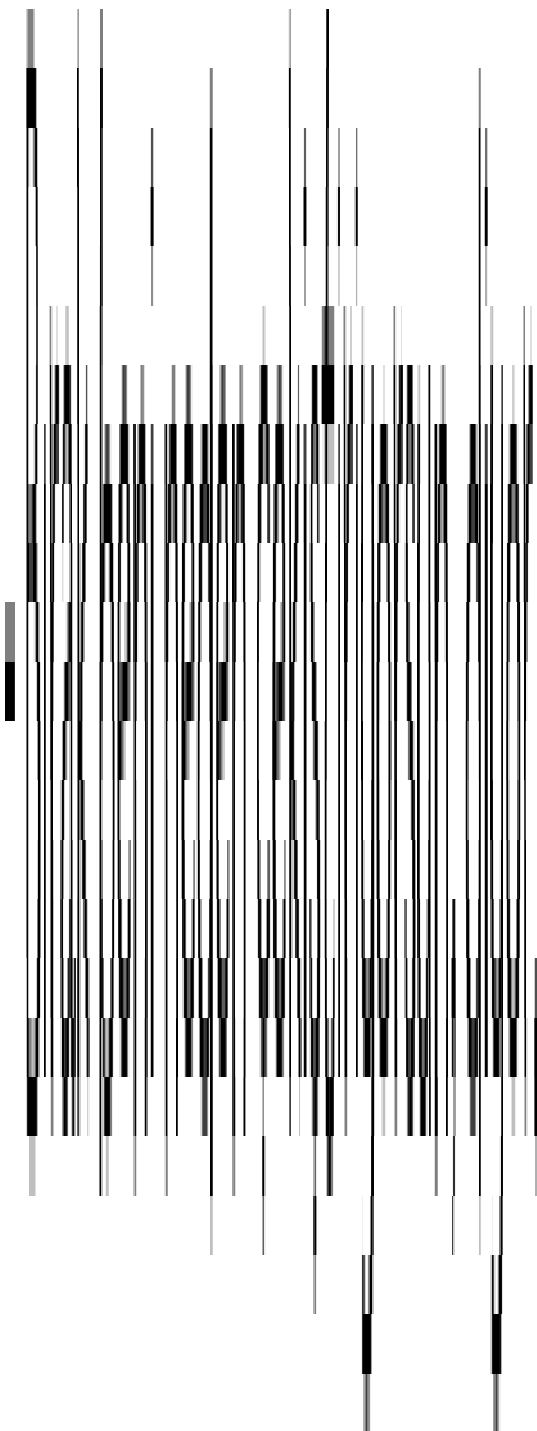


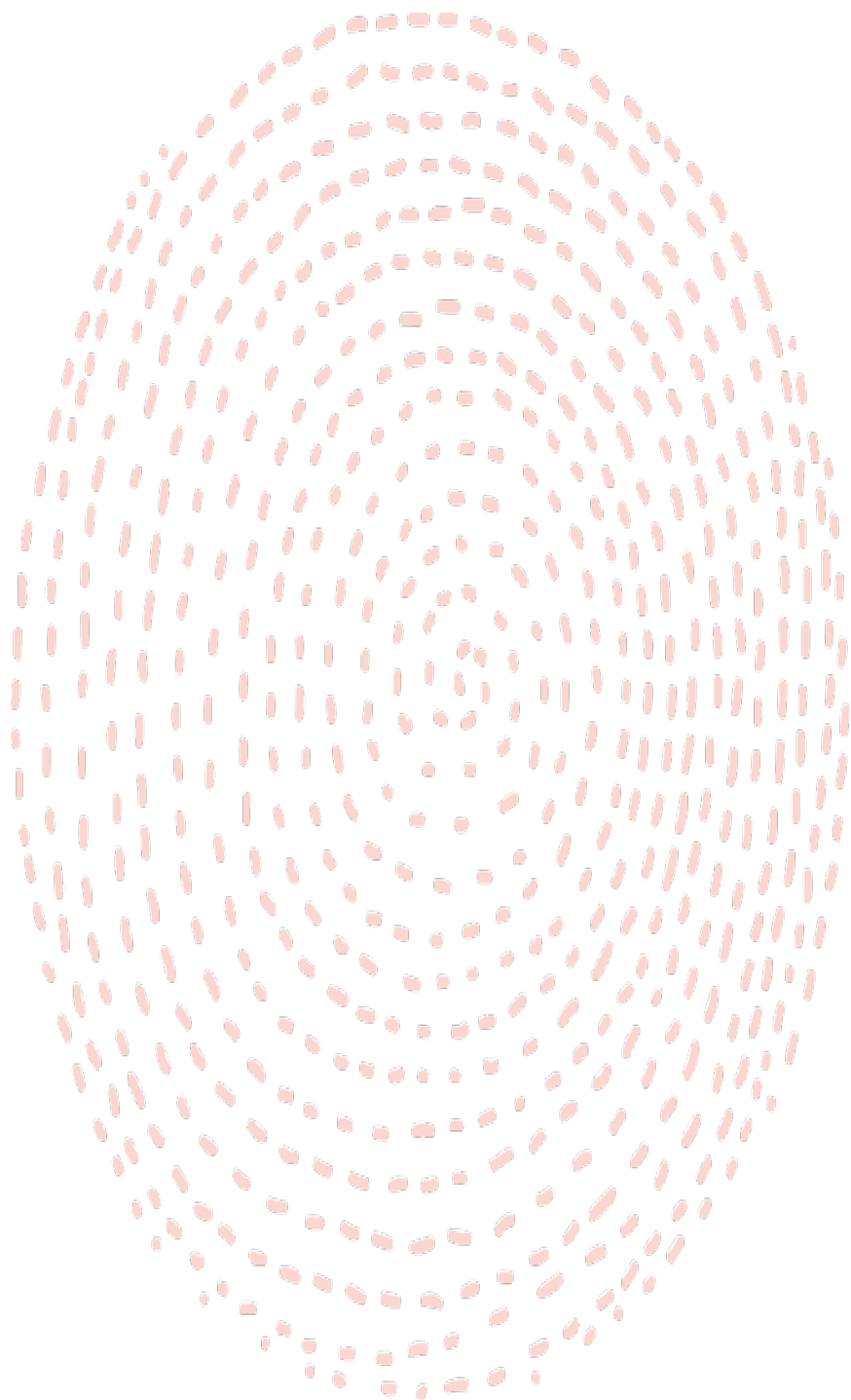


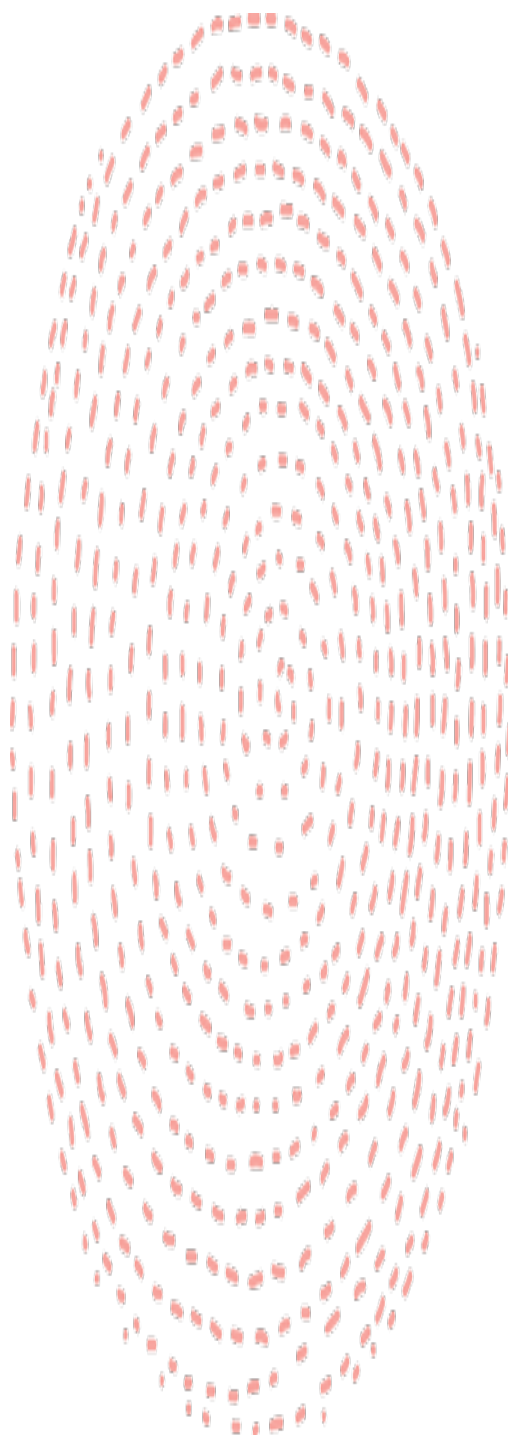




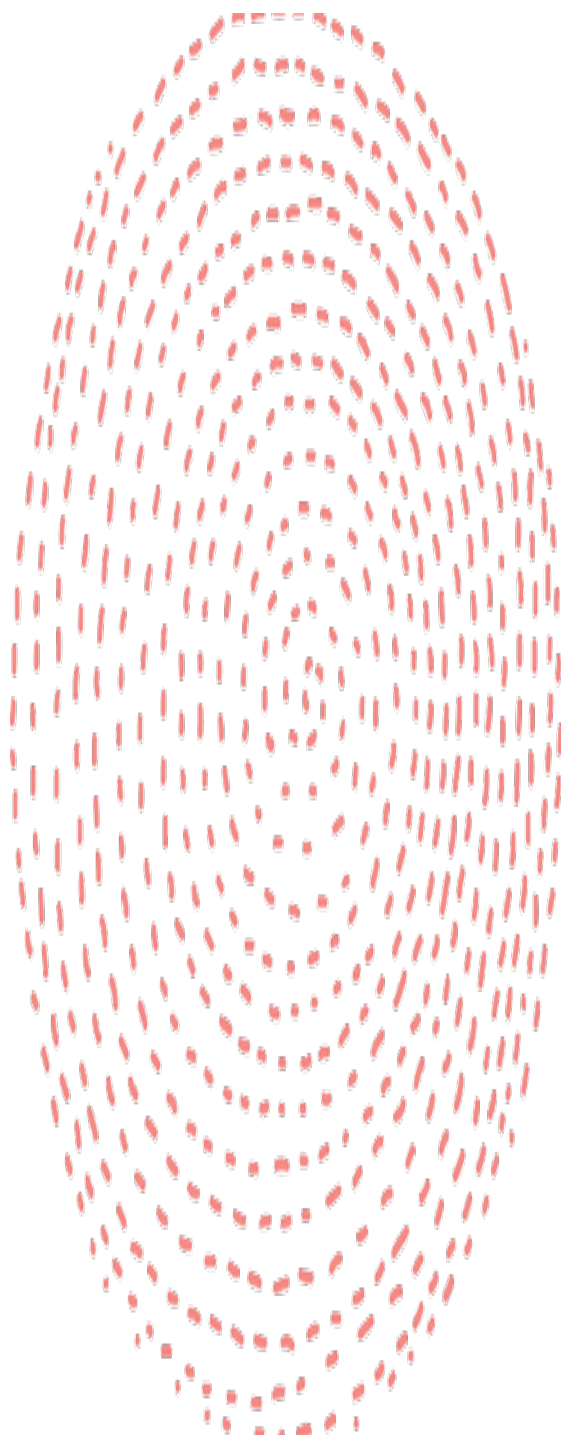








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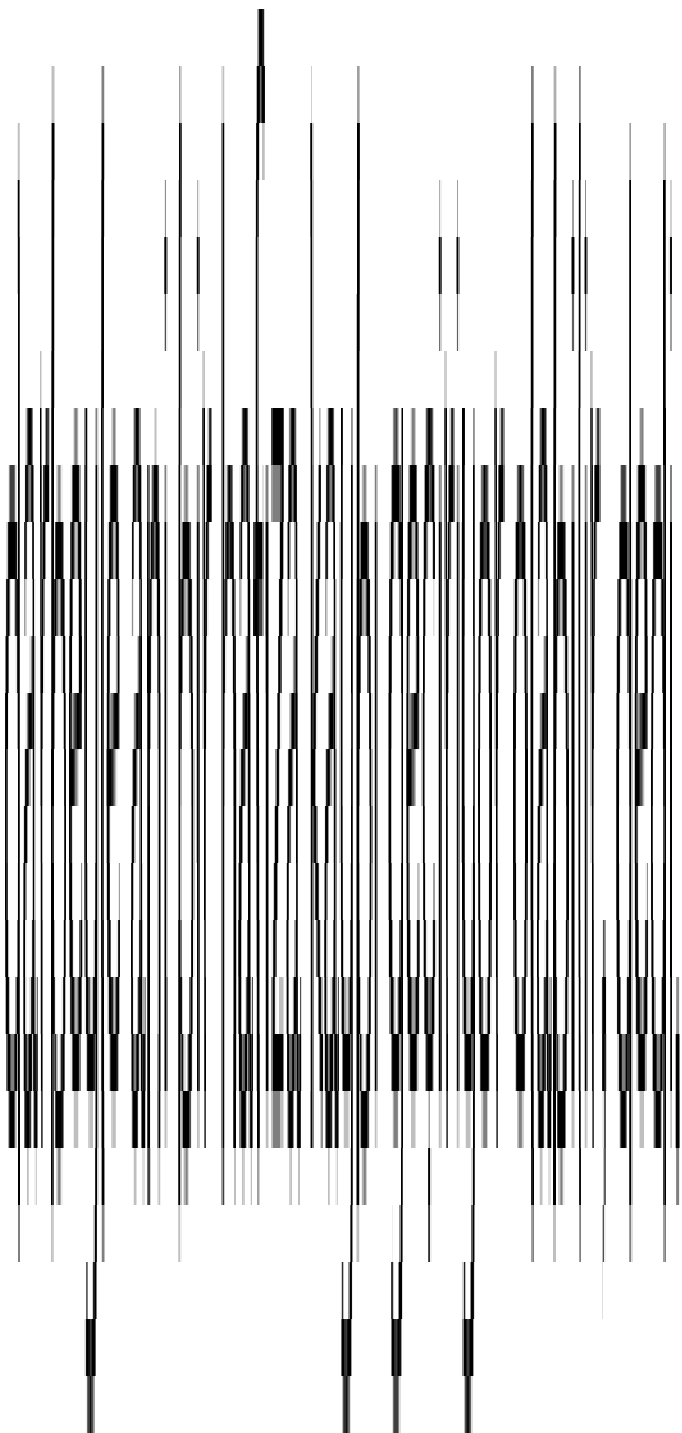
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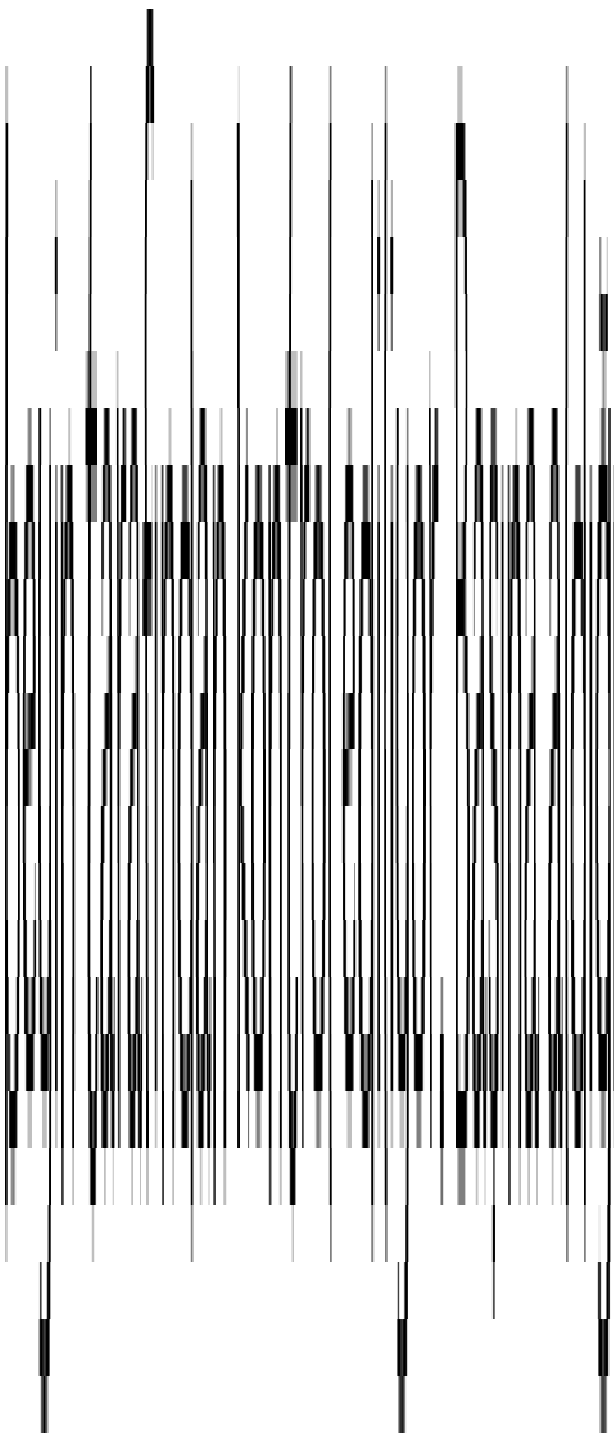
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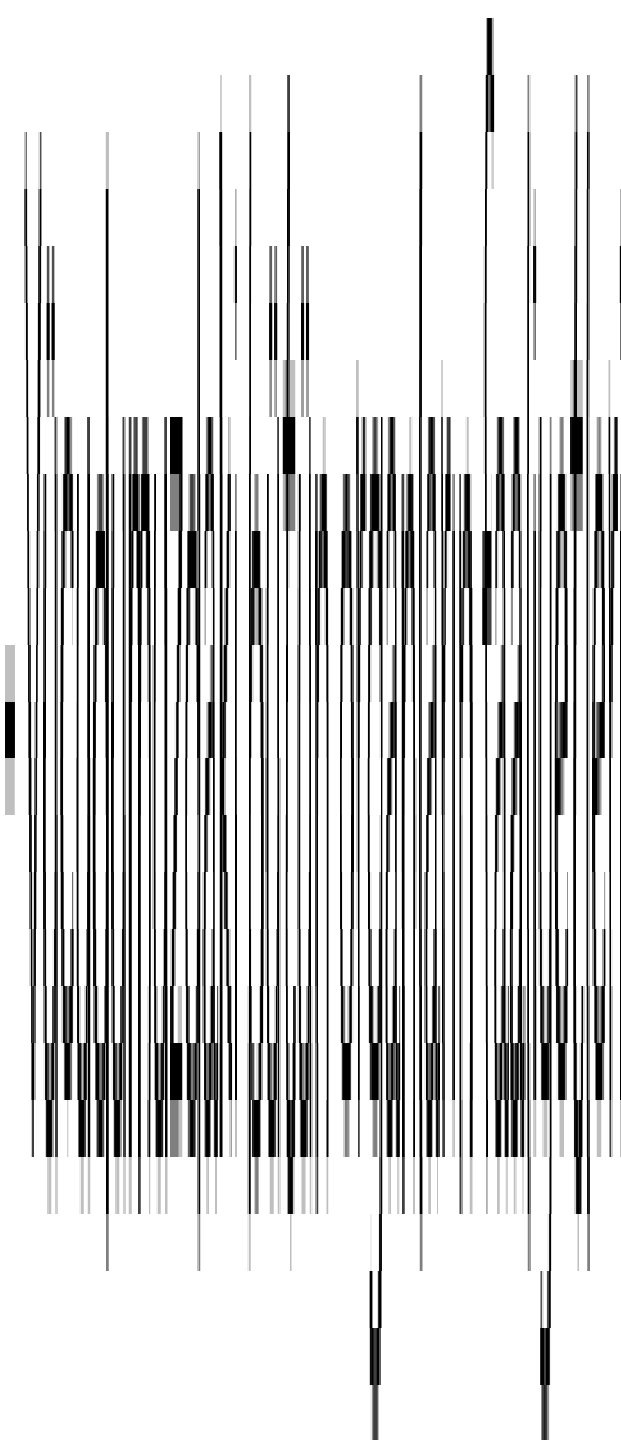
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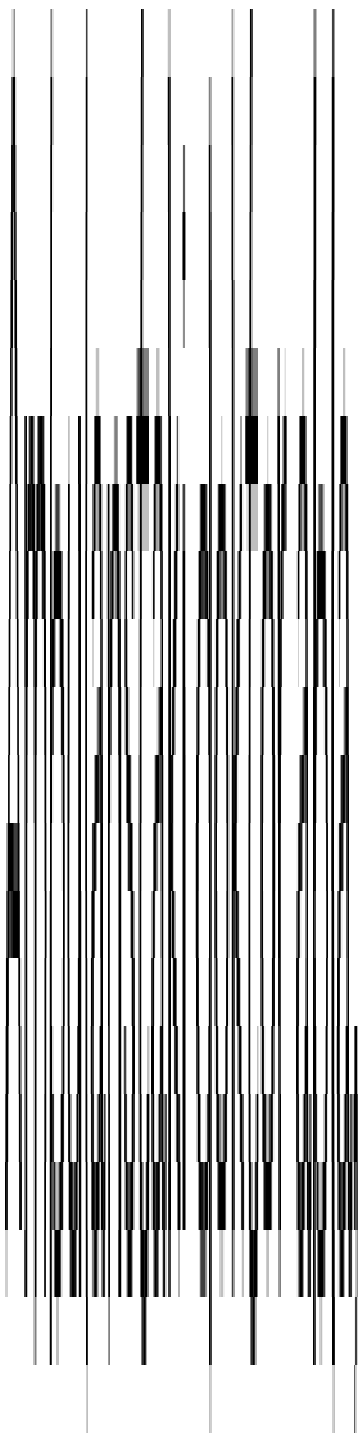
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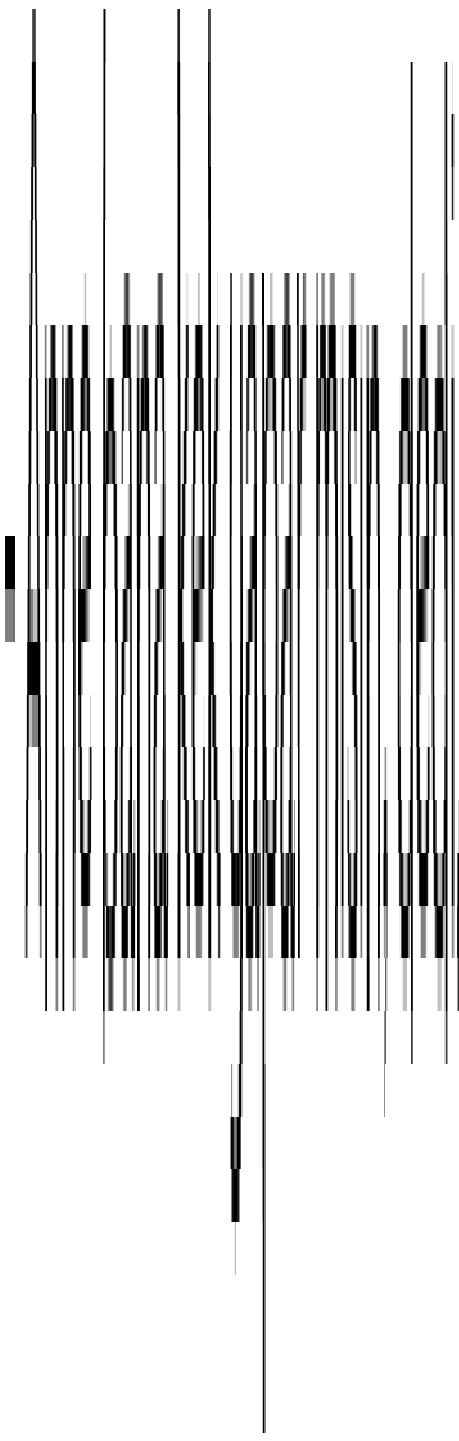
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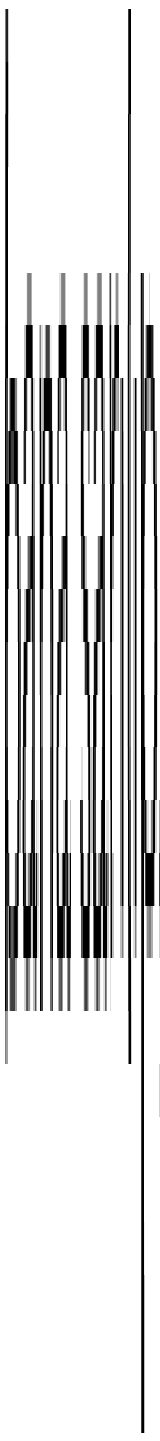


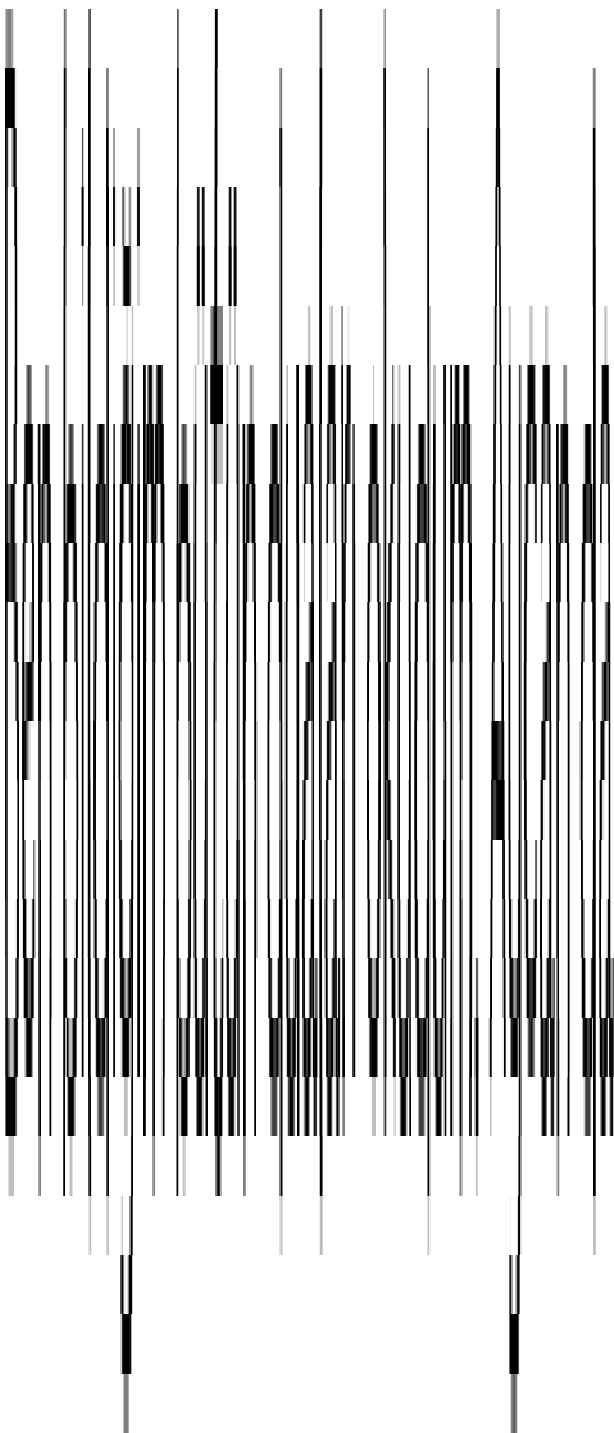




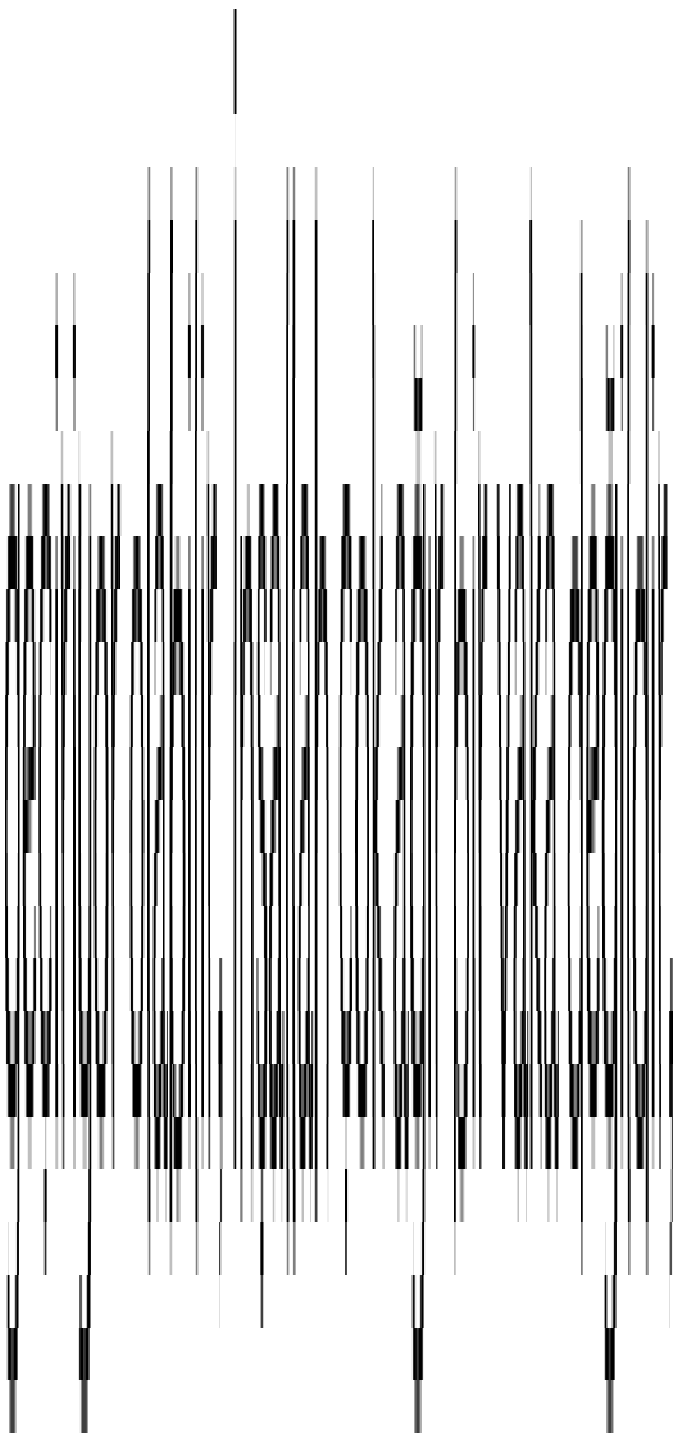


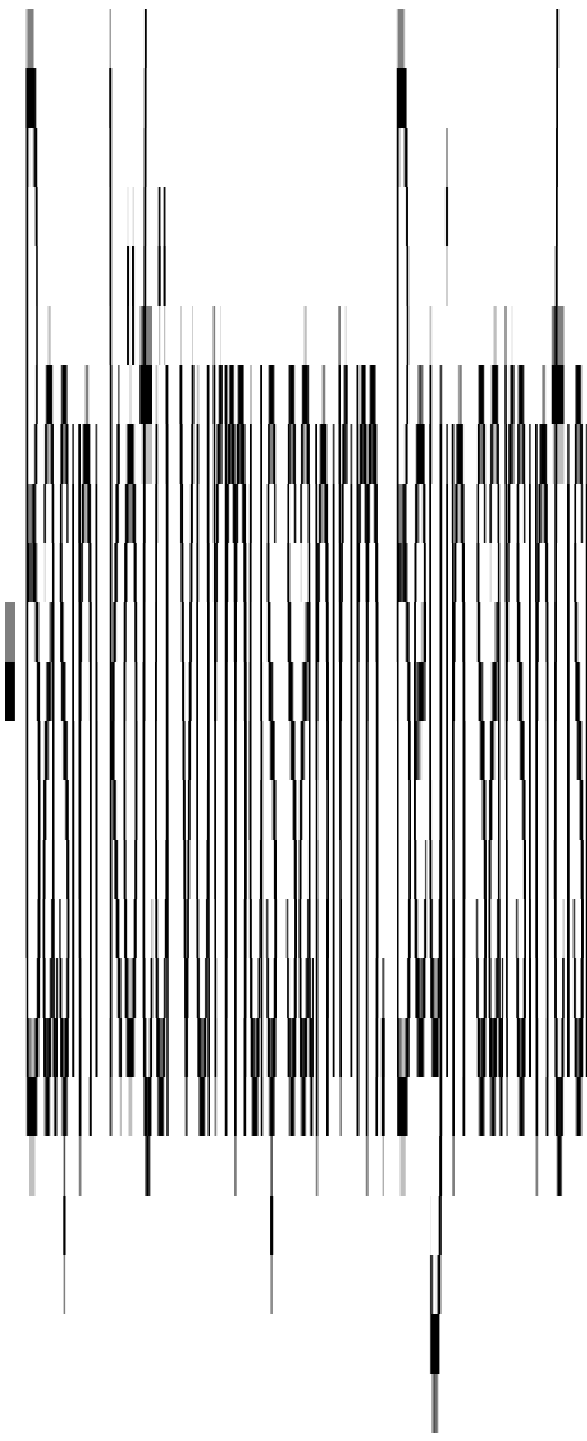


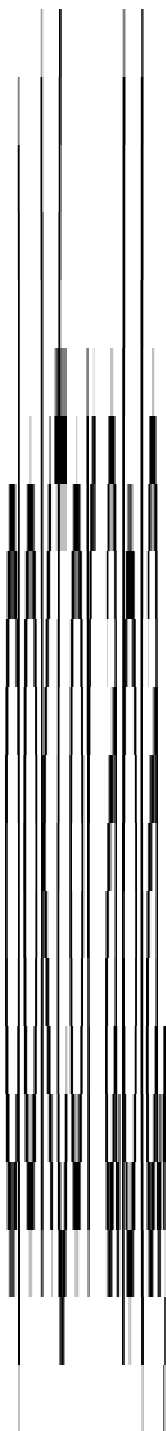


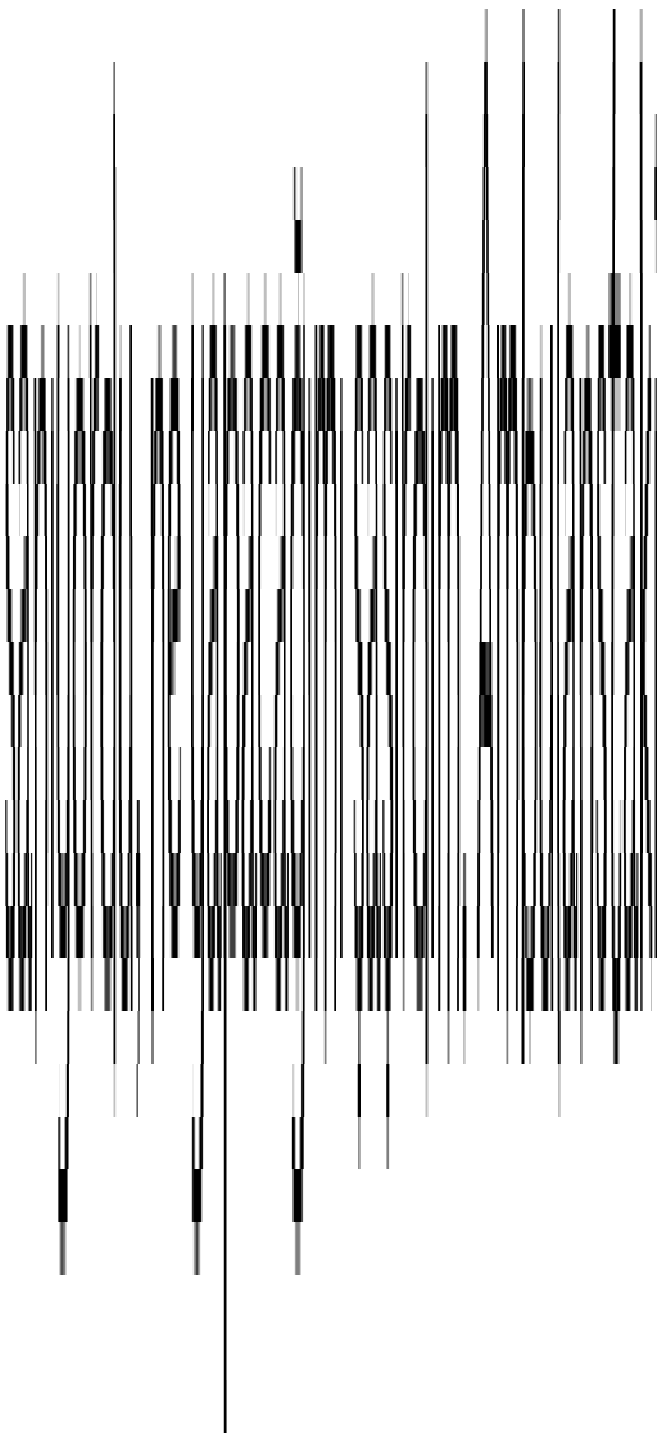


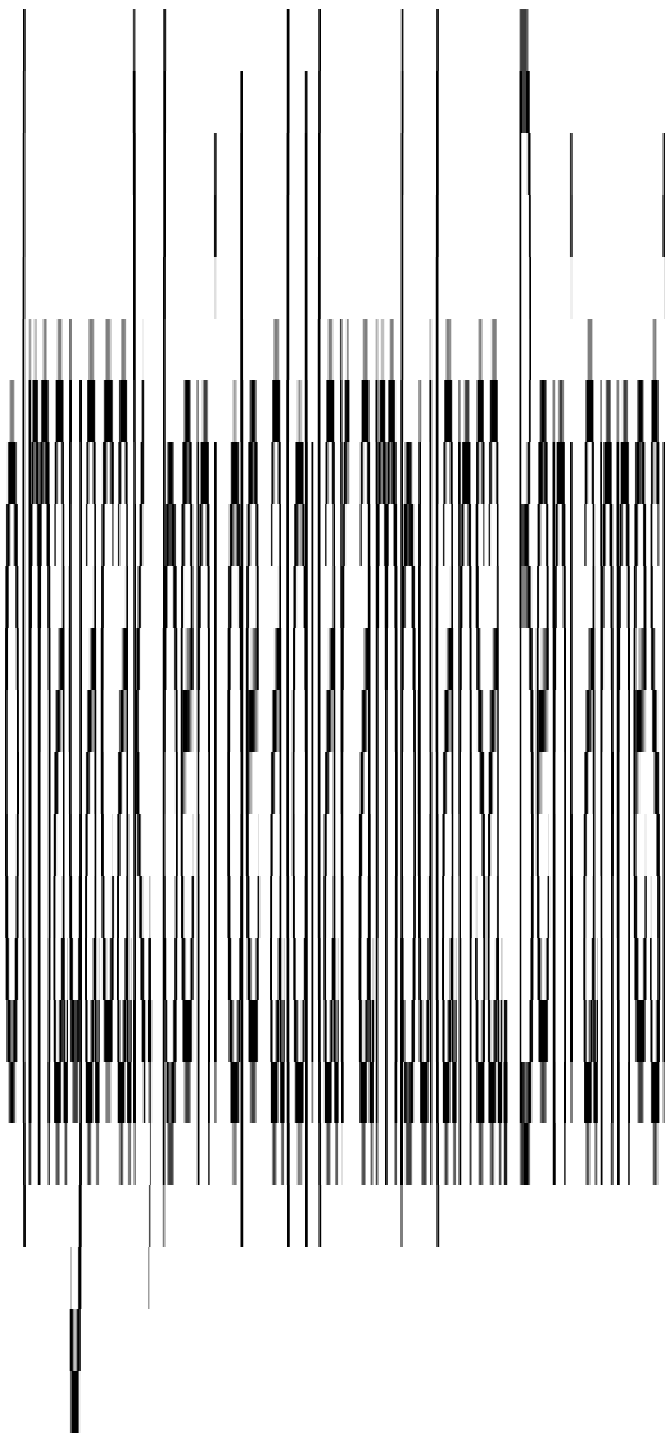


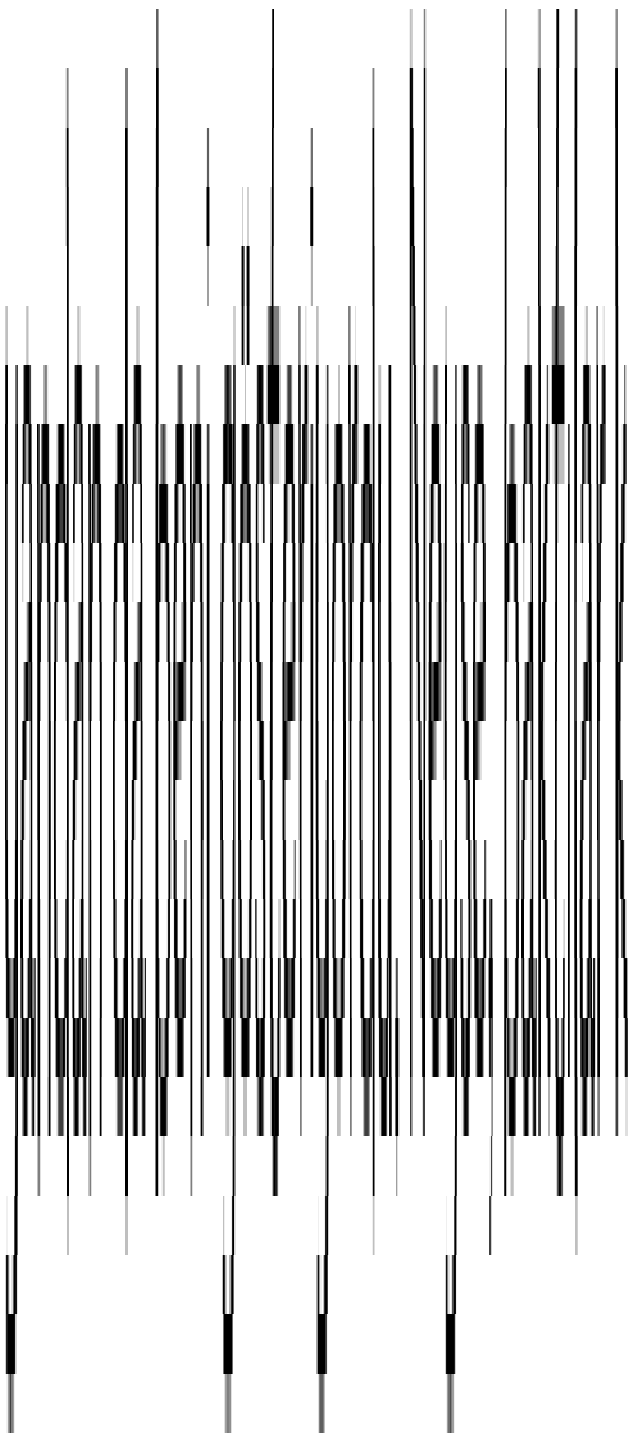


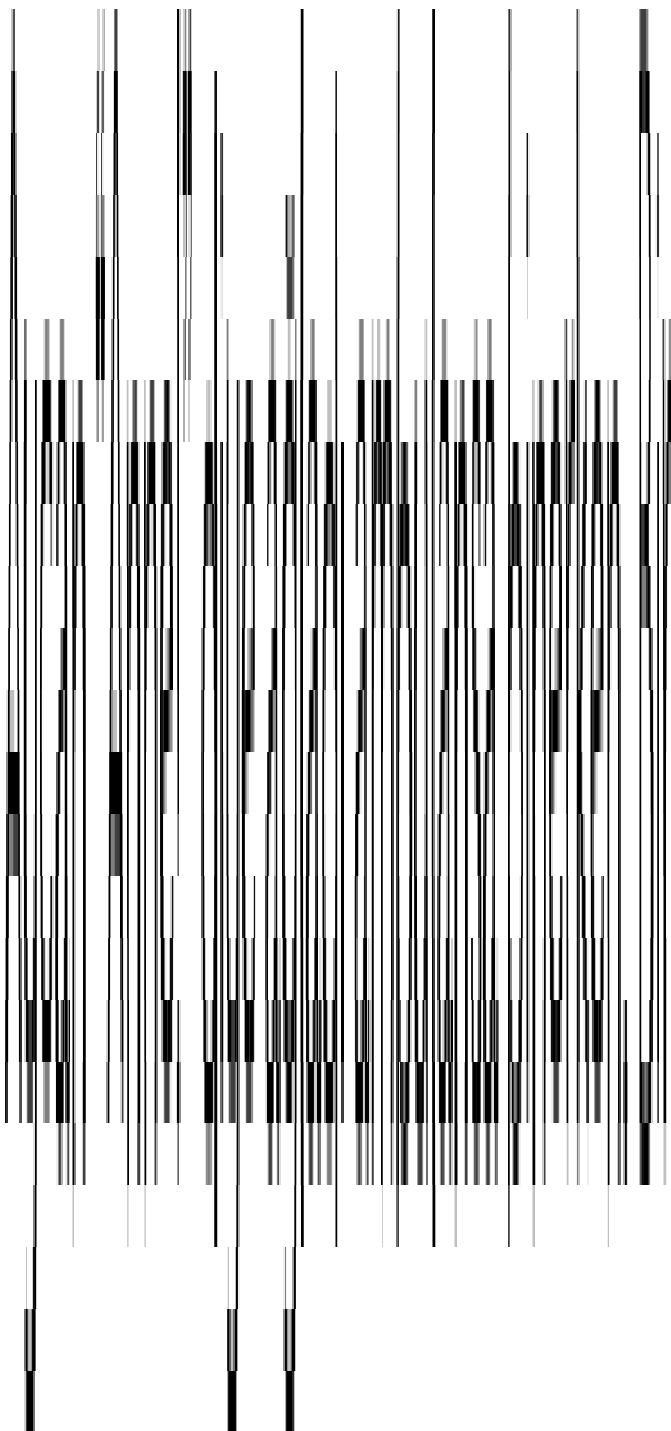


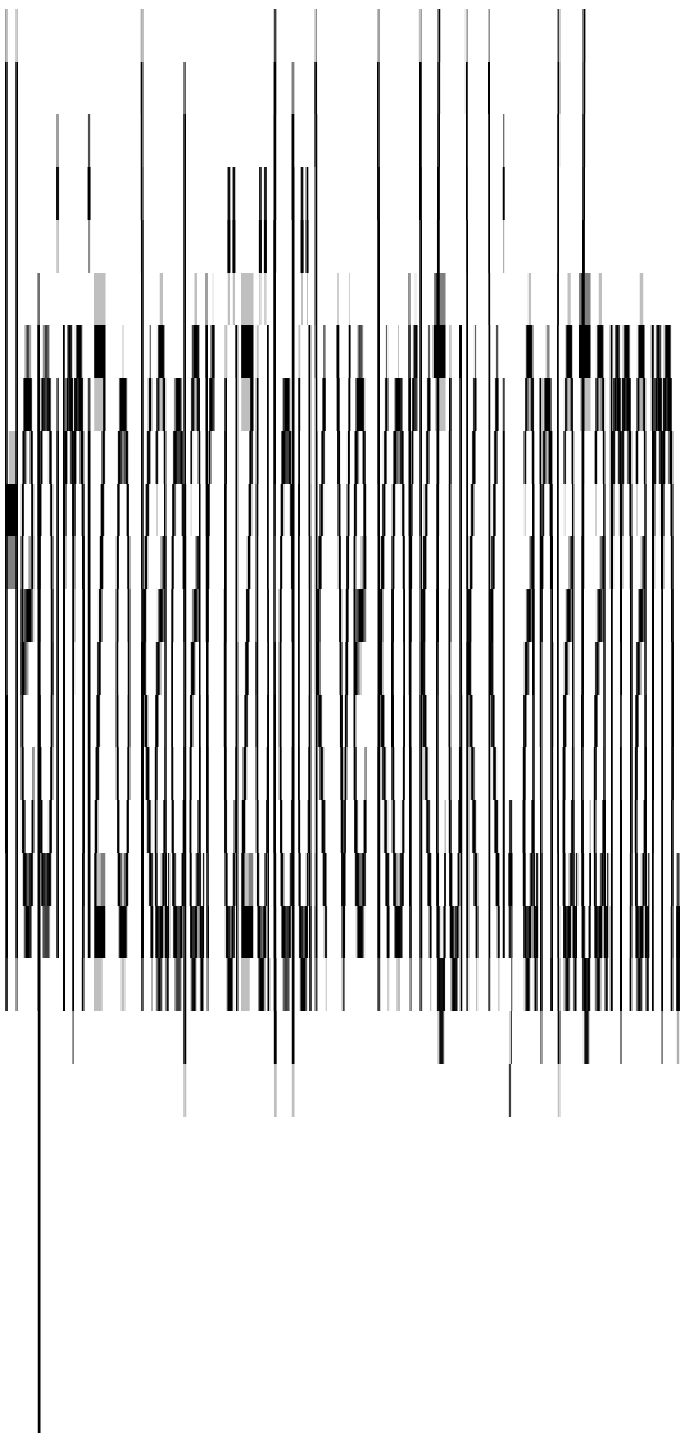


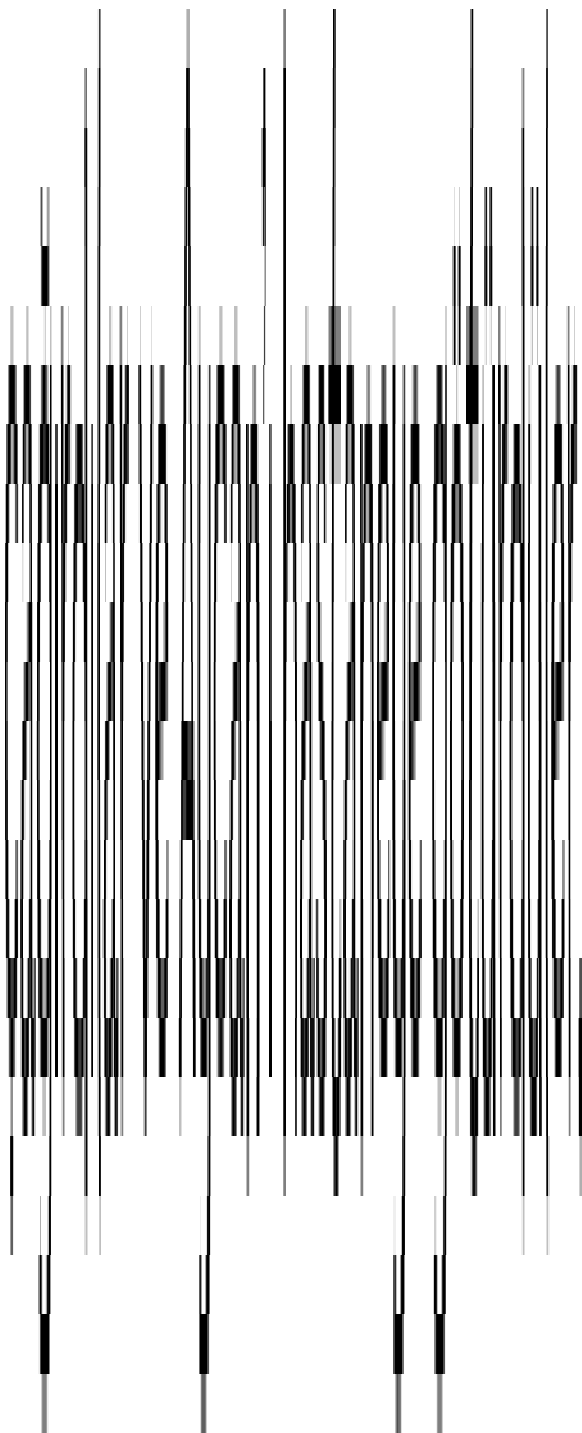


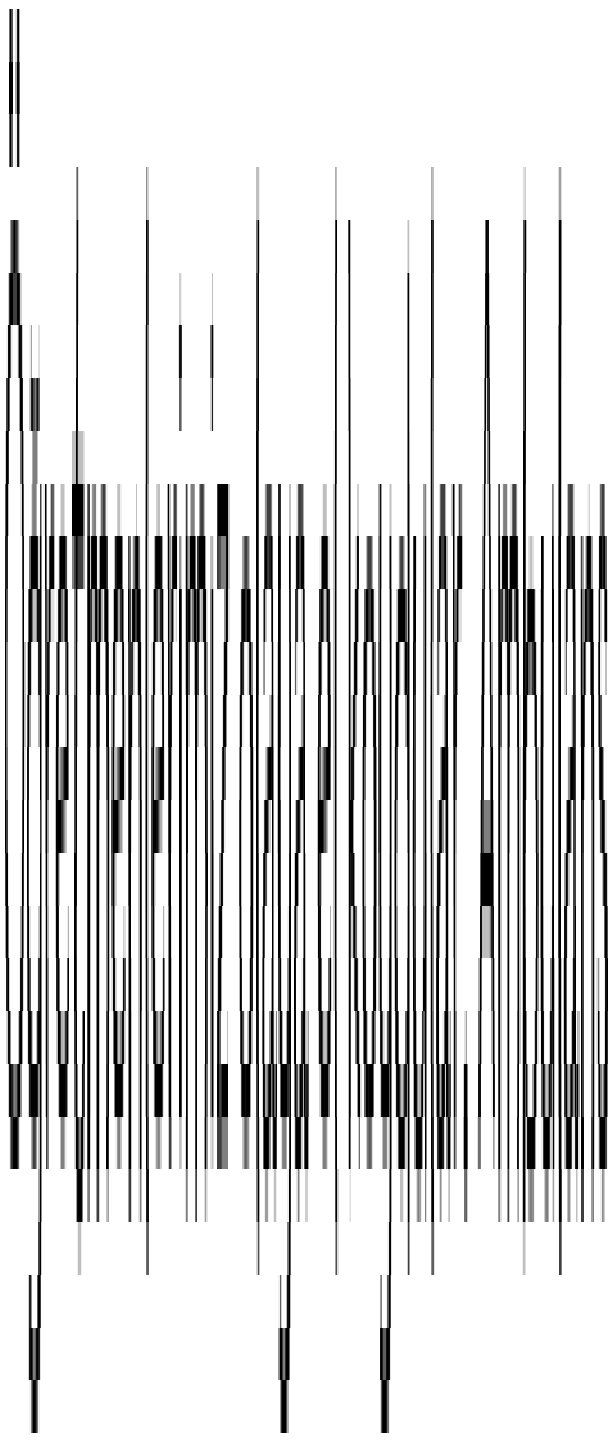


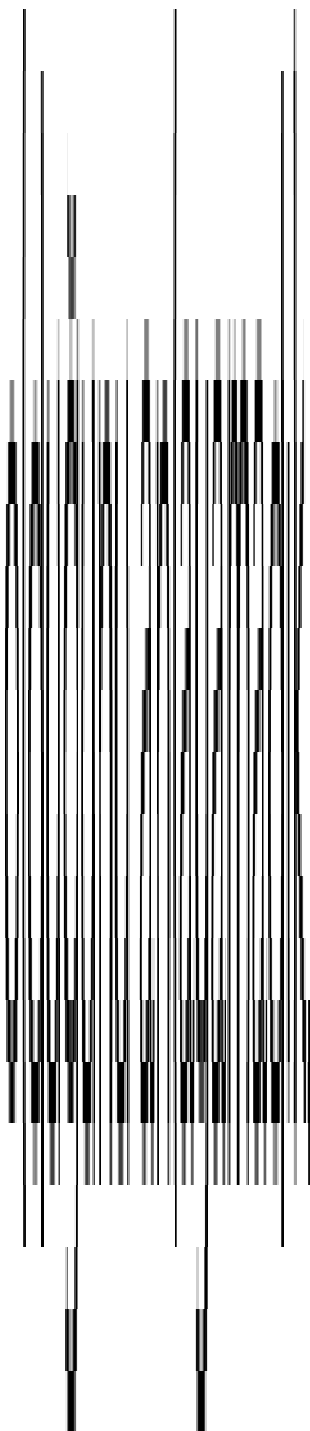


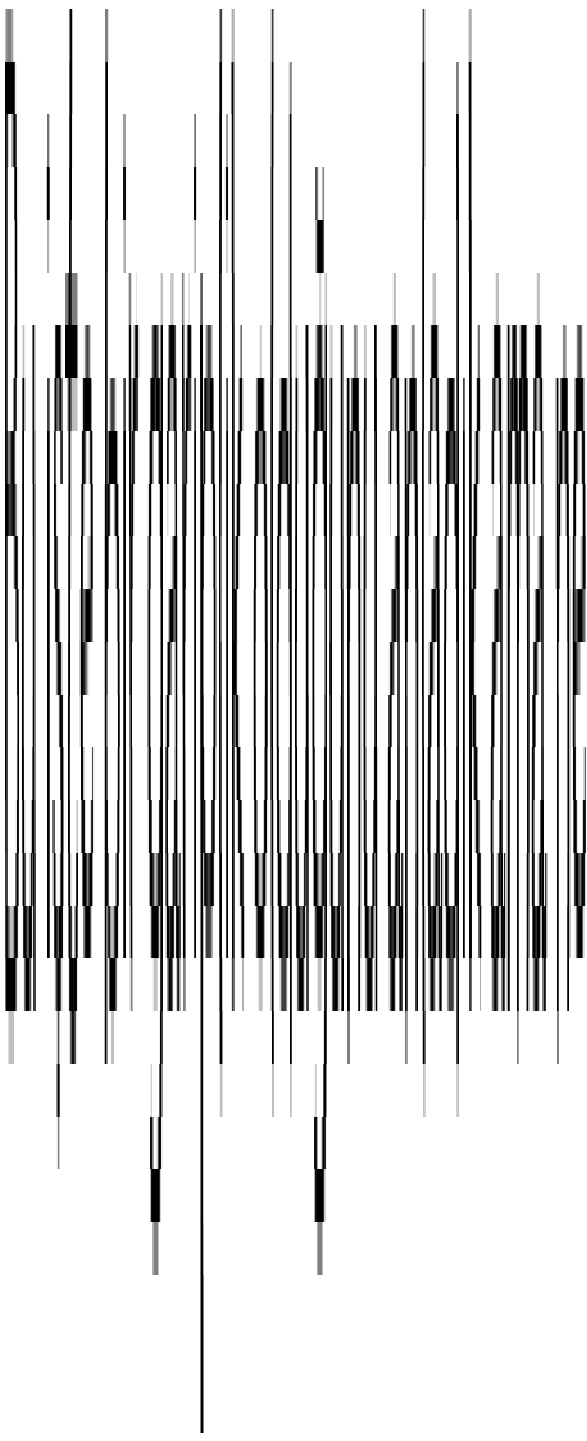


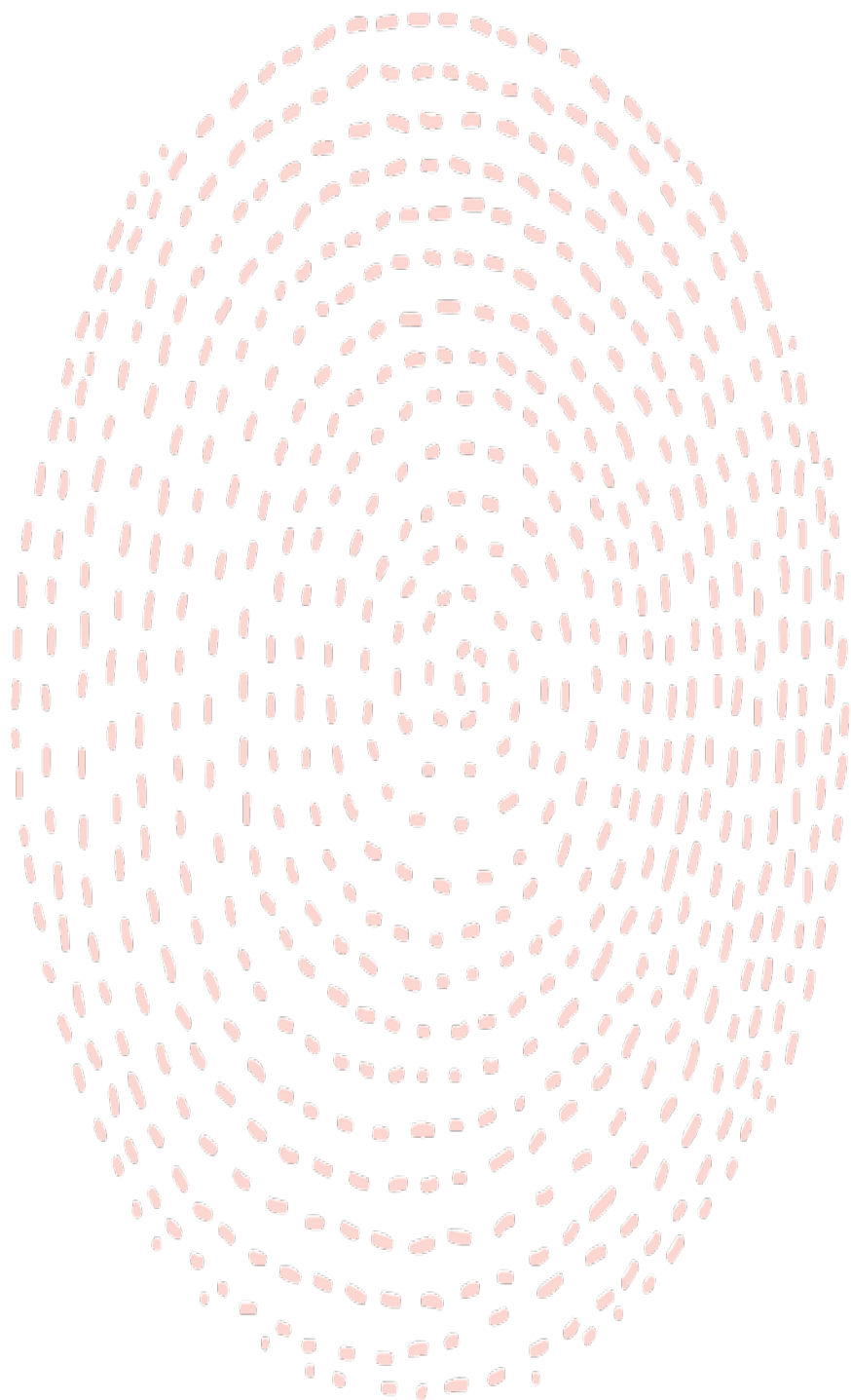


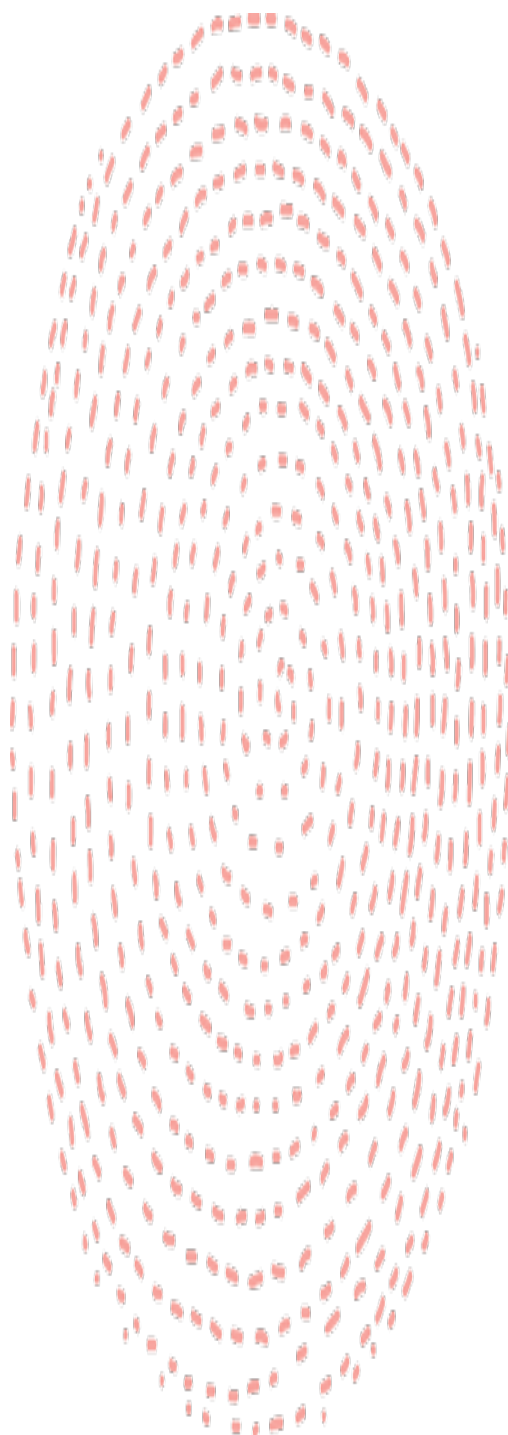












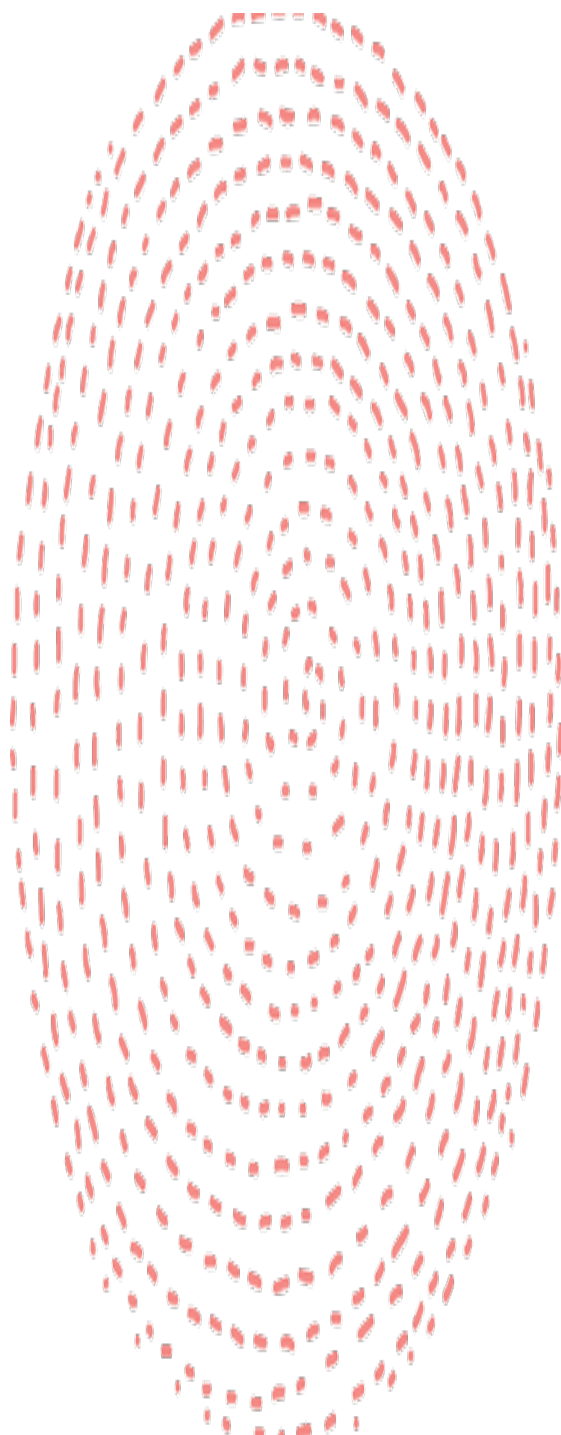
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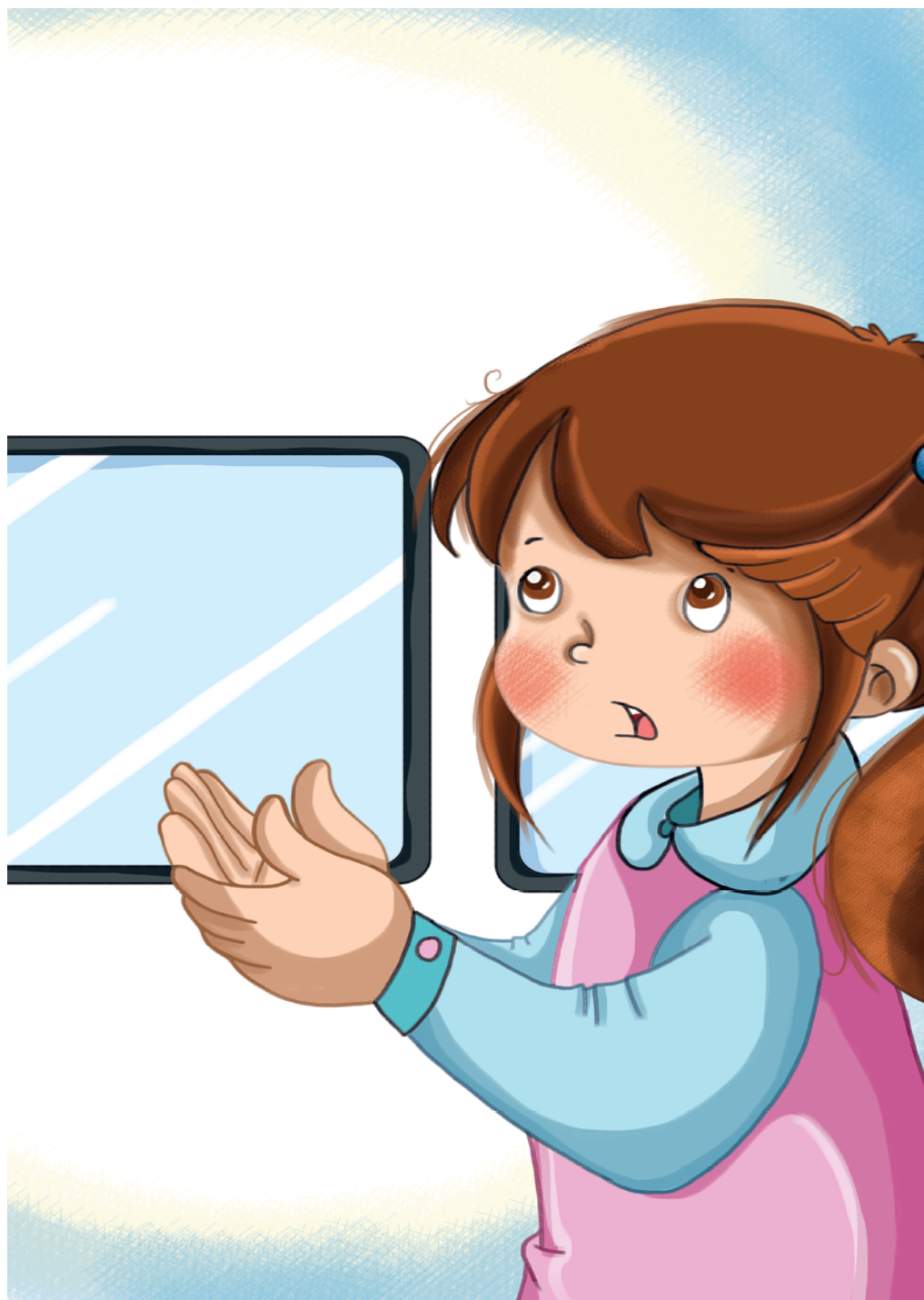
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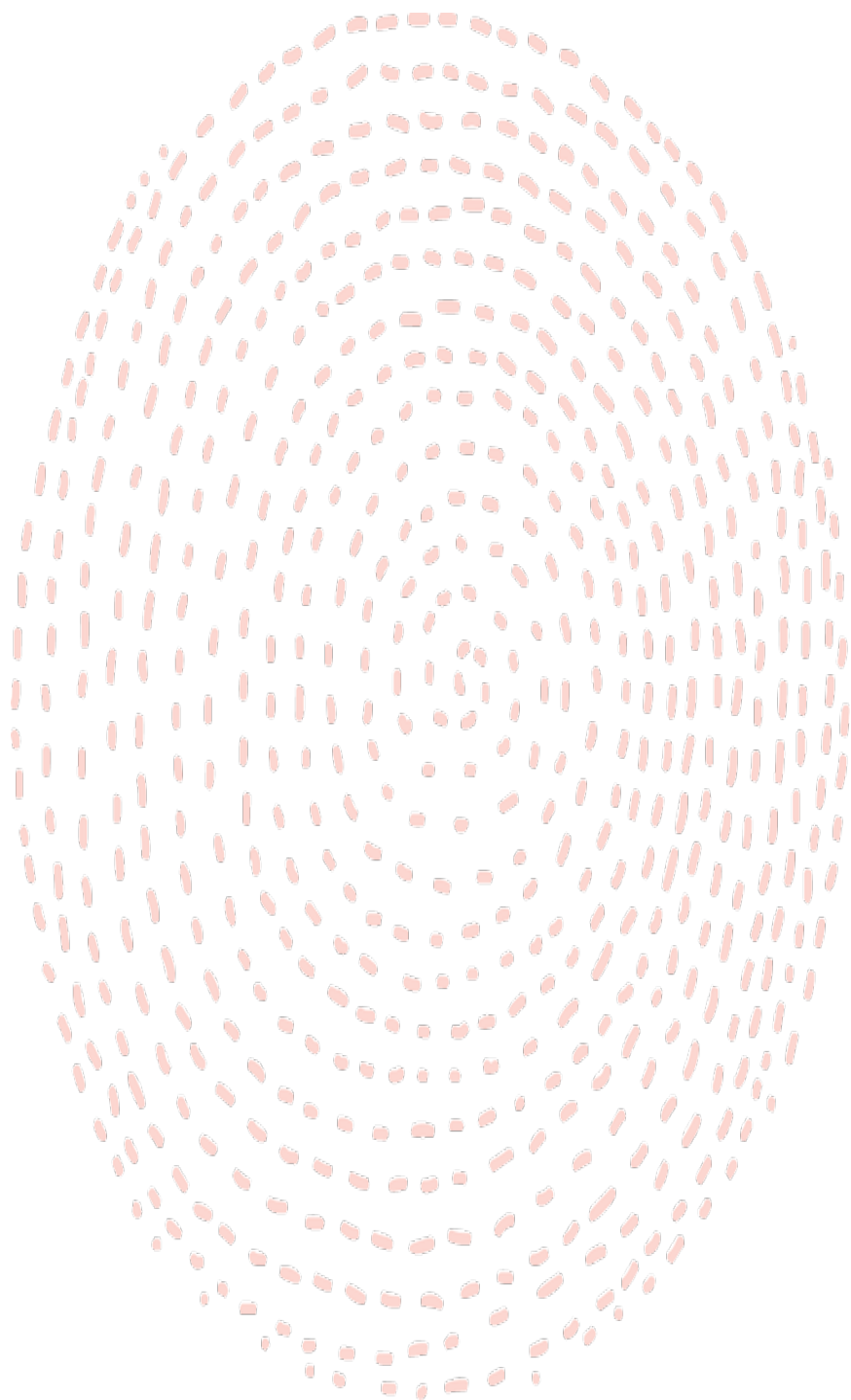
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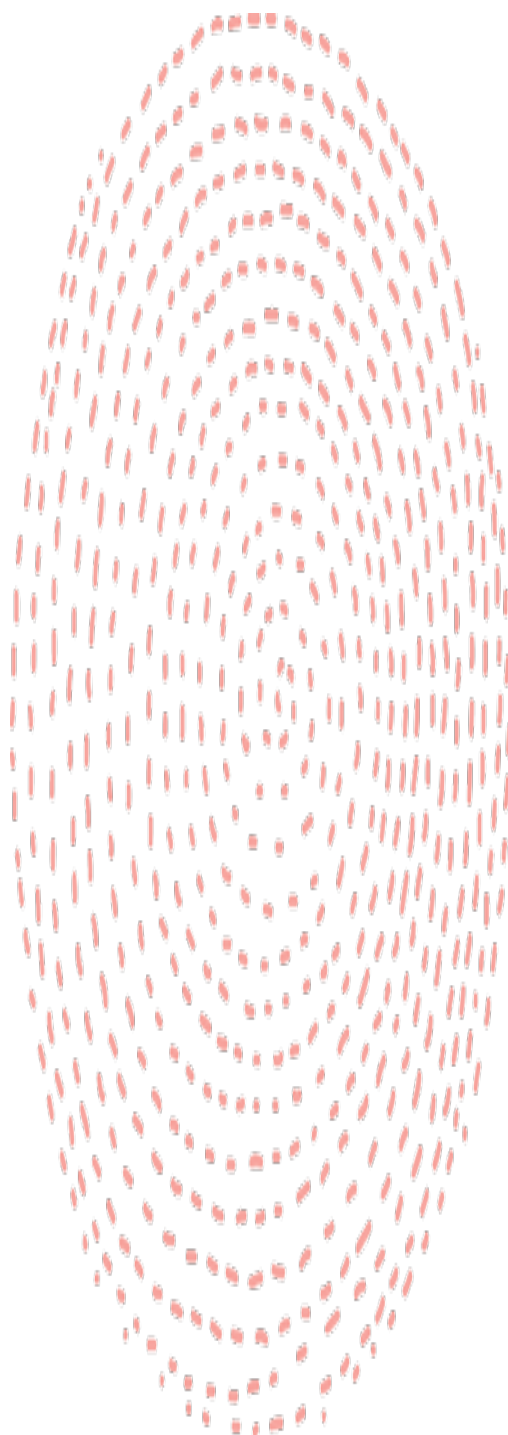
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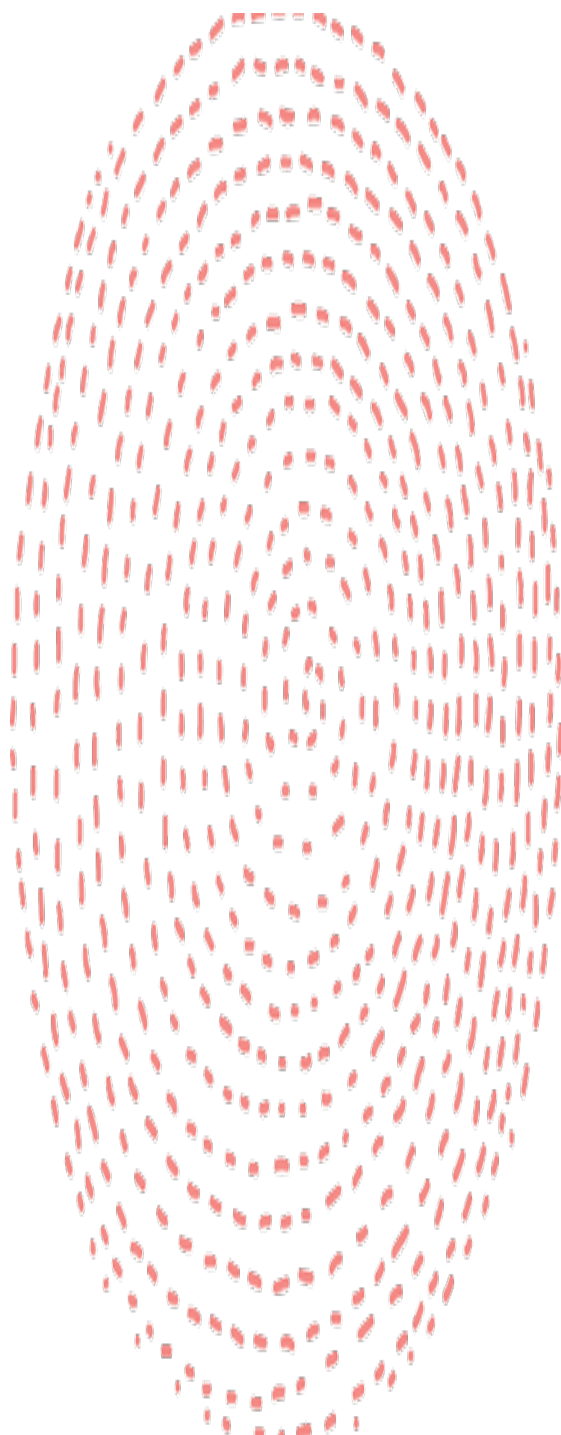
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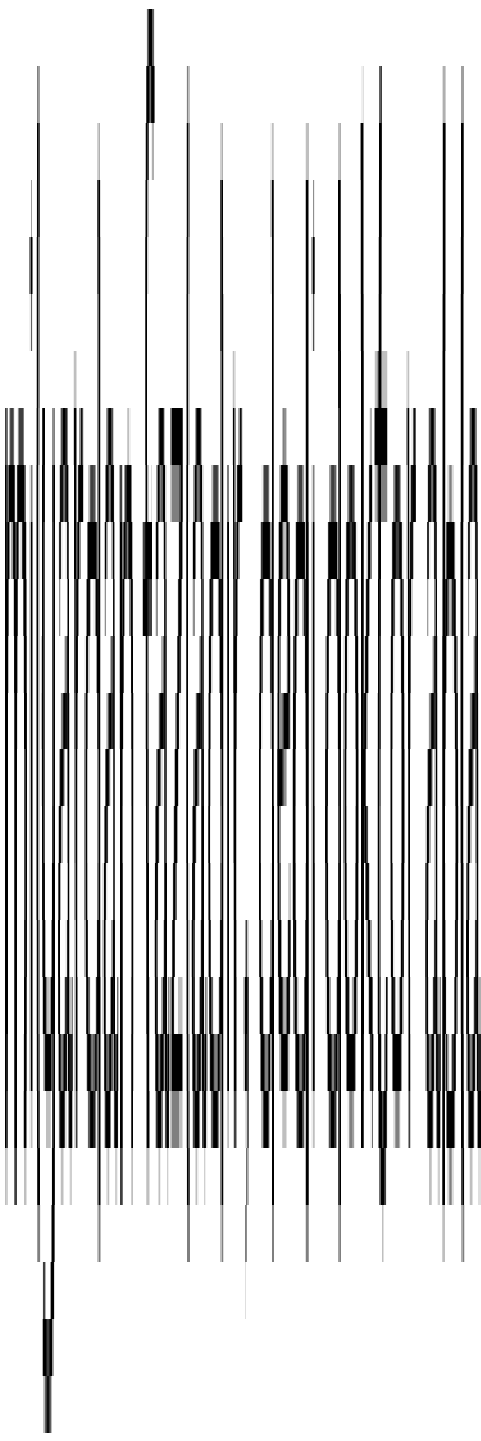


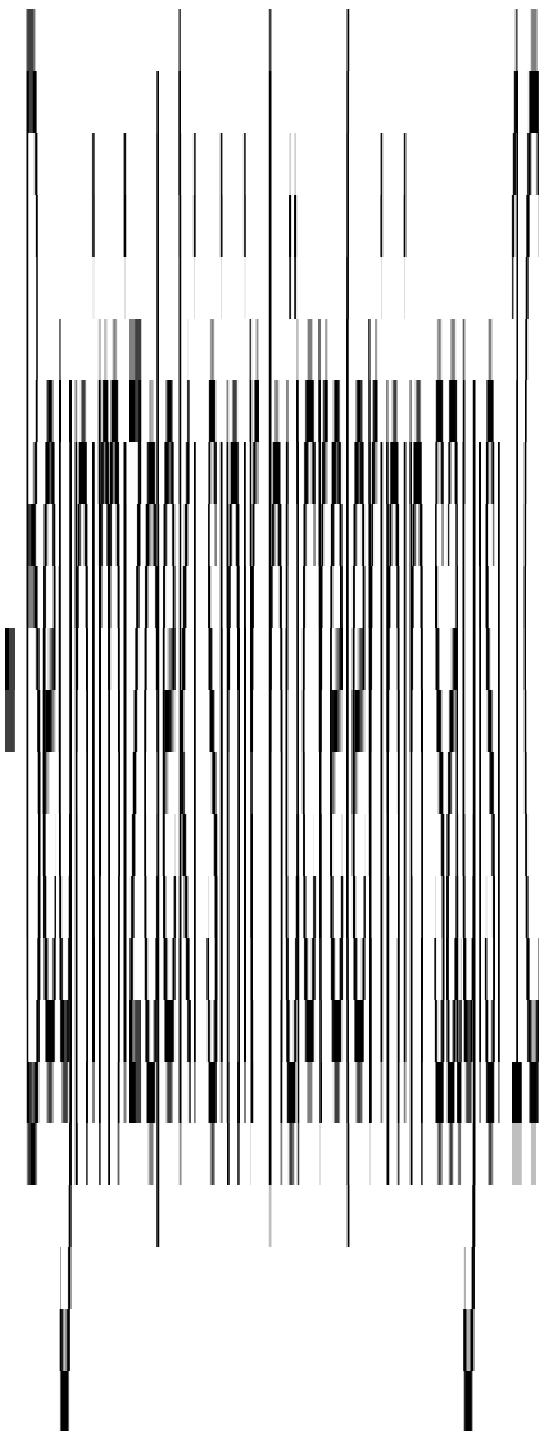


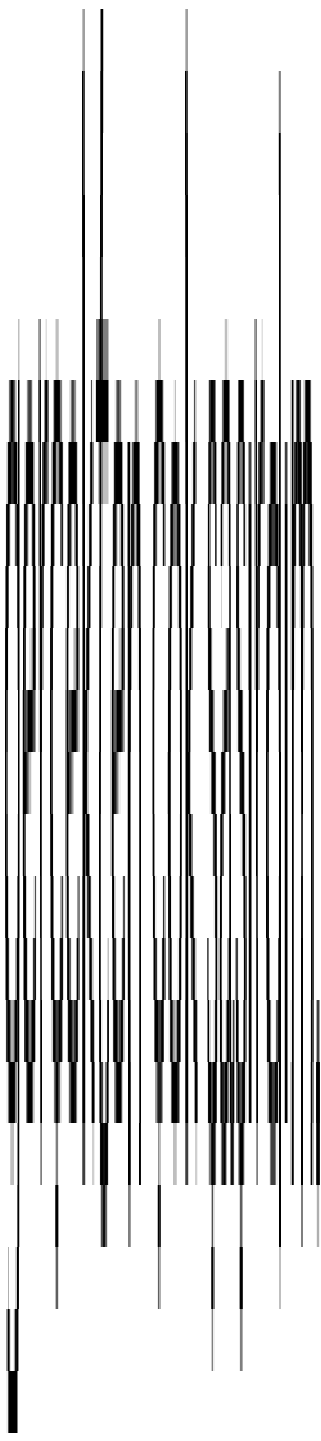


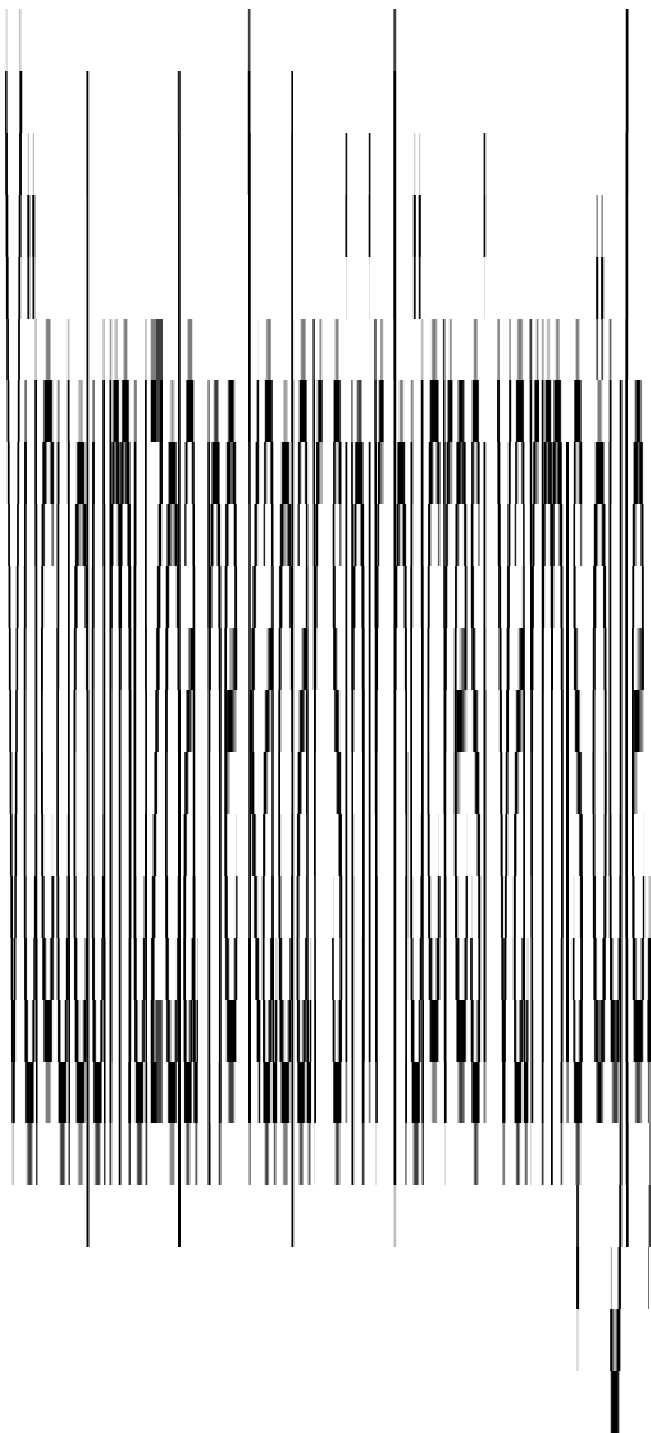


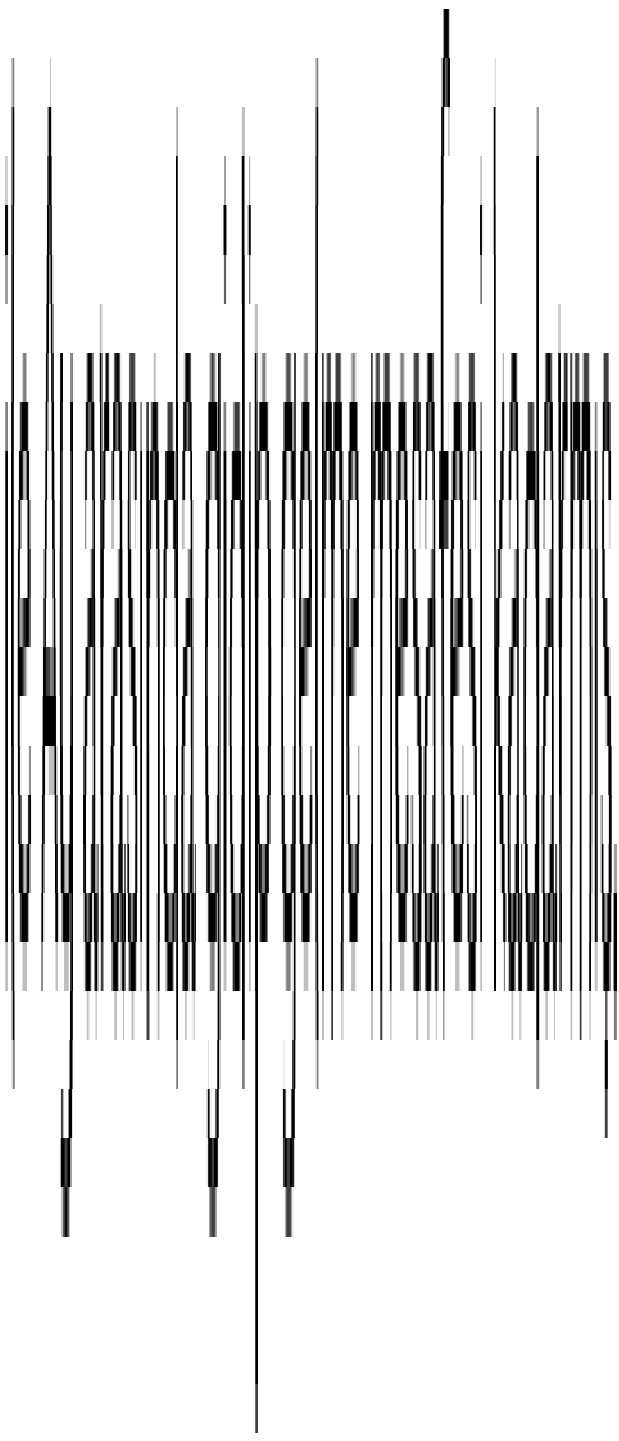


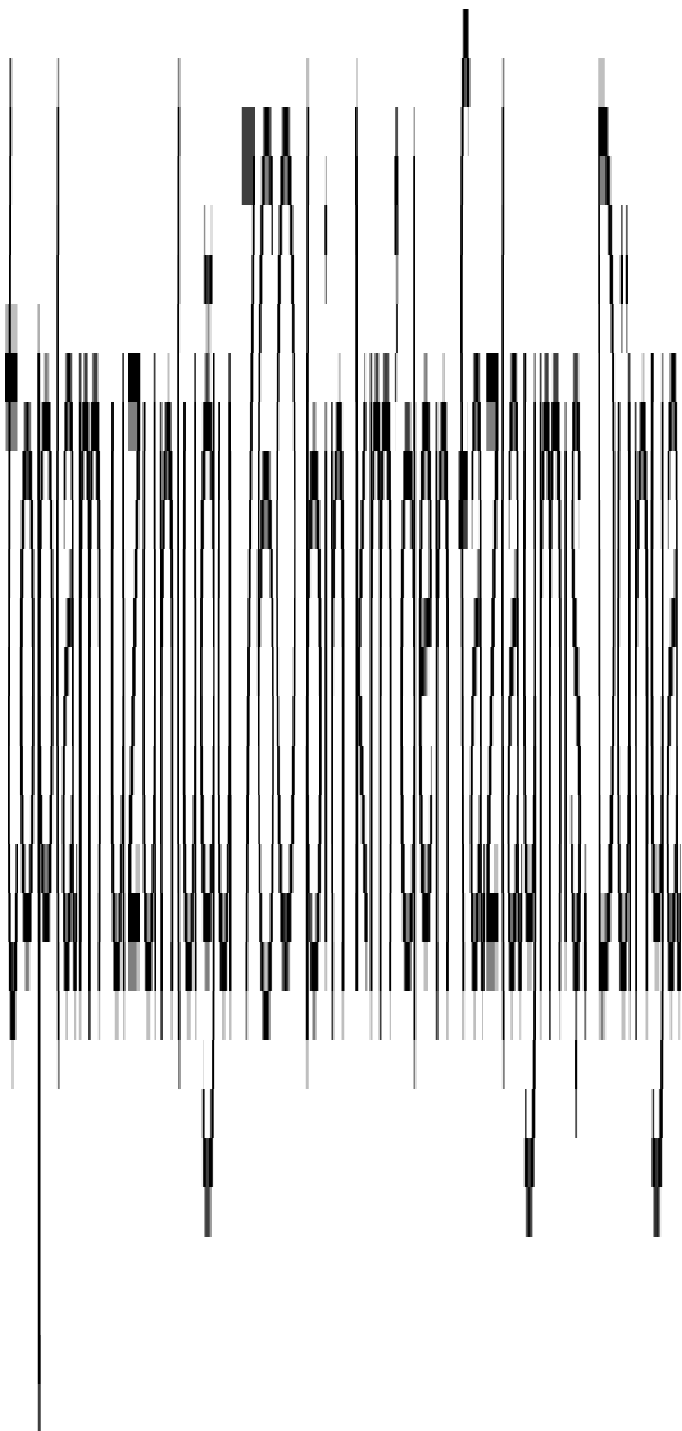


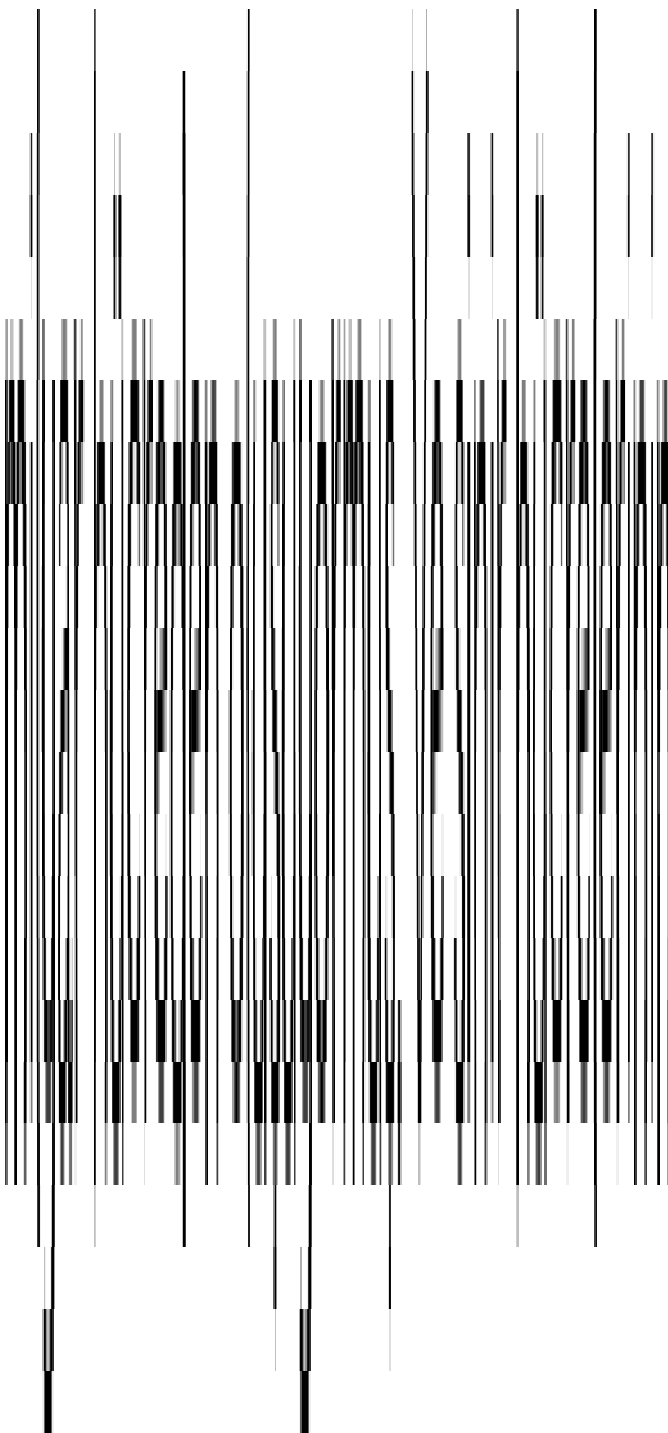


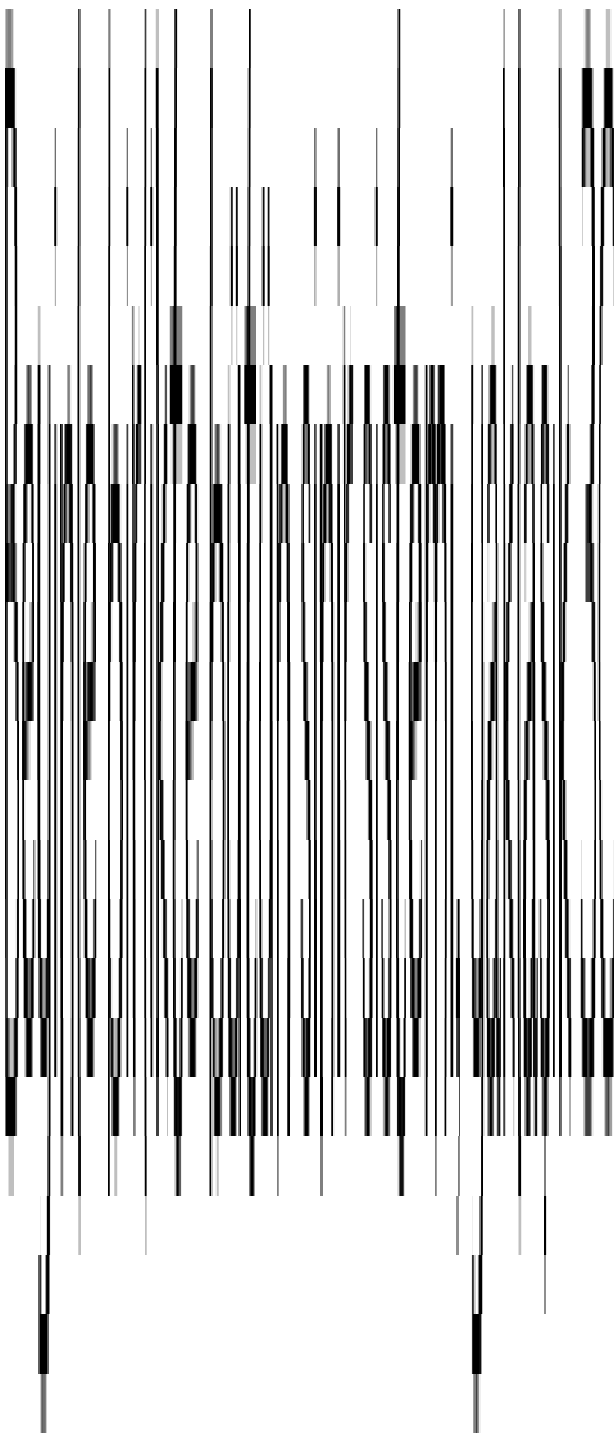


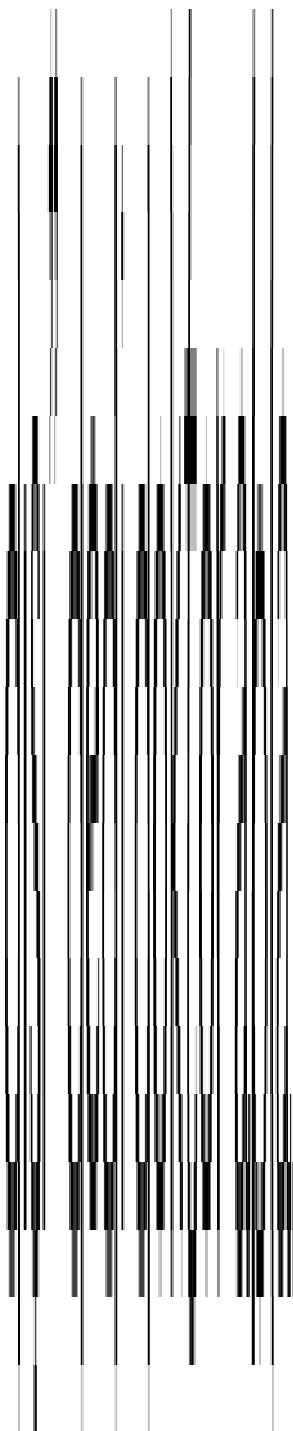


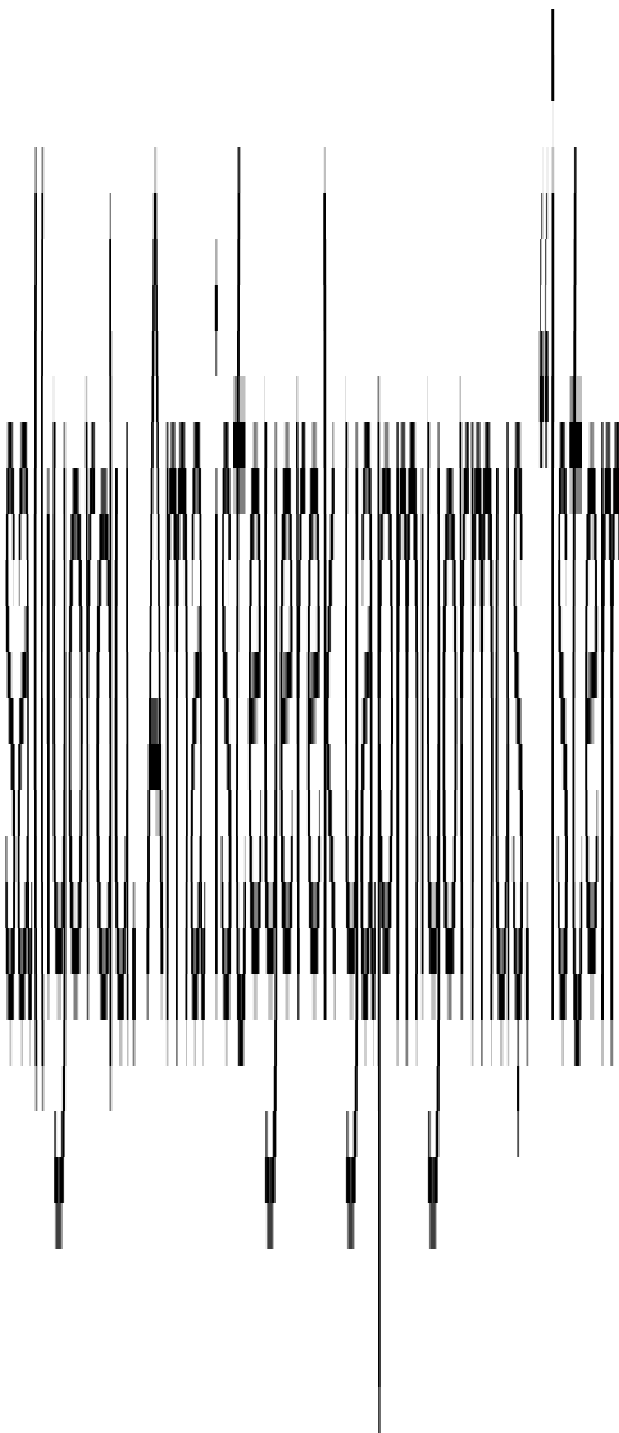


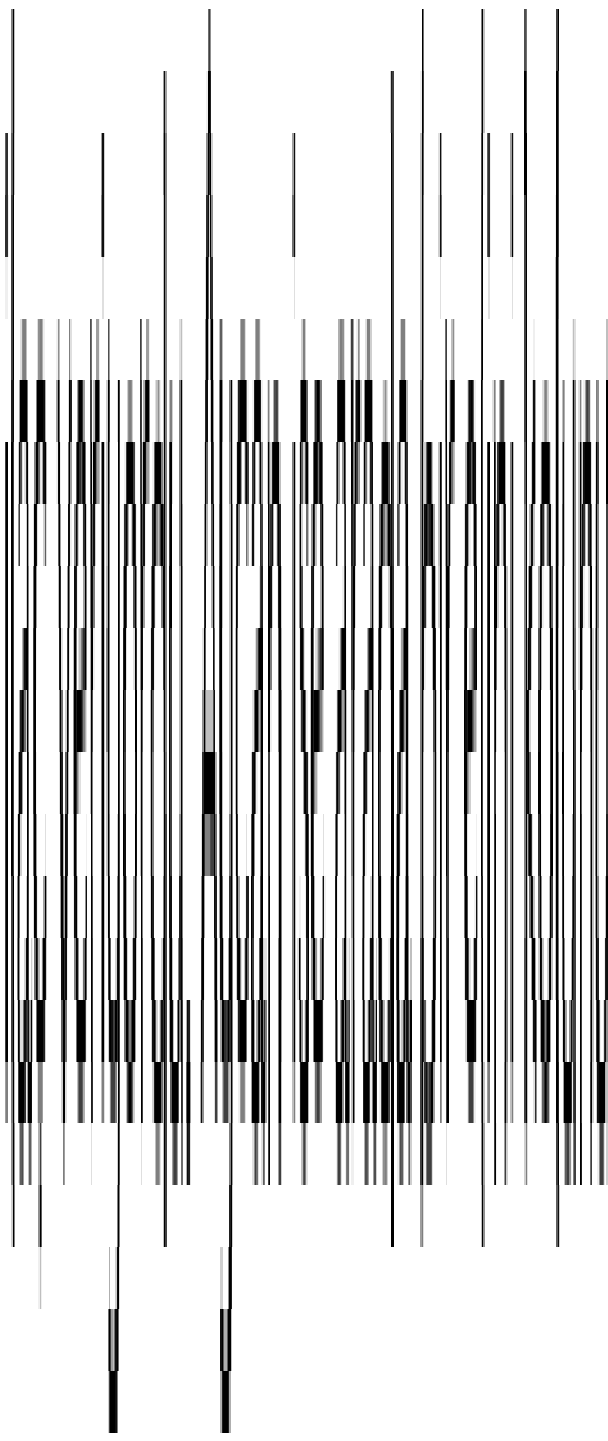


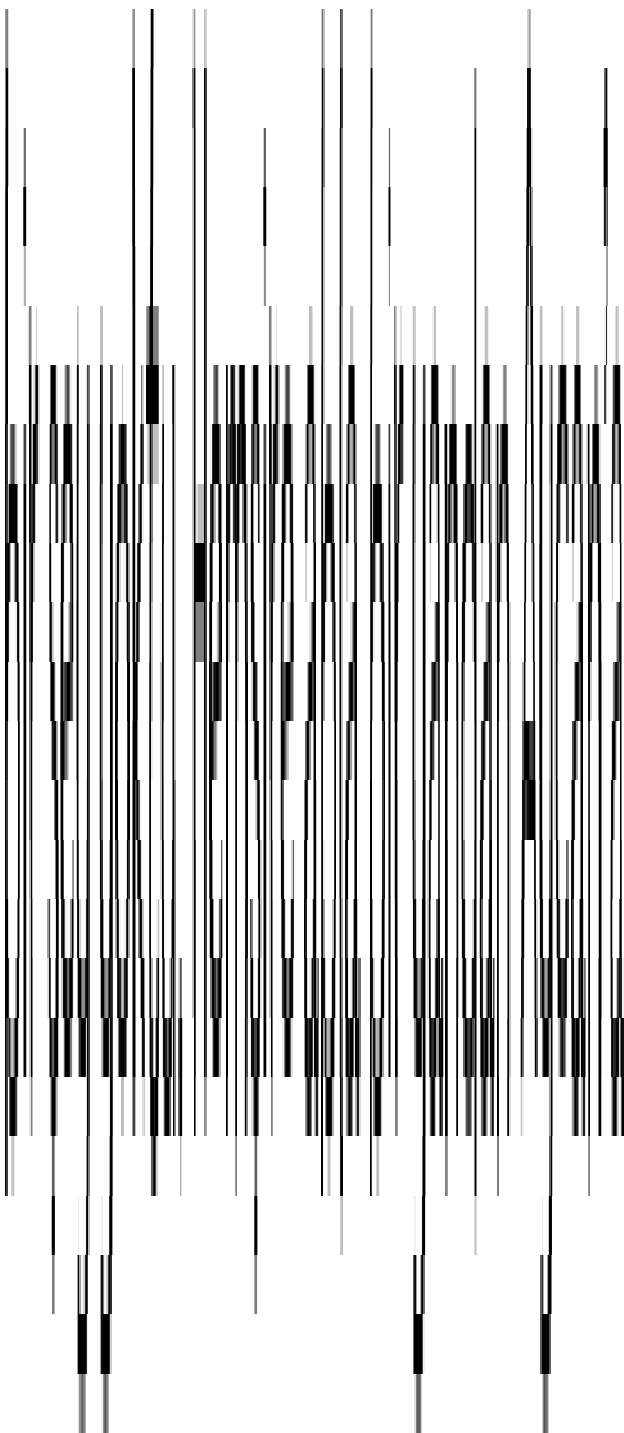


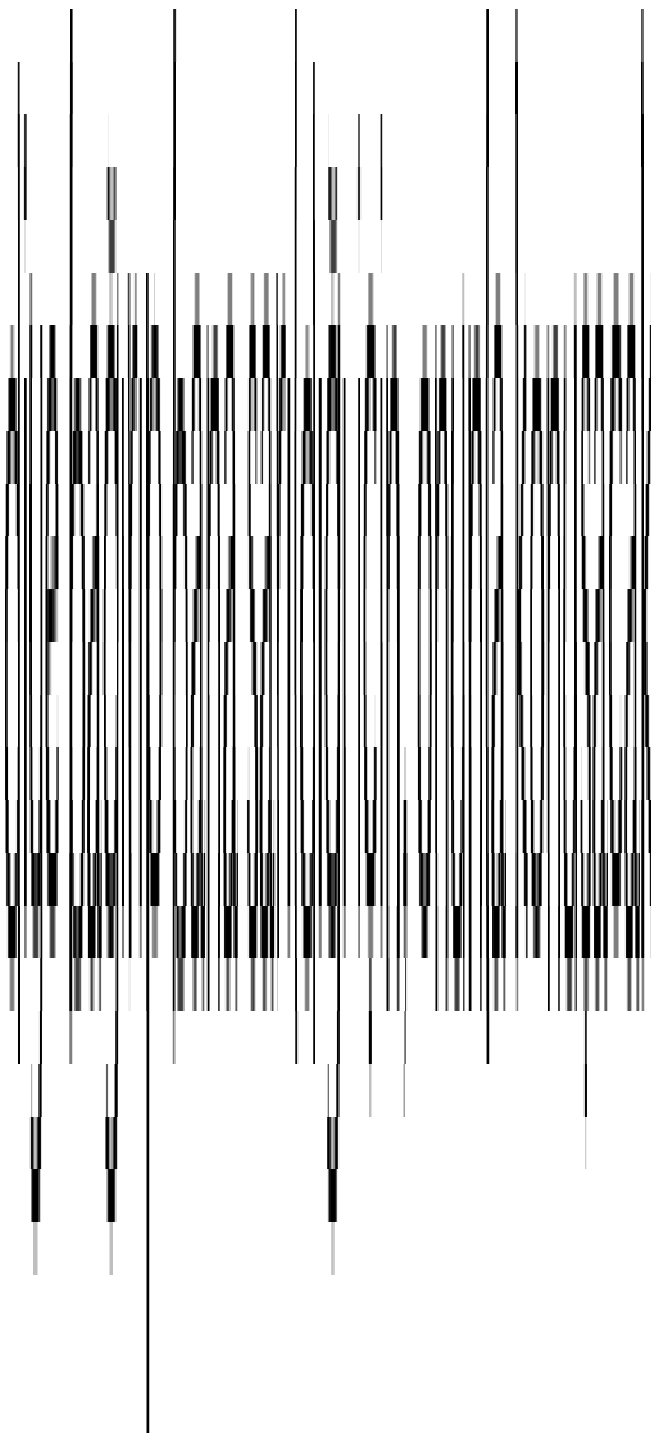


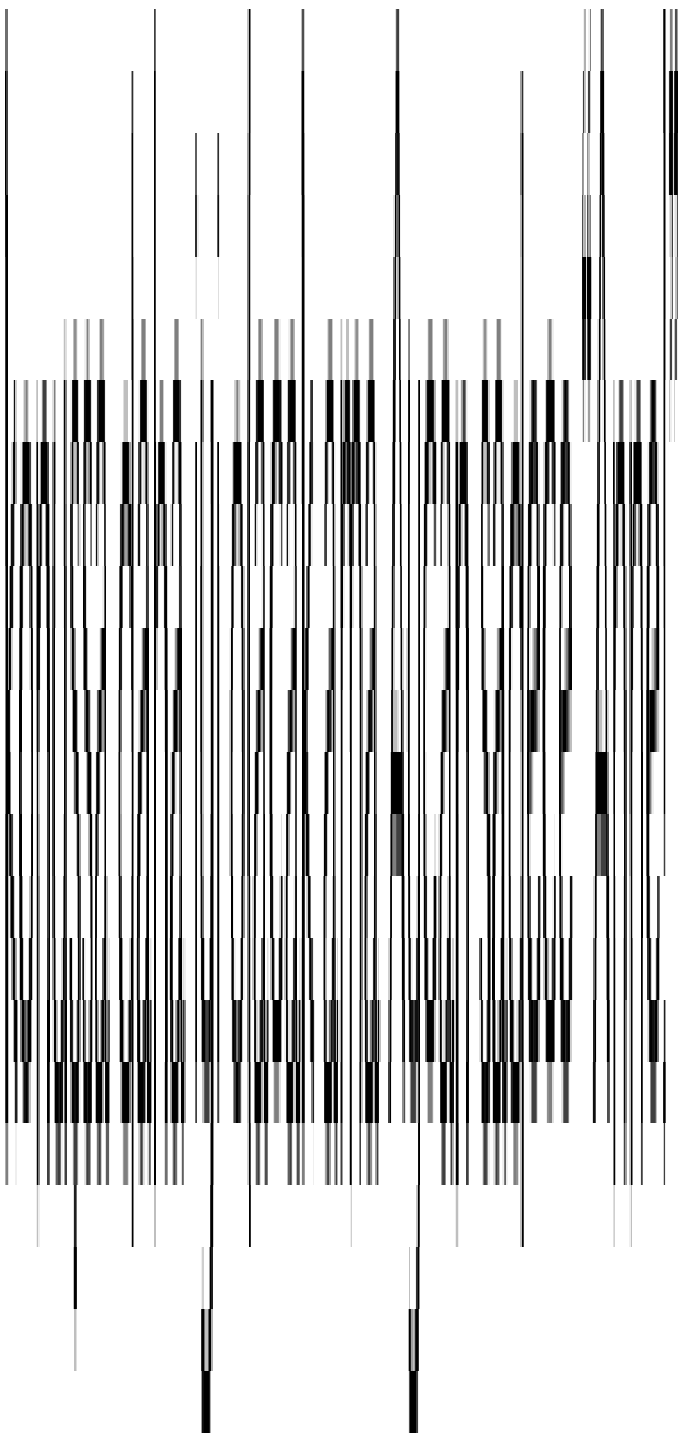


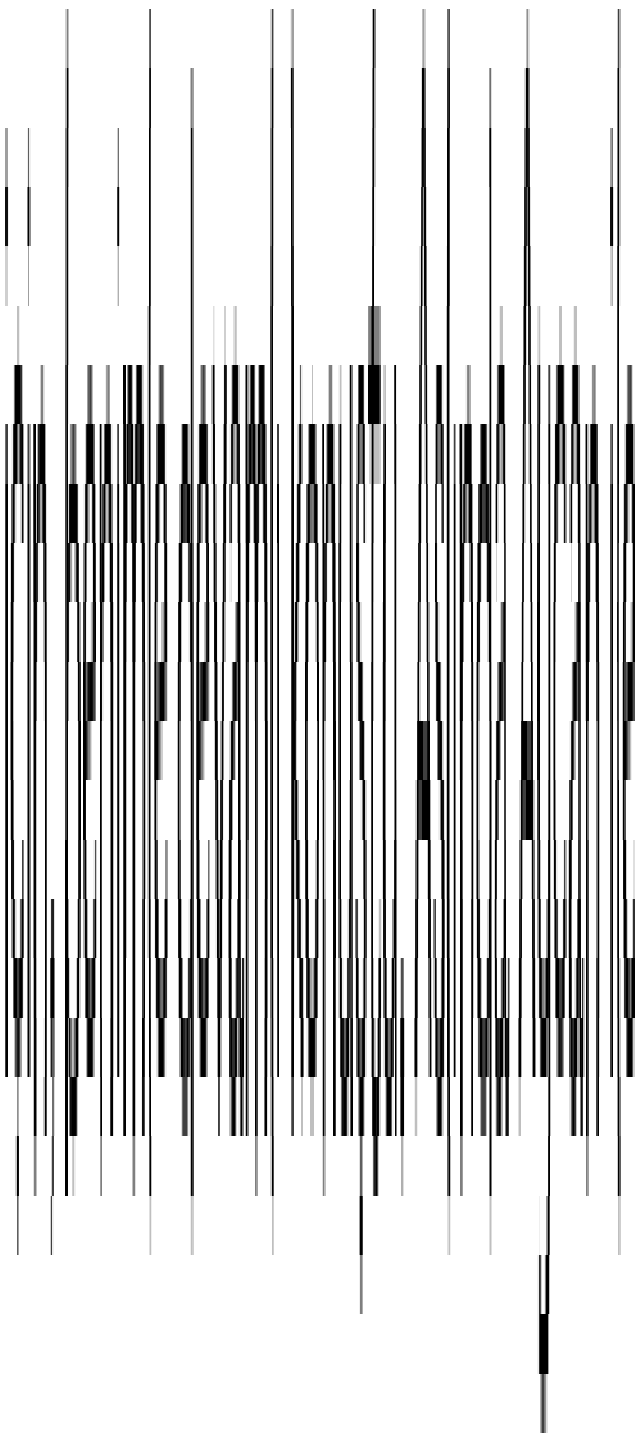


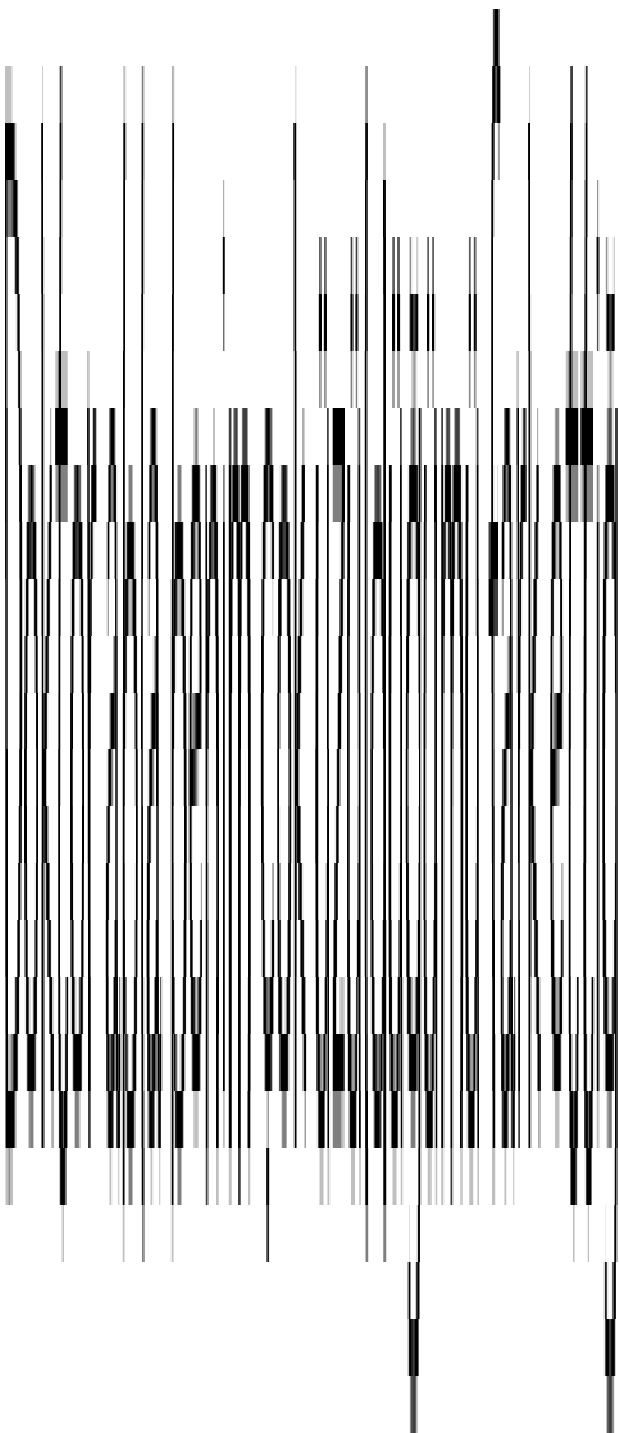


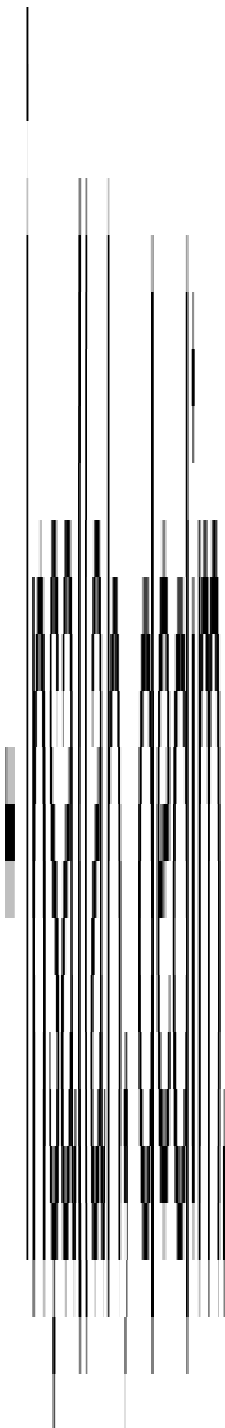


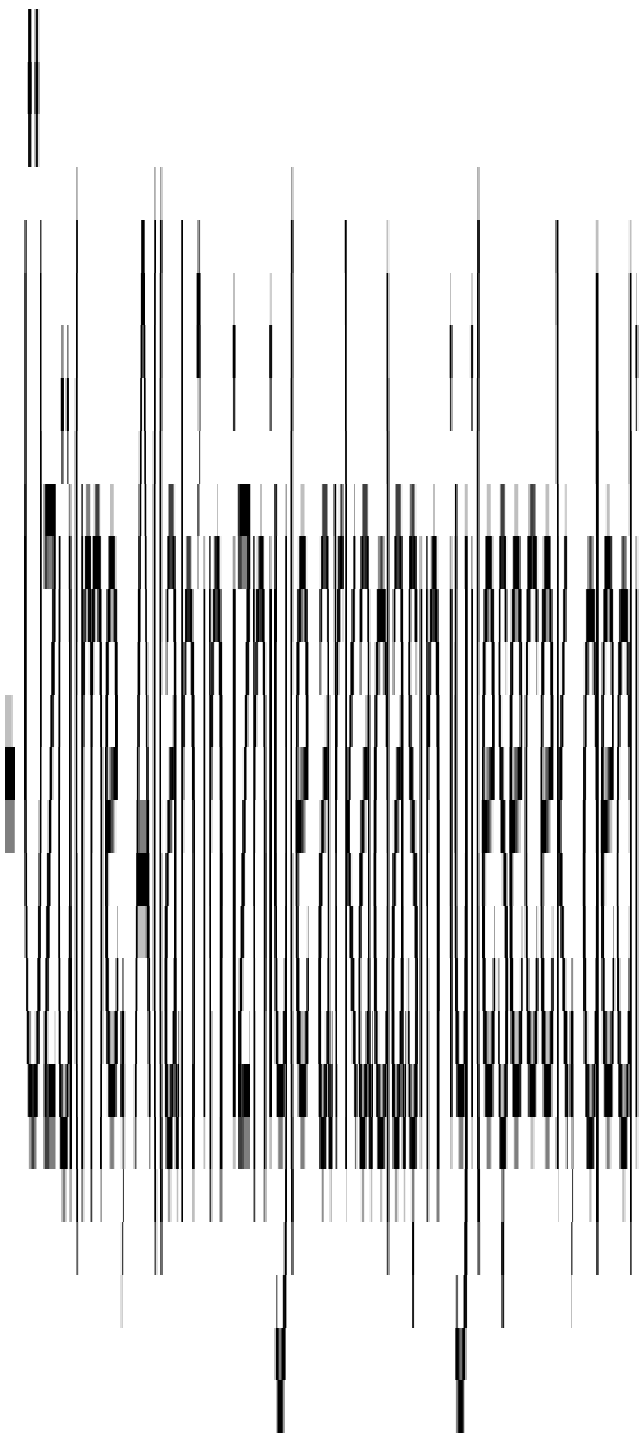


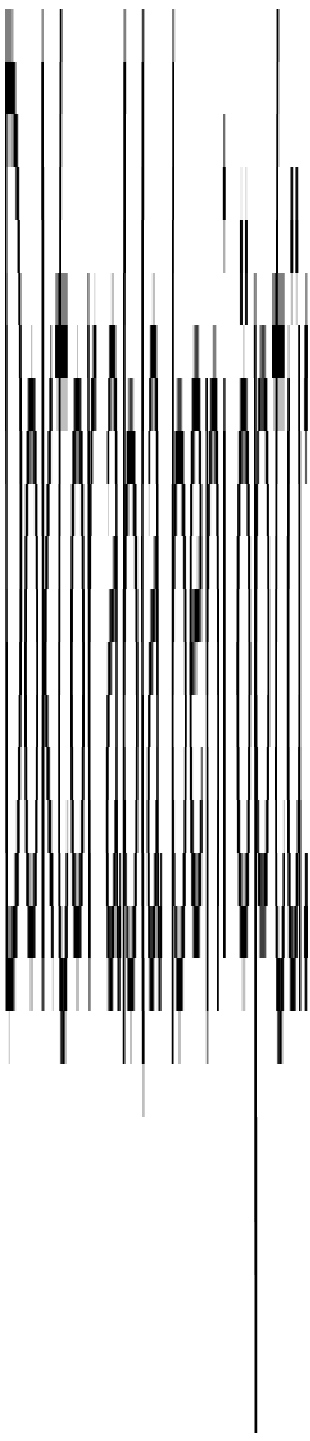


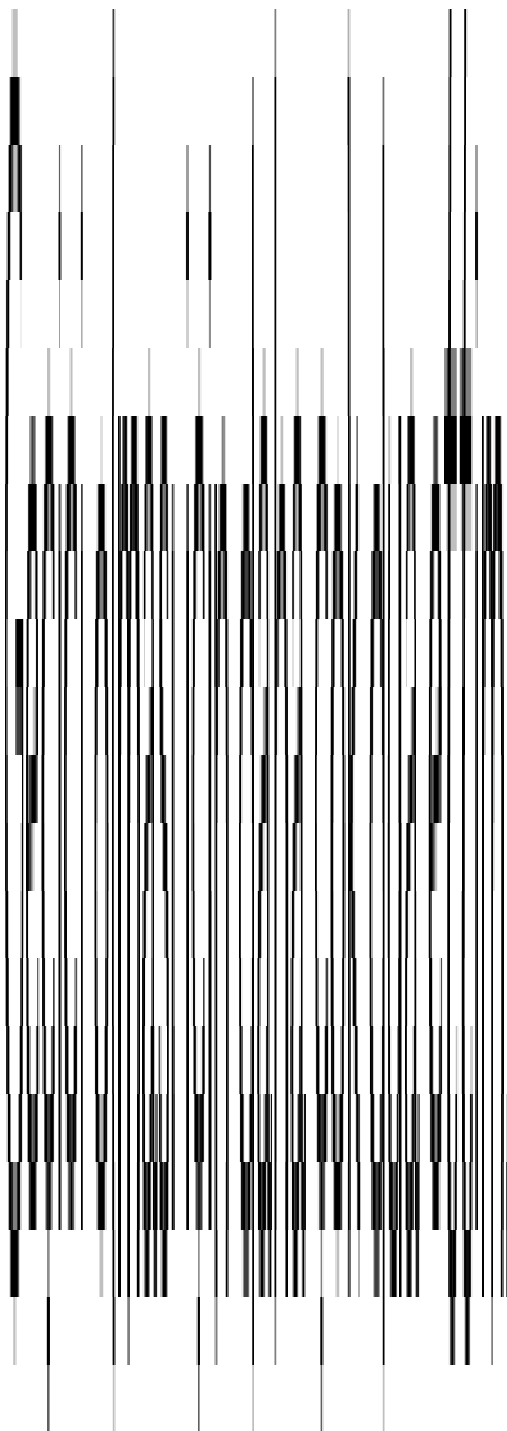


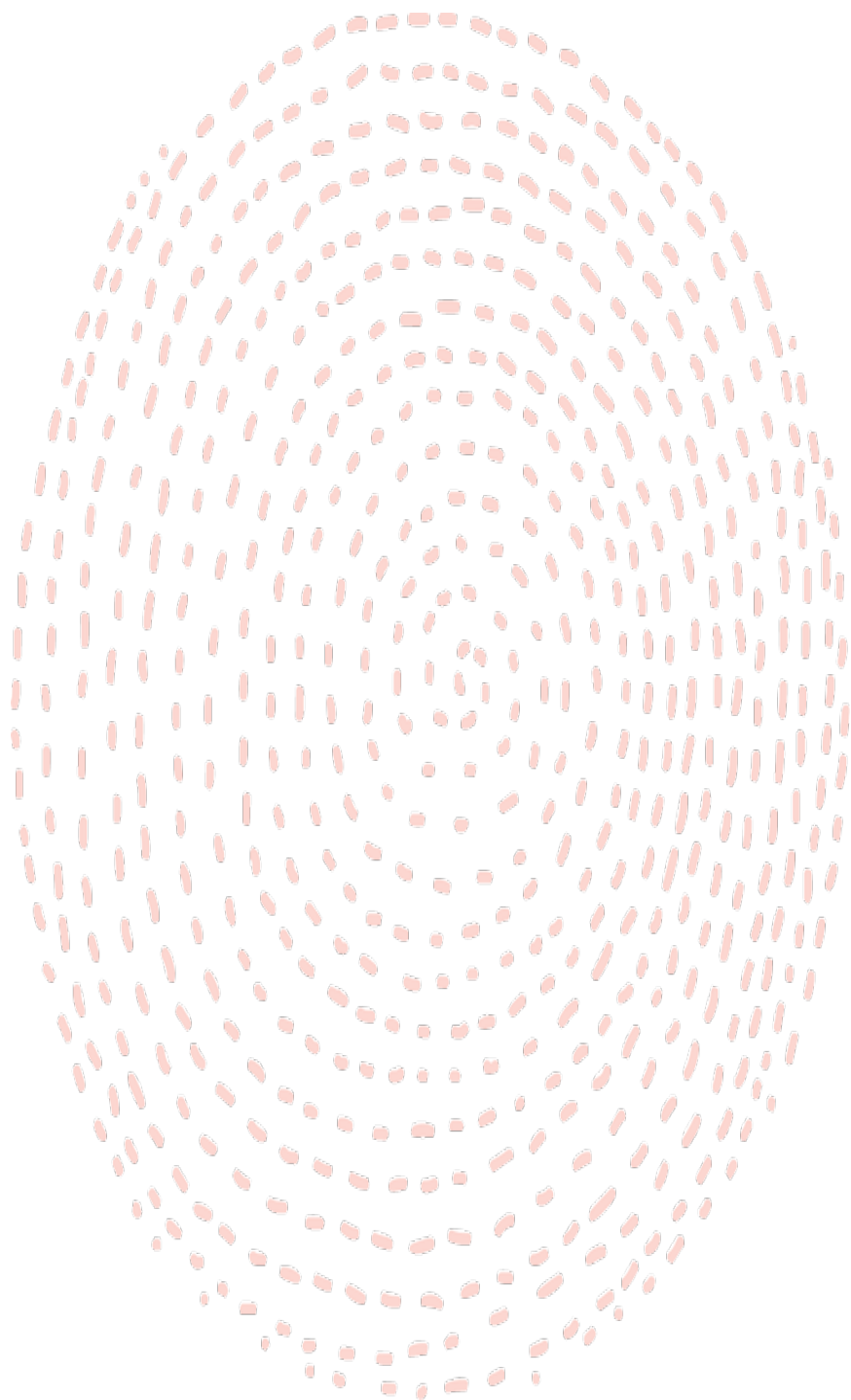


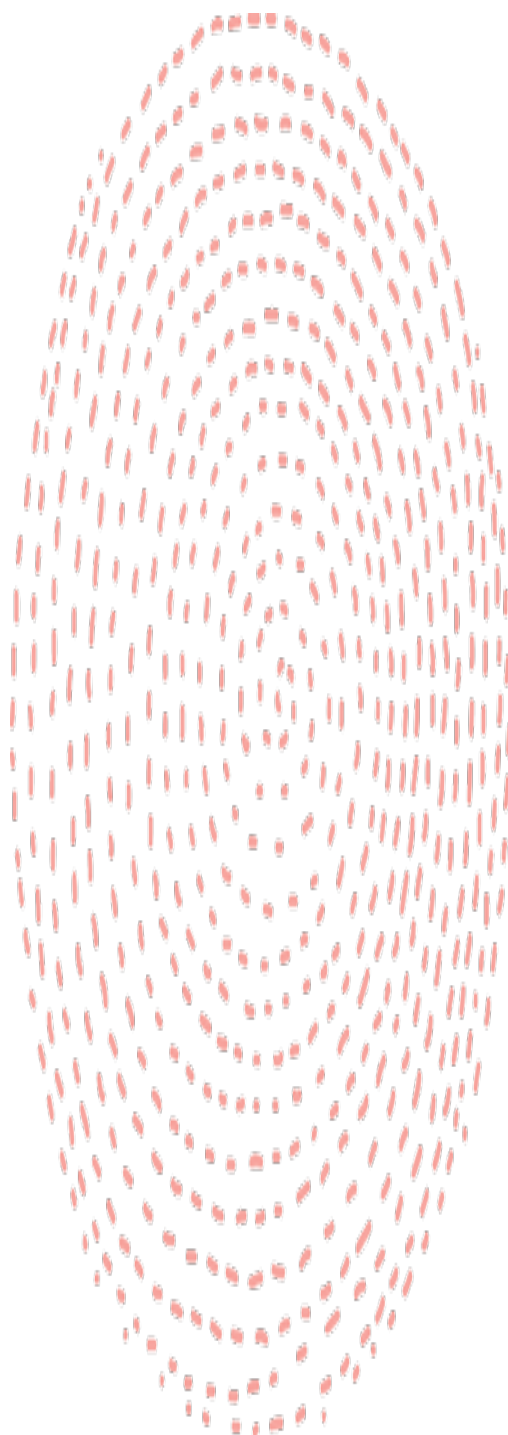


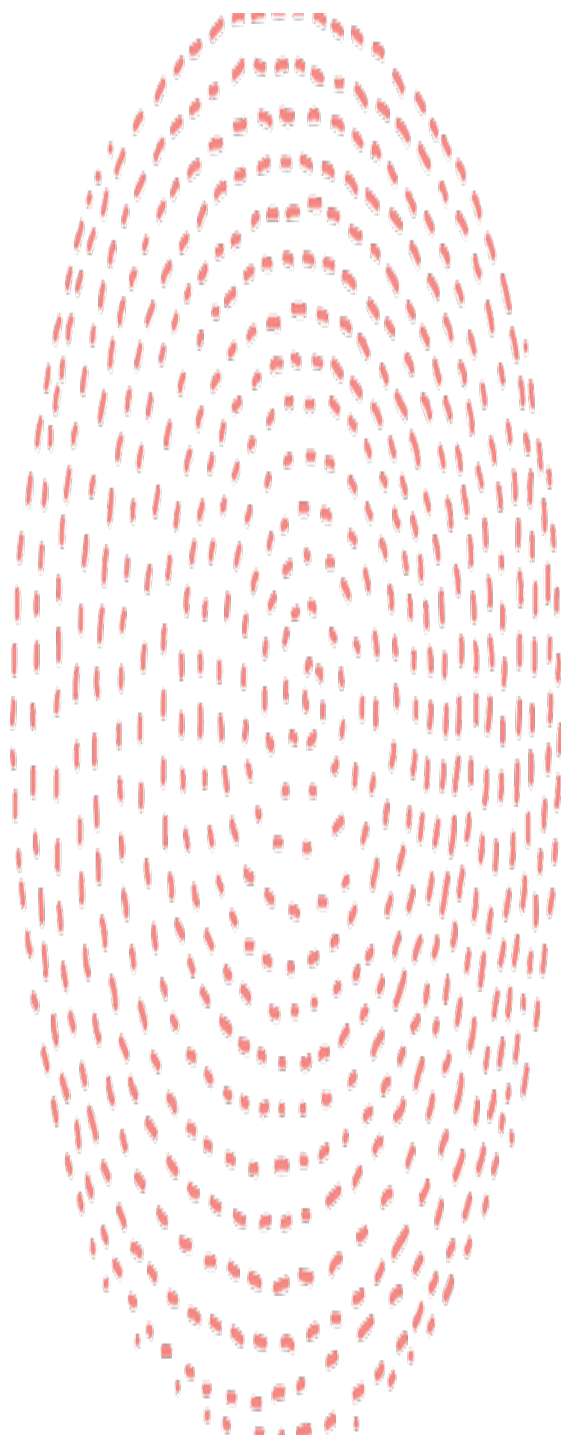


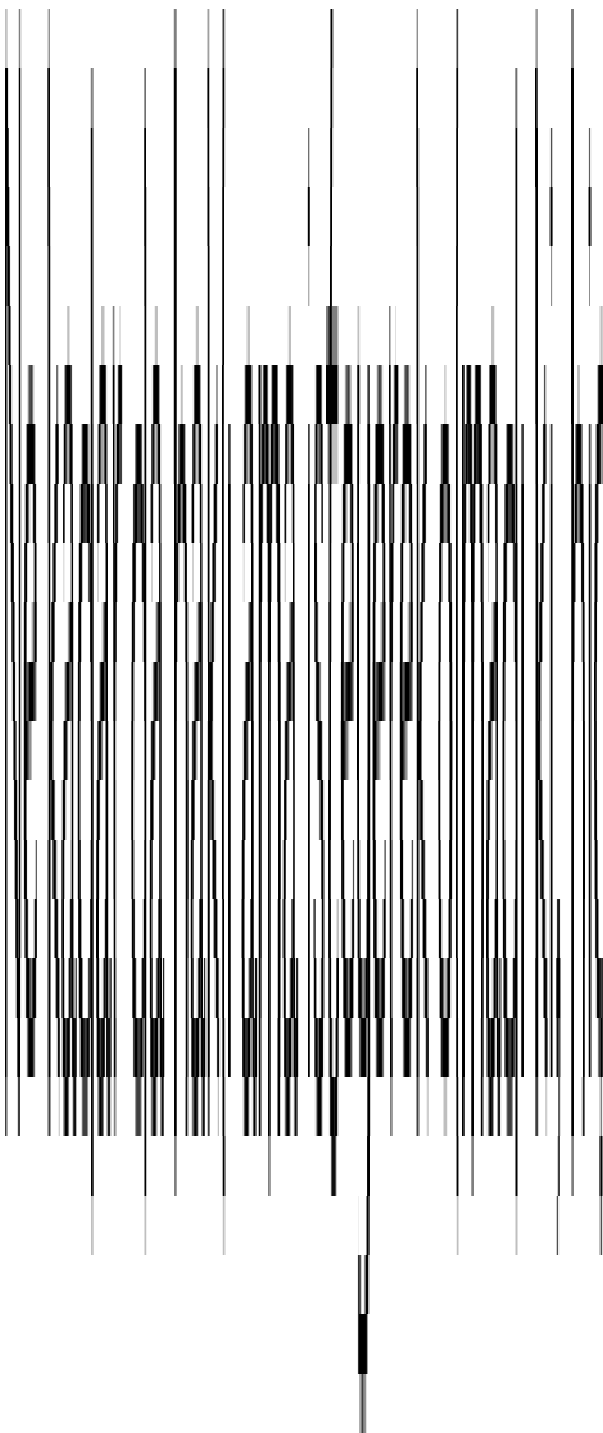


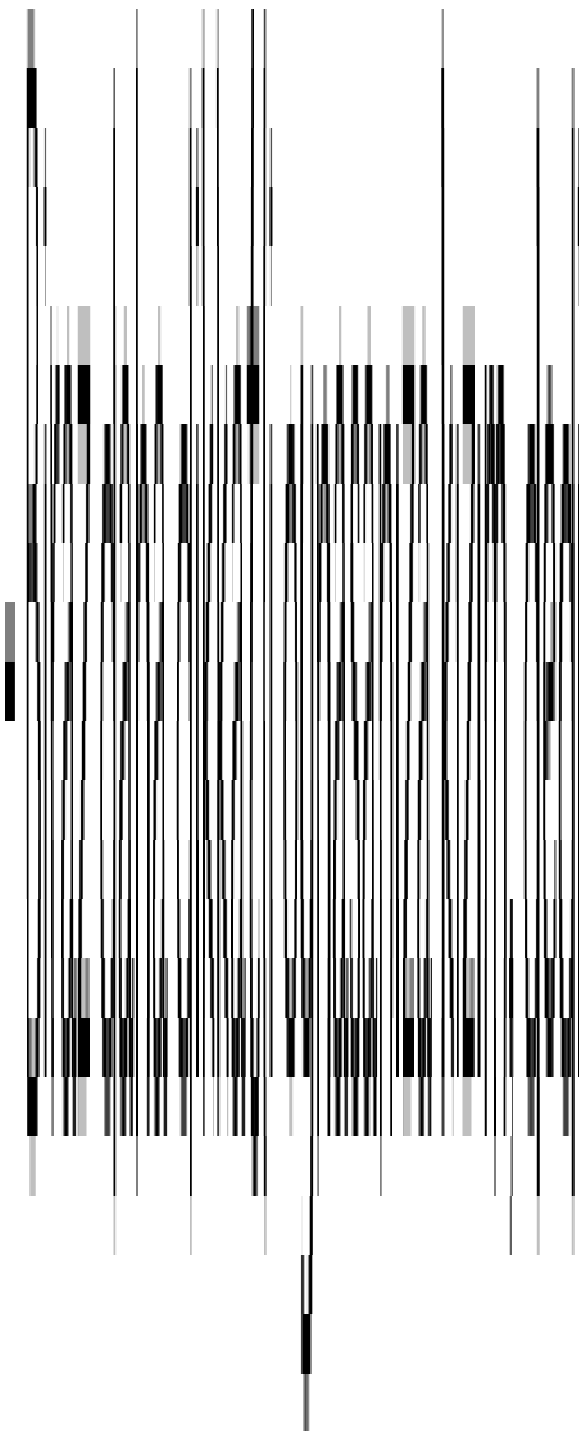


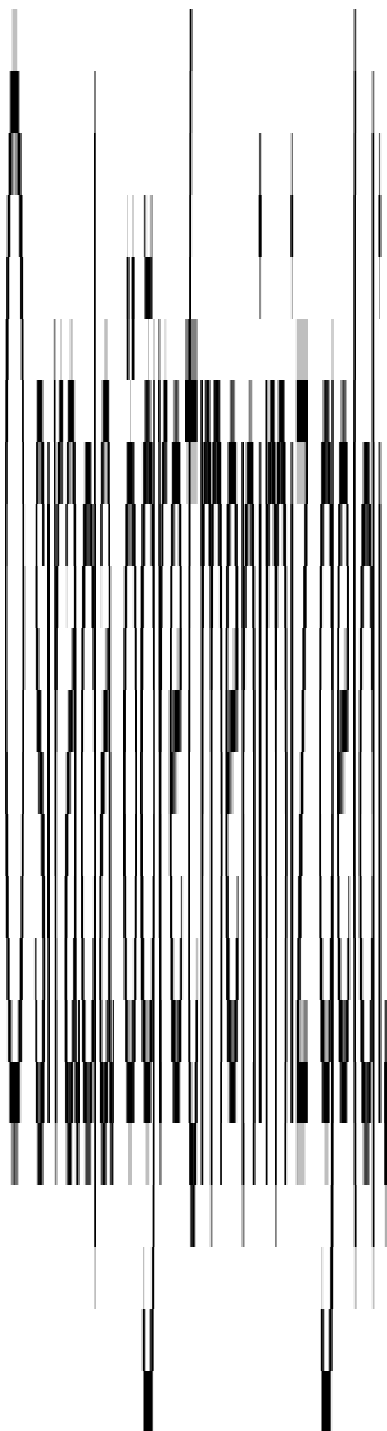


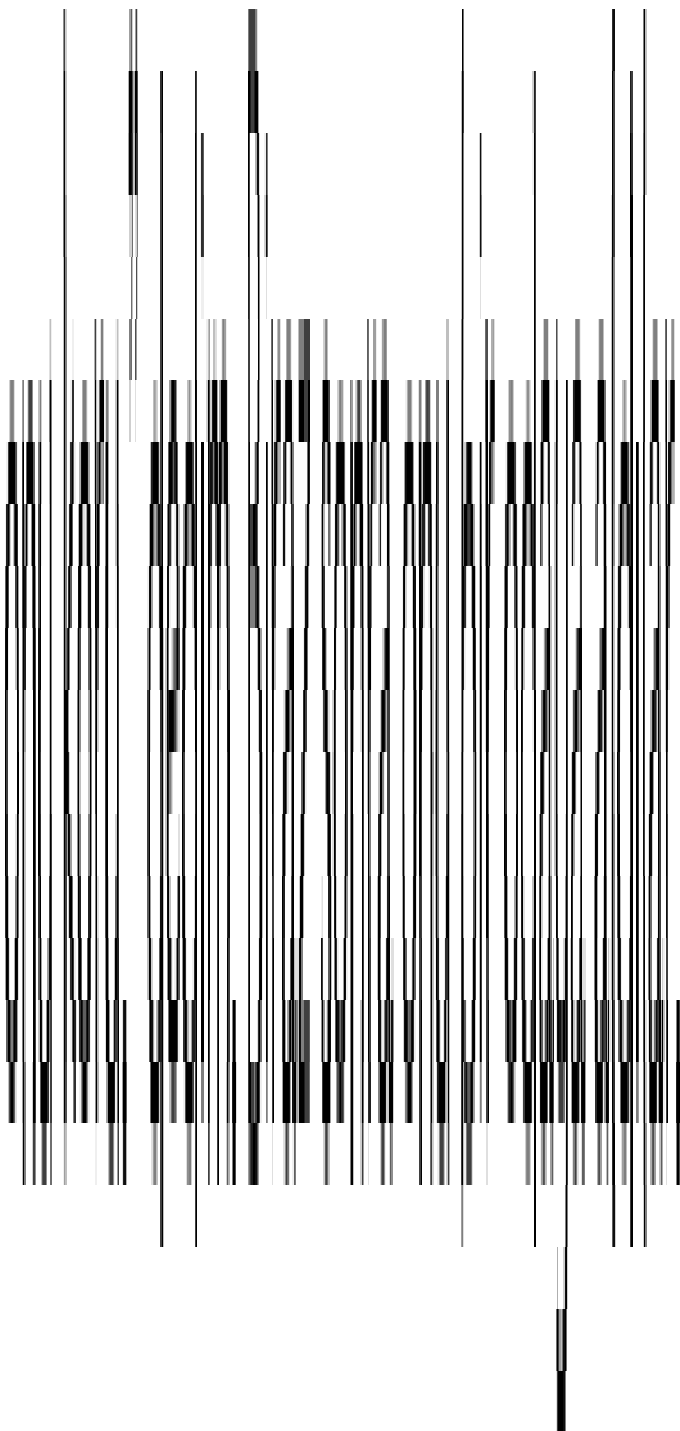


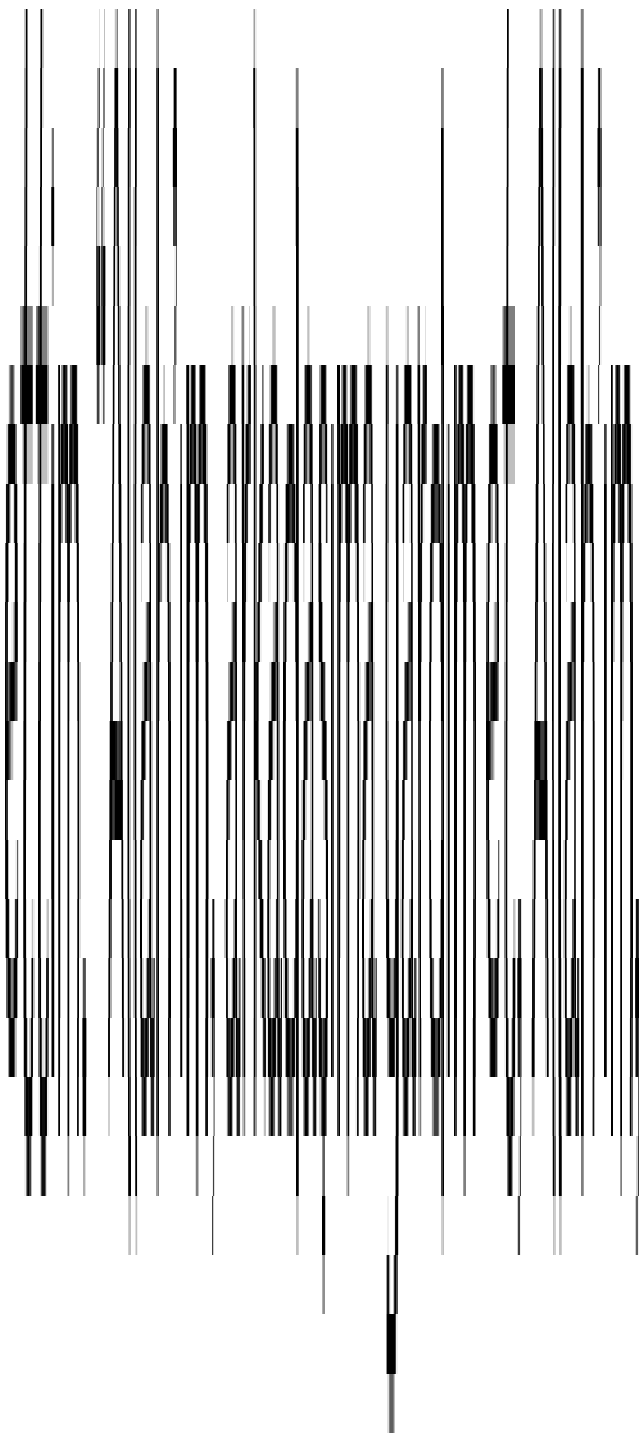


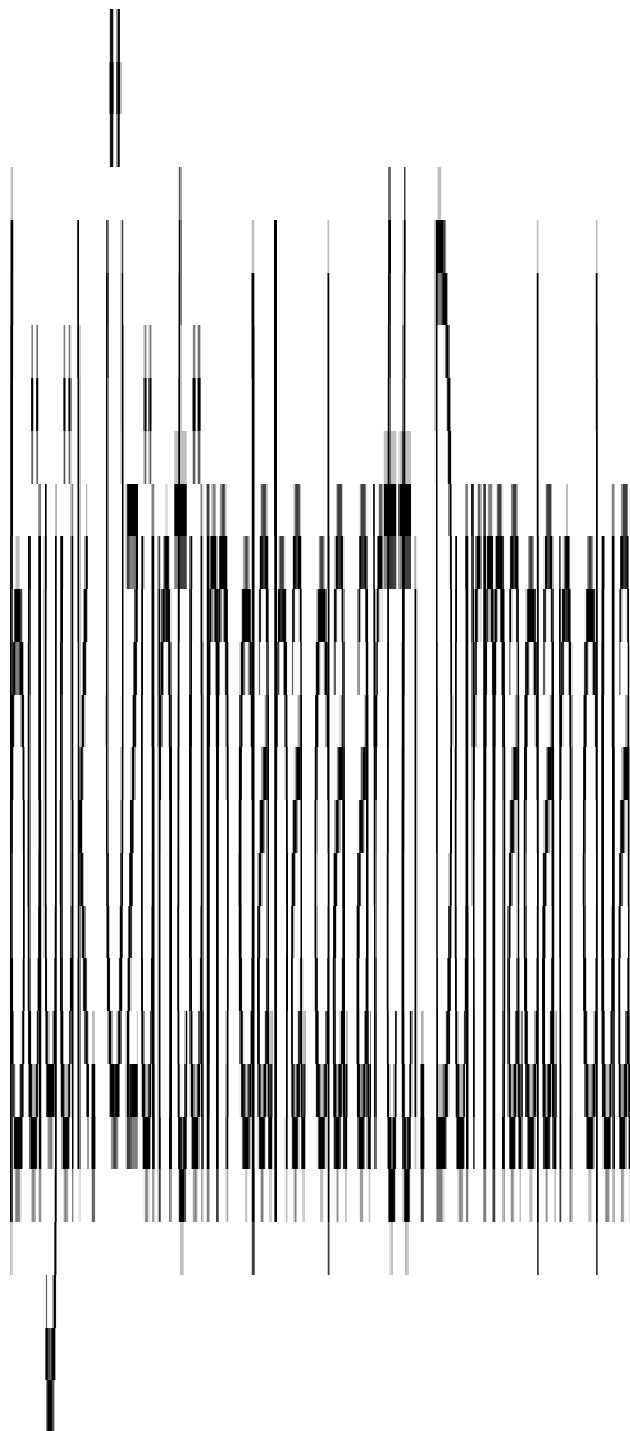


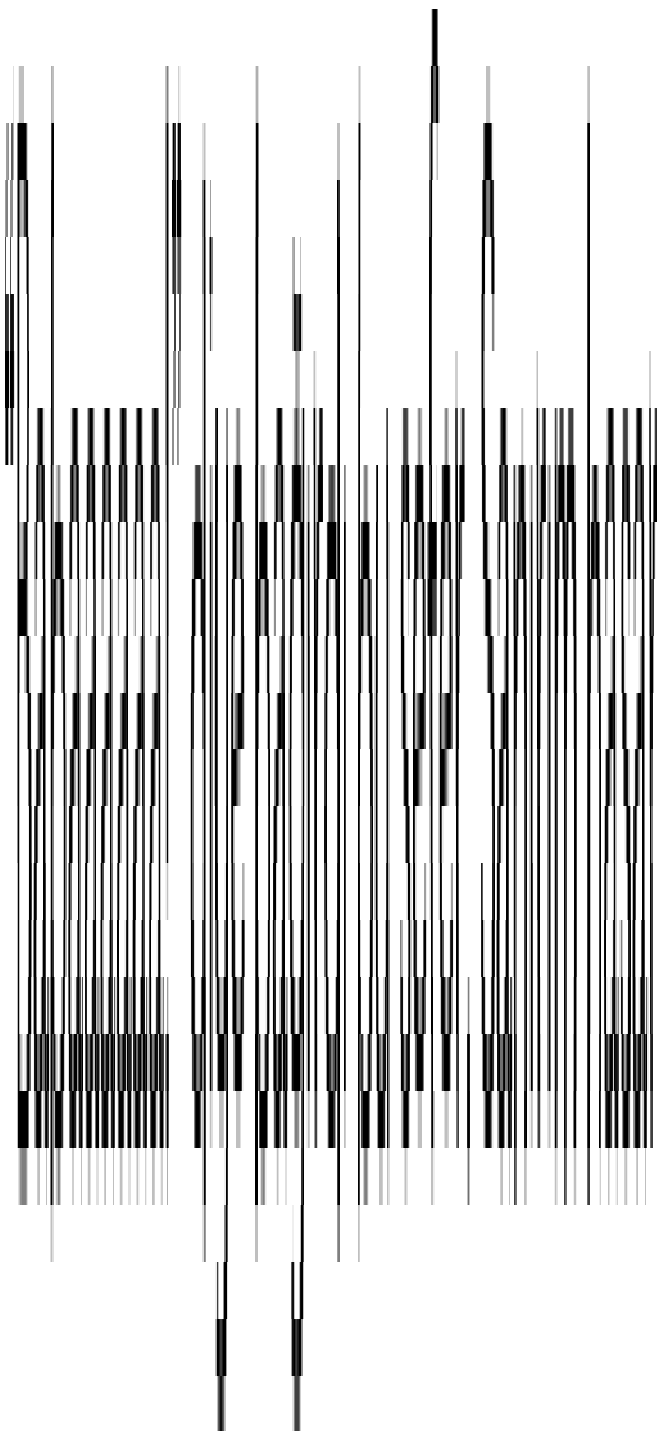


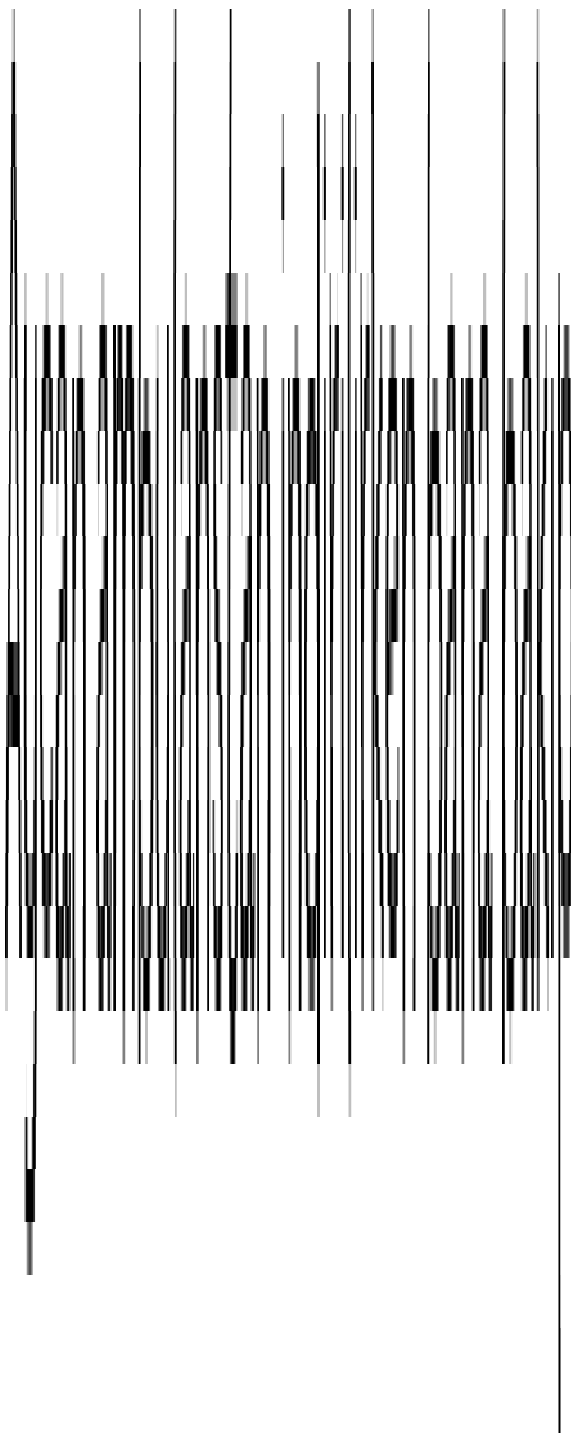


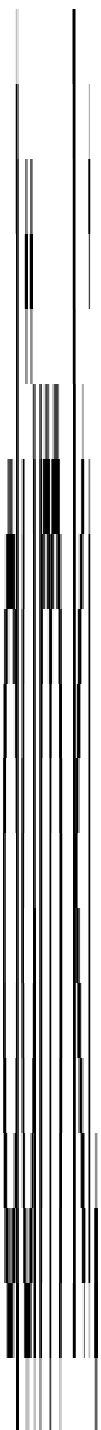


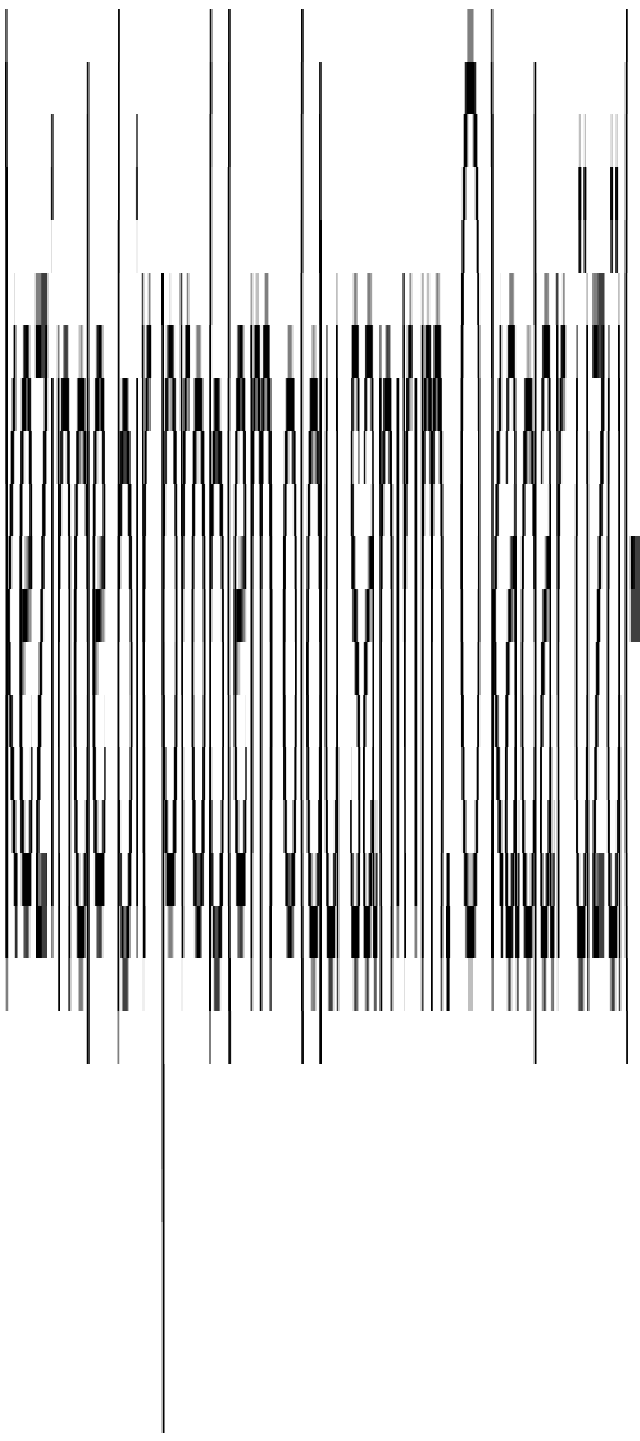


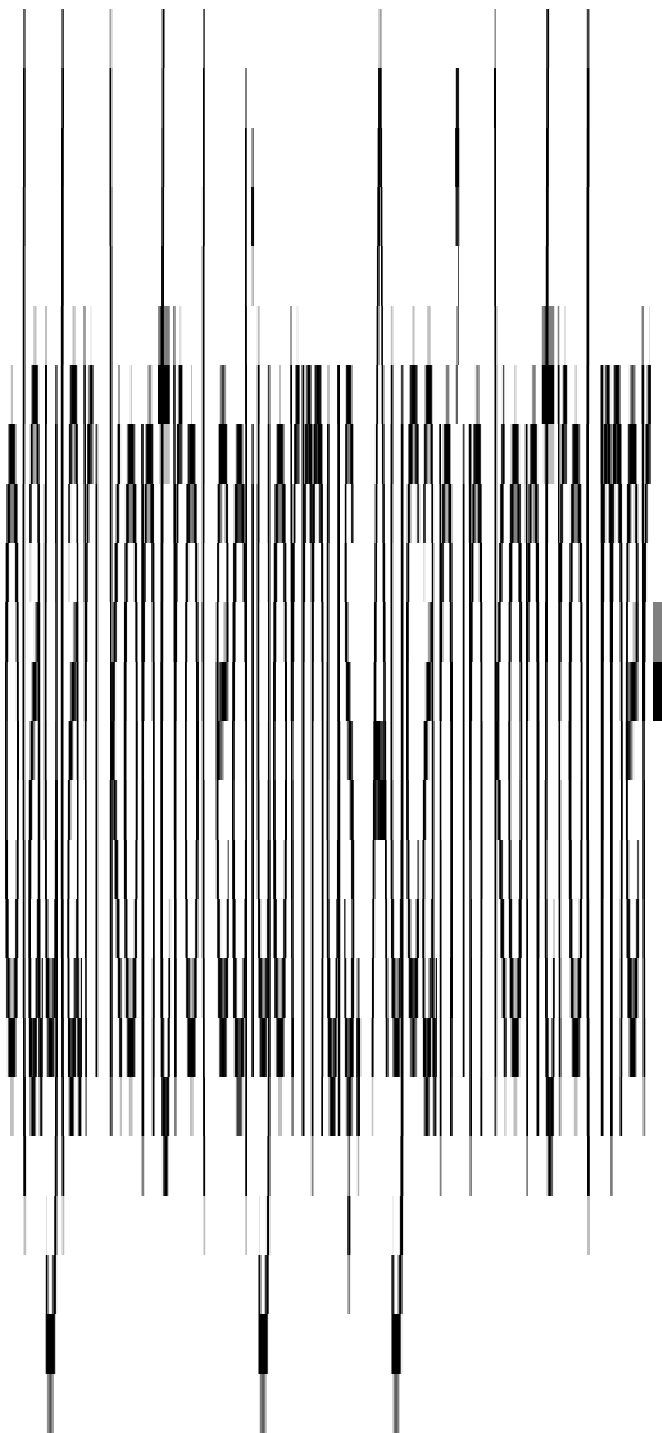


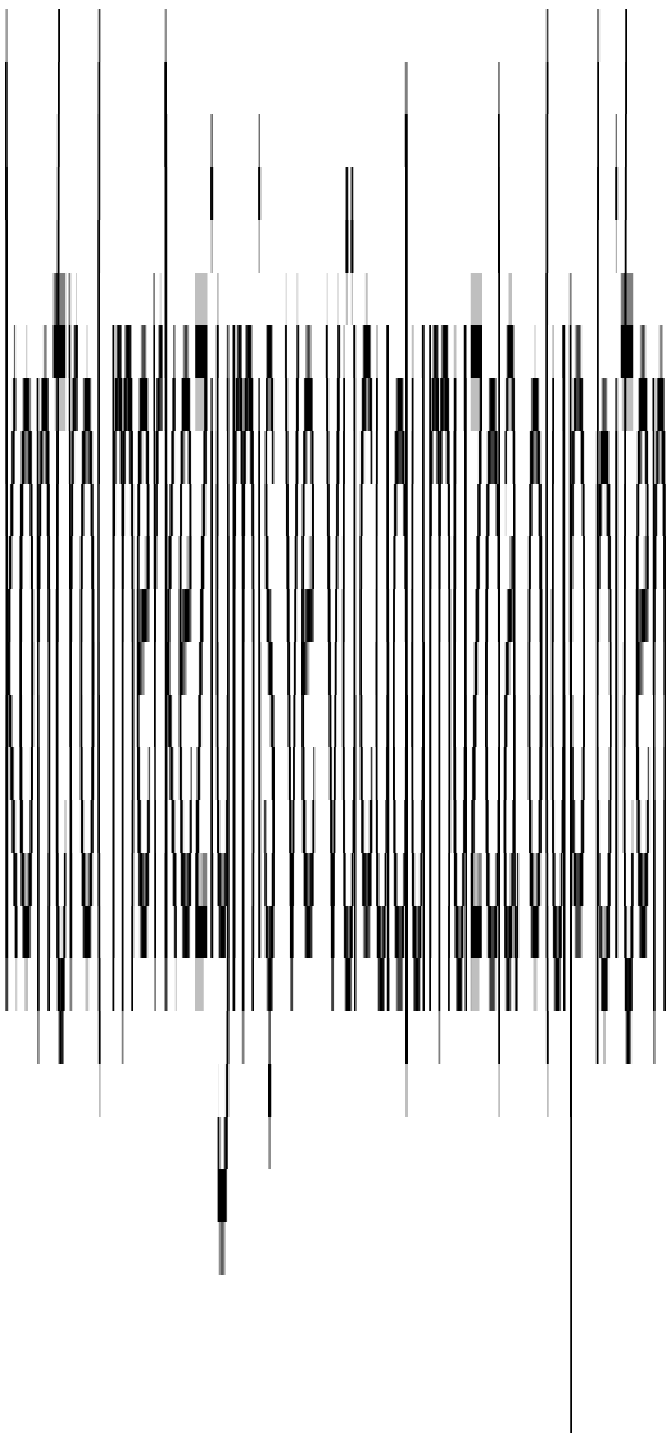


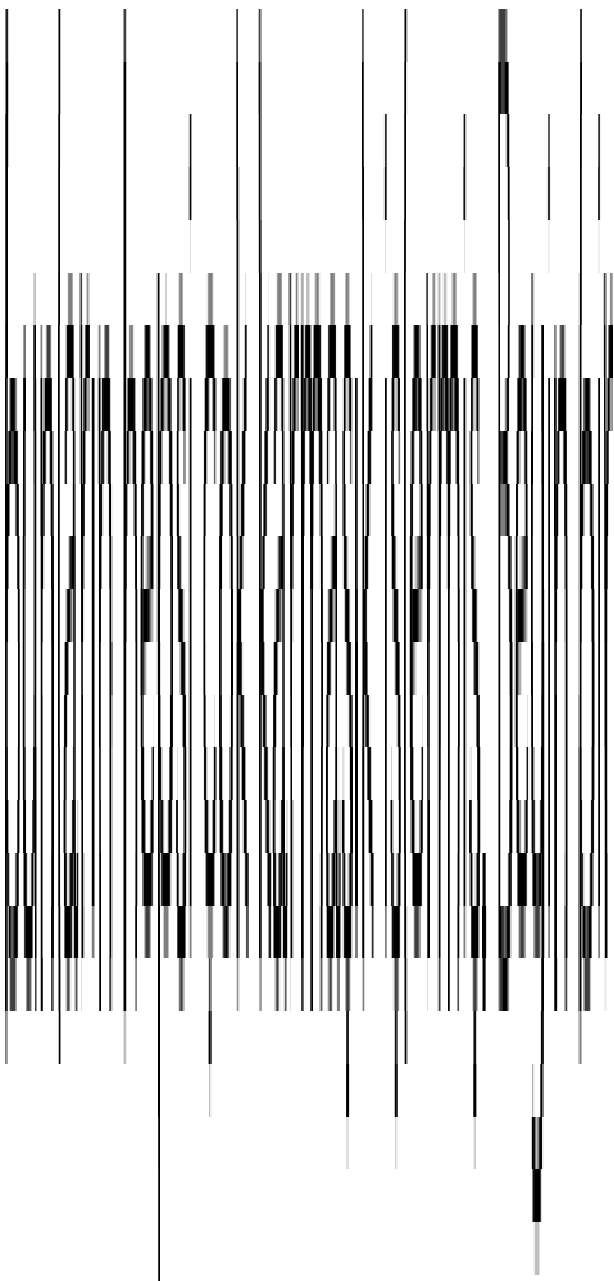


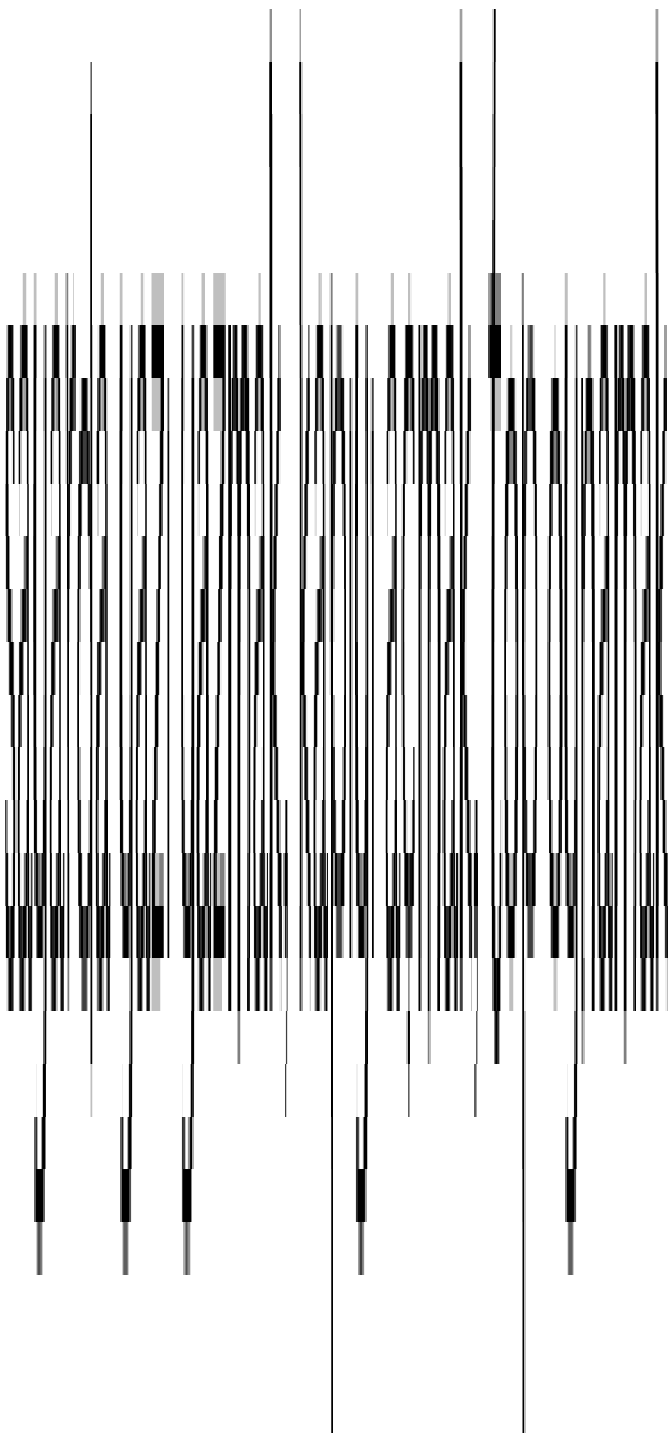


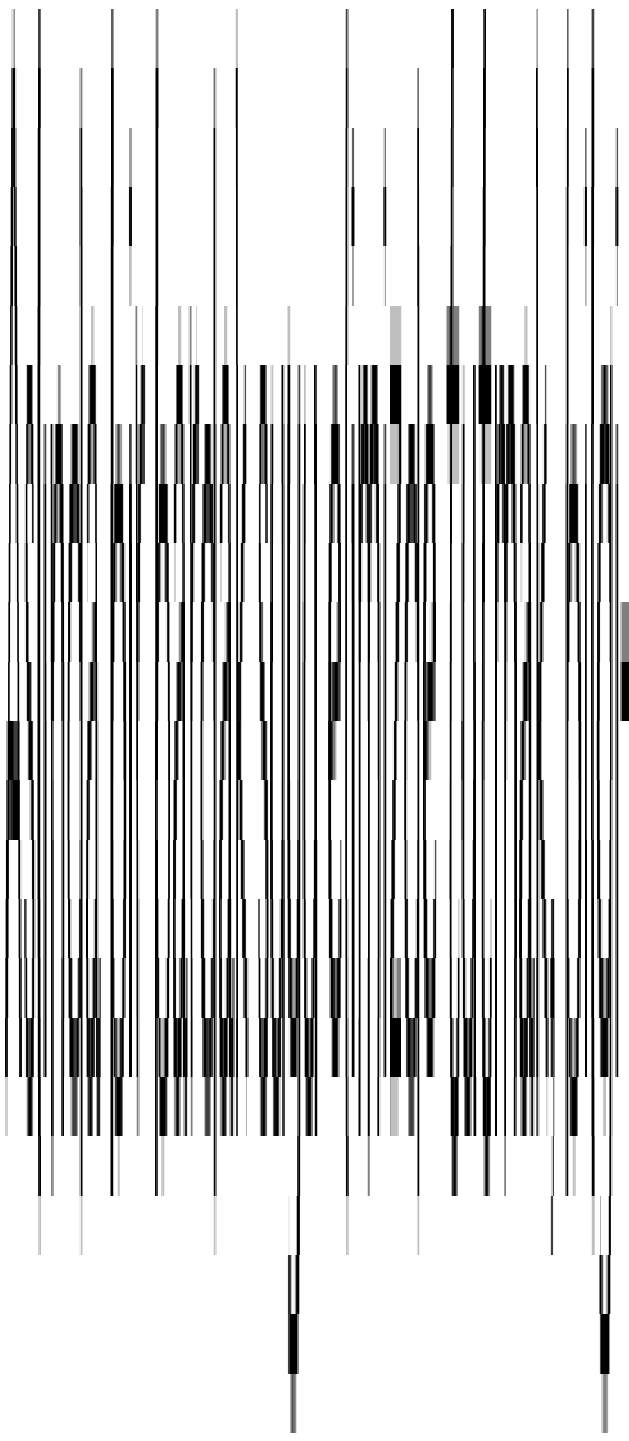


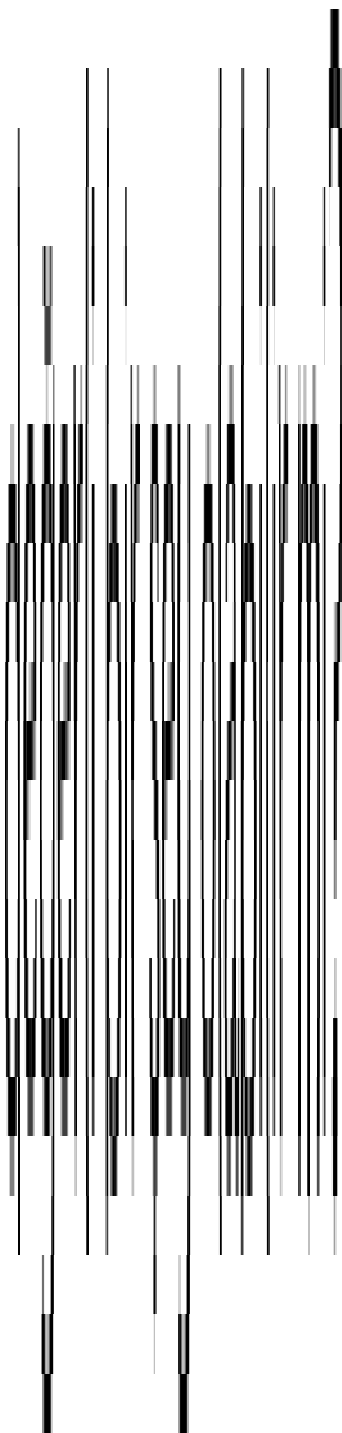


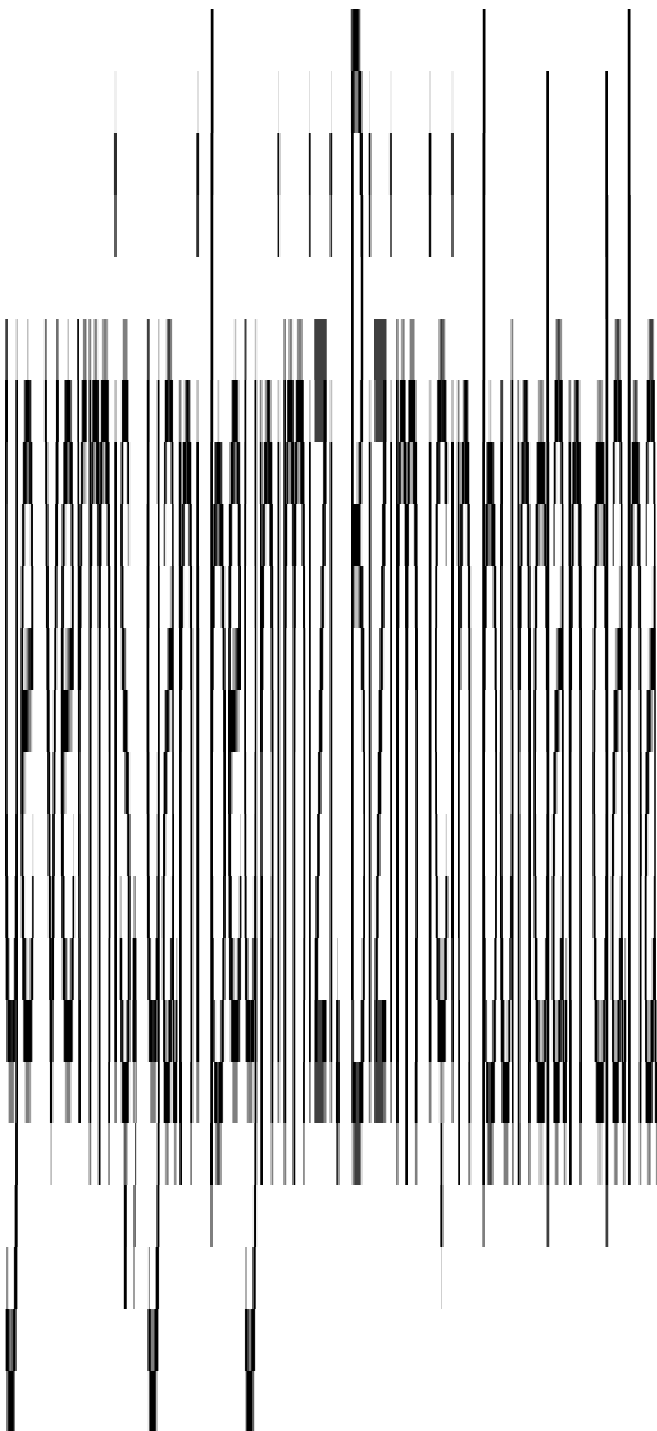


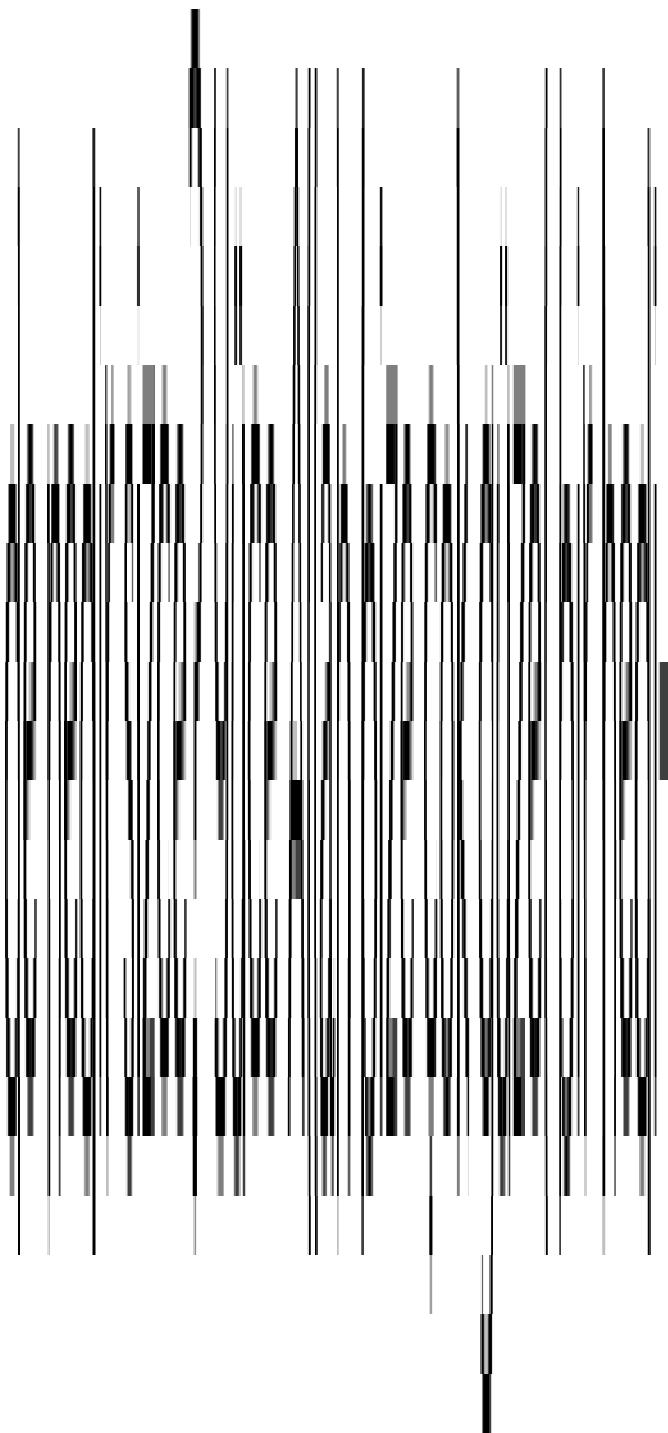


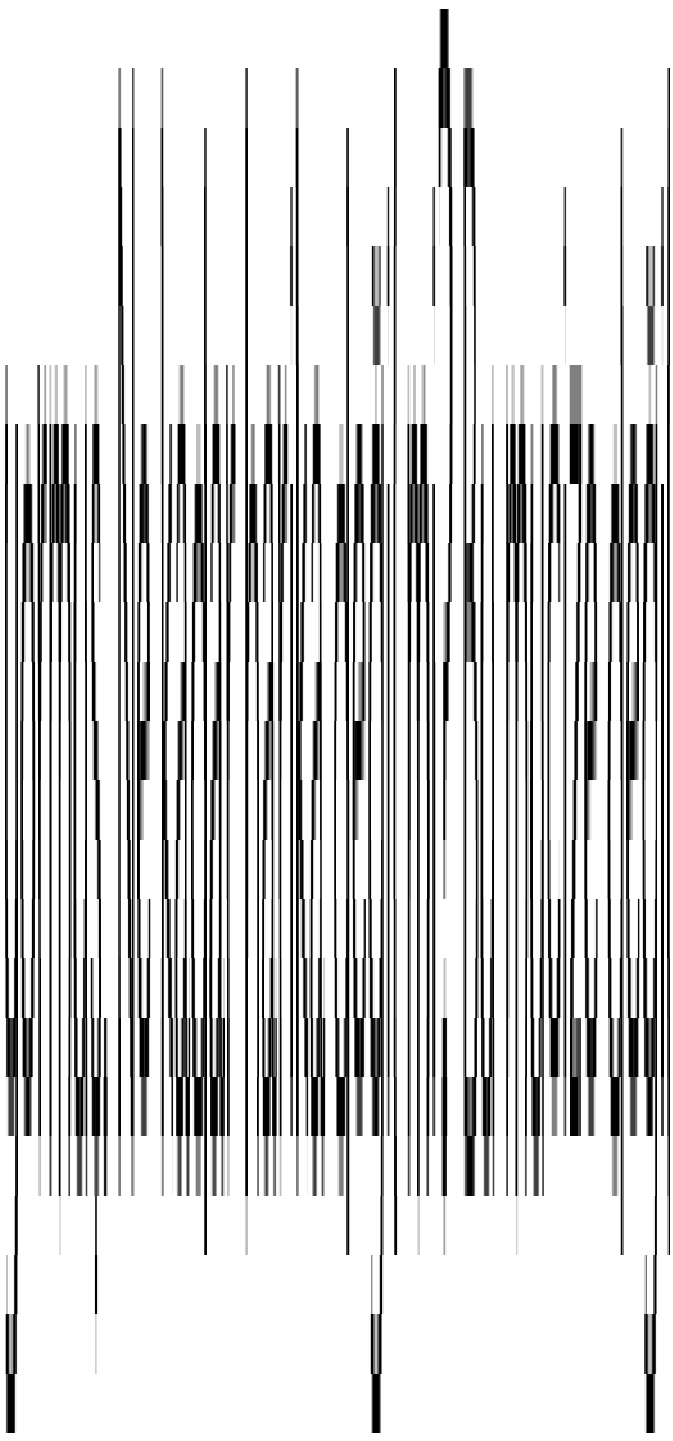


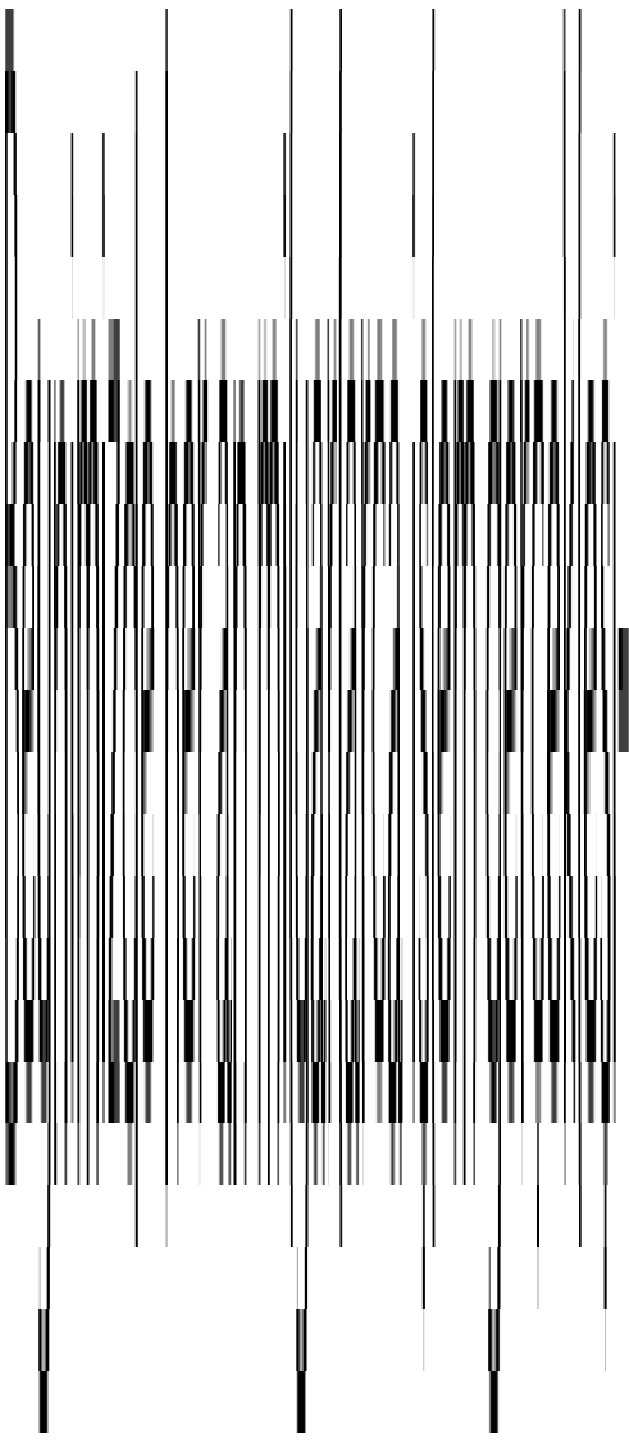


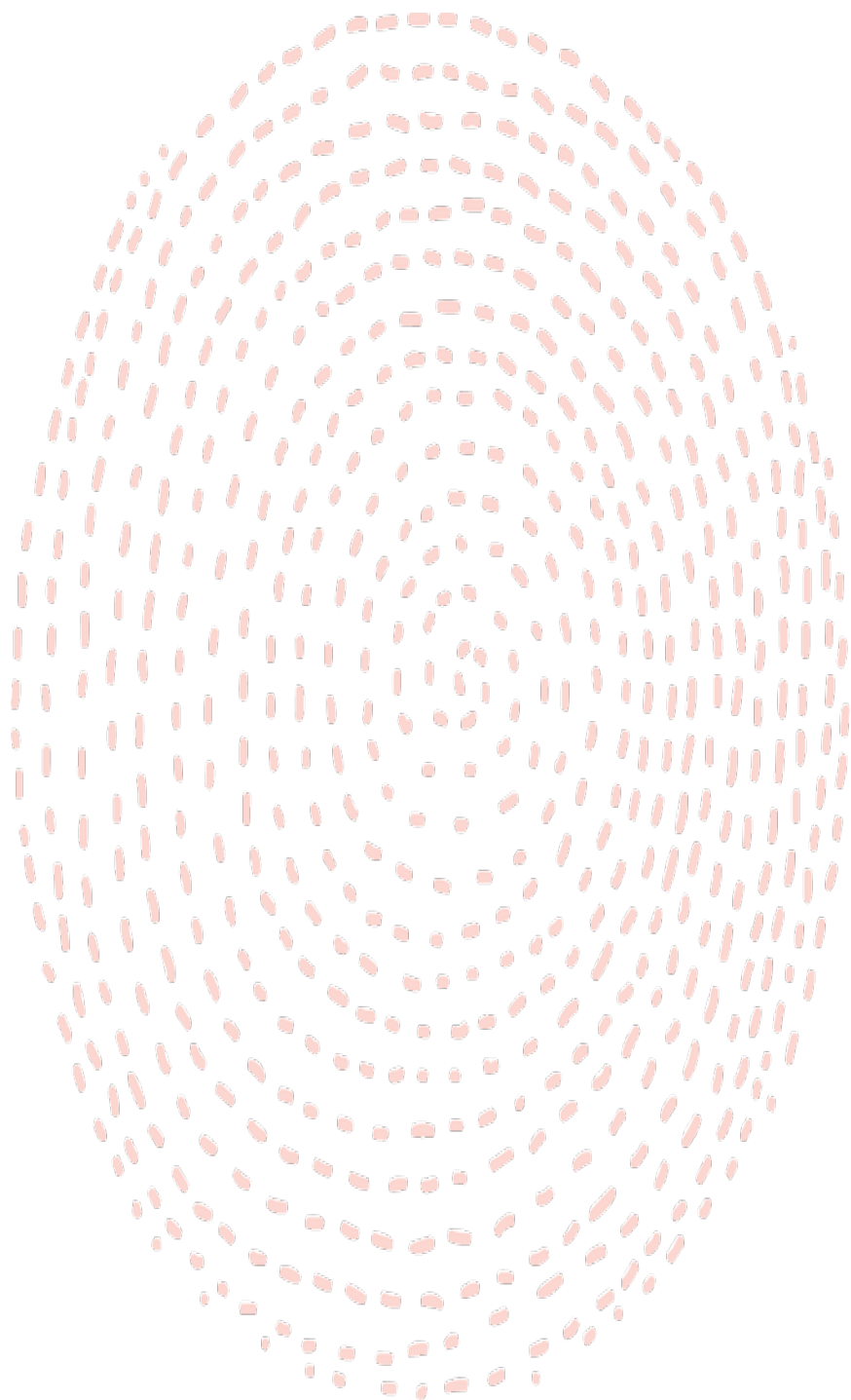


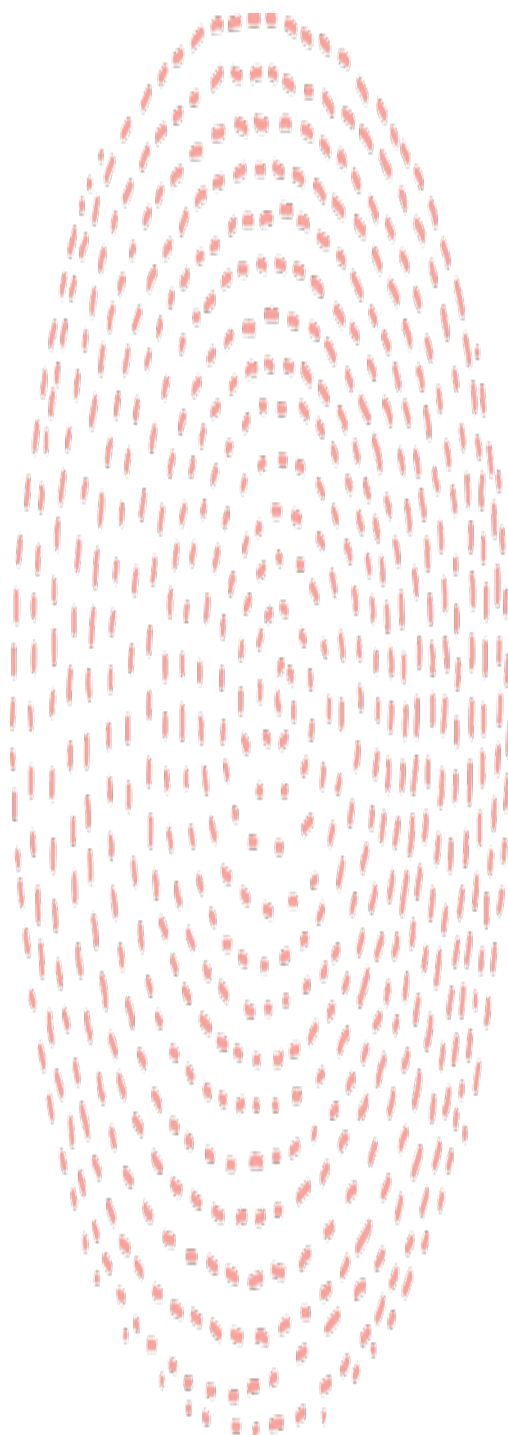


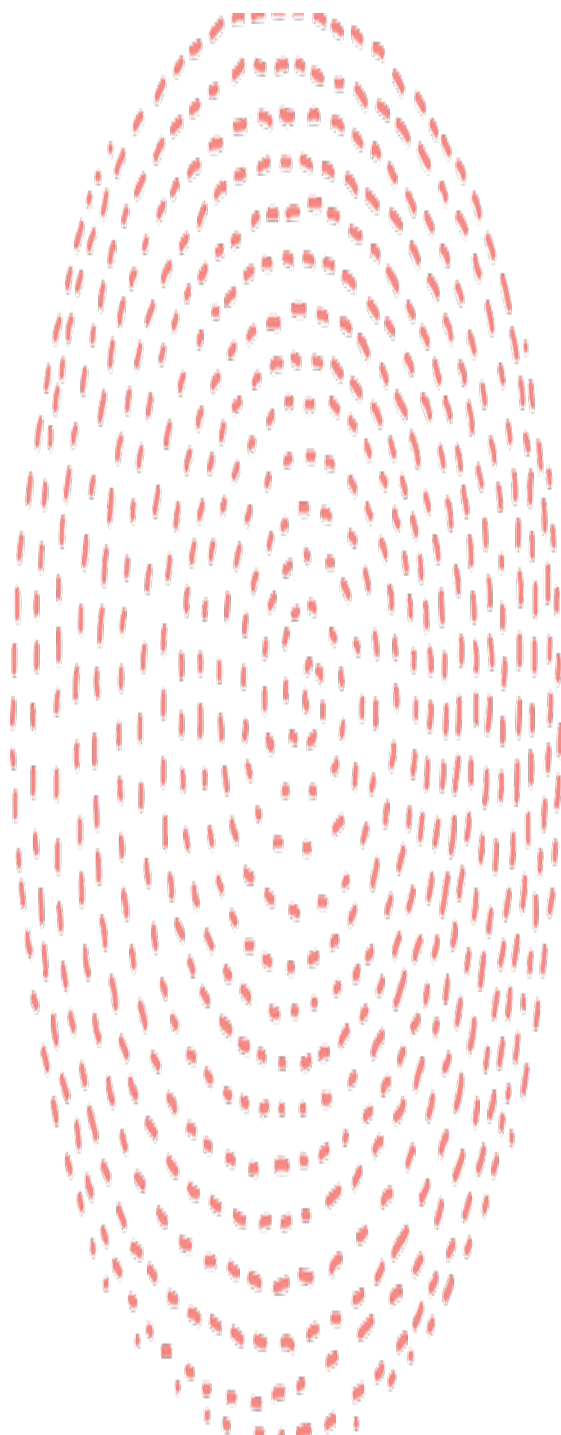












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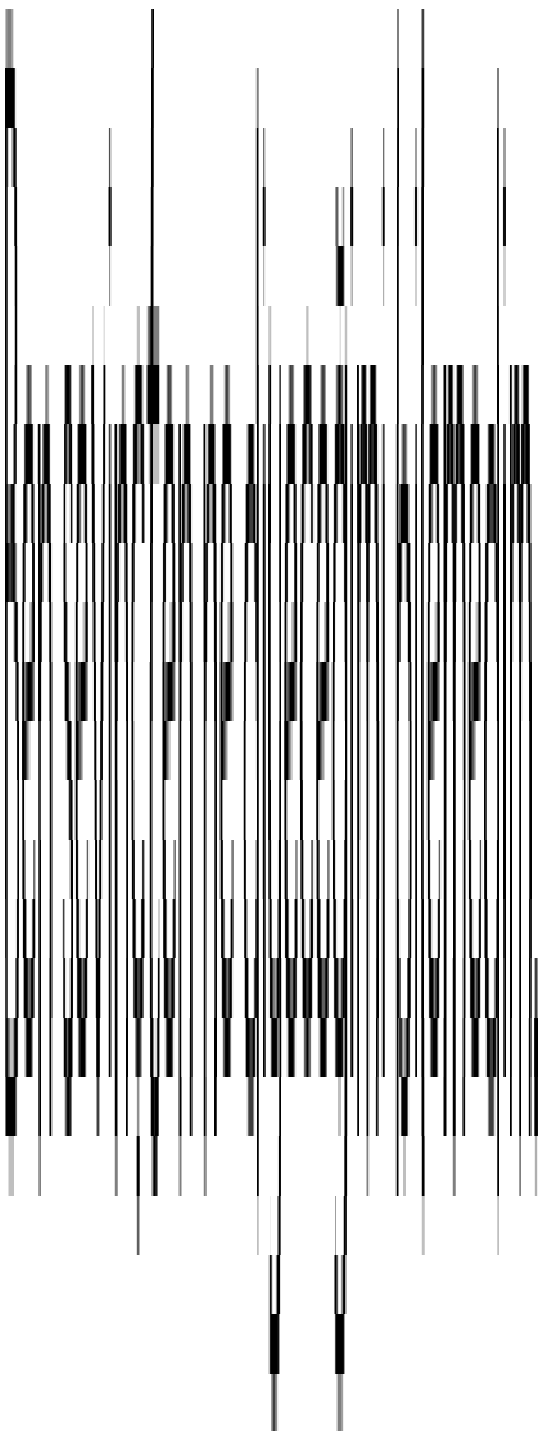
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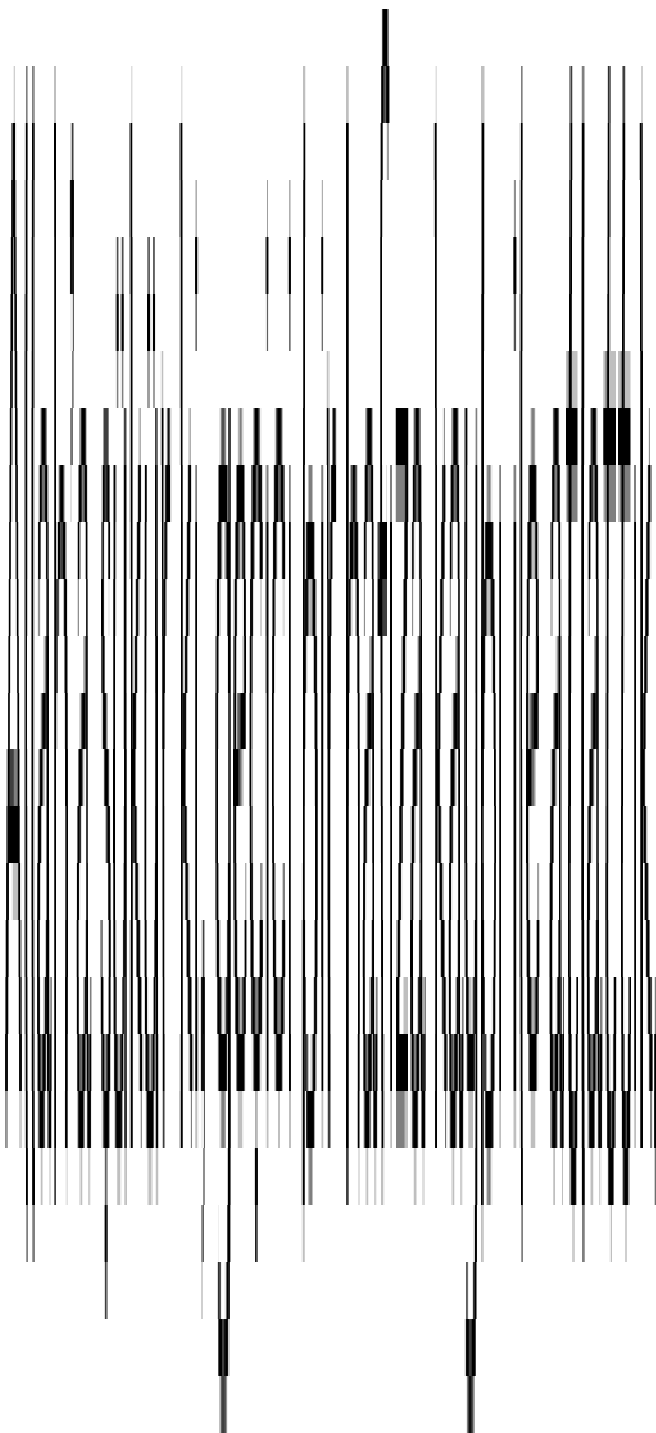
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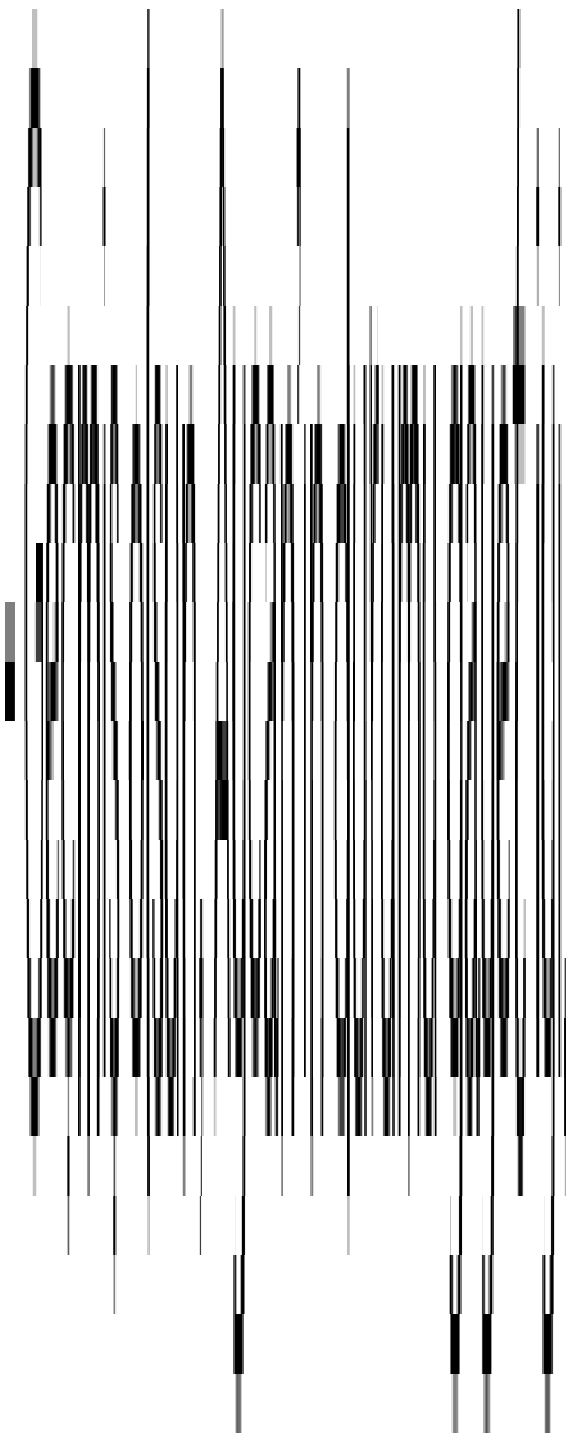
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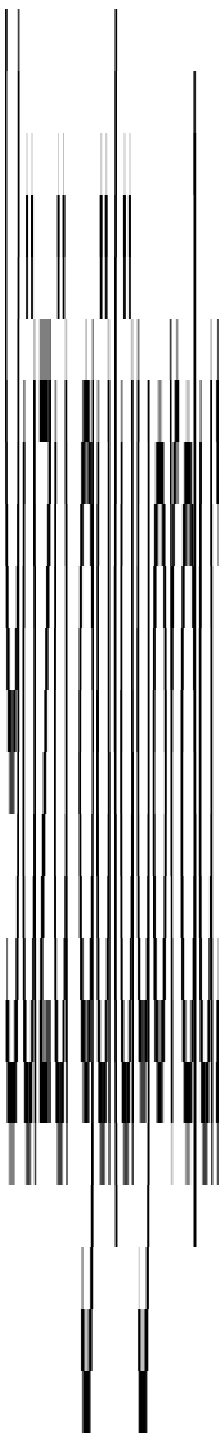
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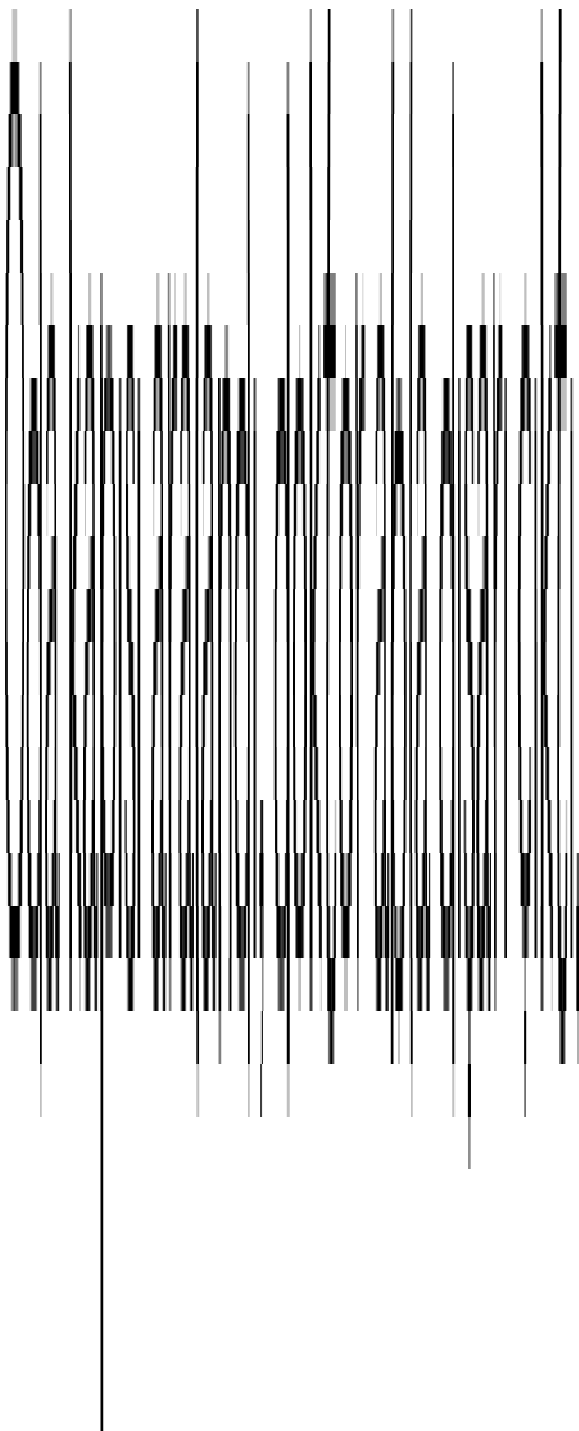
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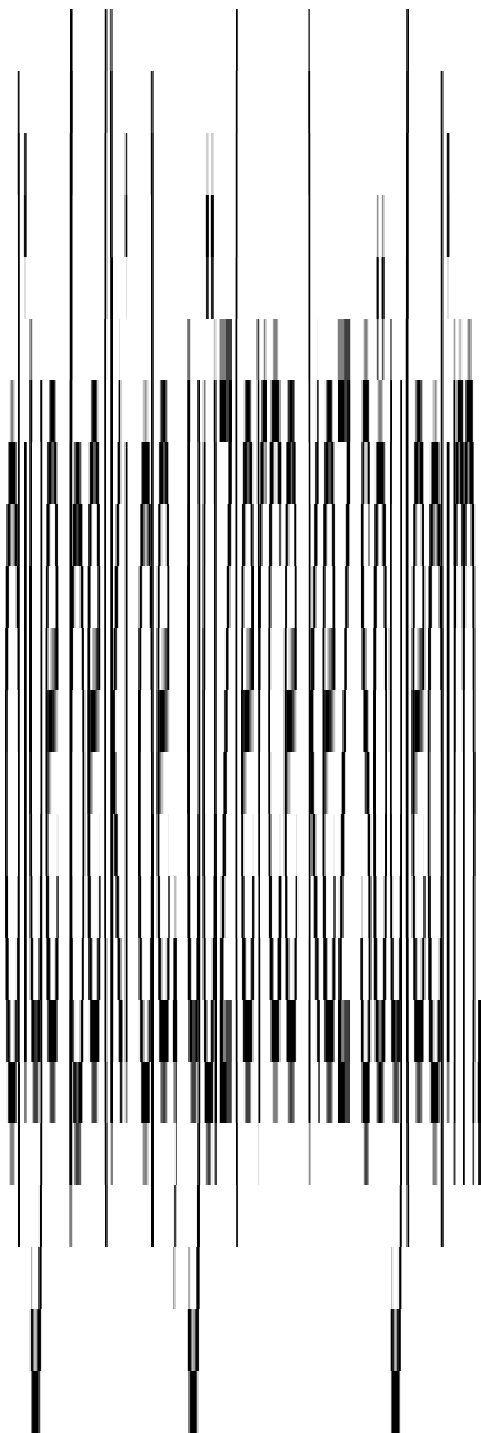


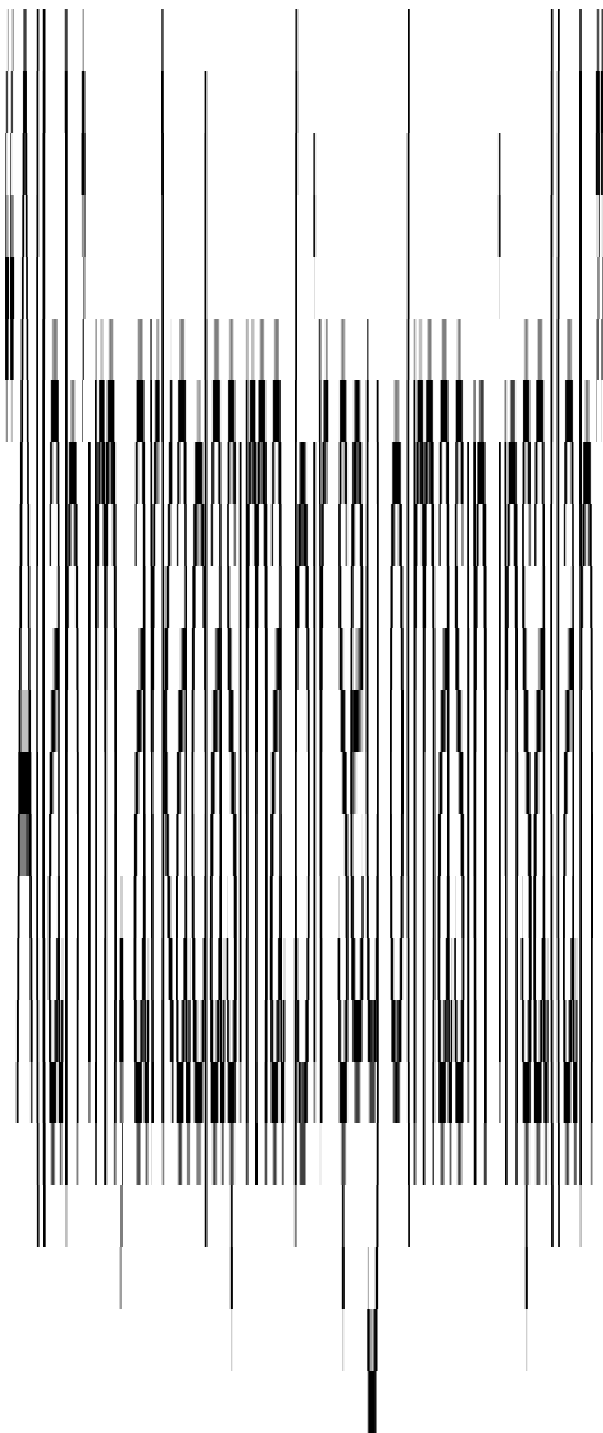


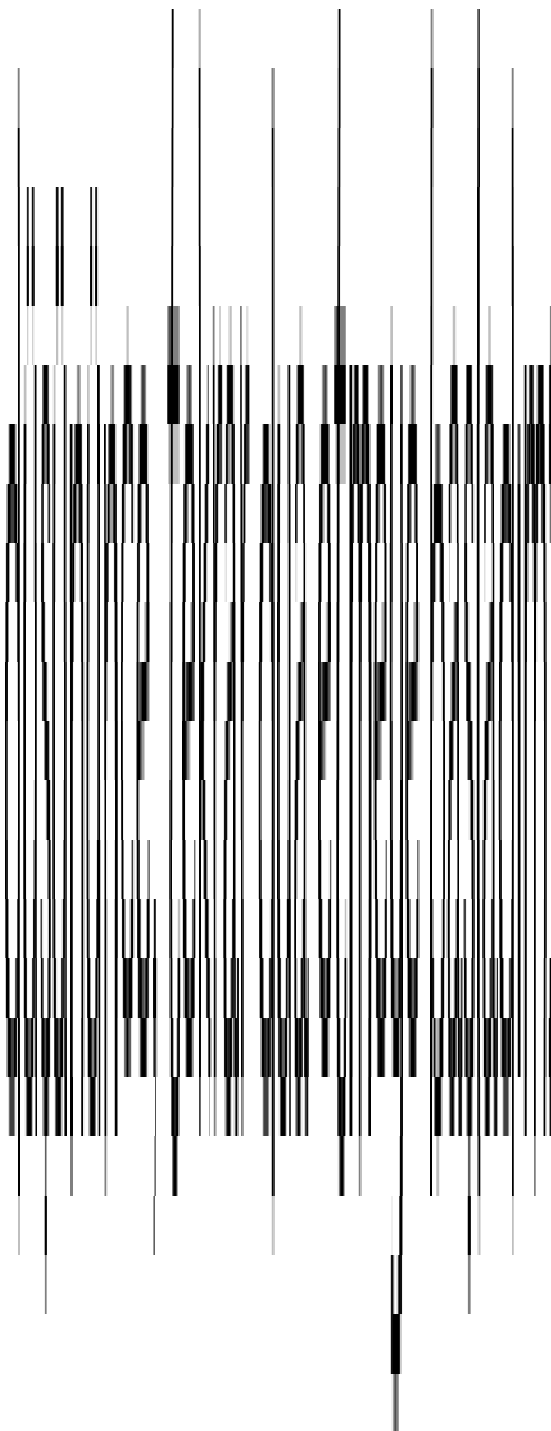


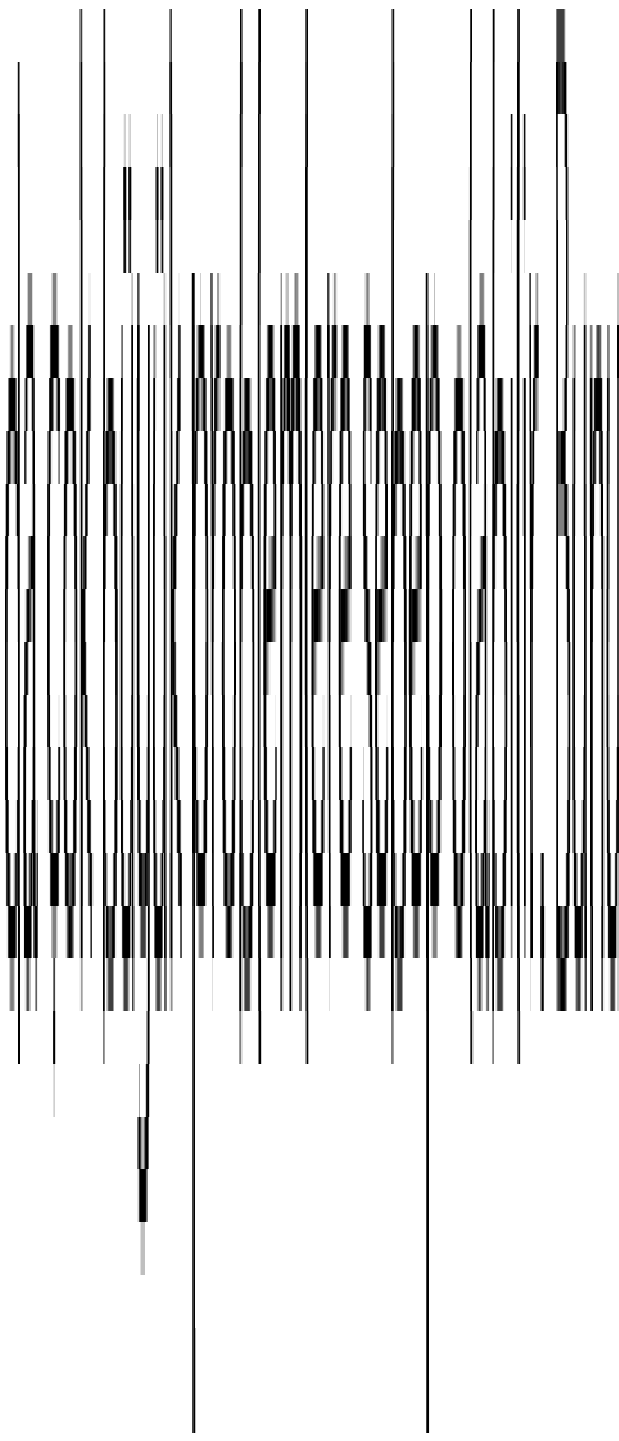


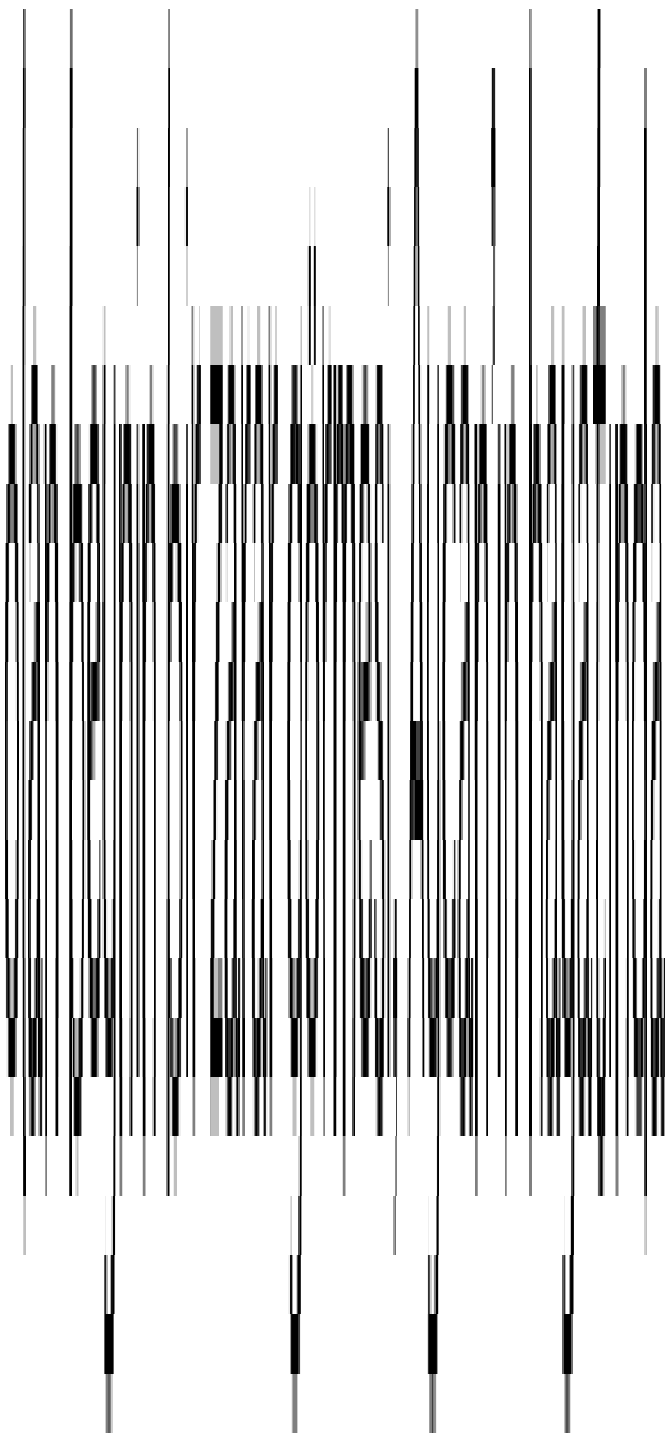


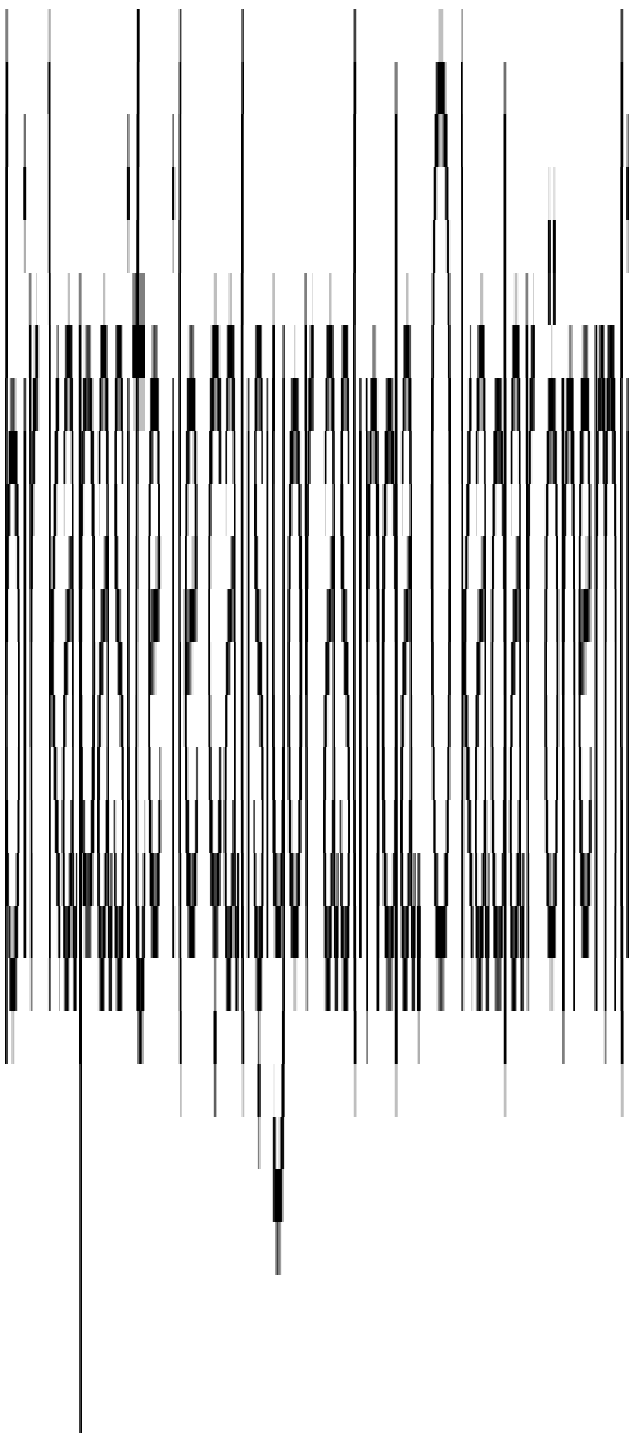


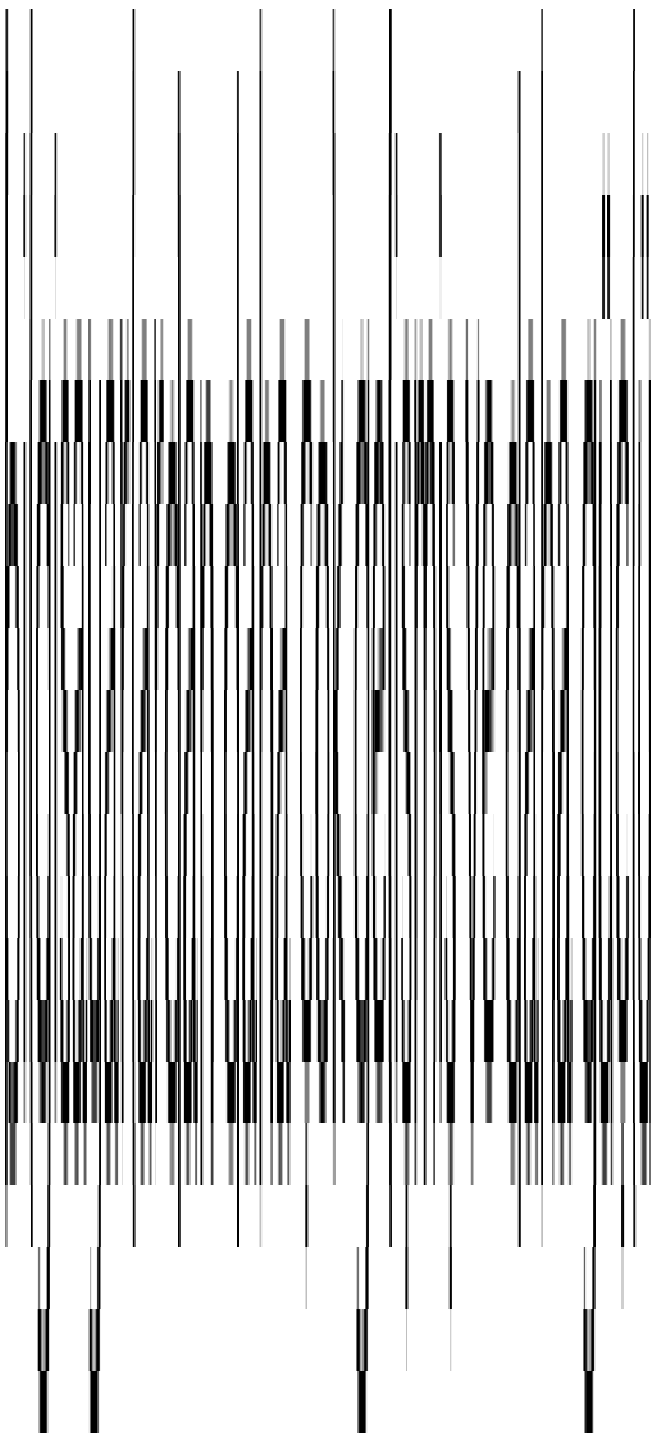


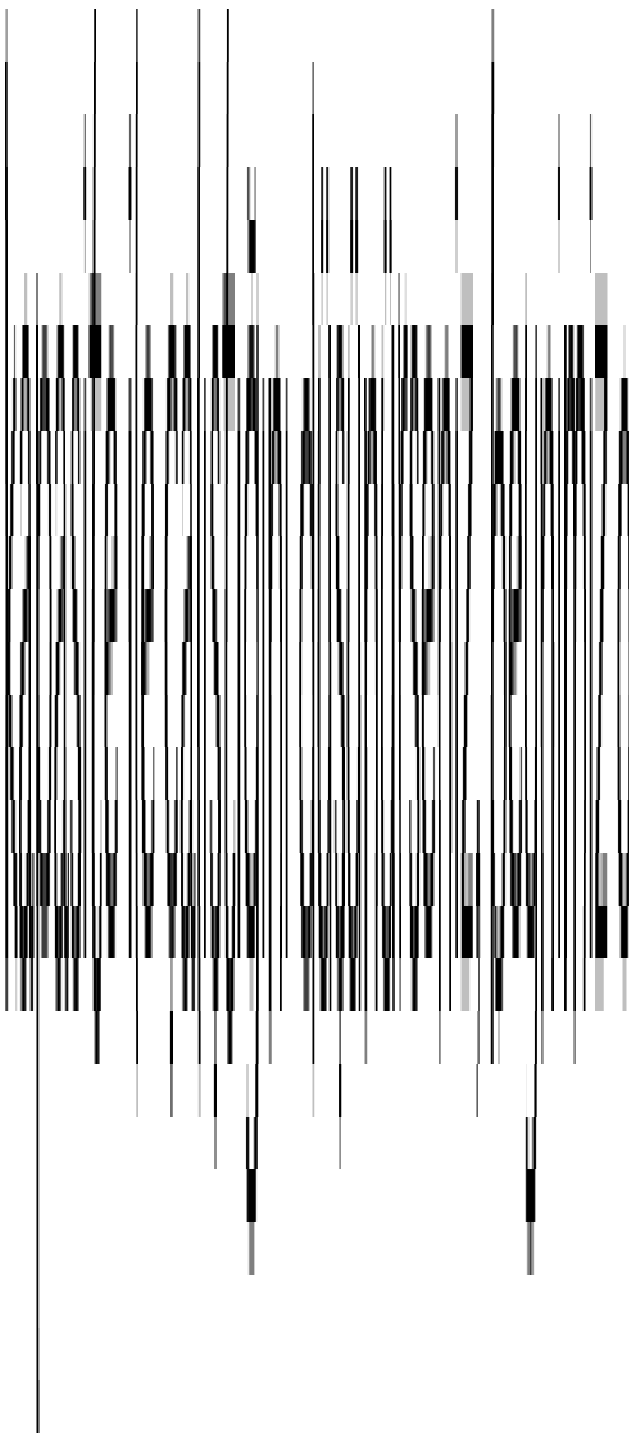


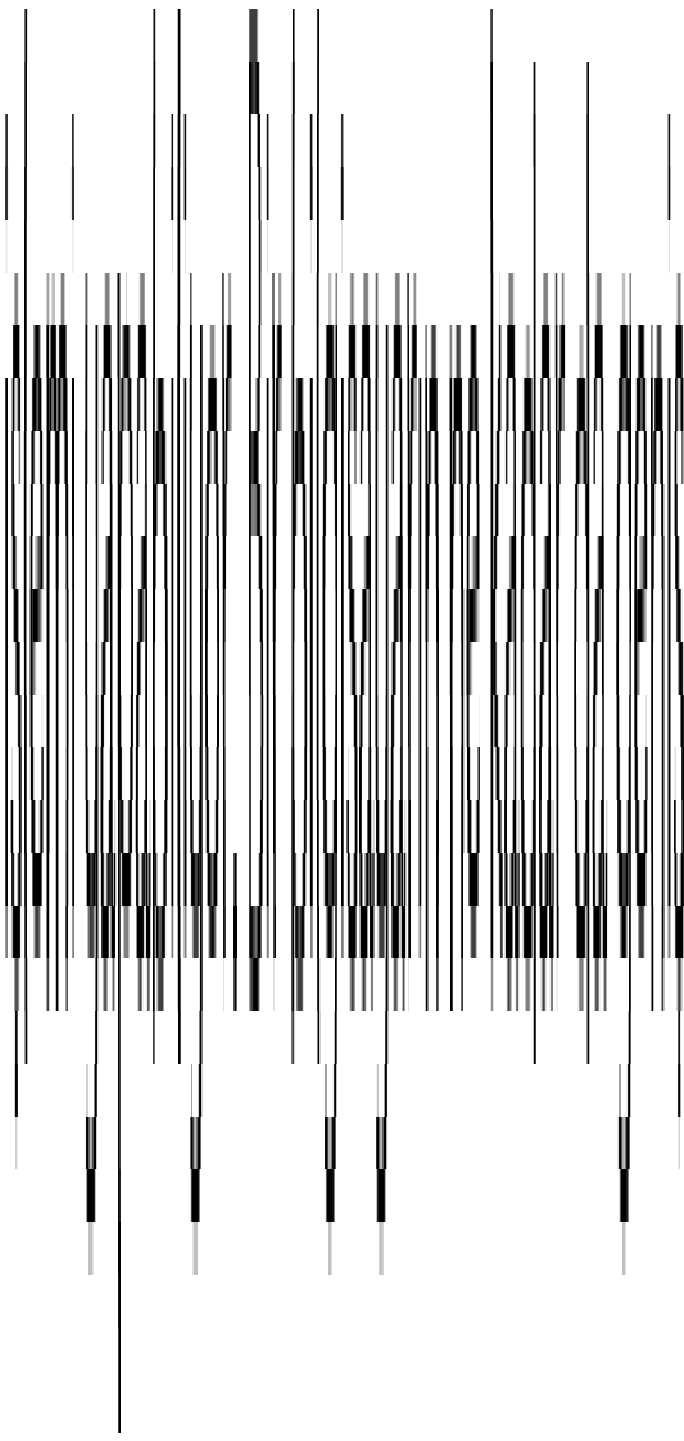


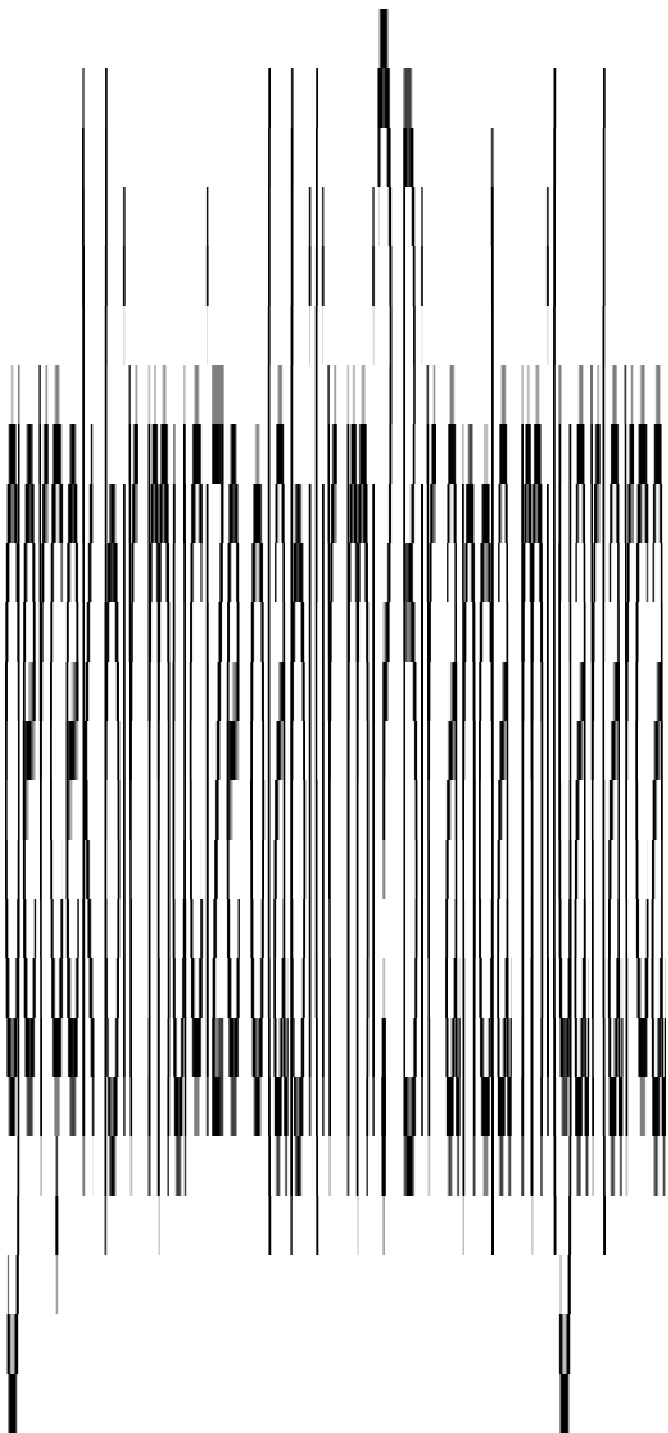


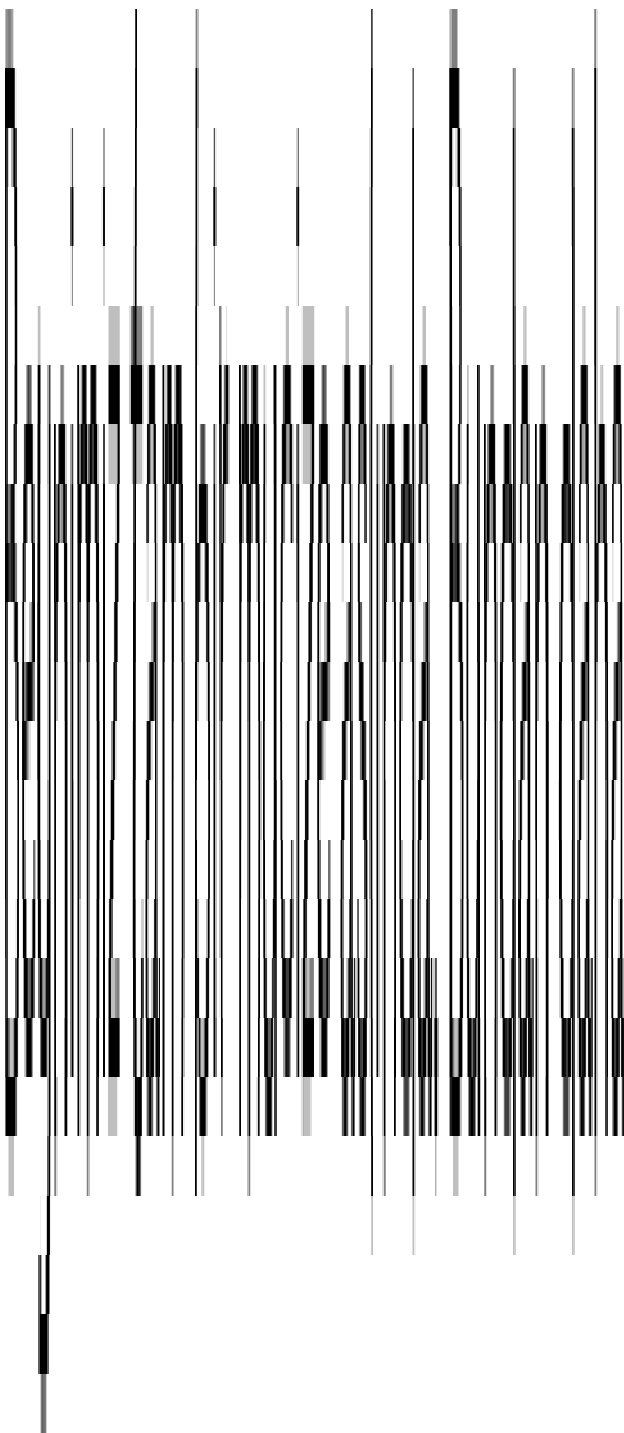


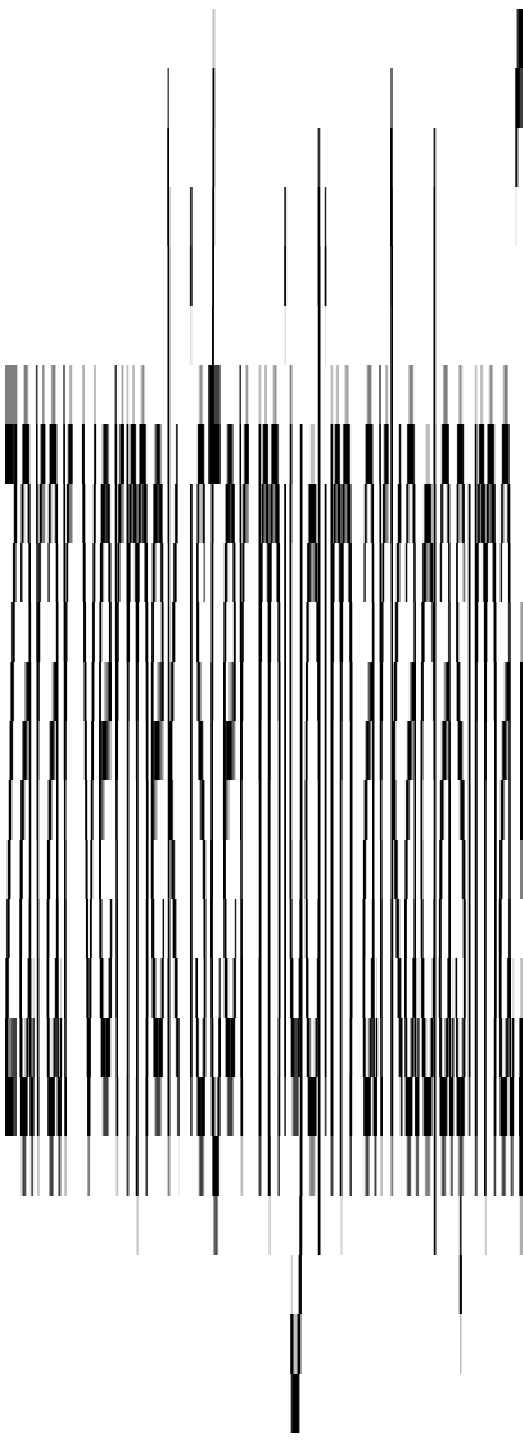


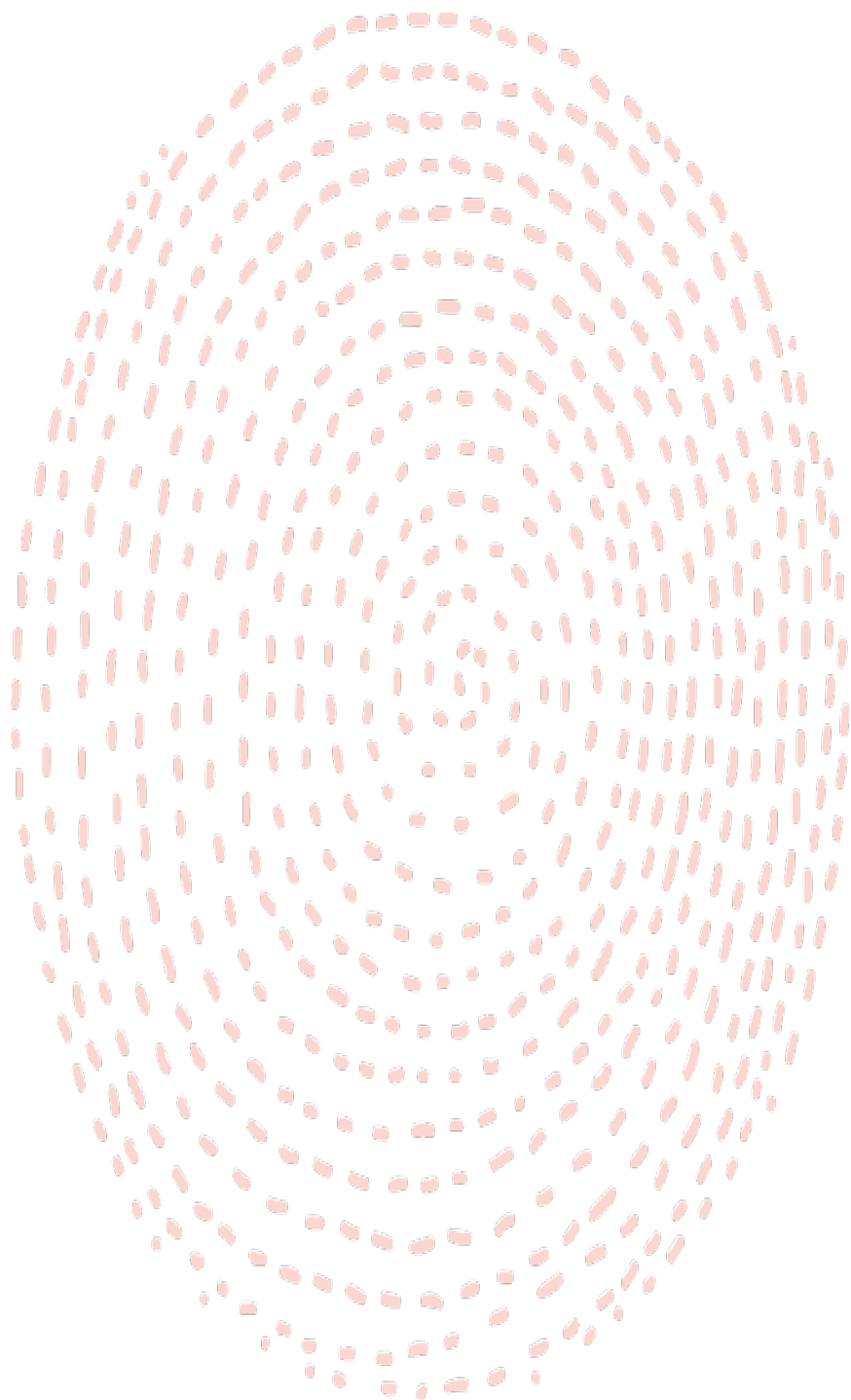


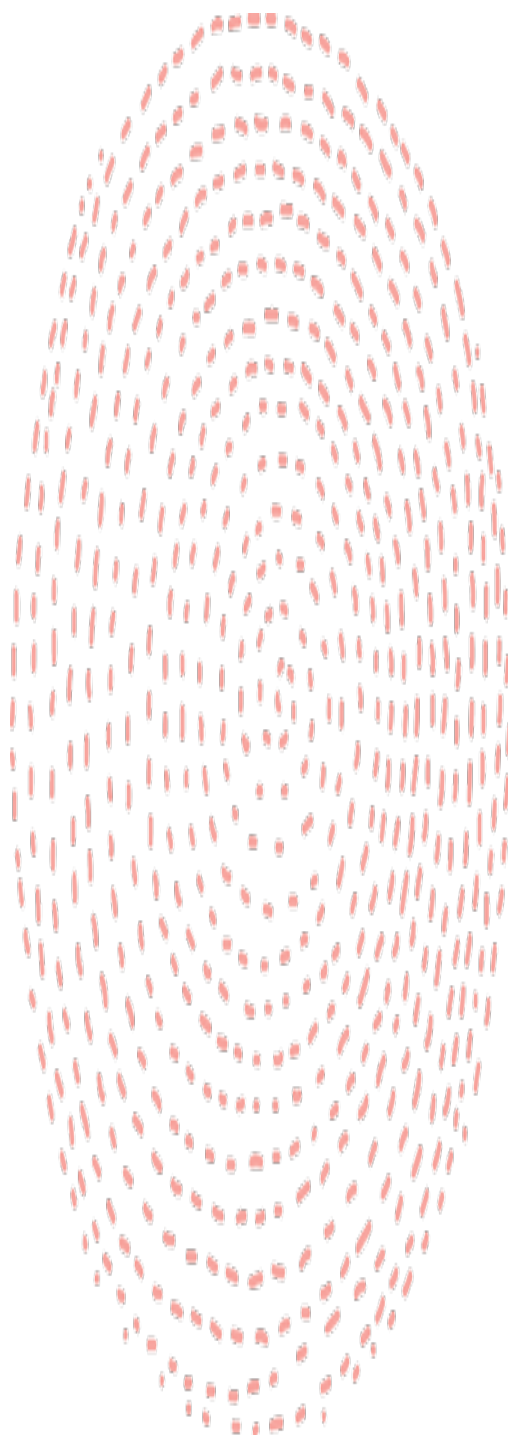




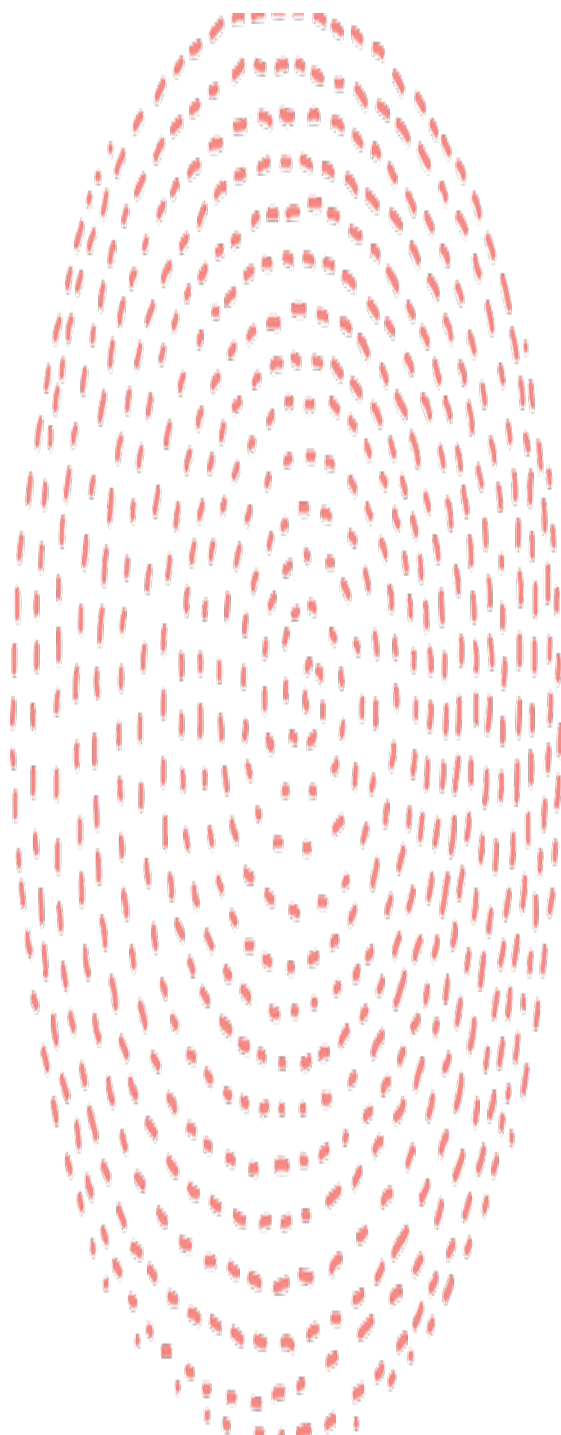




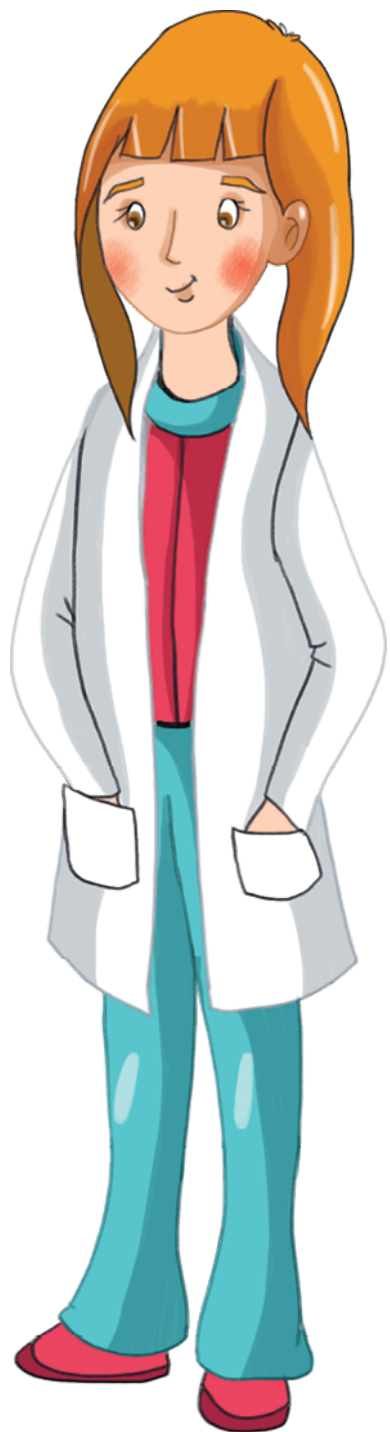




The first part of the paper discusses the importance of the research and the objectives of the study. It then proceeds to a literature review, followed by a description of the methodology used. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.







the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million. The number of people who are malnourished has increased from 1.2 billion to 1.5 billion. The number of people who are obese has increased from 100 million to 300 million.

There is a growing awareness of the need to address the problem of malnutrition. The World Health Organization (WHO) has launched a global strategy to reduce malnutrition. The strategy is based on three pillars: (1) improving the quality of food, (2) increasing the availability of food, and (3) improving the access to food. The WHO is working with governments and other organizations to implement this strategy.

There are many reasons why malnutrition is a problem. One reason is that food is often of poor quality. Another reason is that food is often not available in sufficient quantities. A third reason is that people often do not have access to food. There are many ways to address these problems. One way is to improve the quality of food. Another way is to increase the availability of food. A third way is to improve the access to food.

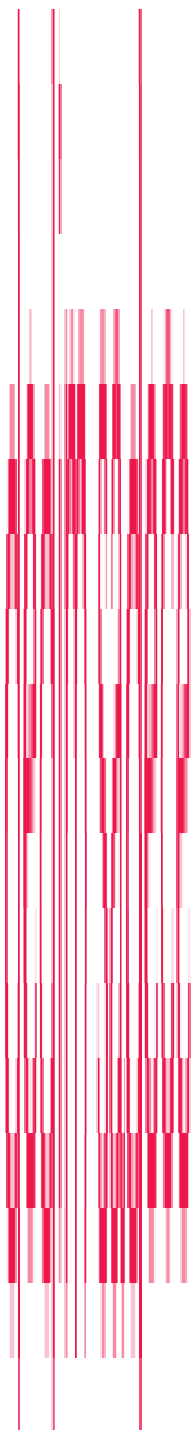
There are many organizations working to address the problem of malnutrition. One organization is the World Food Programme (WFP). The WFP is a United Nations agency that provides food assistance to people in need. Another organization is the International Fund for Agricultural Development (IFAD). The IFAD is a United Nations agency that provides financial assistance to people in need. There are many other organizations working to address the problem of malnutrition.

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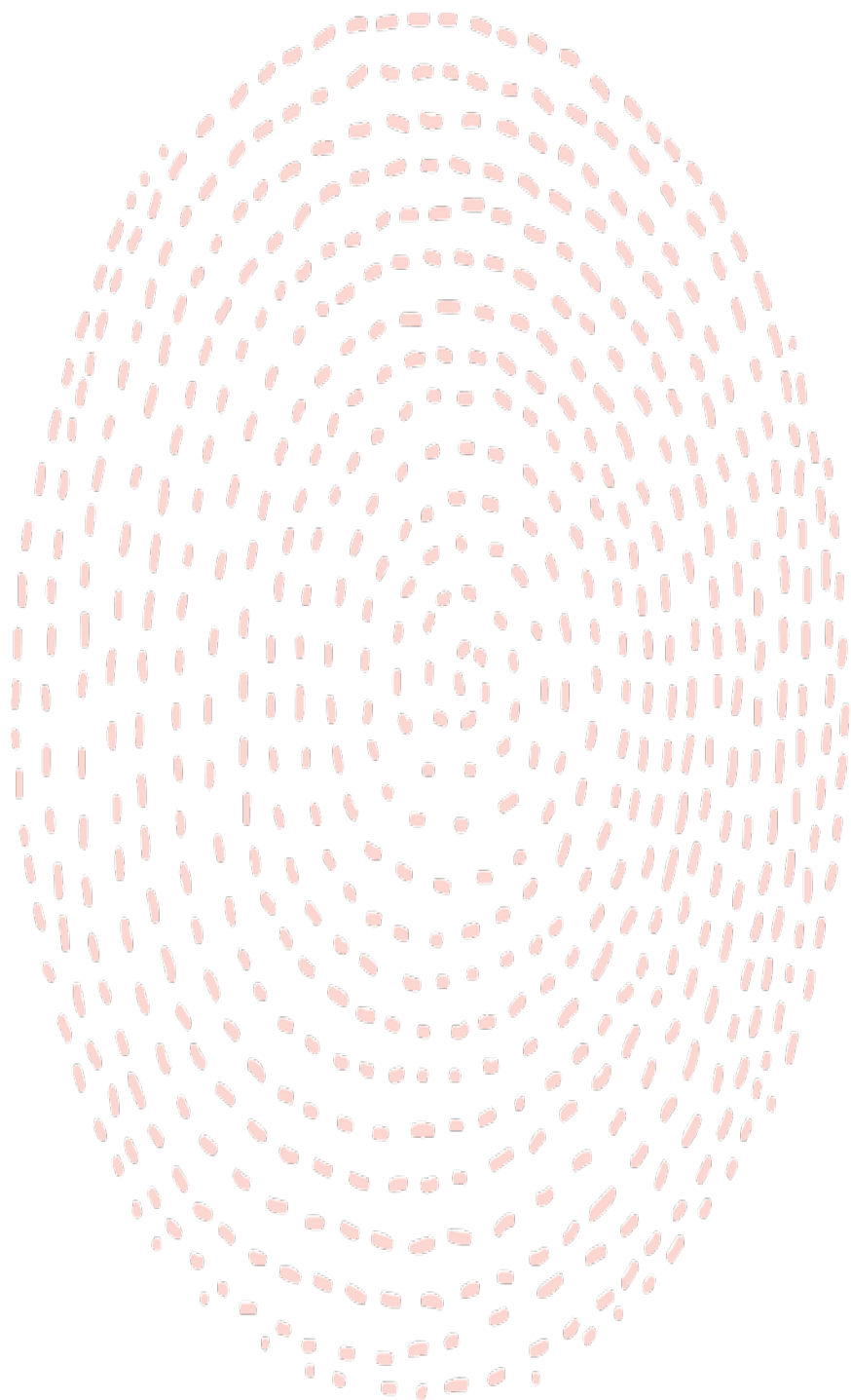
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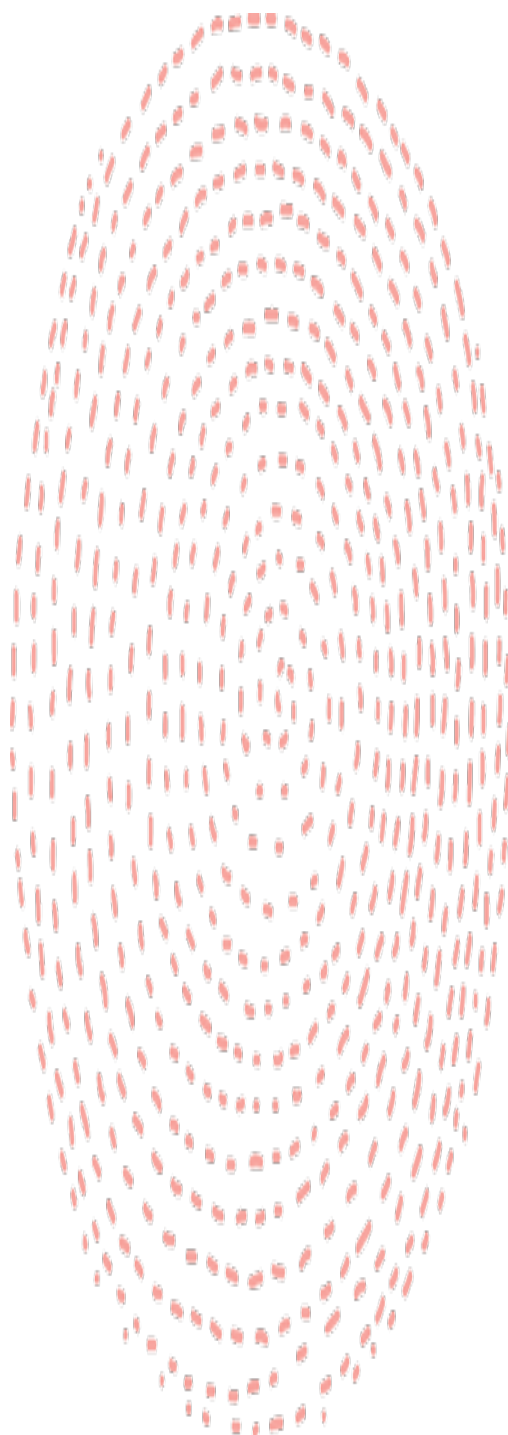
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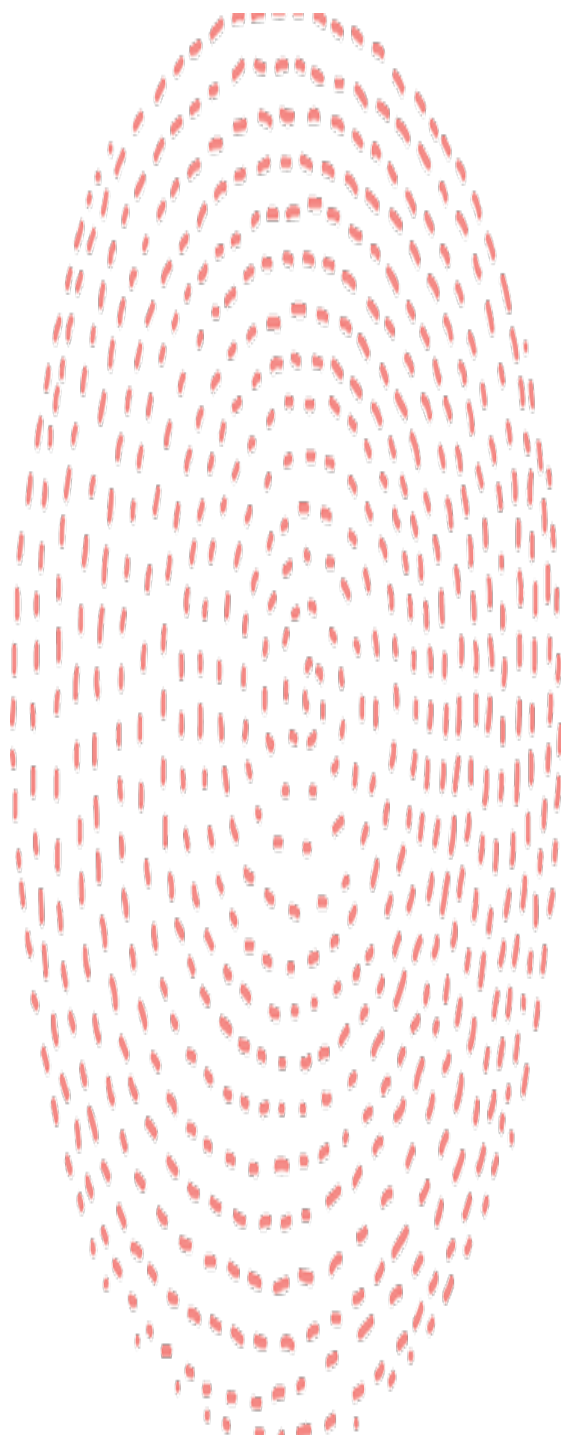


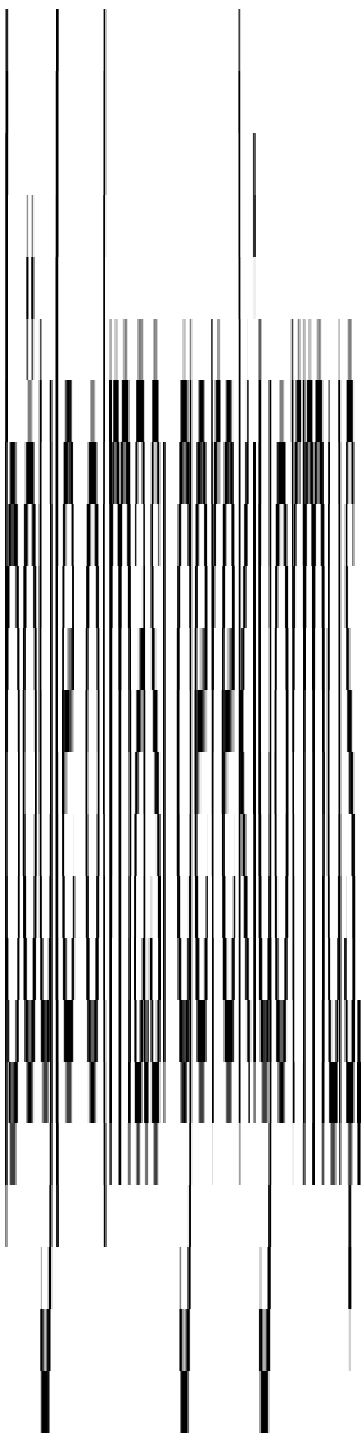


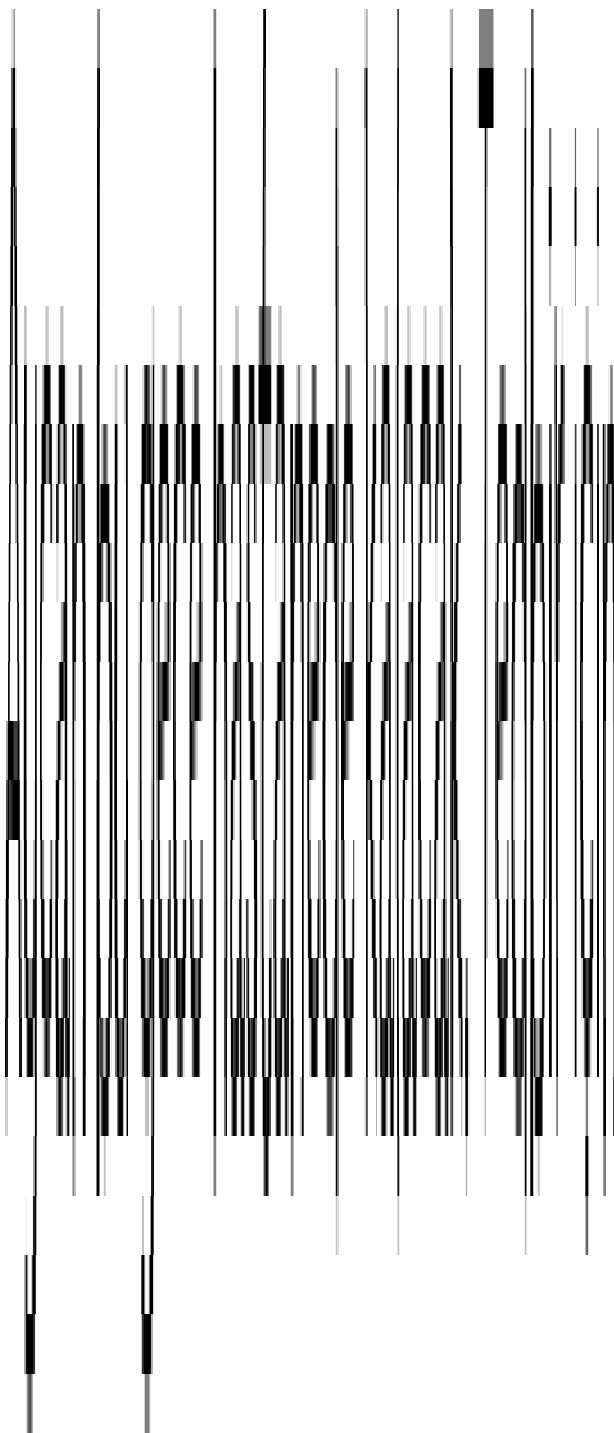


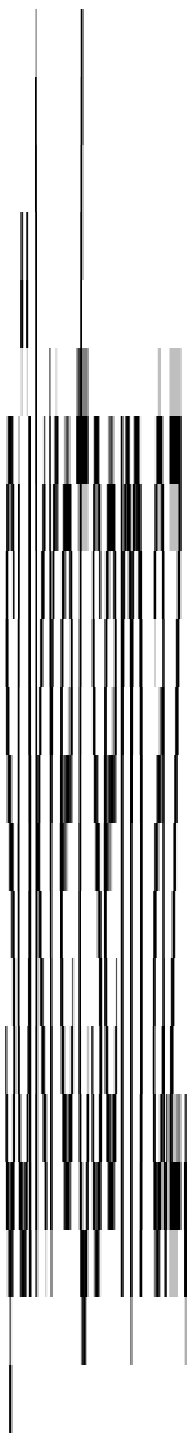


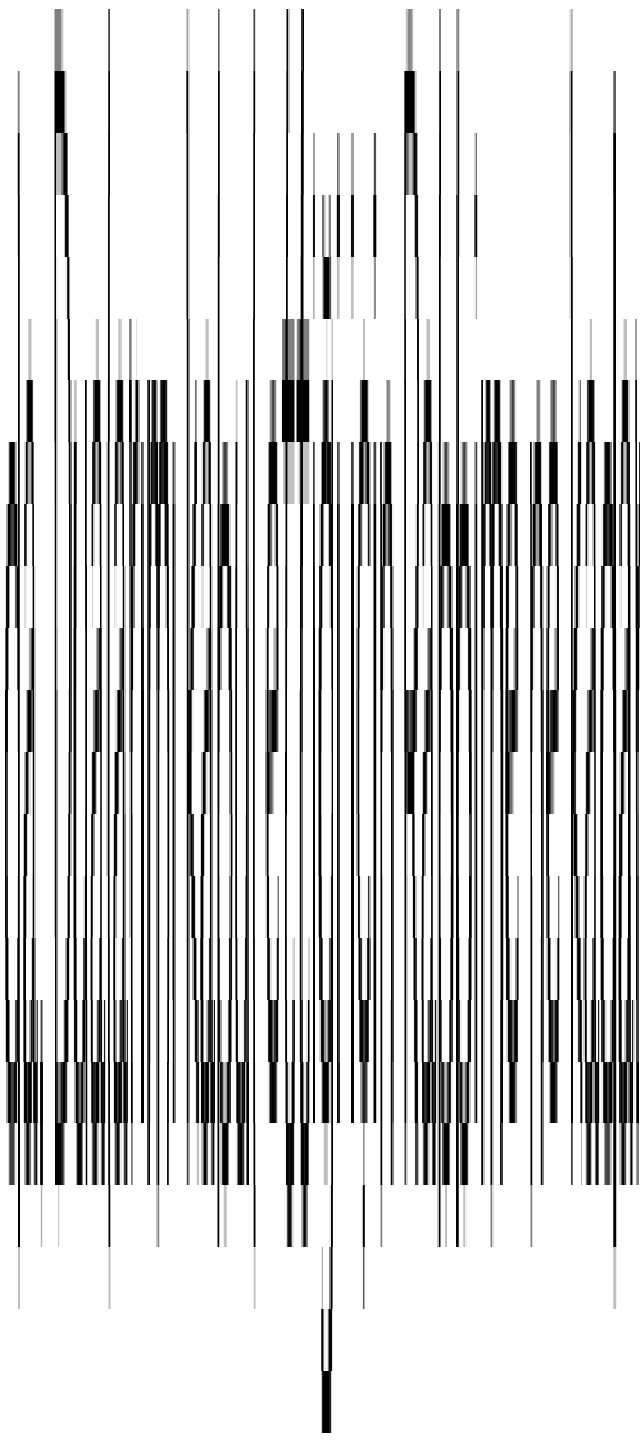
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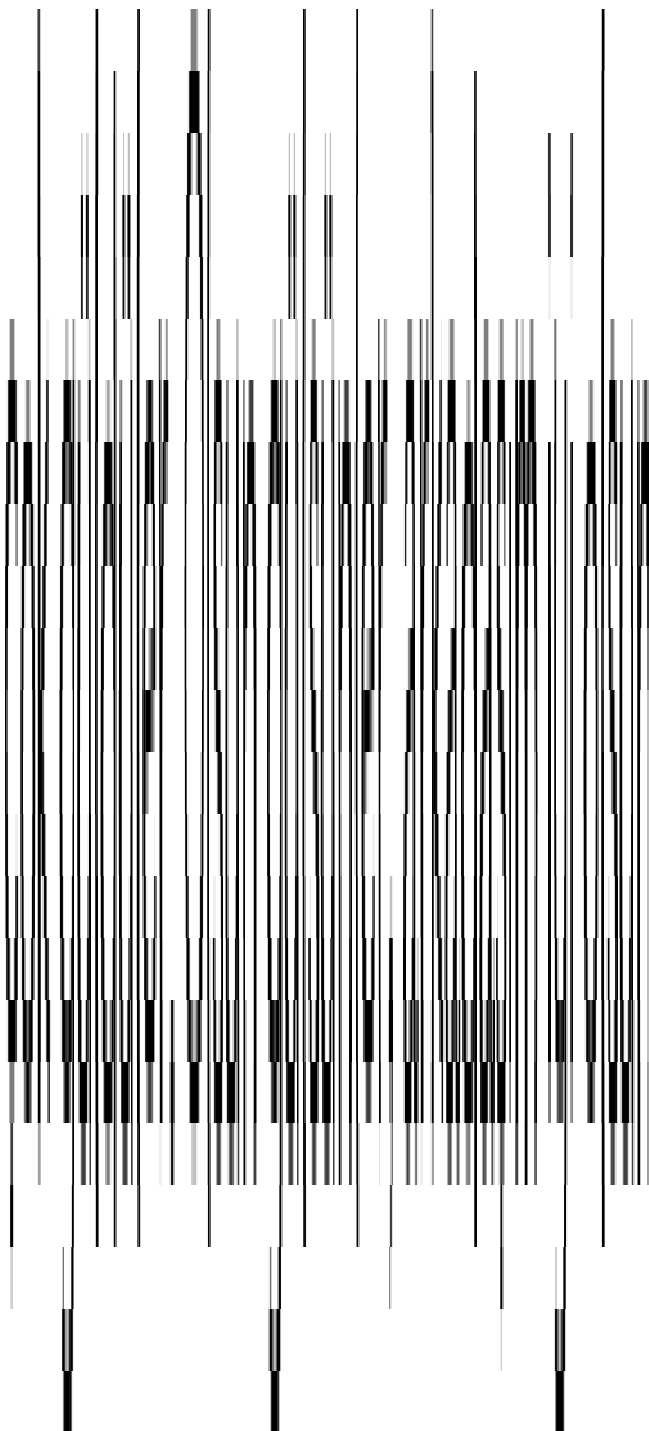


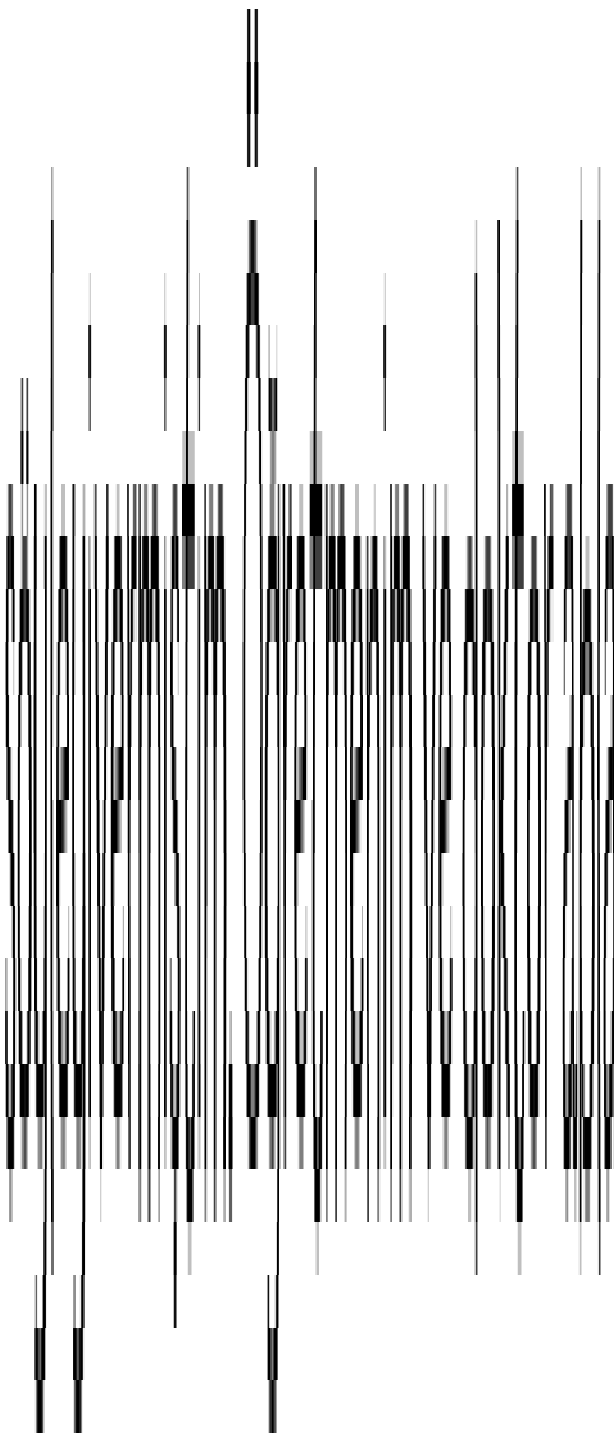


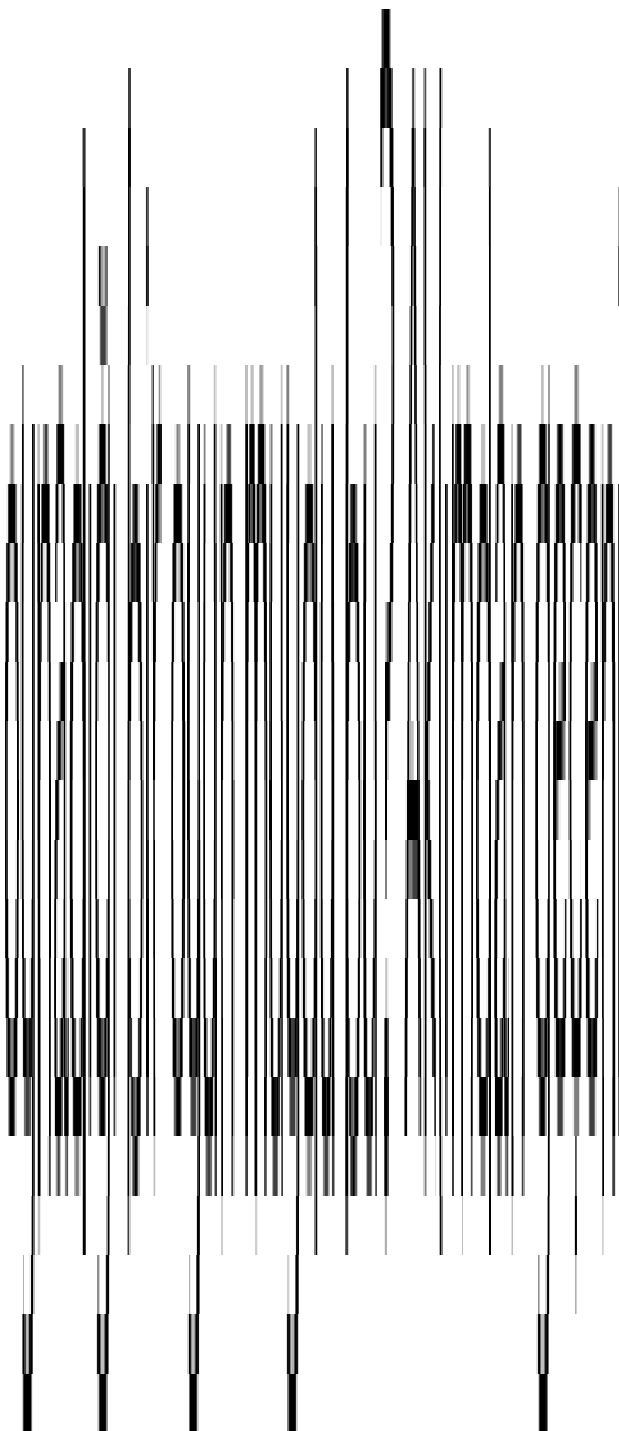


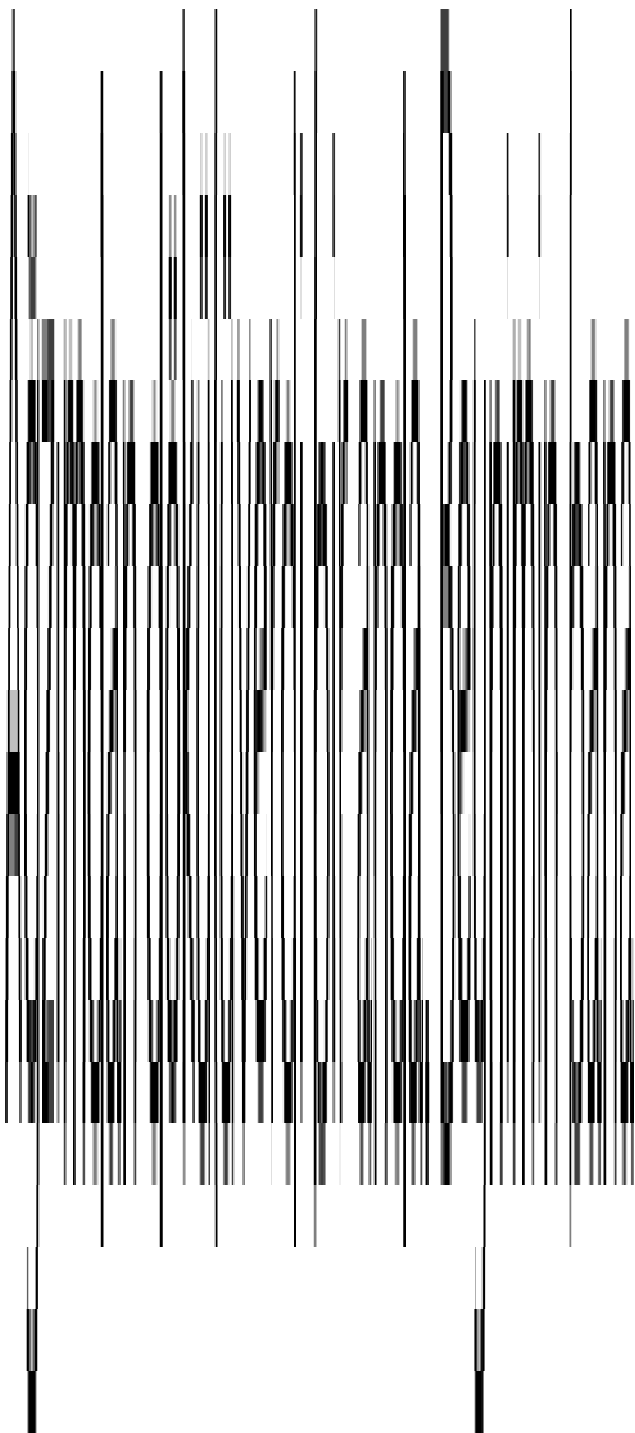


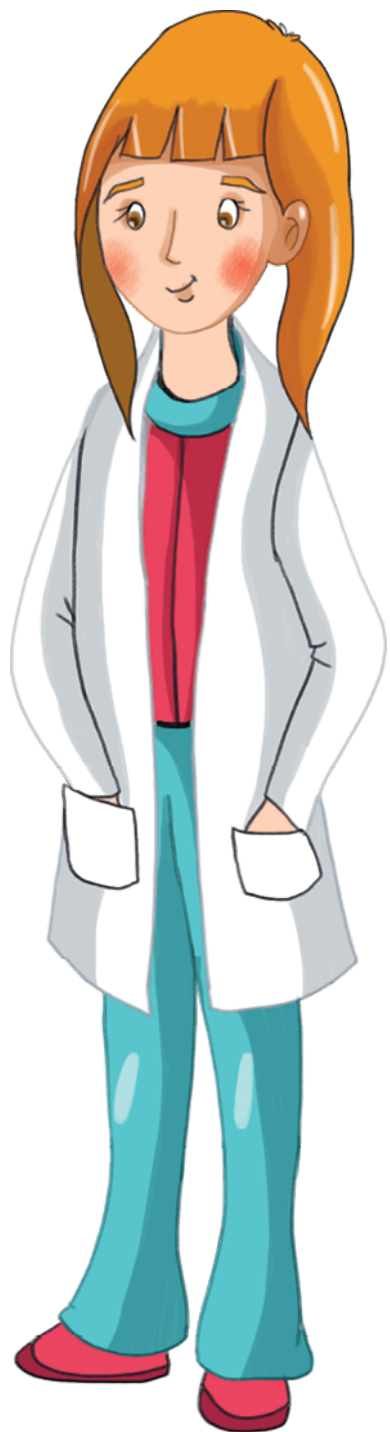


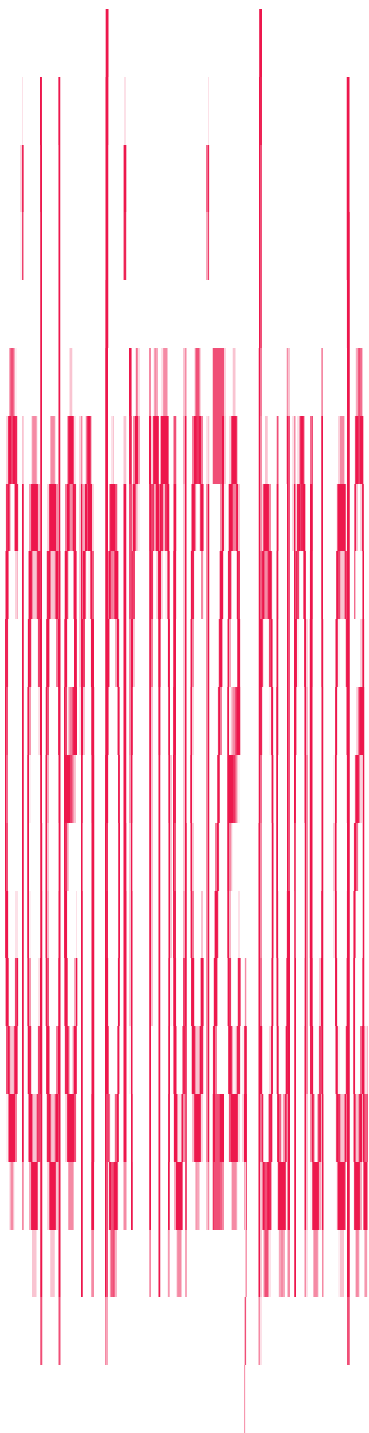


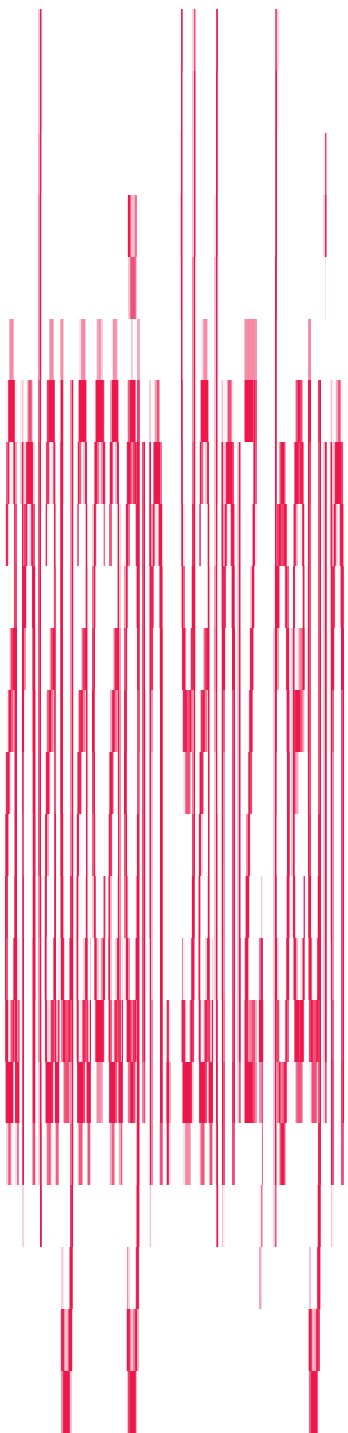


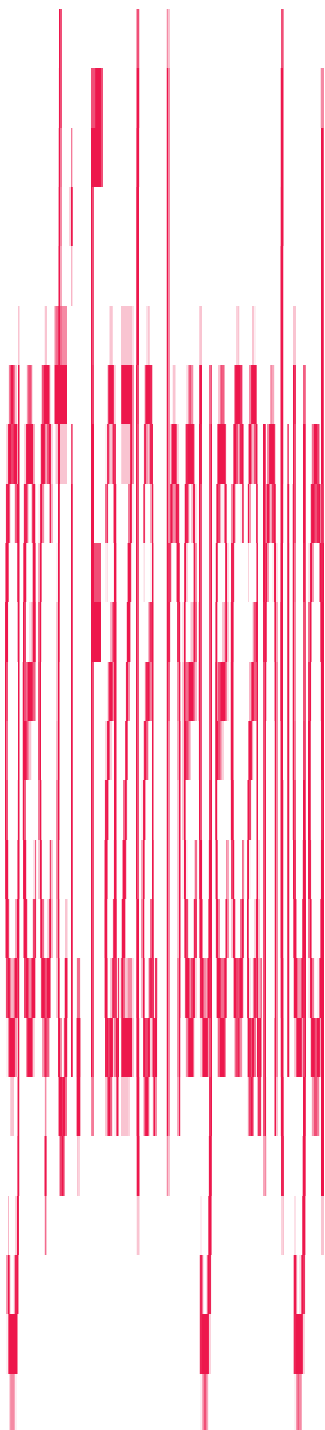


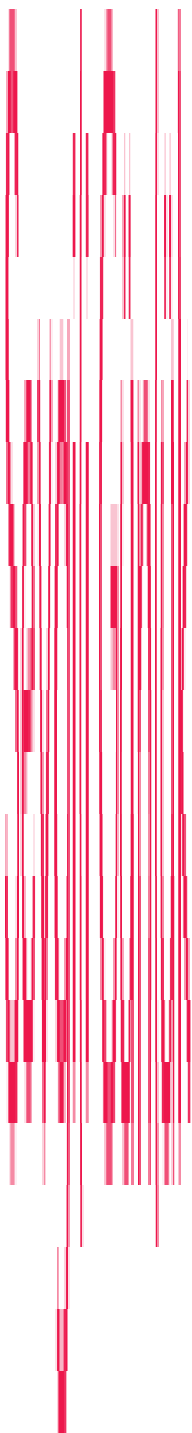




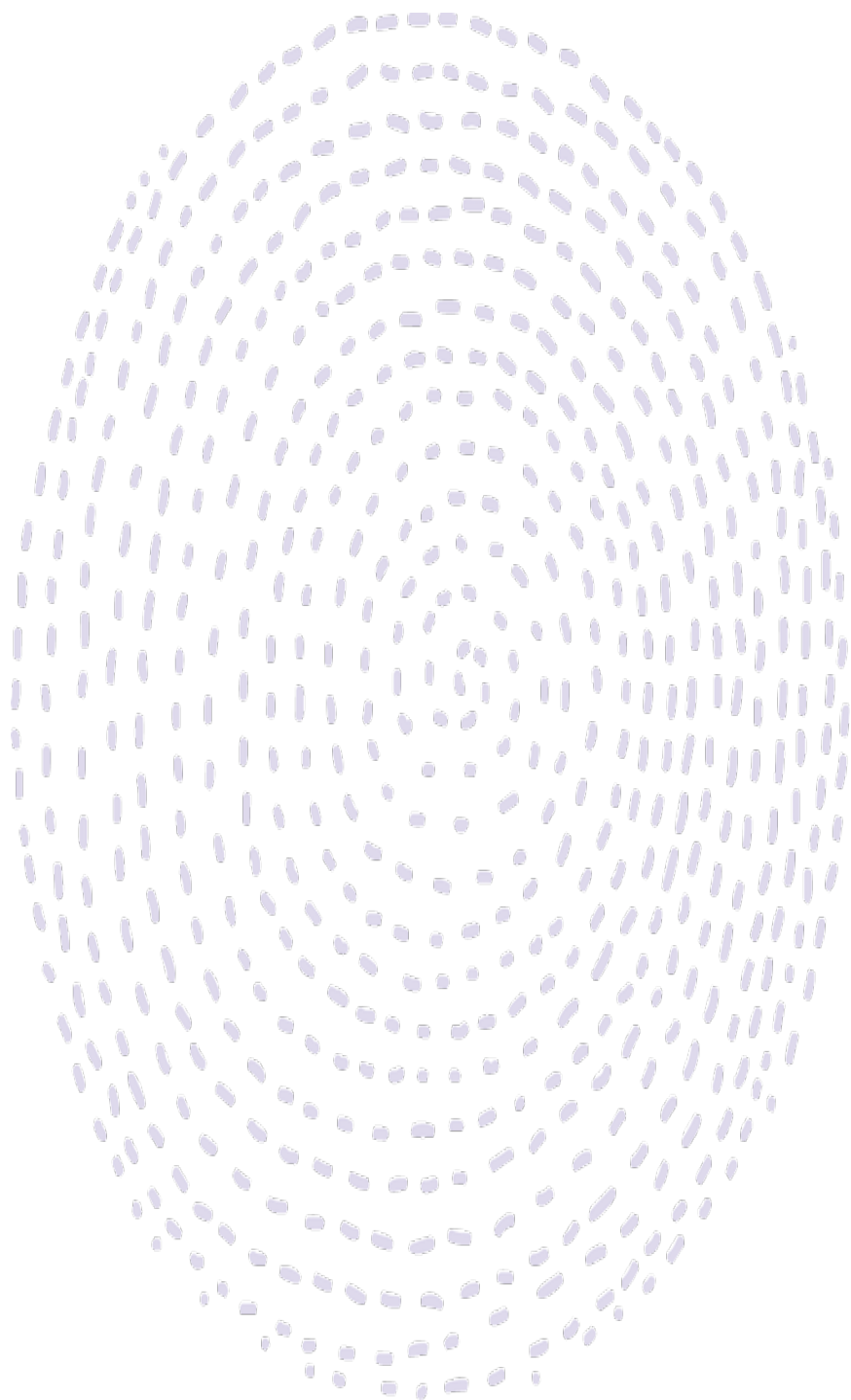


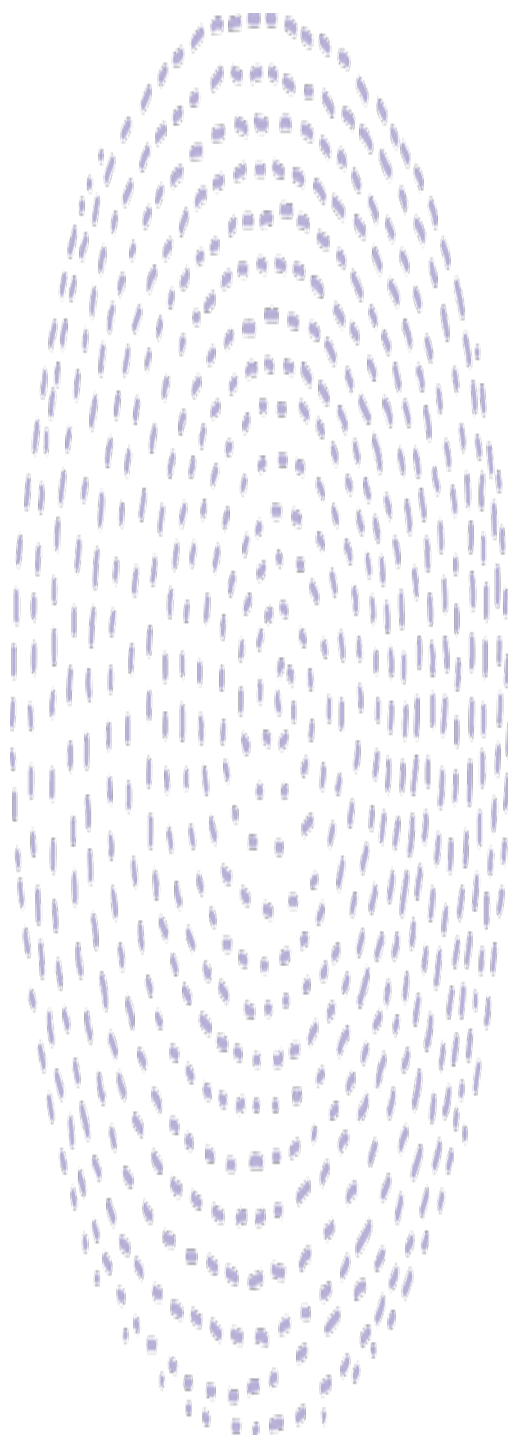




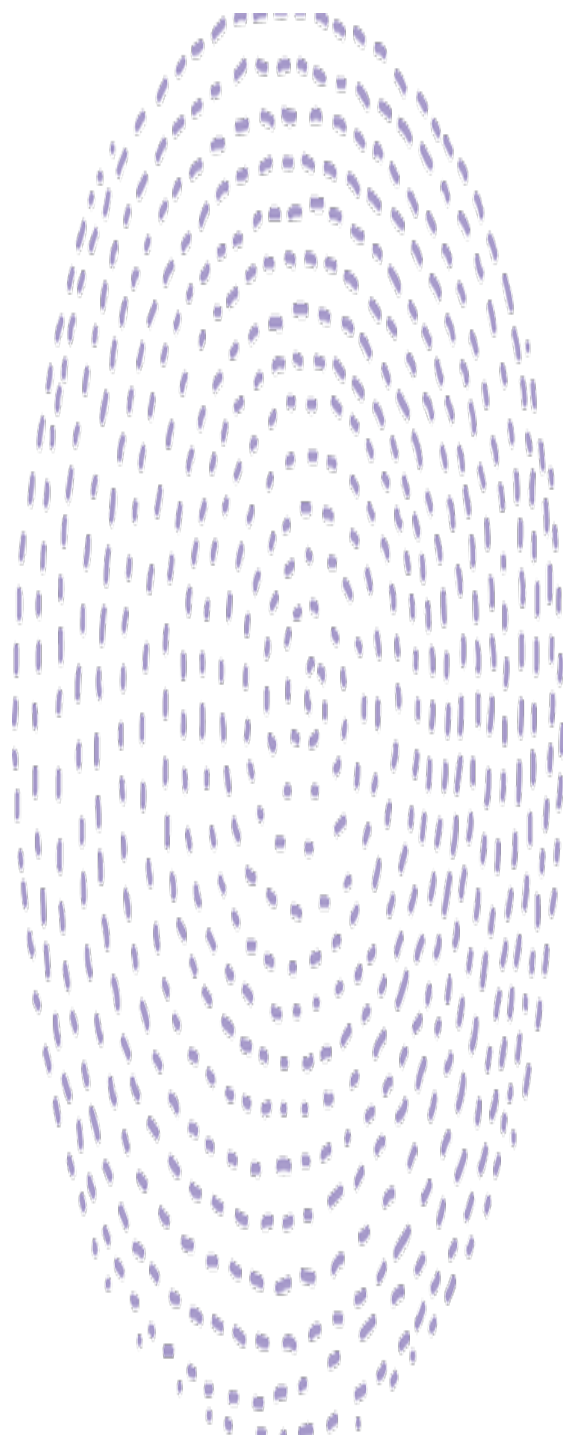












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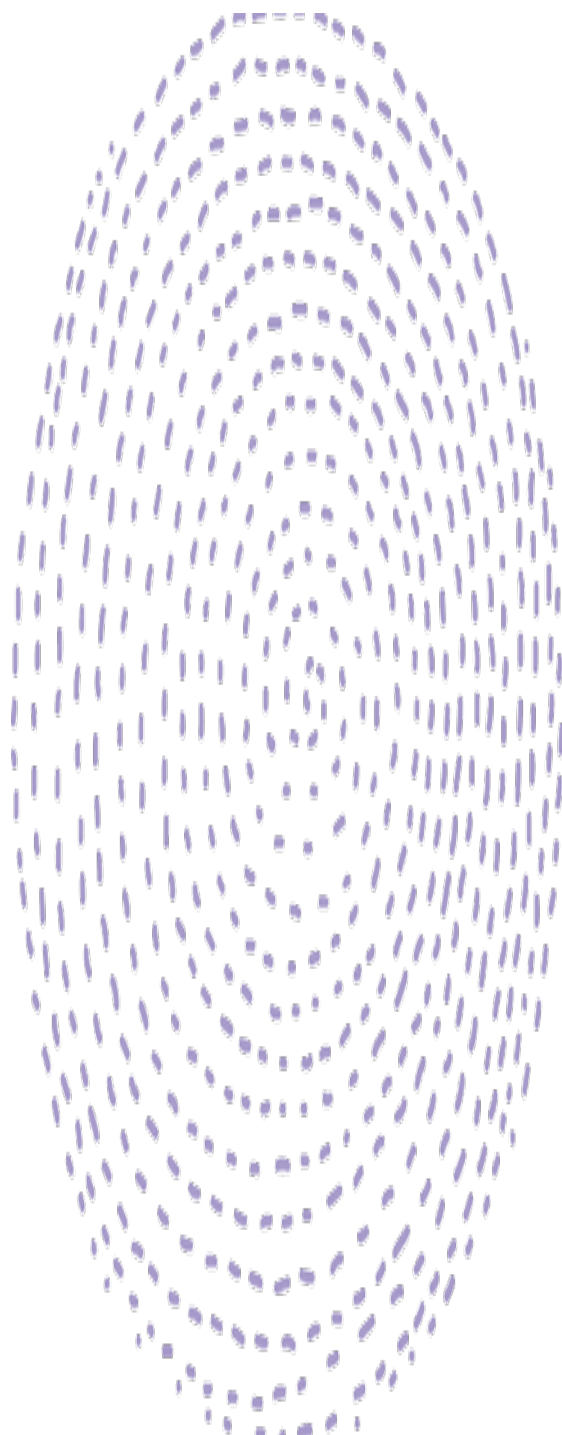
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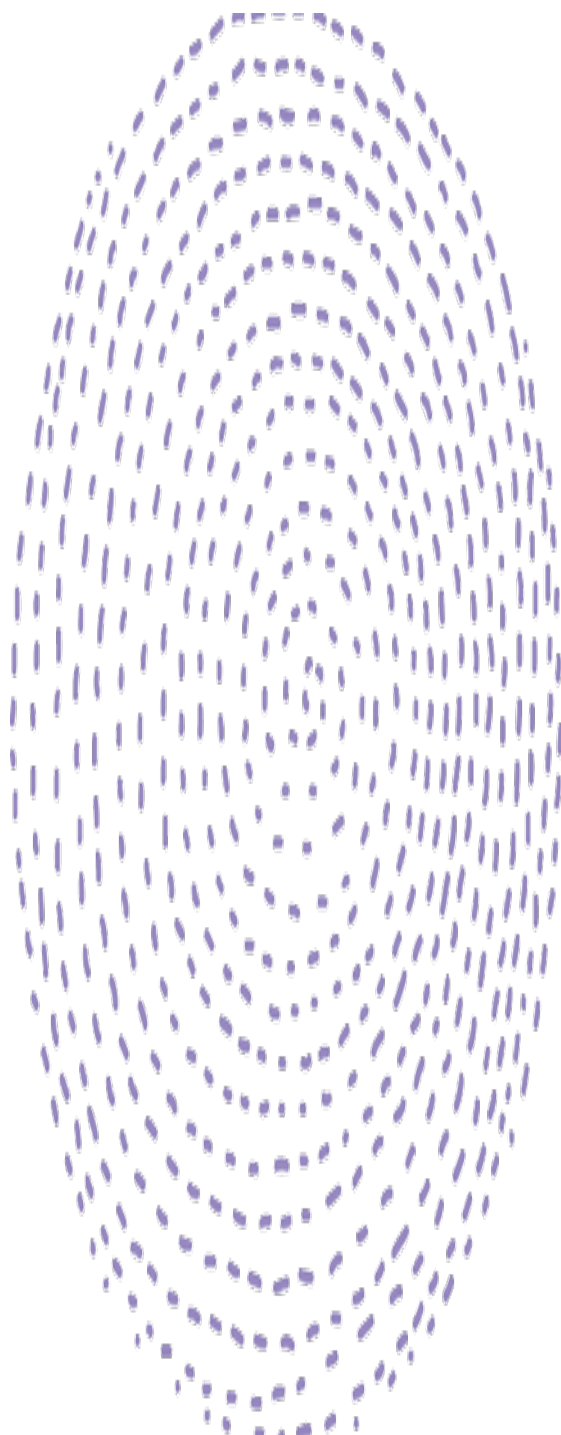
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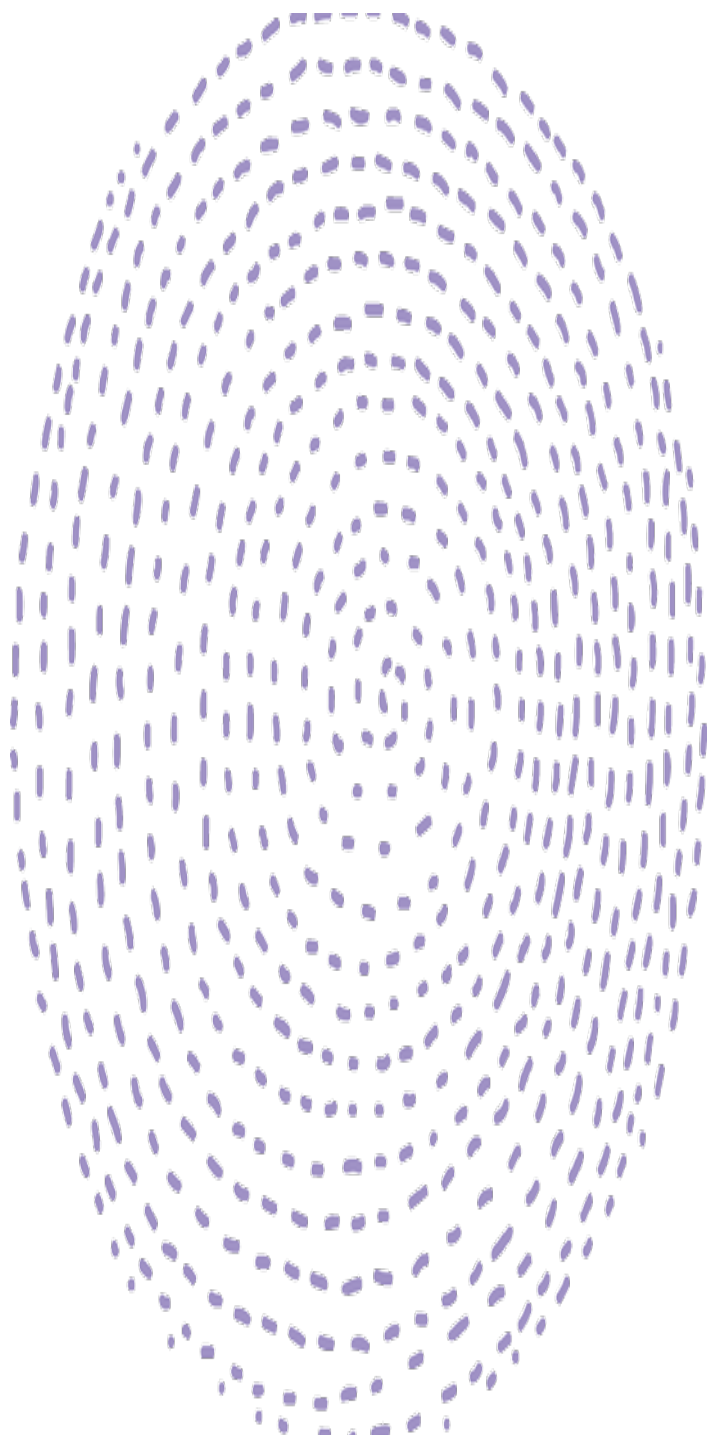
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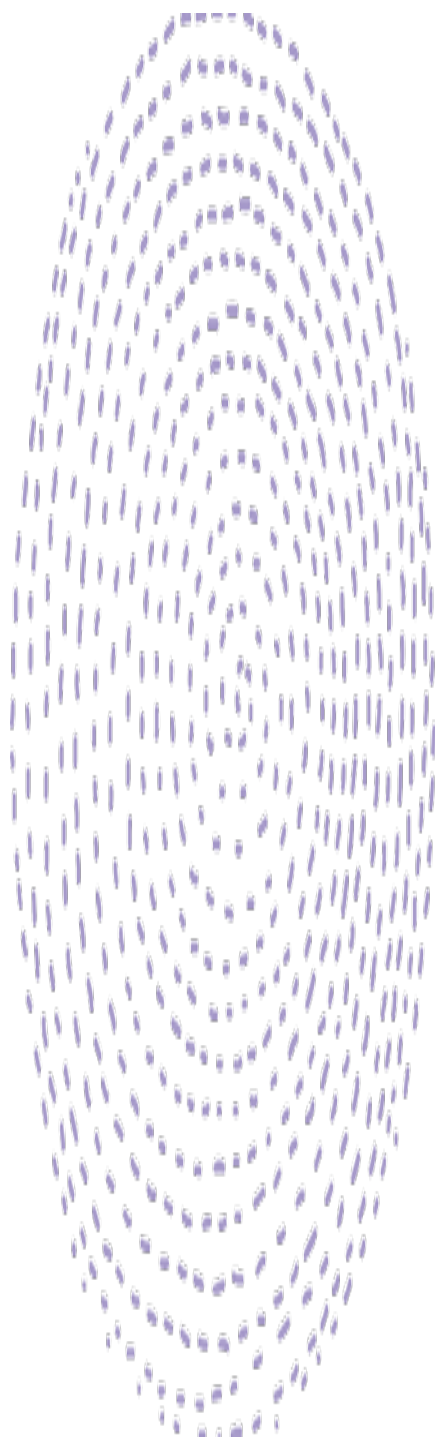
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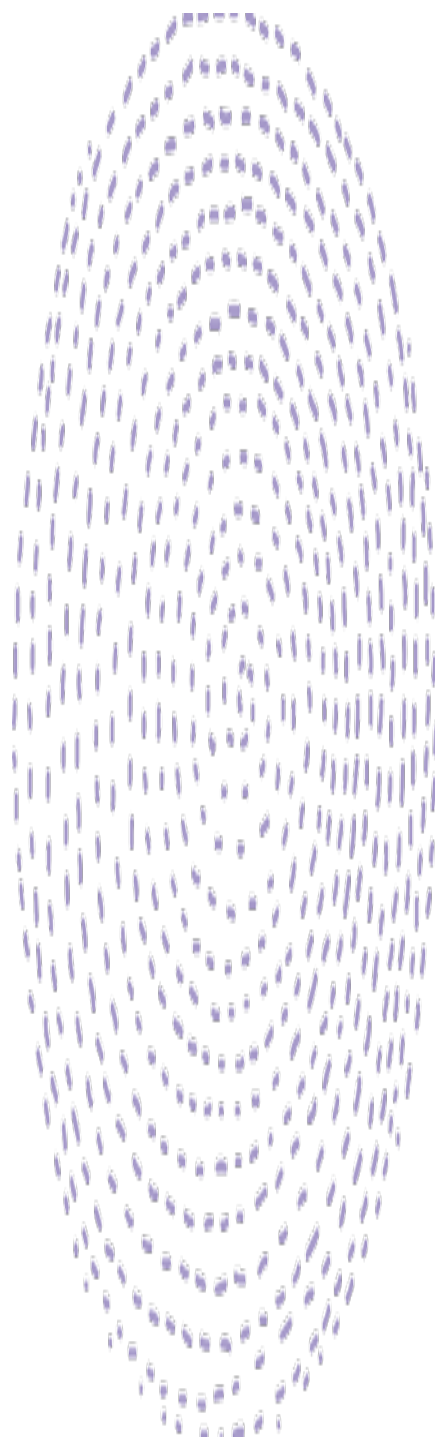
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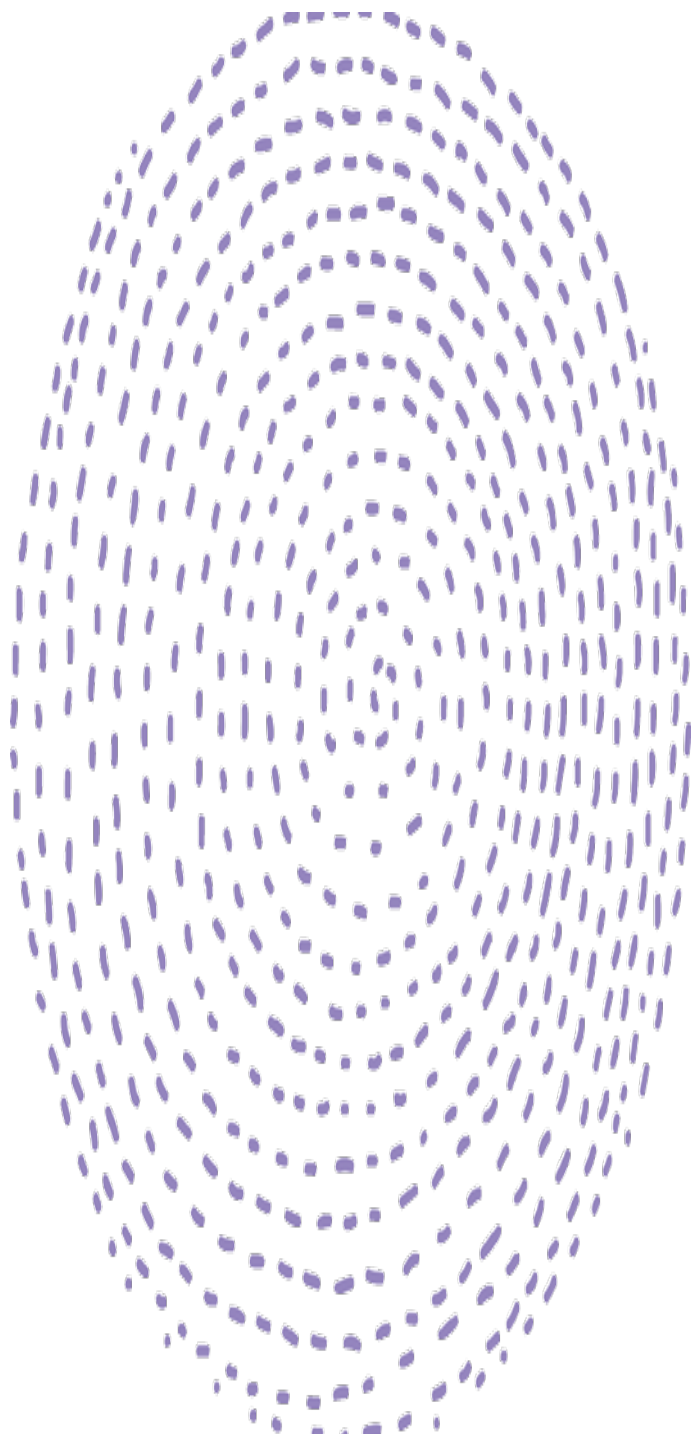
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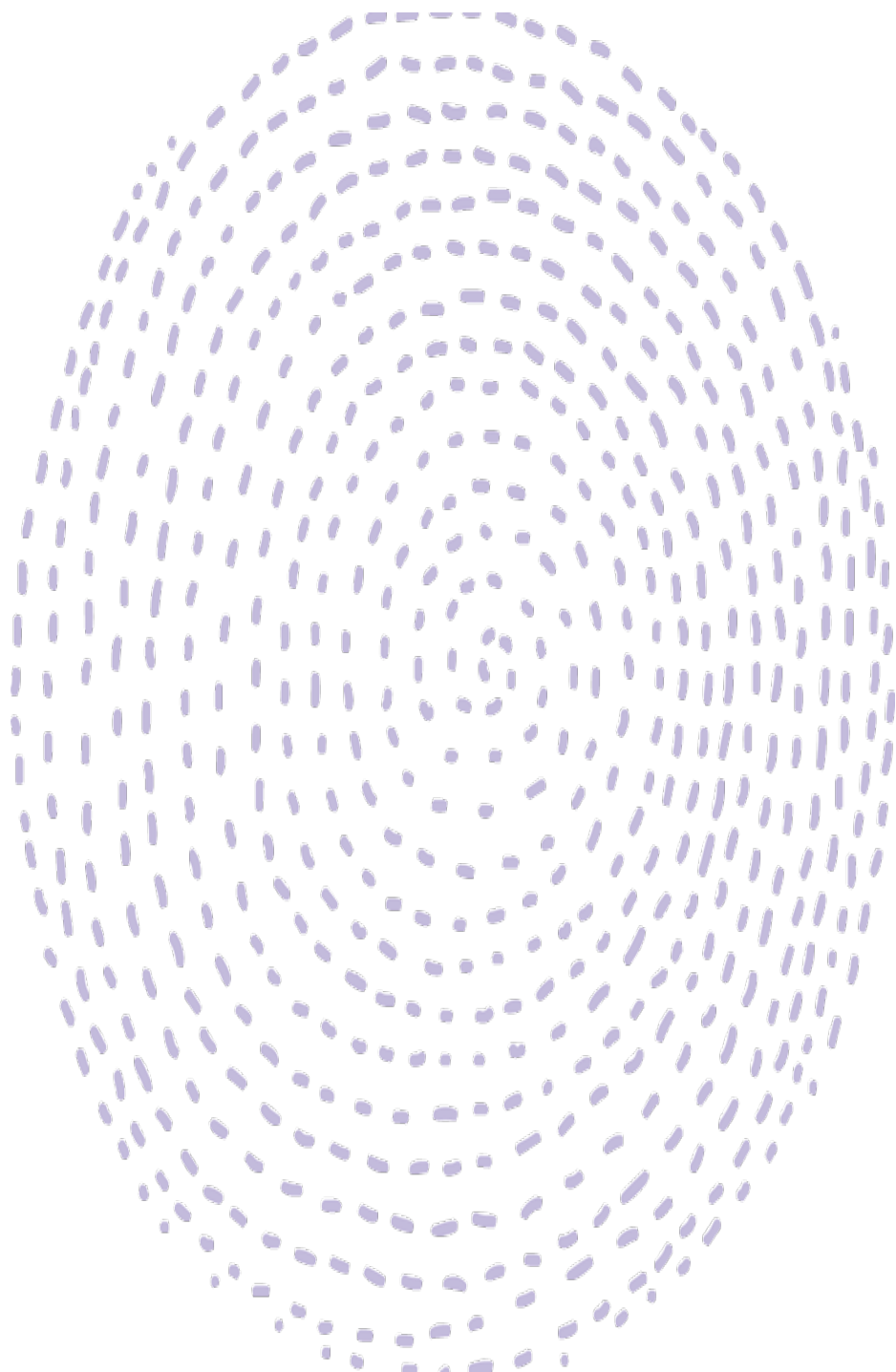
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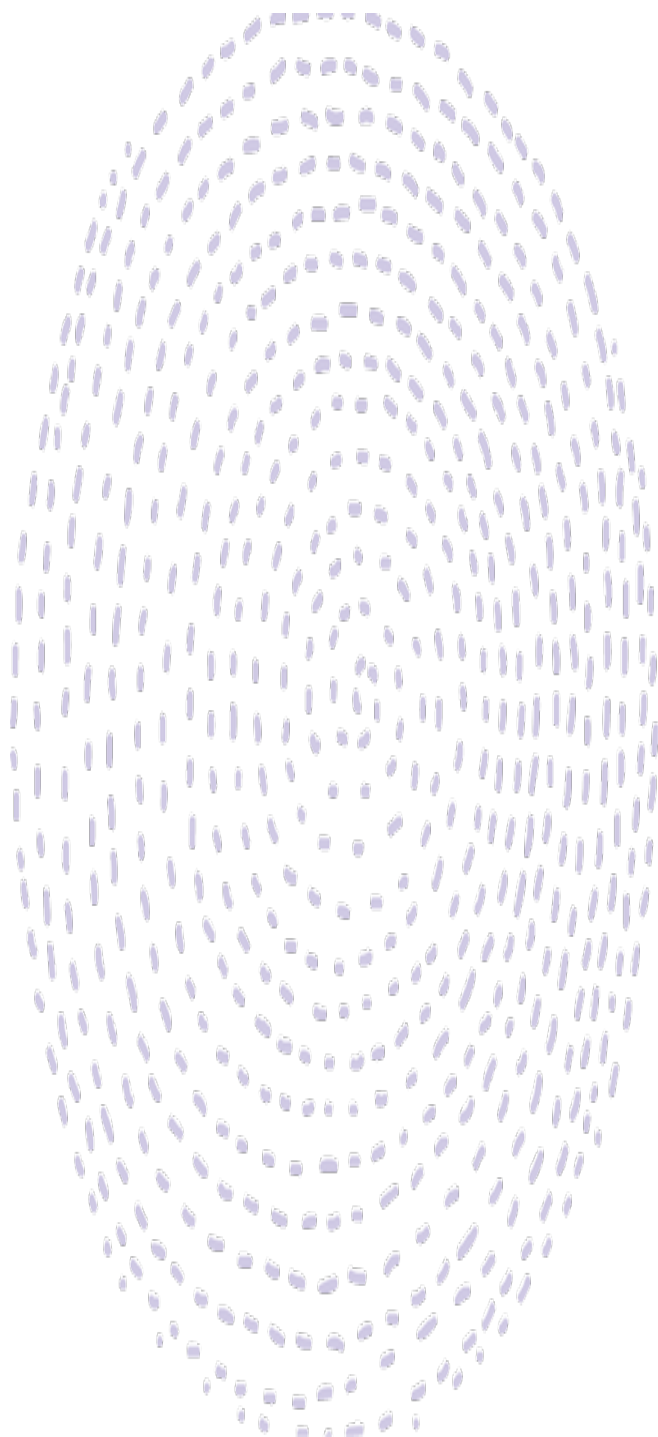
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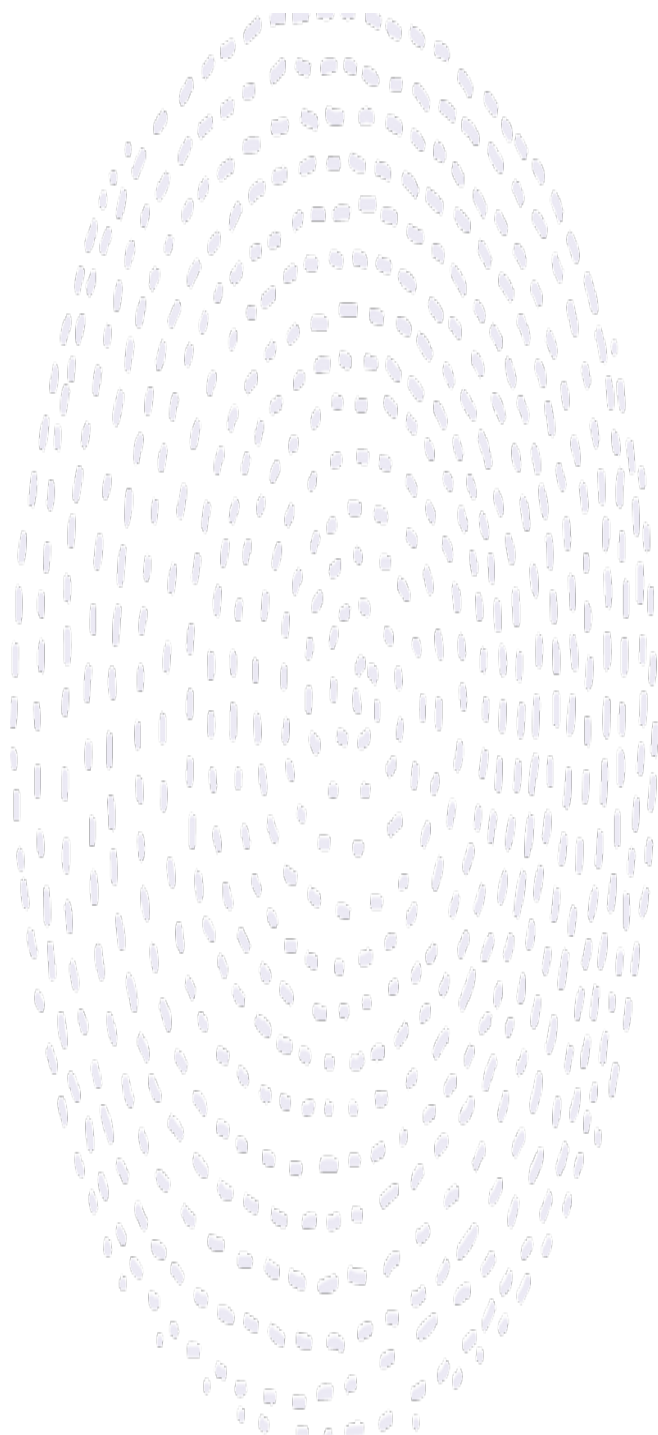
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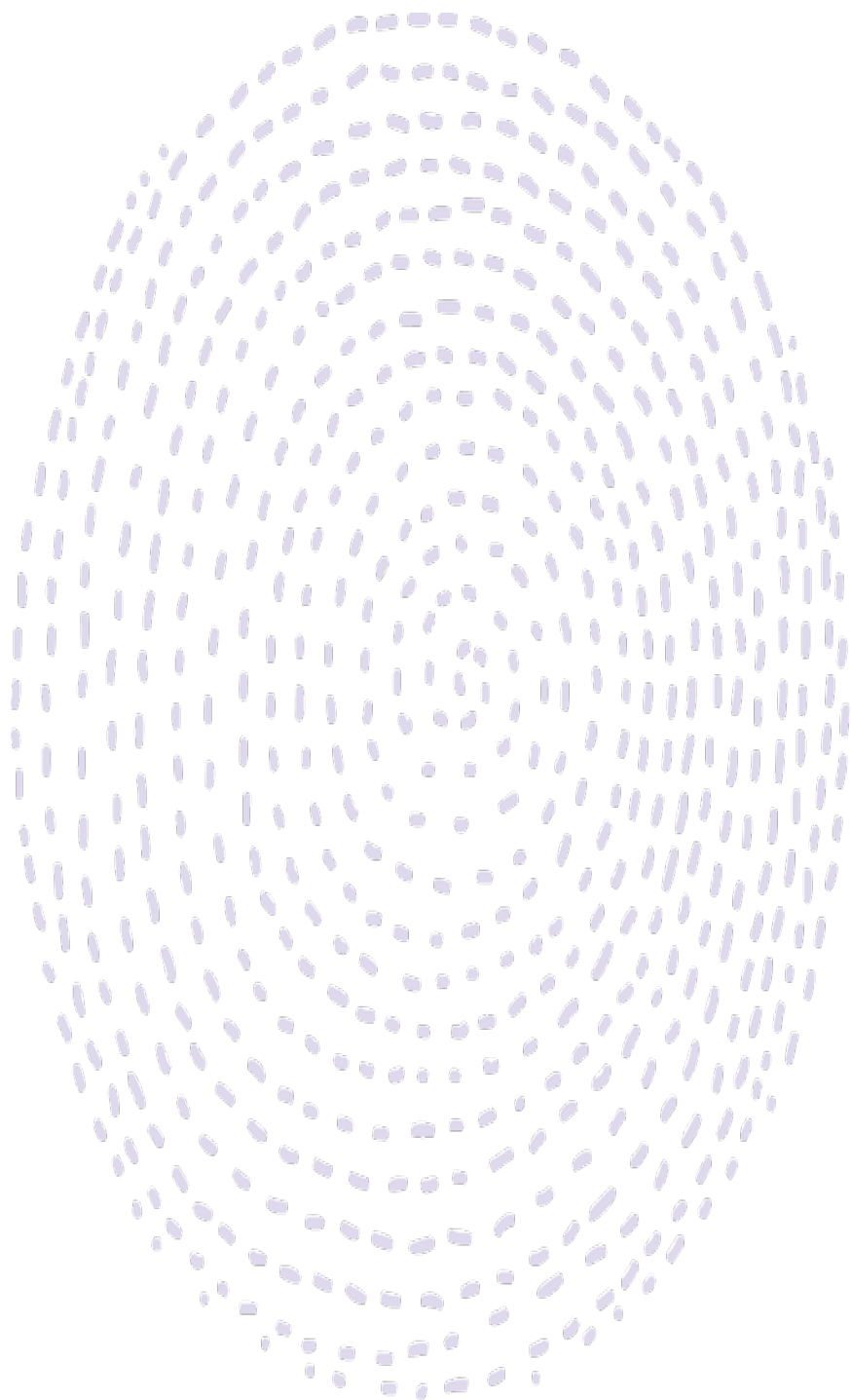


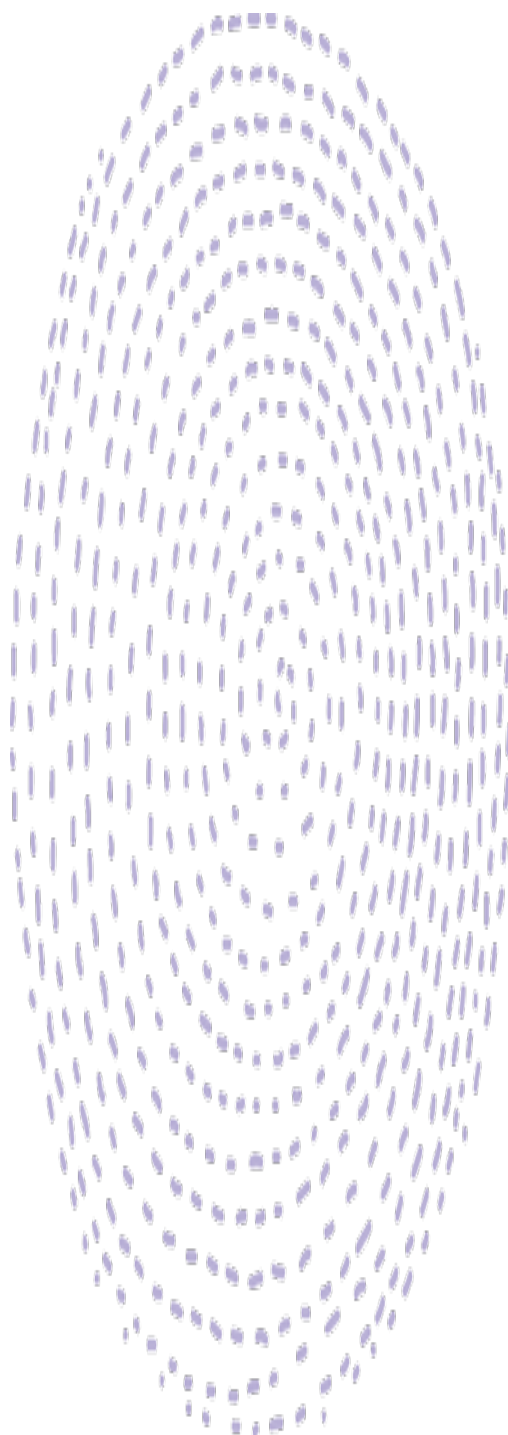












1. The first part of the text discusses the importance of maintaining accurate records of all transactions, including sales, purchases, and expenses. It emphasizes the need for consistency and thoroughness in record-keeping, as this is essential for the proper management of the business and for the preparation of financial statements.

2. The second part of the text focuses on the importance of maintaining accurate records of all assets and liabilities. It stresses the need for regular inventory checks and the proper valuation of assets, as well as the need to accurately record all liabilities, including loans and accounts payable.

3. The third part of the text discusses the importance of maintaining accurate records of all income and expenses. It highlights the need for careful tracking of all revenue and the proper recording of all costs, as this is crucial for determining the profitability of the business and for the preparation of the income statement.

4. The fourth part of the text focuses on the importance of maintaining accurate records of all cash flows. It emphasizes the need for regular monitoring of cash inflows and outflows, as this is essential for ensuring the liquidity of the business and for the preparation of the cash flow statement.

5. The fifth part of the text discusses the importance of maintaining accurate records of all taxes. It stresses the need for careful tracking of all taxable income and expenses, as well as the proper calculation and payment of taxes, to avoid any penalties or interest charges.

6. The sixth part of the text focuses on the importance of maintaining accurate records of all financial statements. It highlights the need for regular preparation and review of the balance sheet, income statement, and cash flow statement, as this is essential for the proper management of the business and for the preparation of the annual financial report.

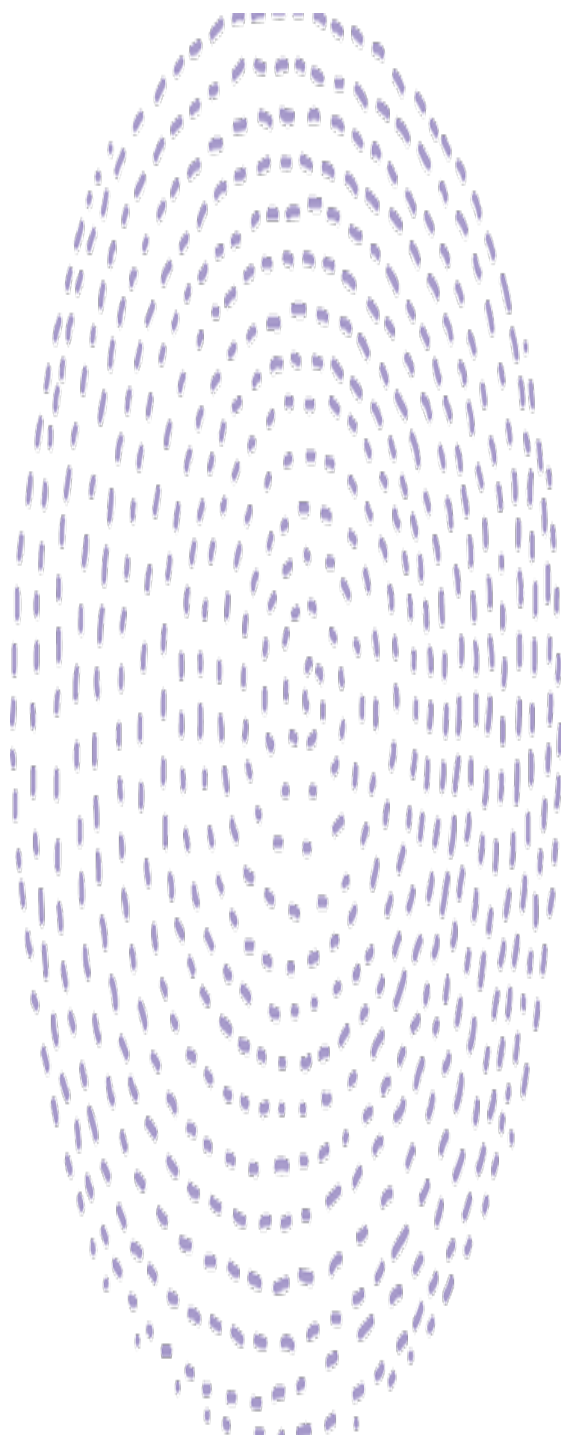
7. The seventh part of the text discusses the importance of maintaining accurate records of all financial ratios. It emphasizes the need for regular calculation and analysis of key ratios, such as the current ratio, debt-to-equity ratio, and return on assets, as this is crucial for assessing the financial health of the business and for making informed decisions.

8. The eighth part of the text focuses on the importance of maintaining accurate records of all financial trends. It stresses the need for regular monitoring and analysis of financial trends, such as sales growth, profit margins, and cash flow, as this is essential for identifying potential opportunities and risks and for making strategic decisions.

9. The ninth part of the text discusses the importance of maintaining accurate records of all financial forecasts. It highlights the need for careful preparation and review of financial forecasts, as this is crucial for planning the future of the business and for making informed decisions about investments and financing.

10. The tenth part of the text focuses on the importance of maintaining accurate records of all financial risks. It emphasizes the need for regular identification and assessment of financial risks, such as market risk, credit risk, and liquidity risk, as this is essential for developing effective risk management strategies and for ensuring the long-term success of the business.





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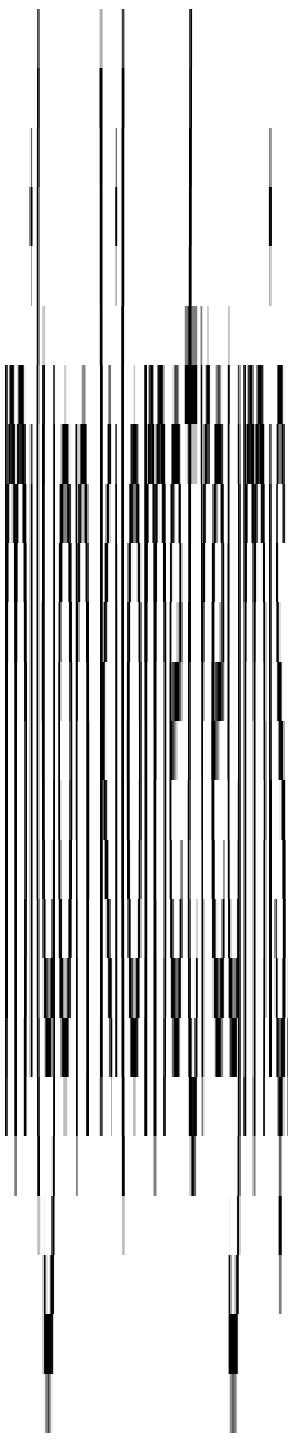
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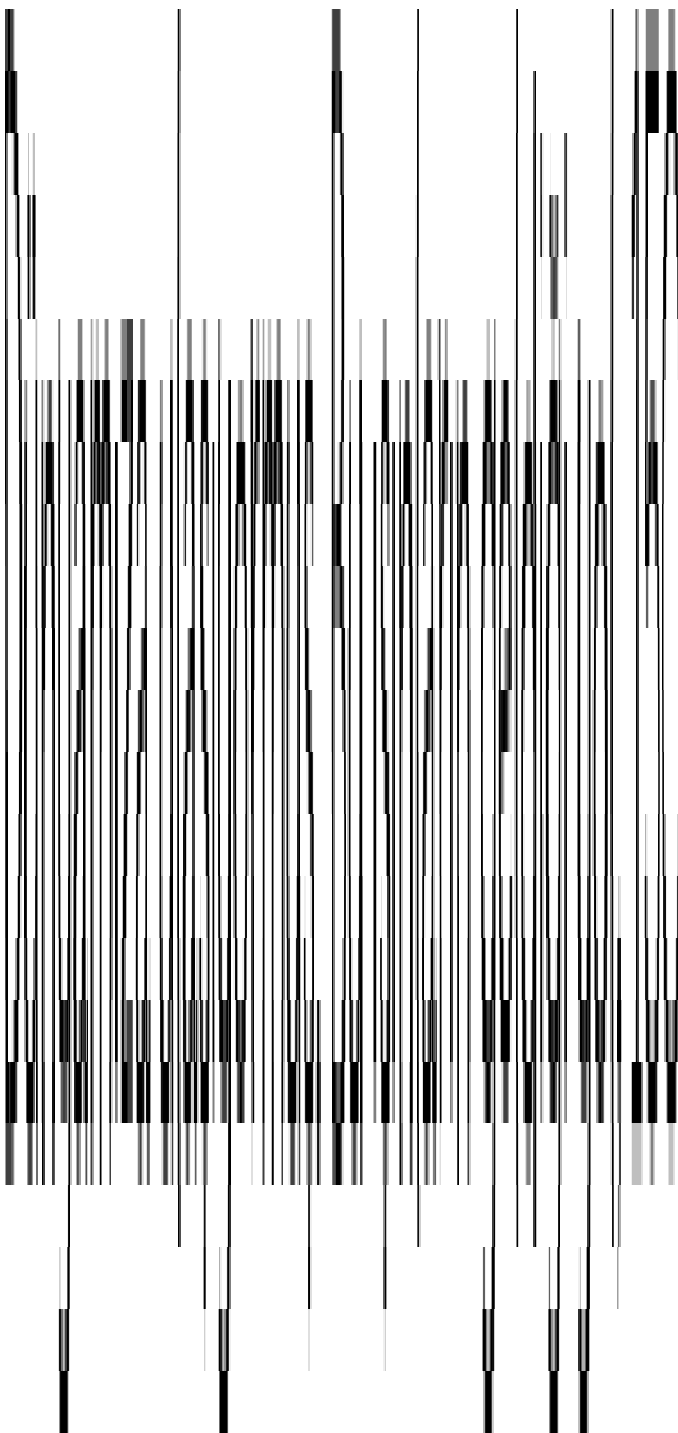
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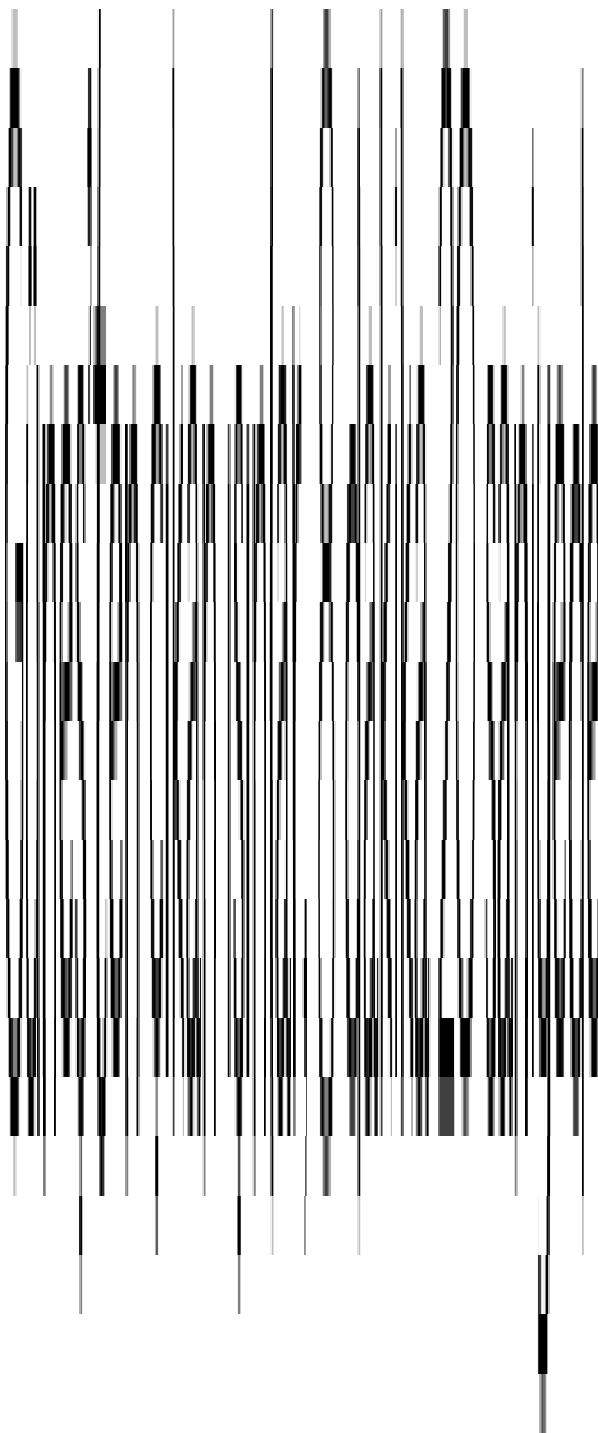
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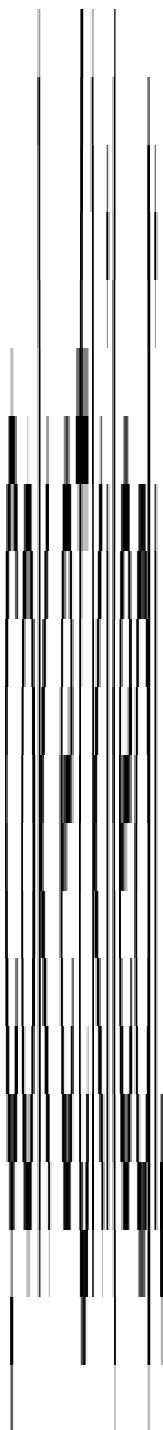
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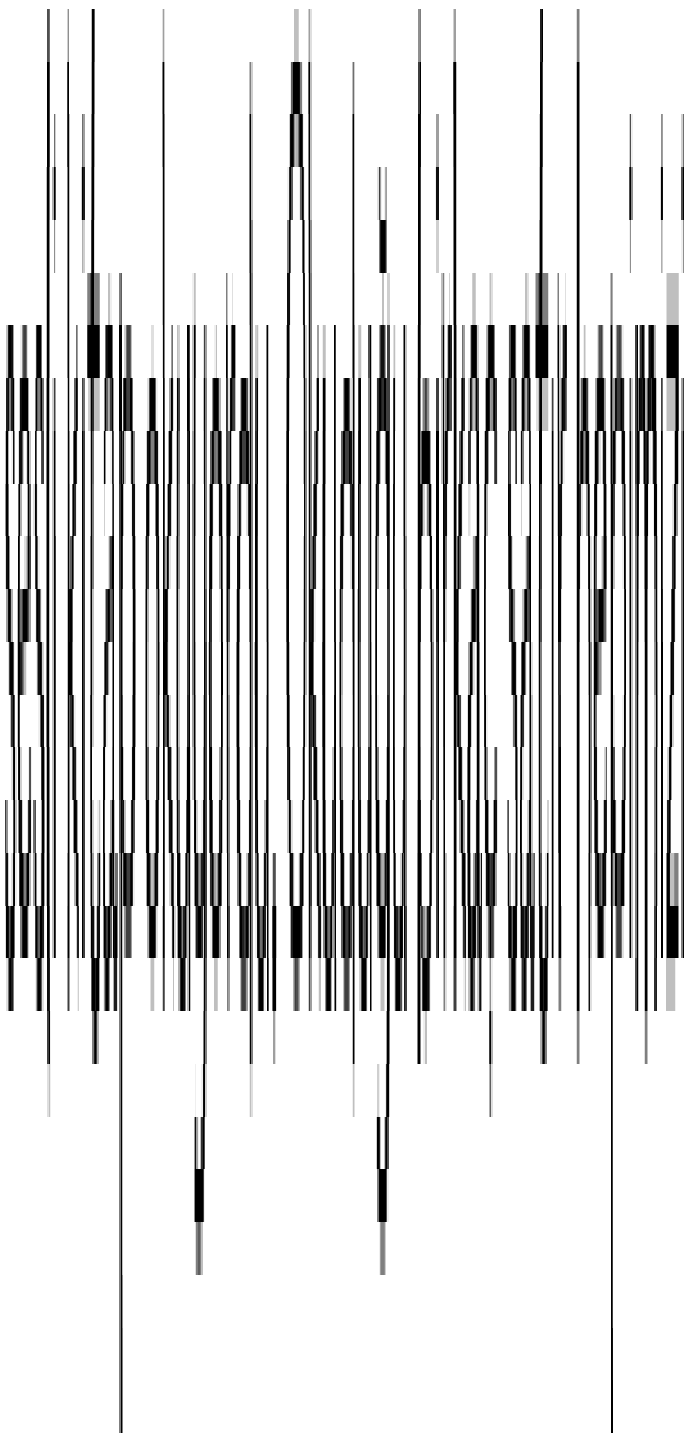
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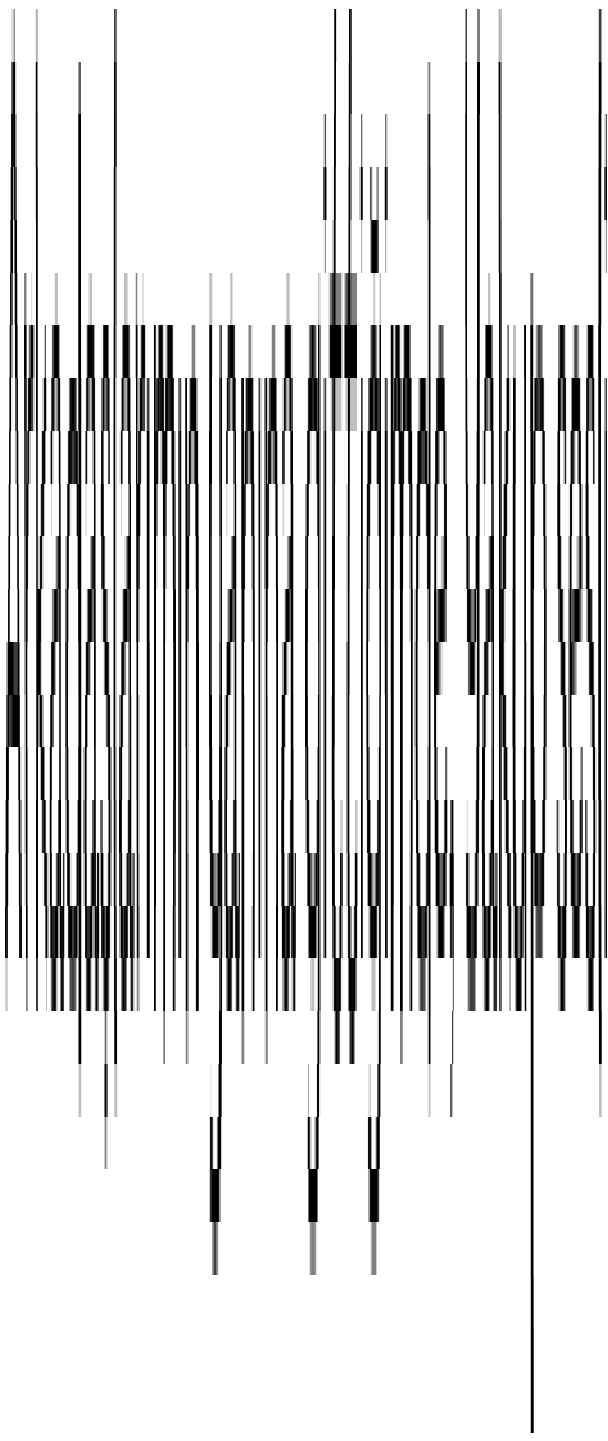




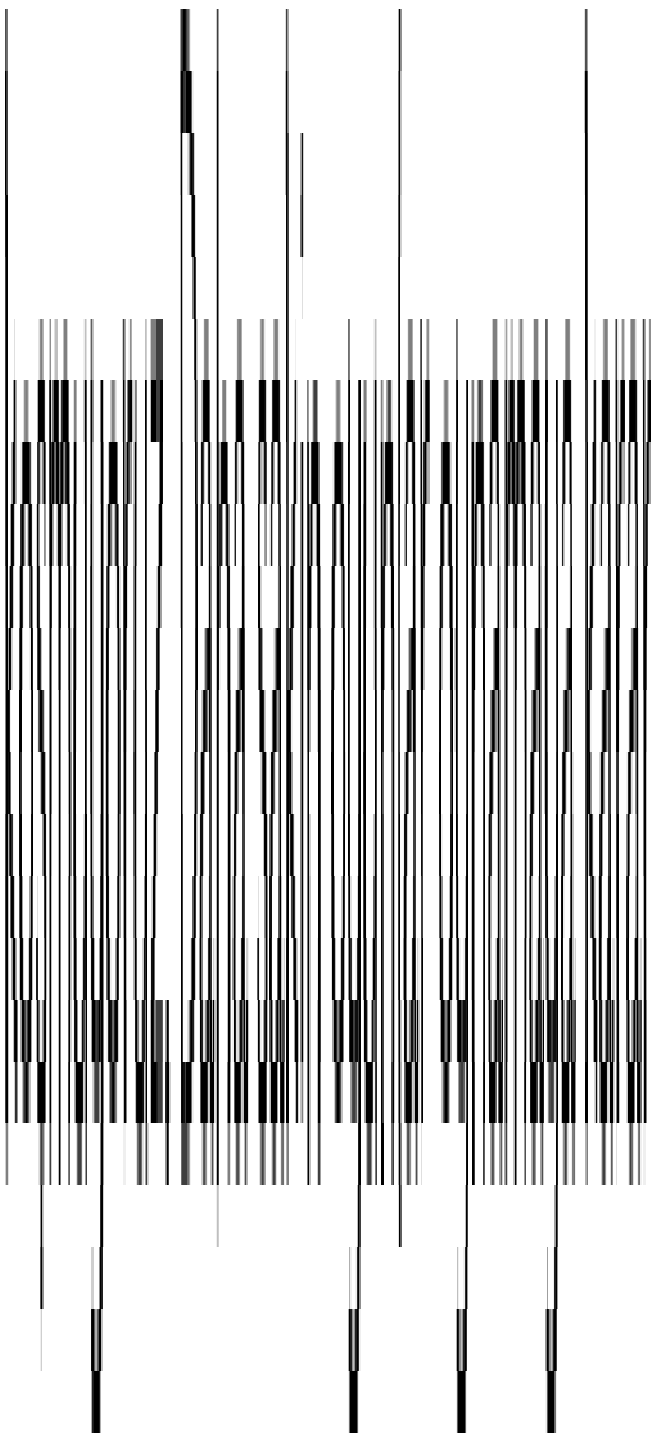


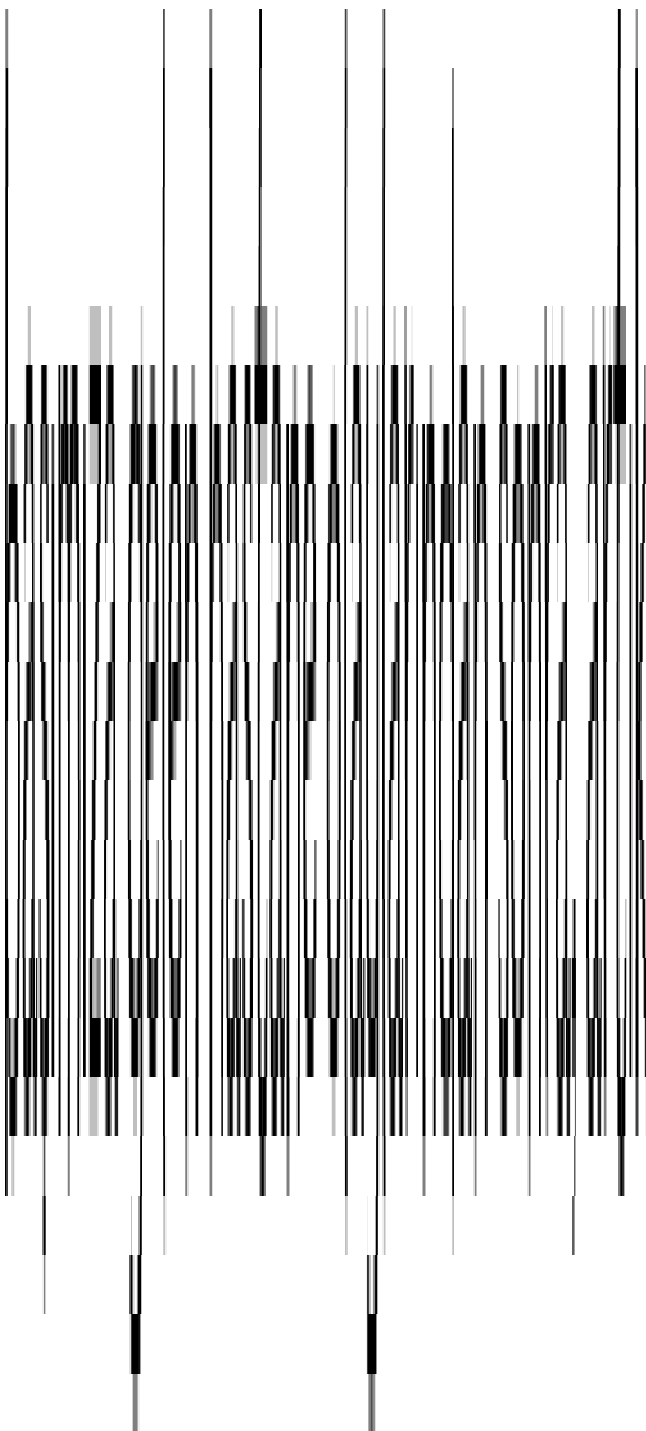


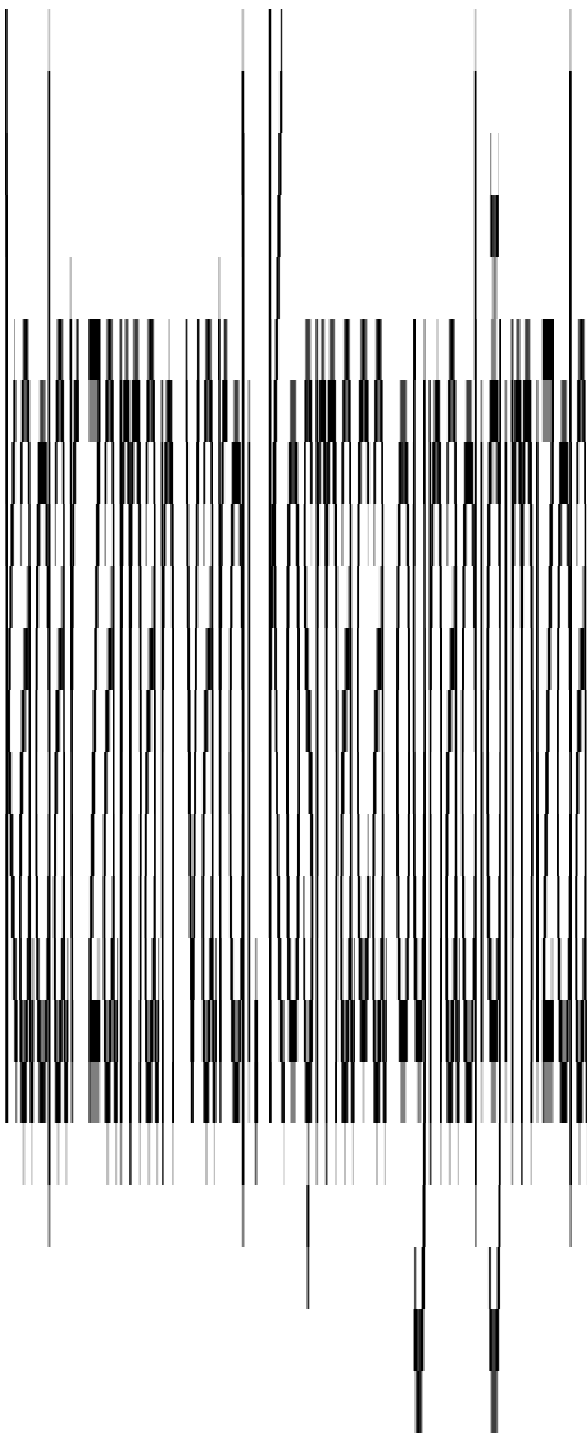


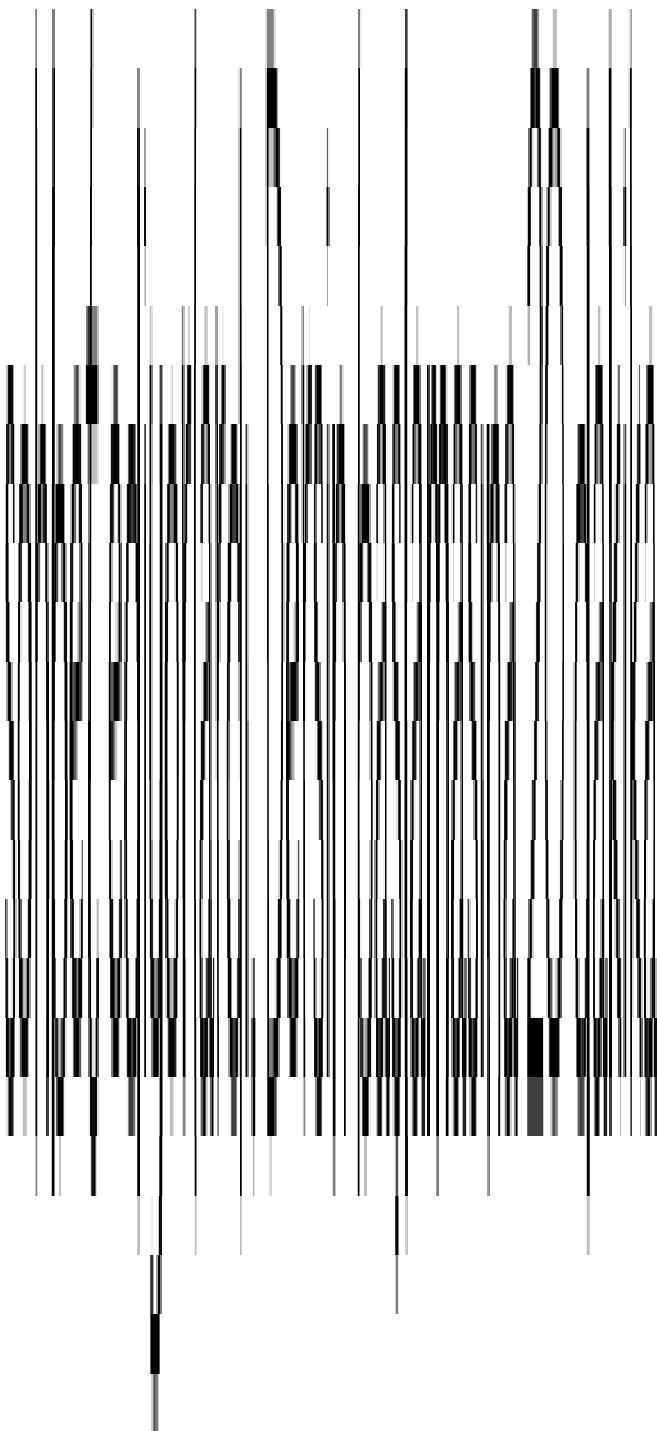


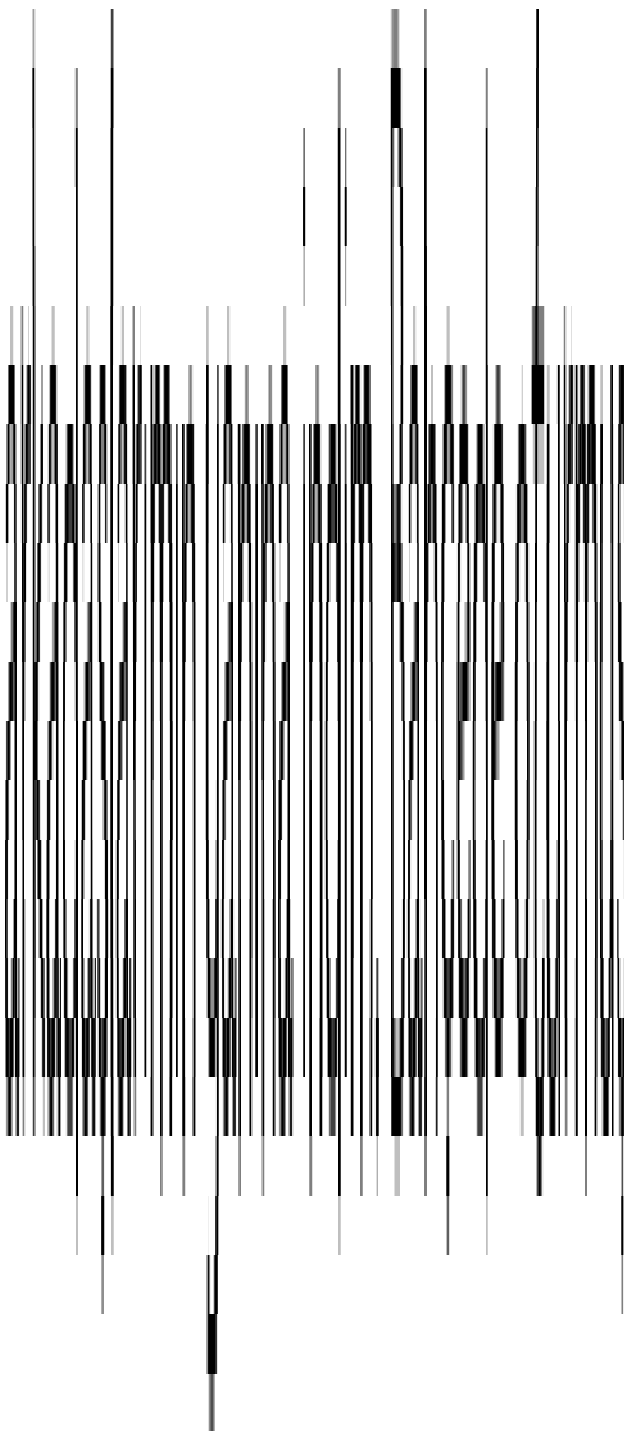


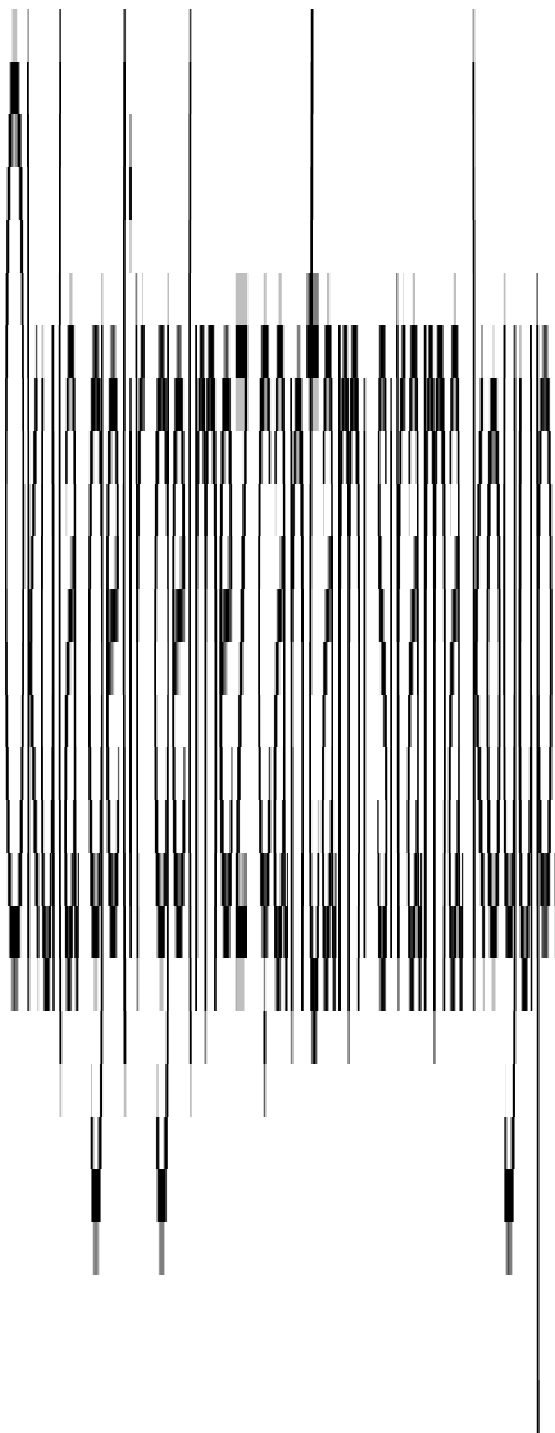


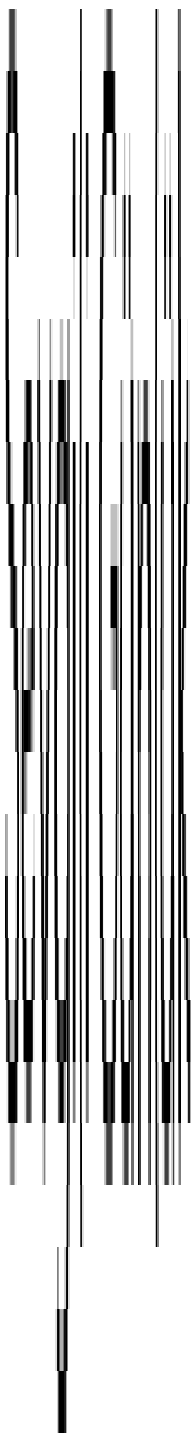


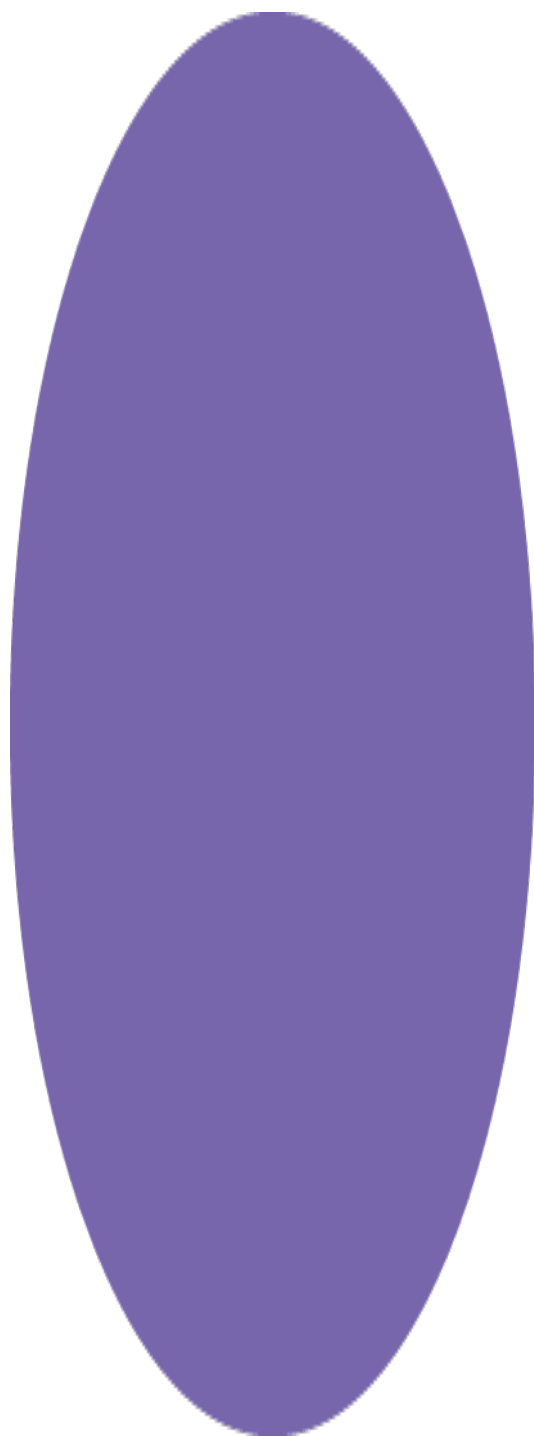


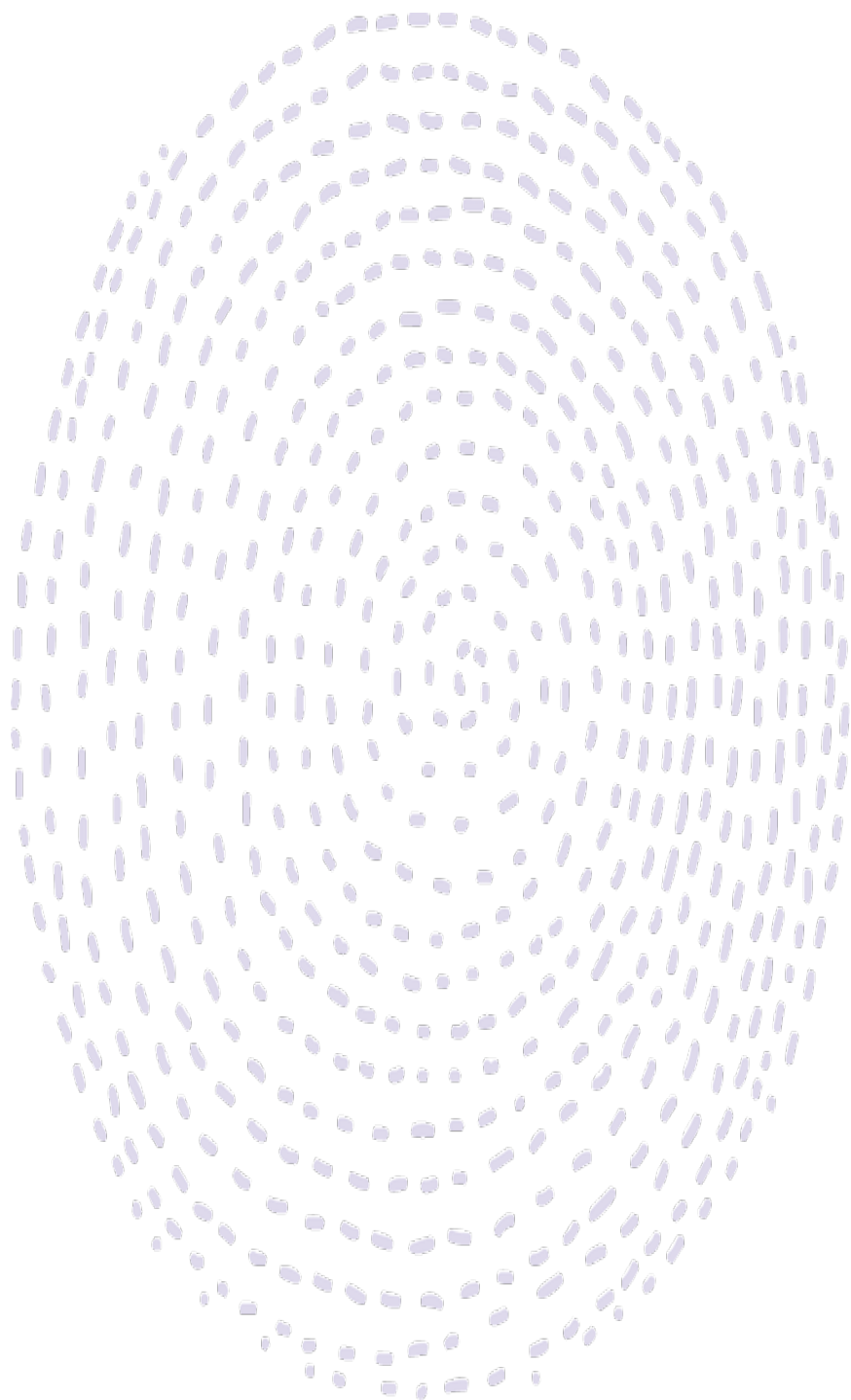


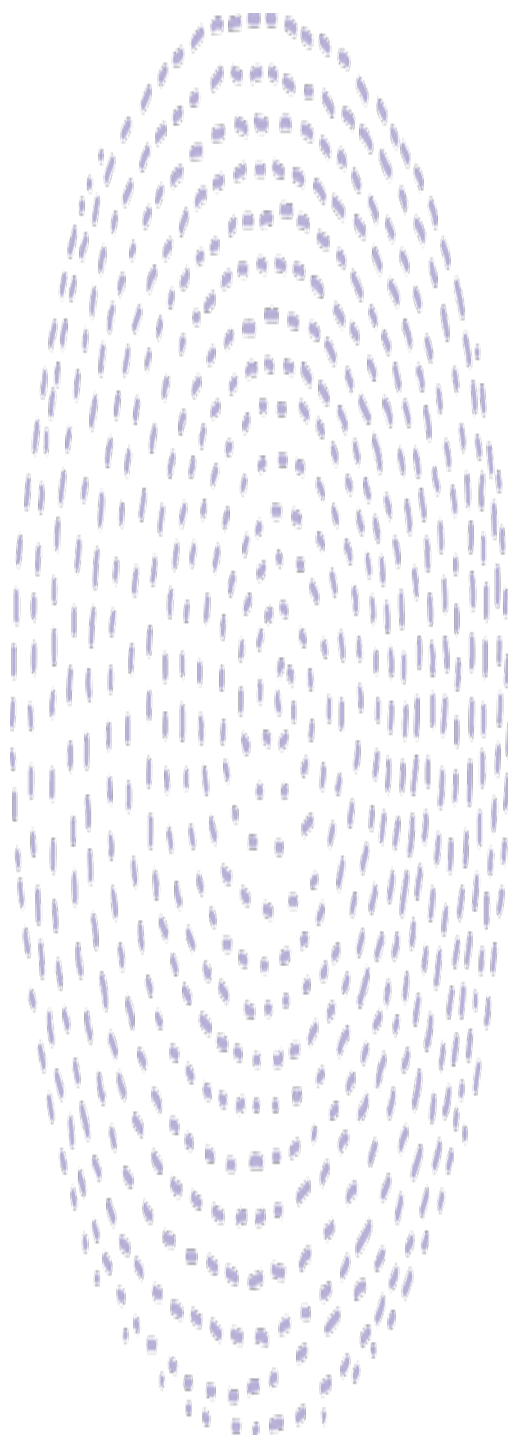




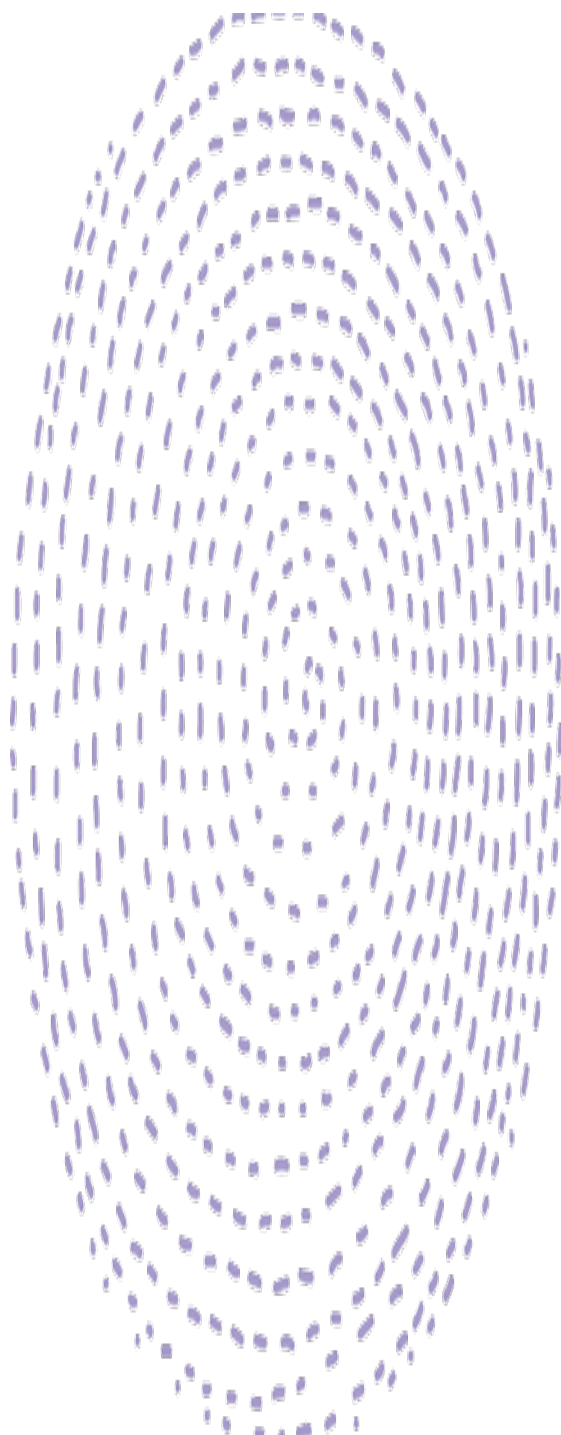


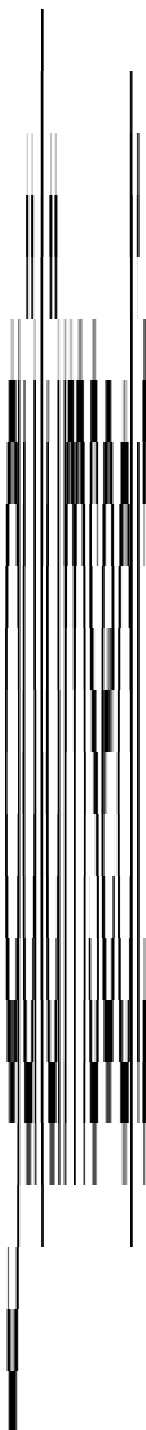


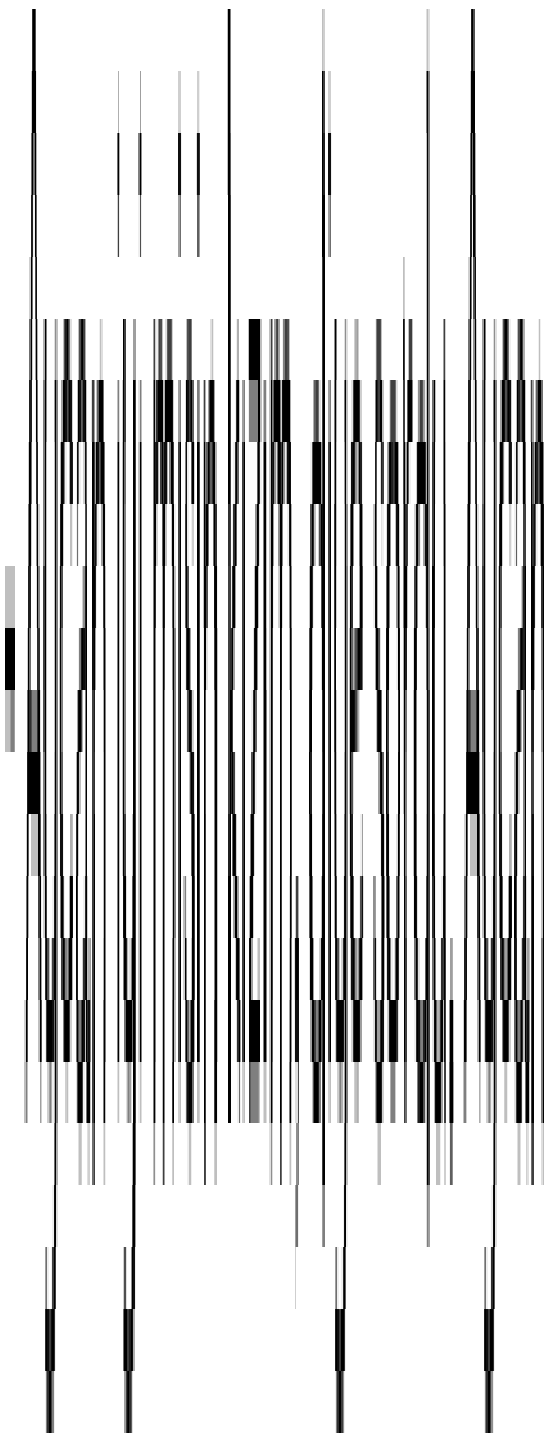


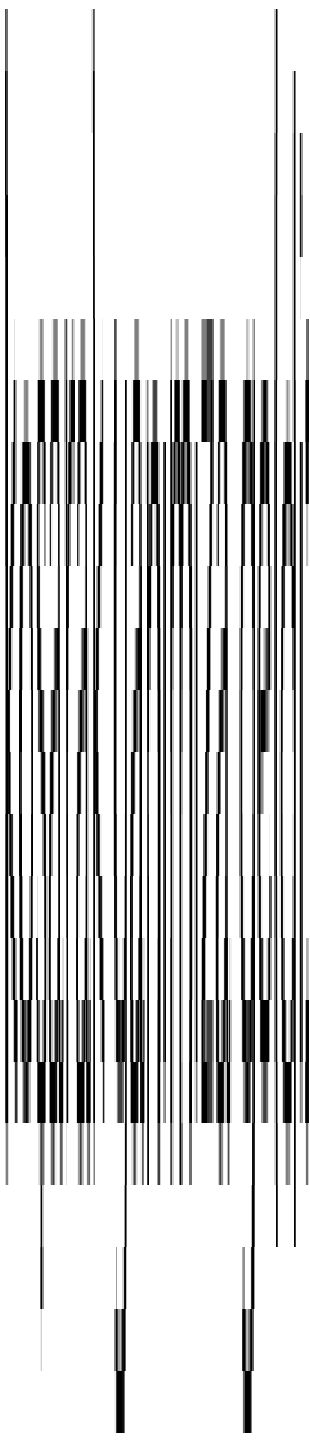


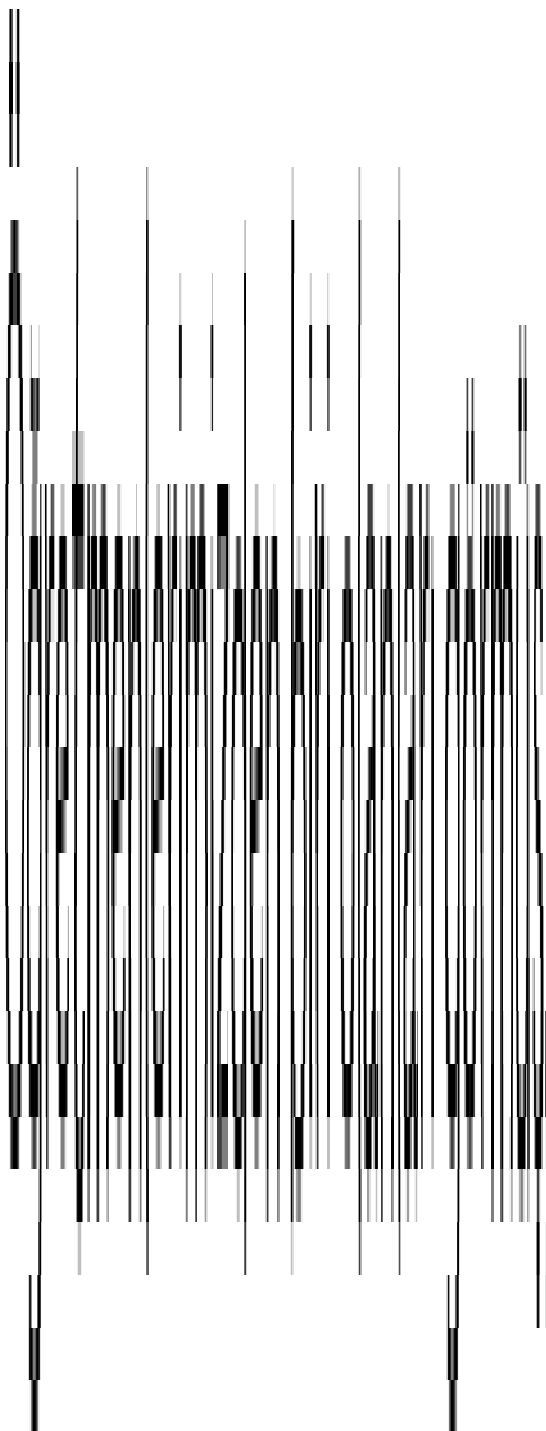


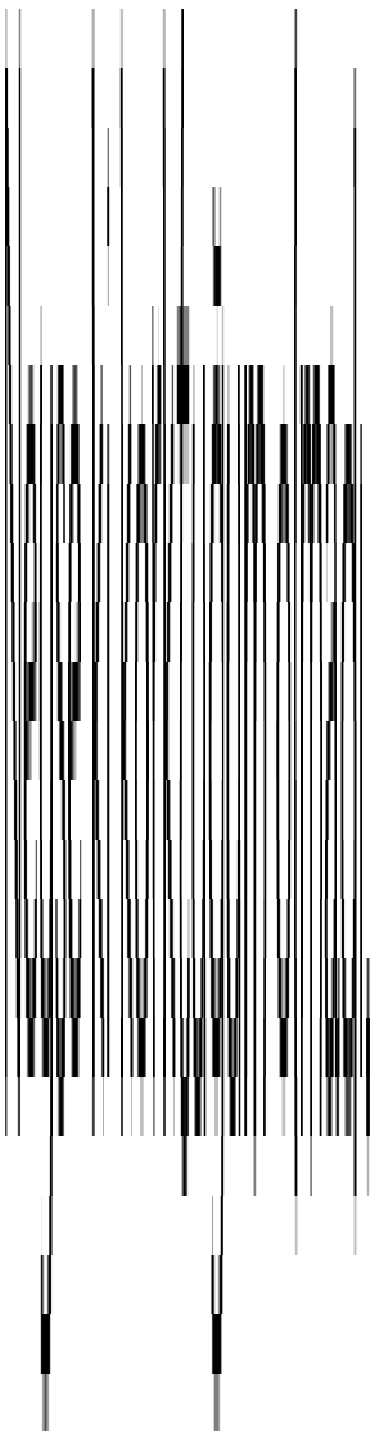


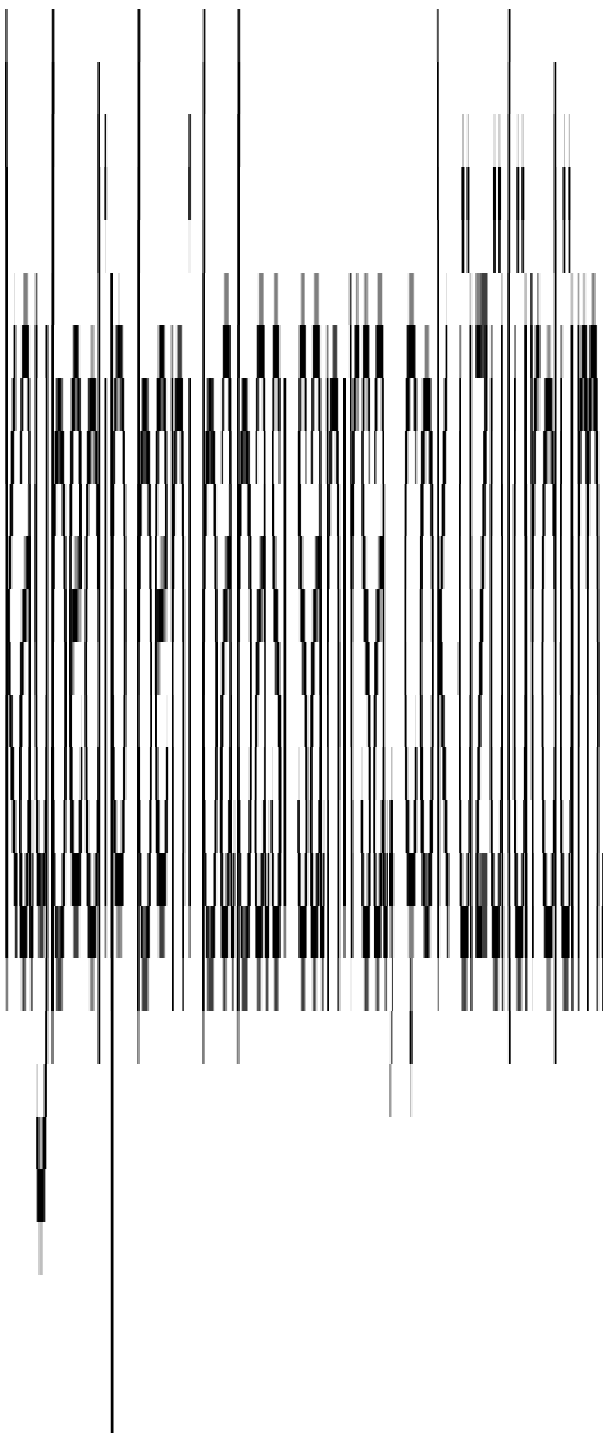


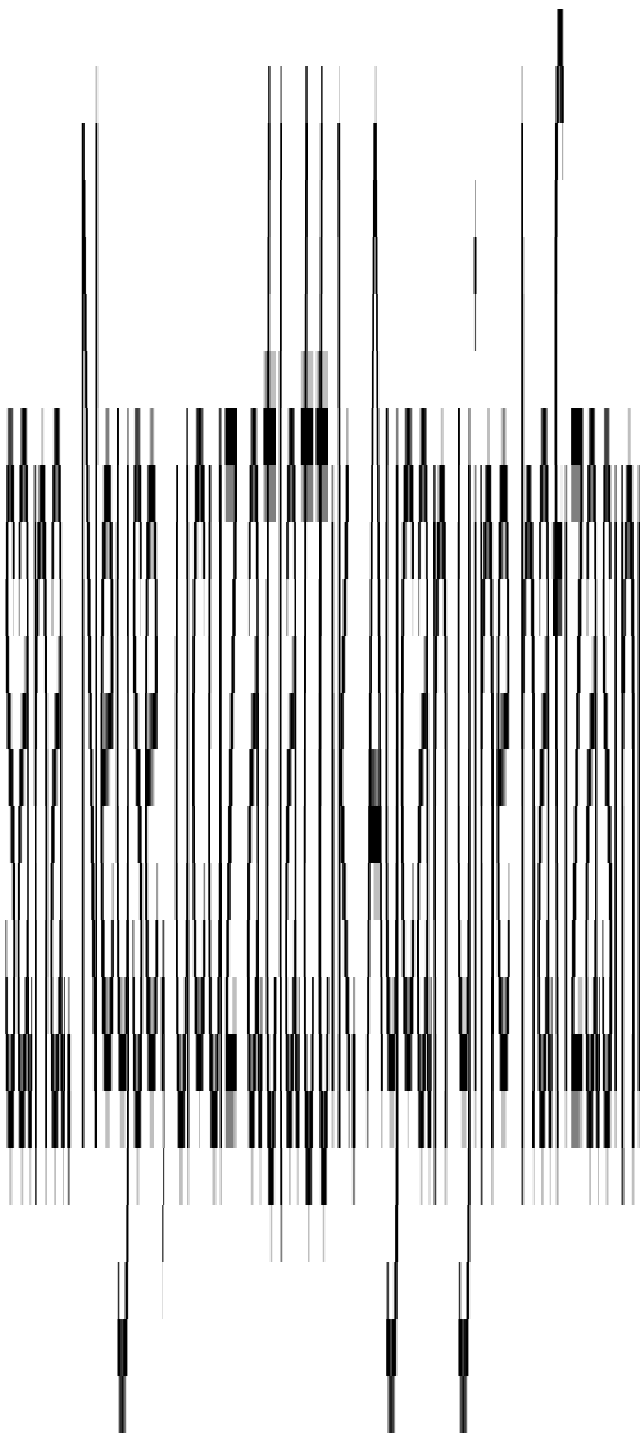


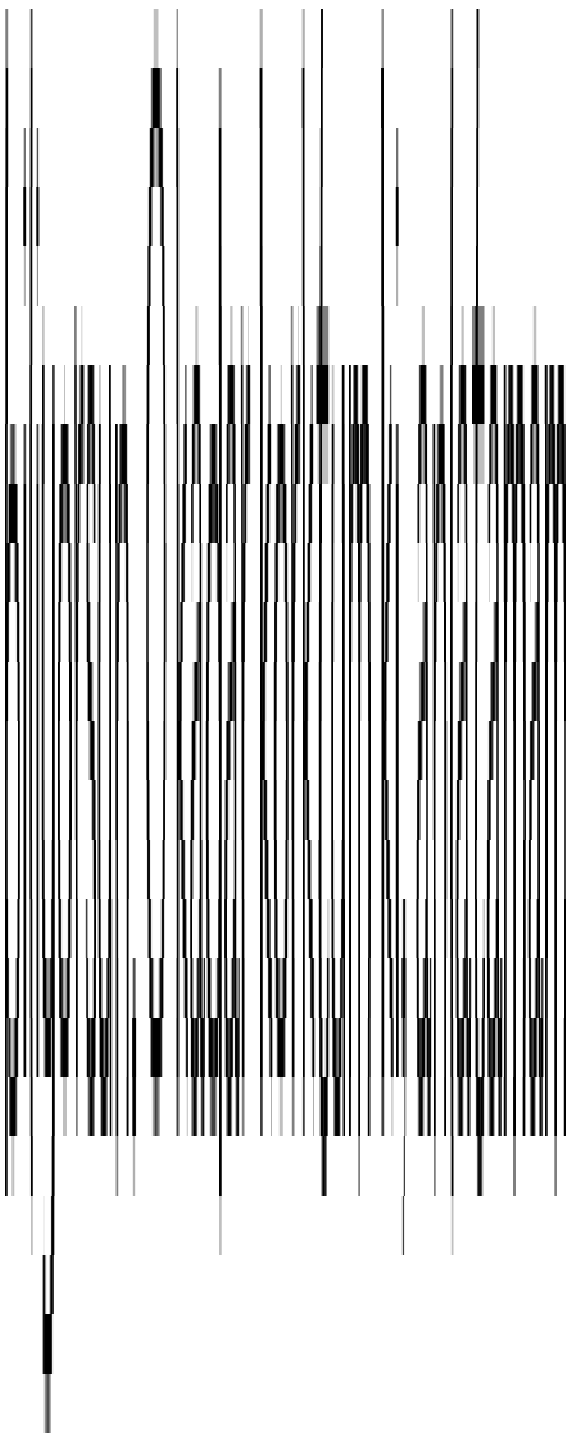


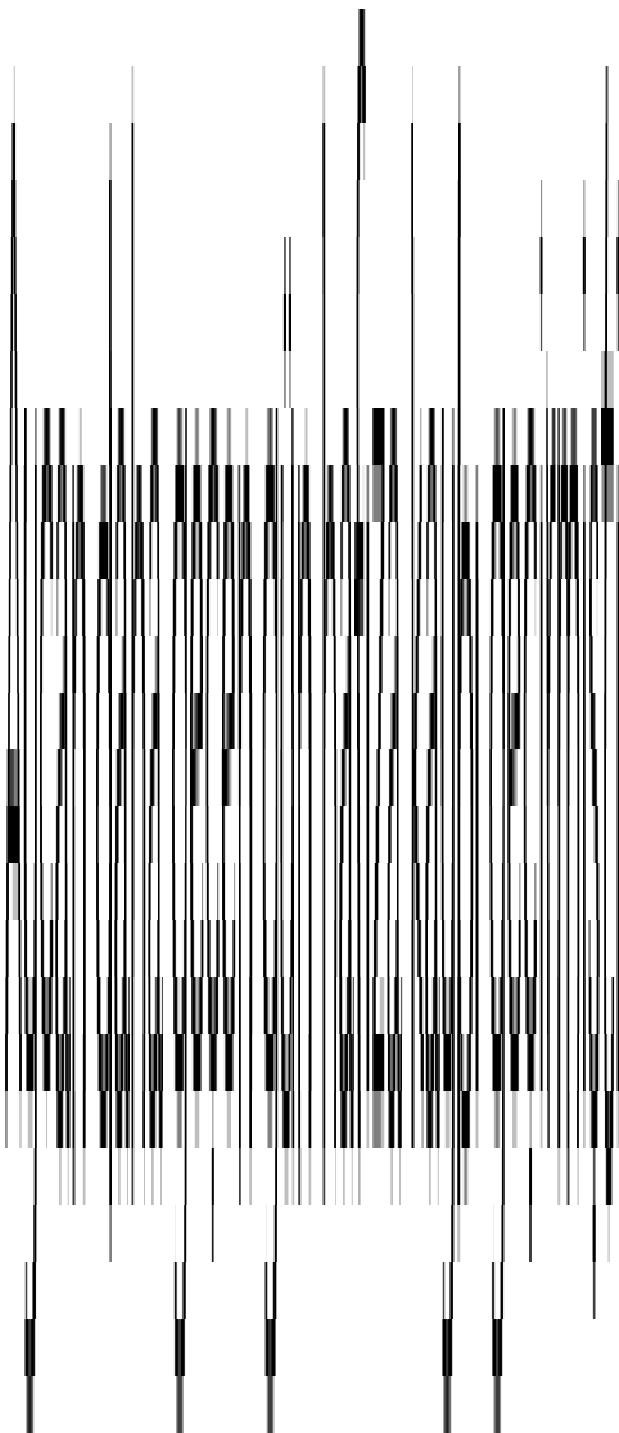


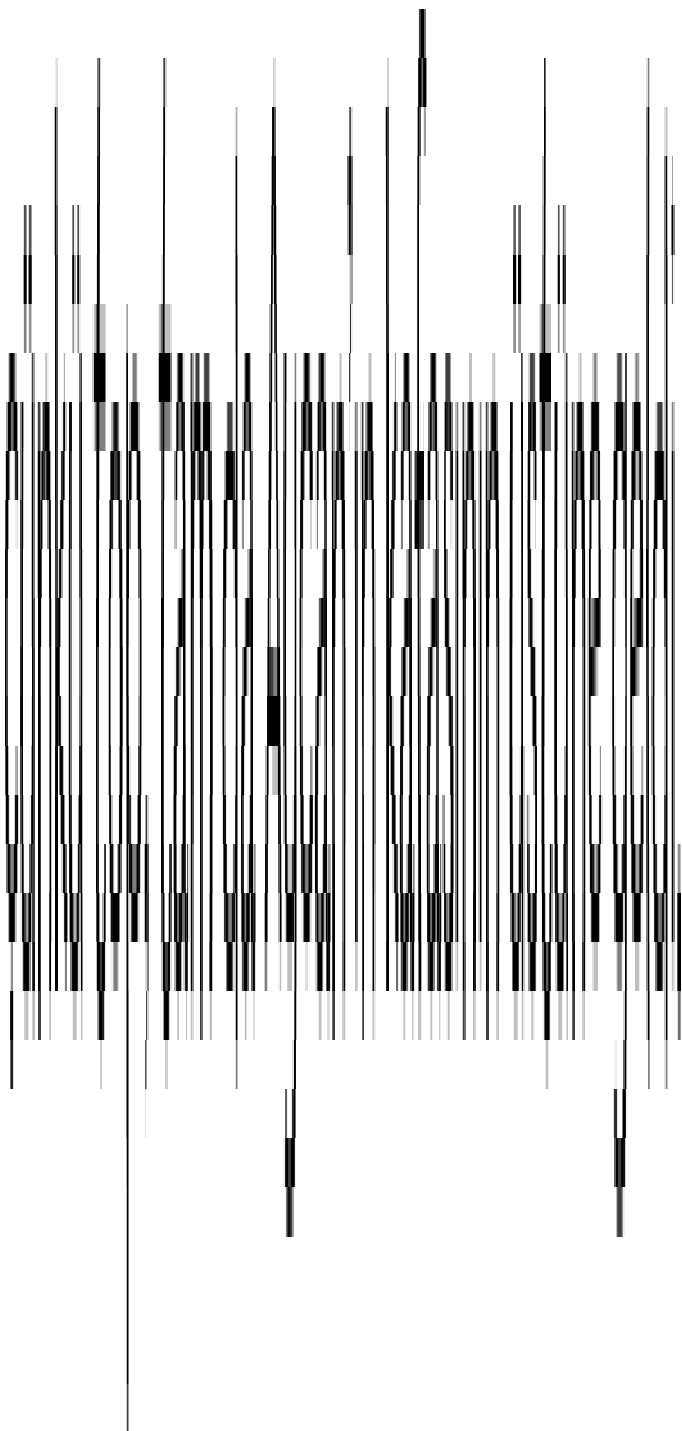


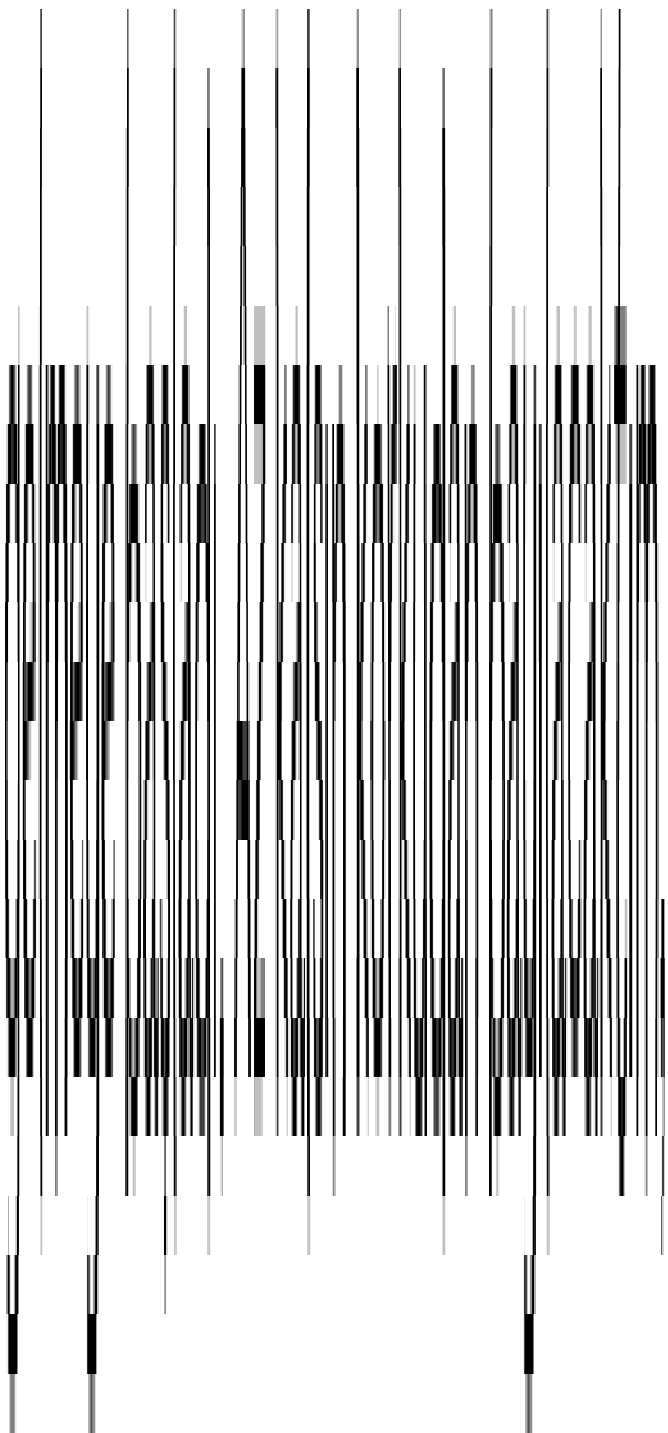


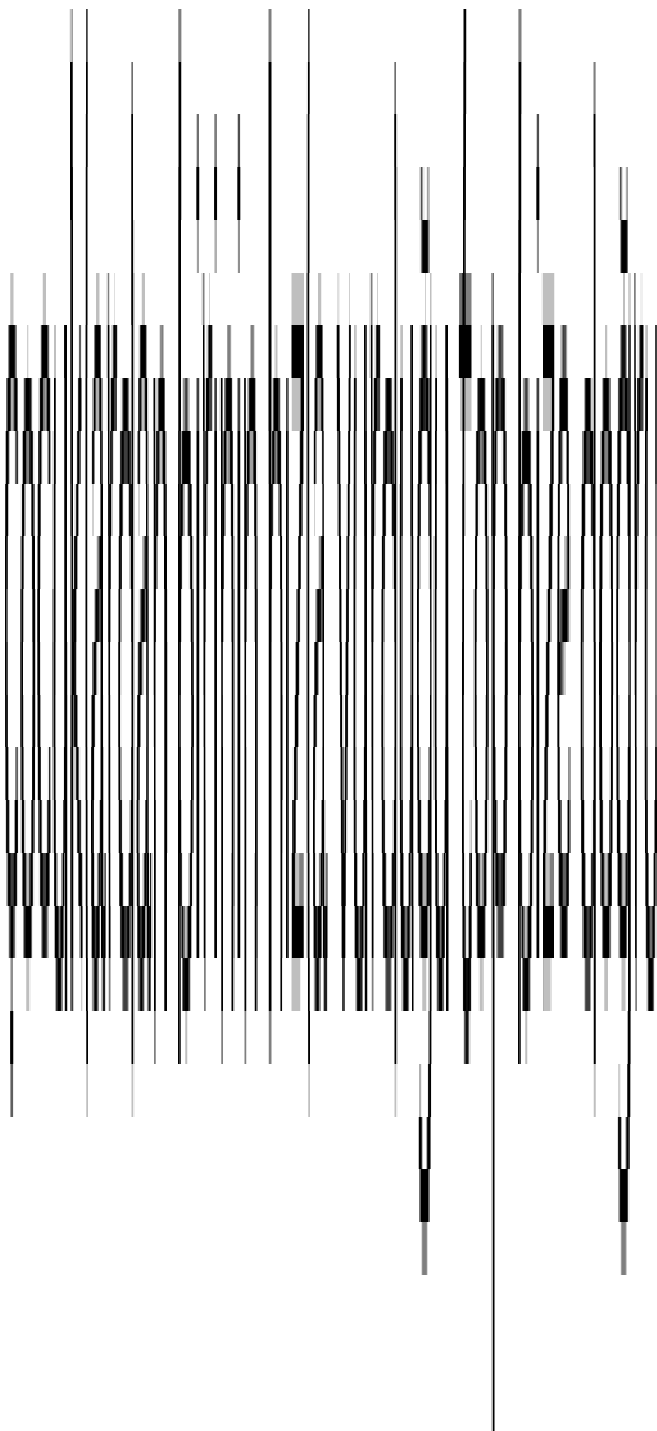


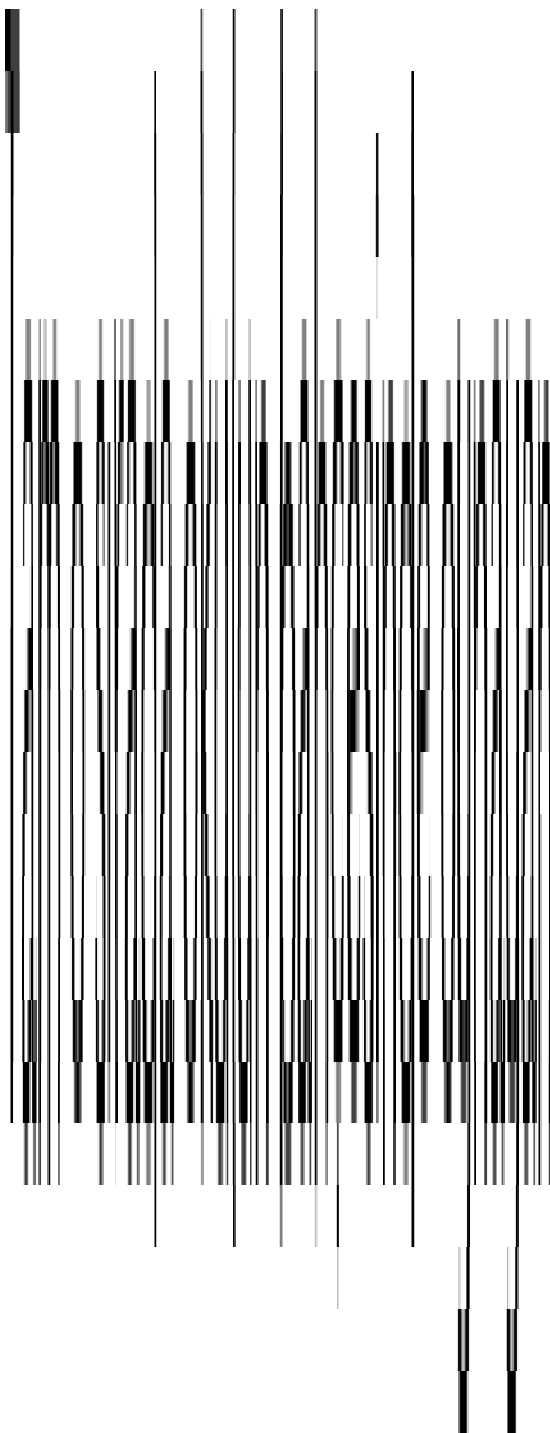


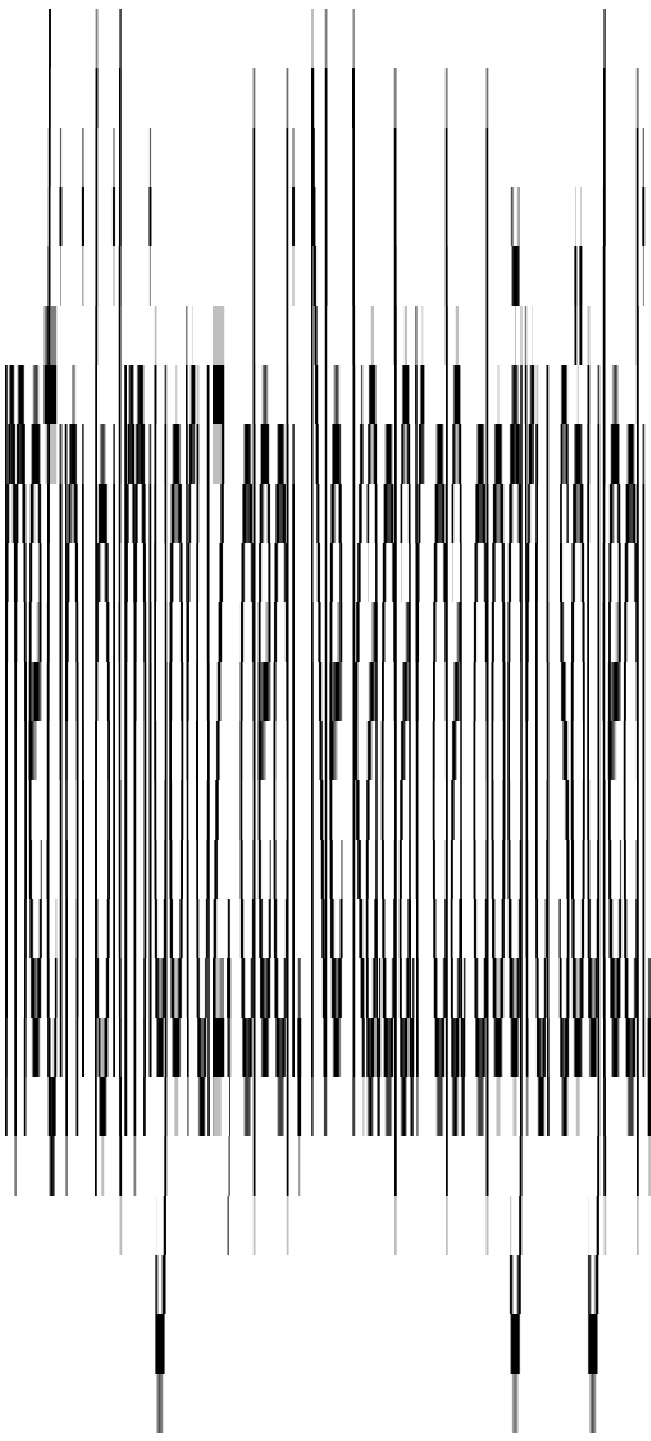


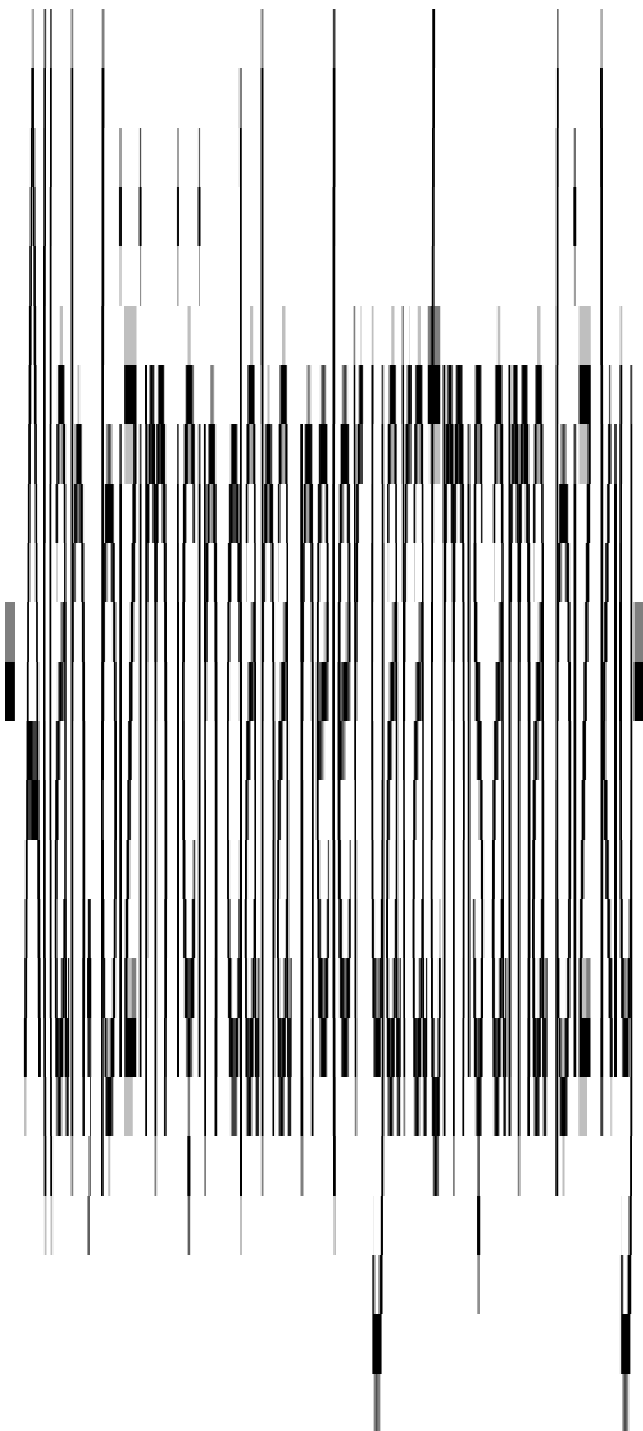


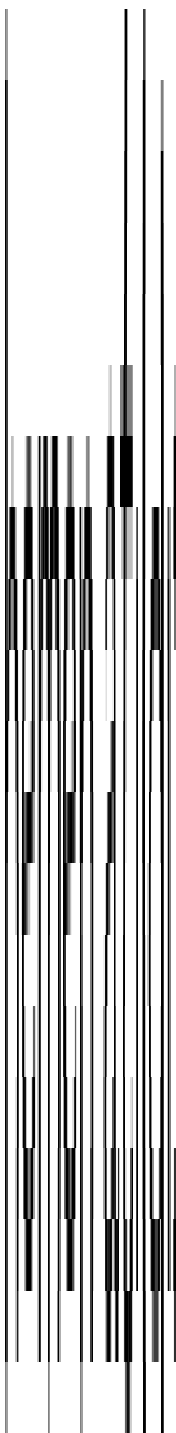


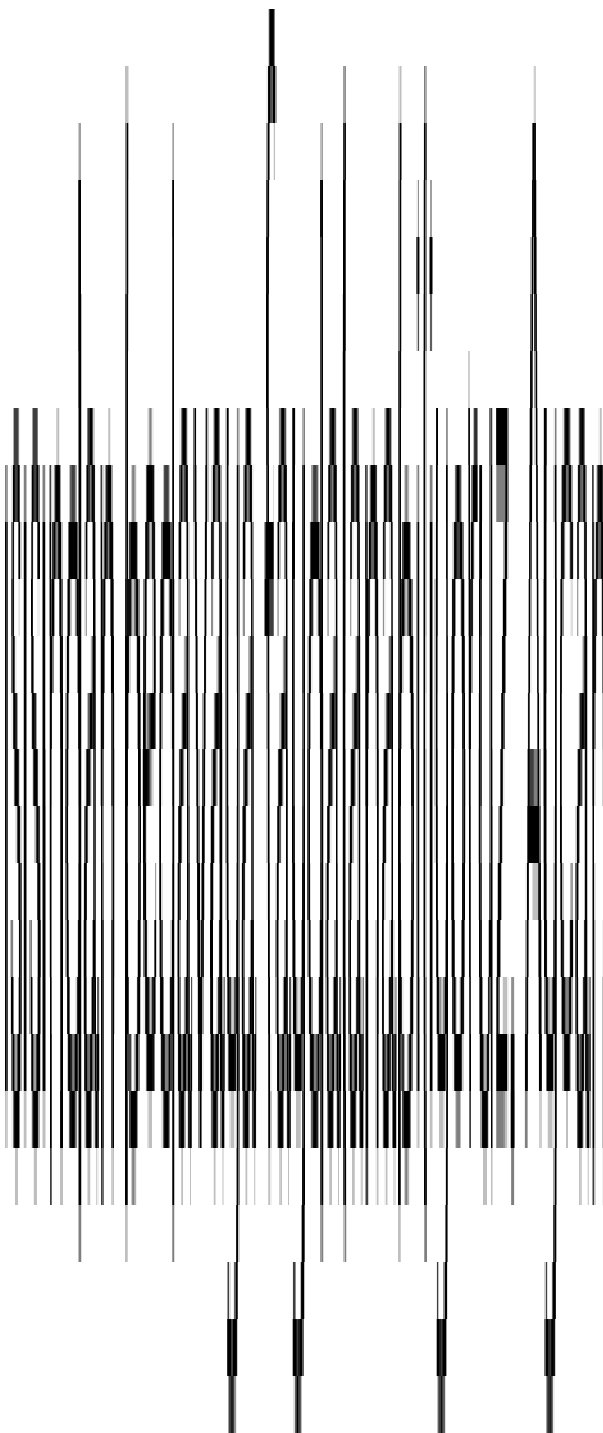


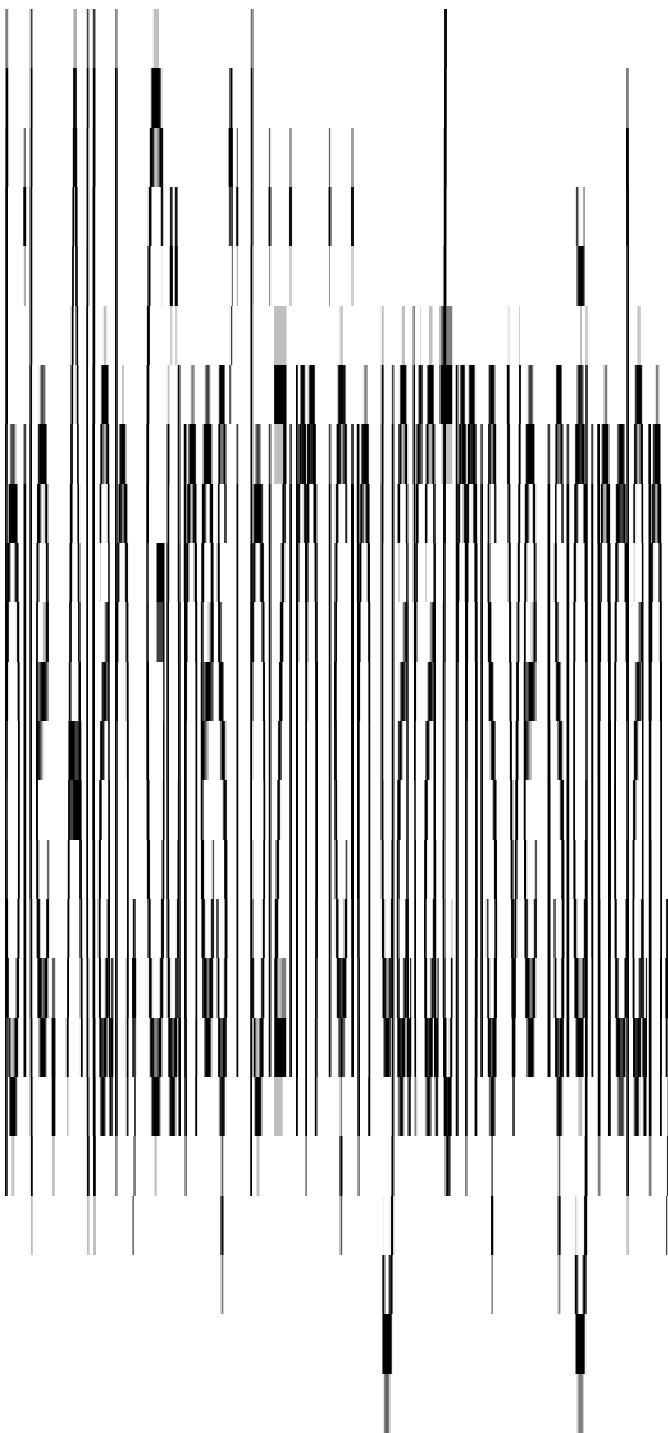


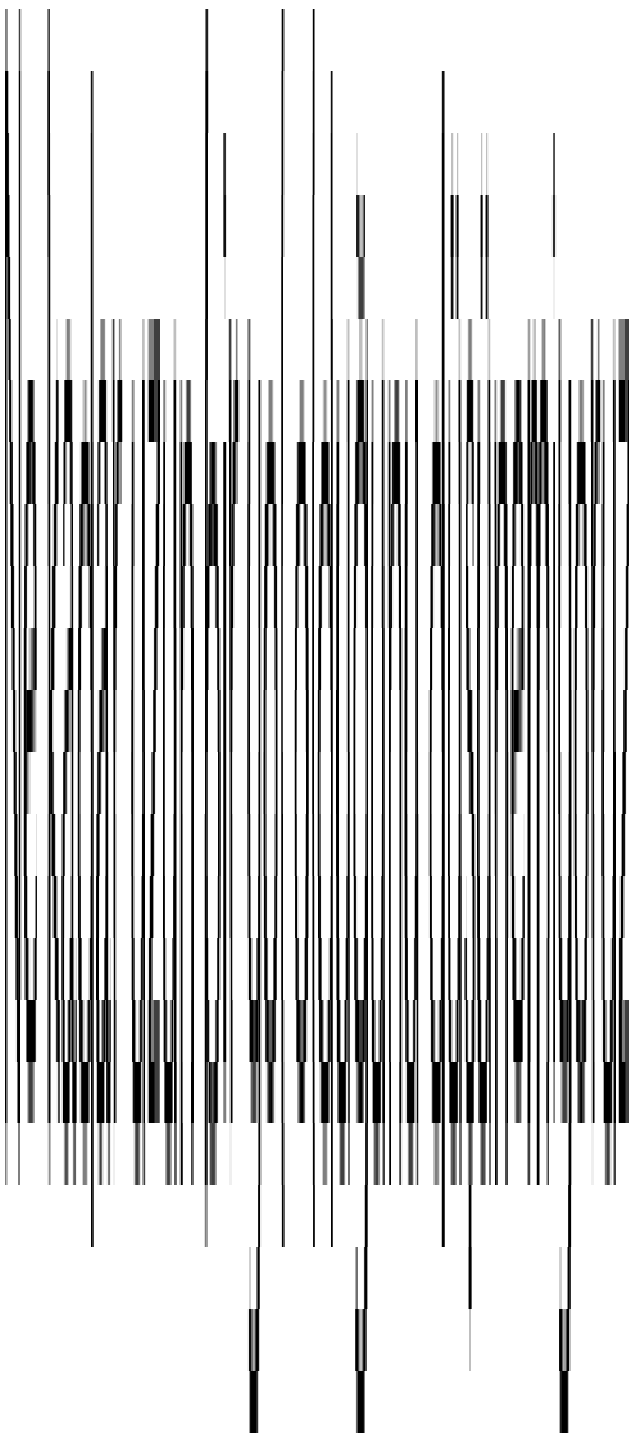




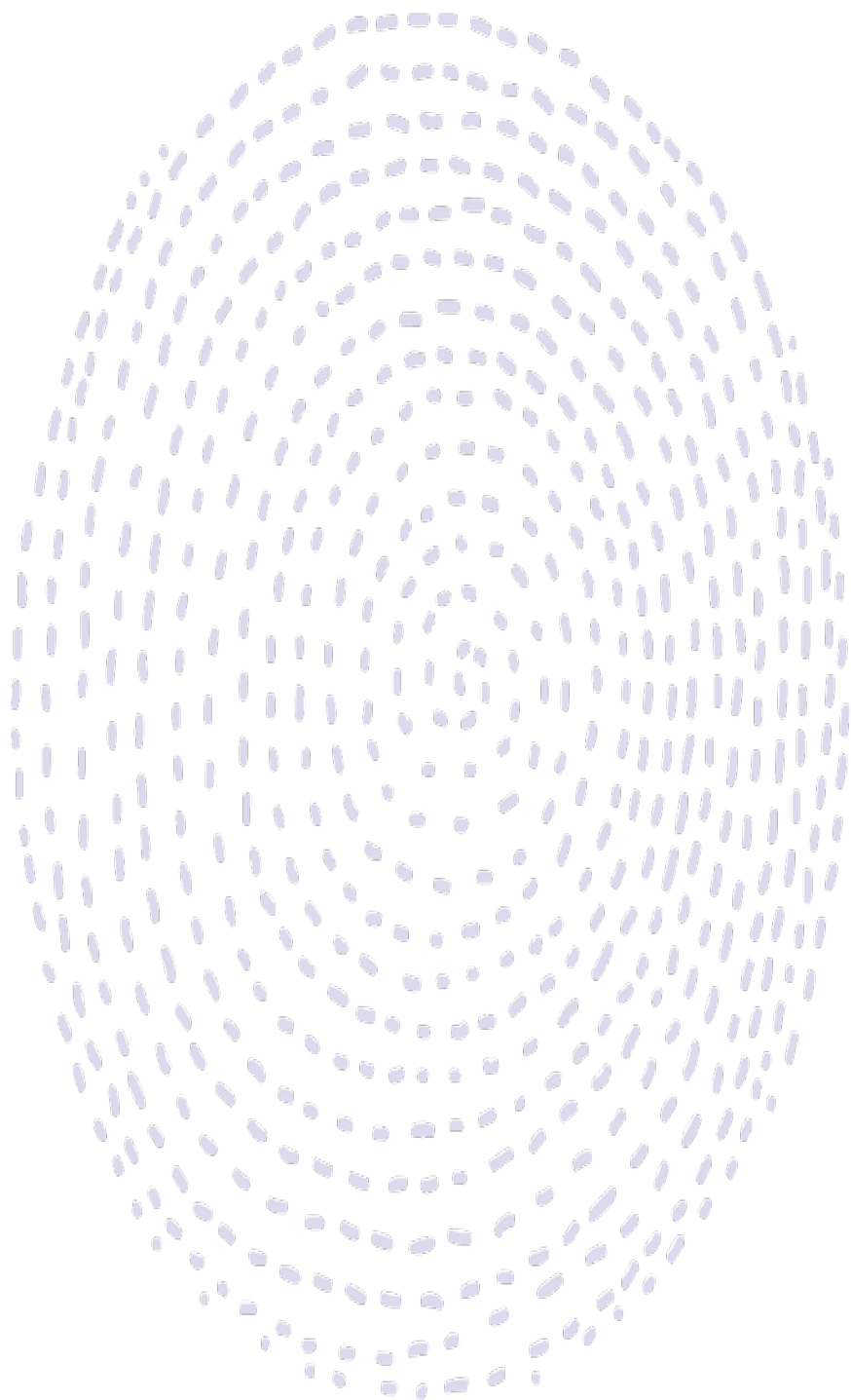


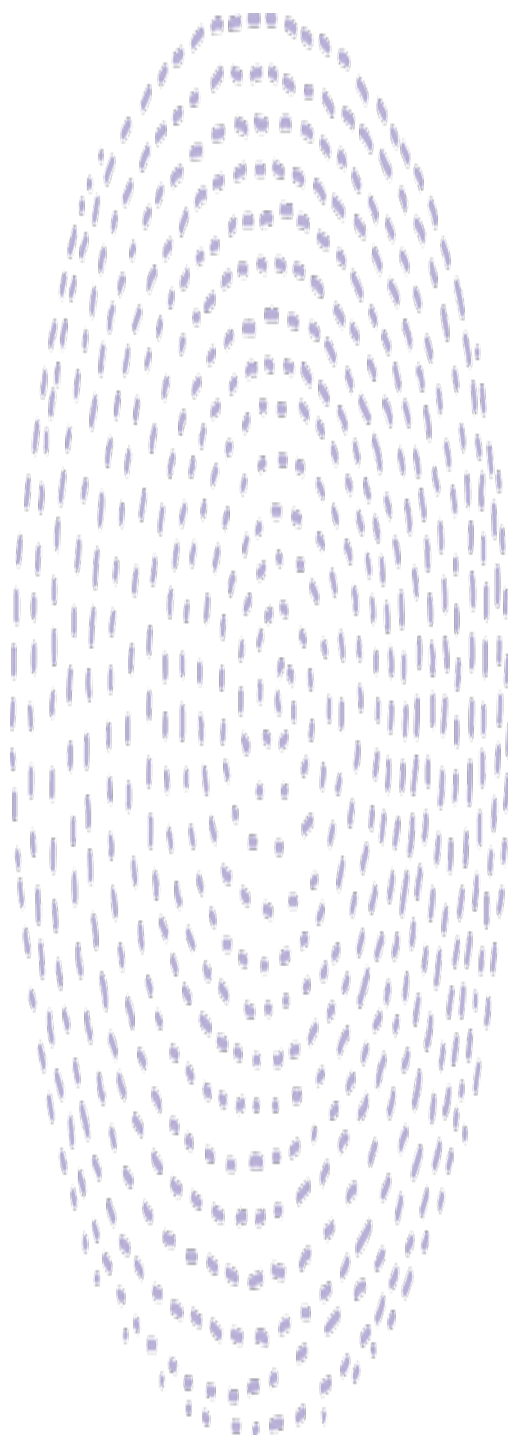




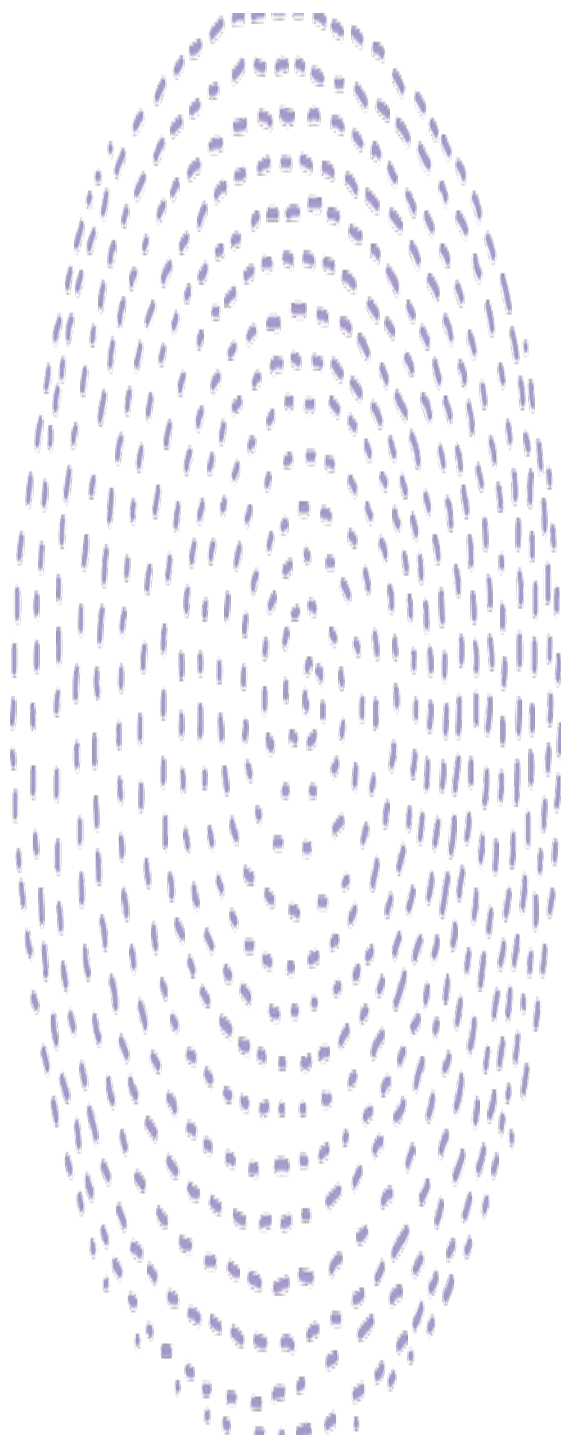








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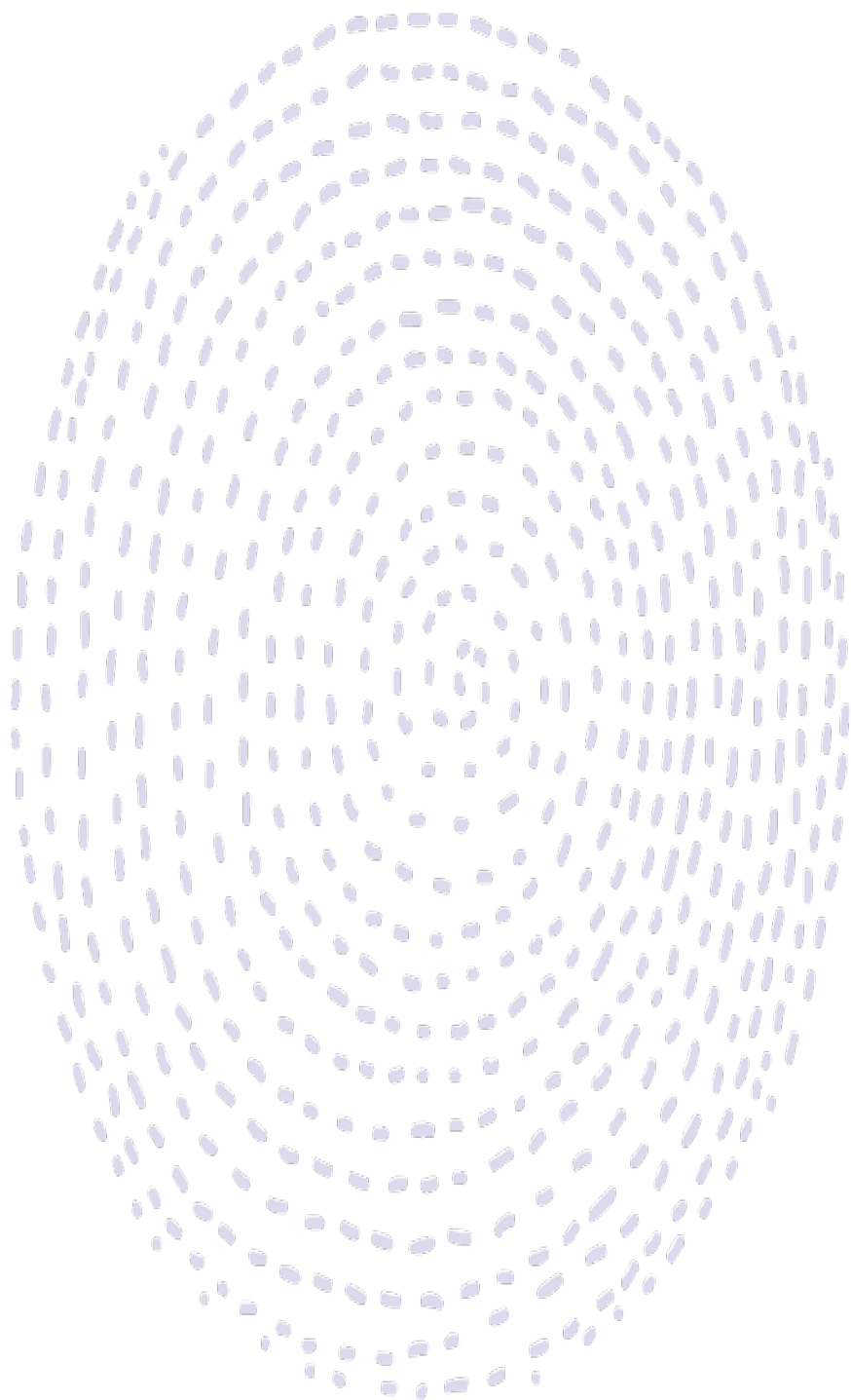
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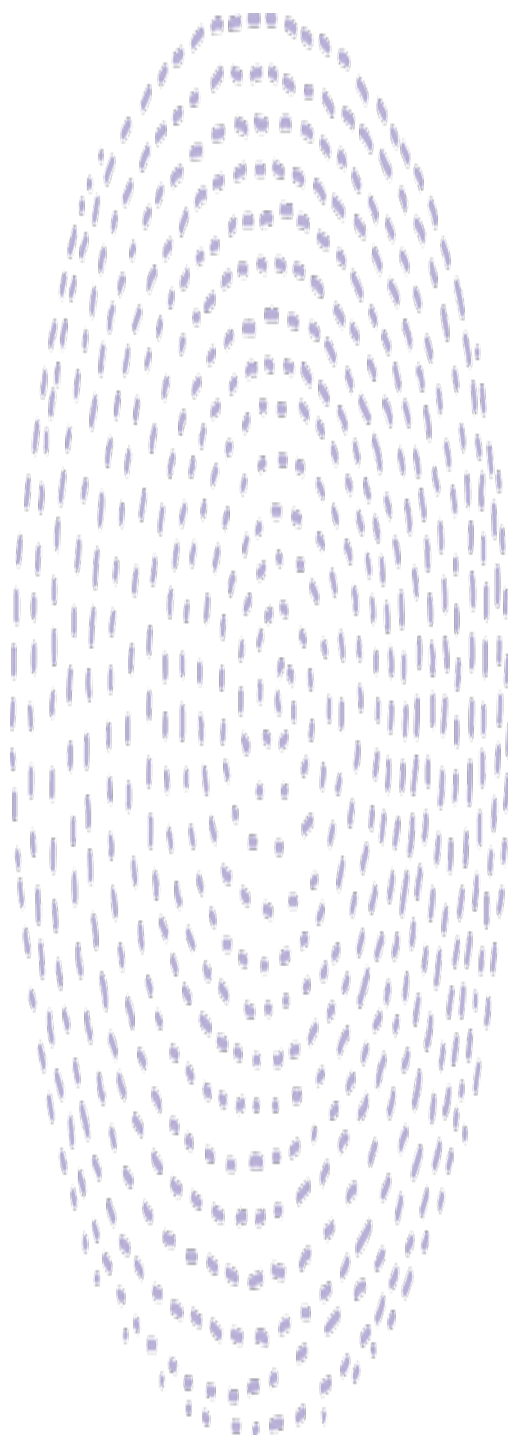
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1. The first step is to identify the key components of the system. This involves understanding the inputs, outputs, and internal processes. Once these components are identified, the next step is to map out the flow of information and materials between them.

2. The second step is to define the system's boundaries. This involves determining what is included in the system and what is excluded. This step is crucial for ensuring that the analysis is focused and relevant.

3. The third step is to collect data. This involves gathering information about the system's performance, inputs, and outputs. This data is then used to analyze the system's behavior and identify areas for improvement.

4. The fourth step is to analyze the data. This involves using statistical and mathematical tools to interpret the data and identify trends and patterns. This analysis is then used to develop recommendations for improving the system.

5. The fifth step is to implement the recommendations. This involves putting the recommendations into practice and monitoring the system's performance to ensure that the improvements are effective.

6. The sixth step is to evaluate the results. This involves comparing the system's performance before and after the improvements were implemented. This evaluation is then used to determine the effectiveness of the improvements and to identify any remaining areas for improvement.

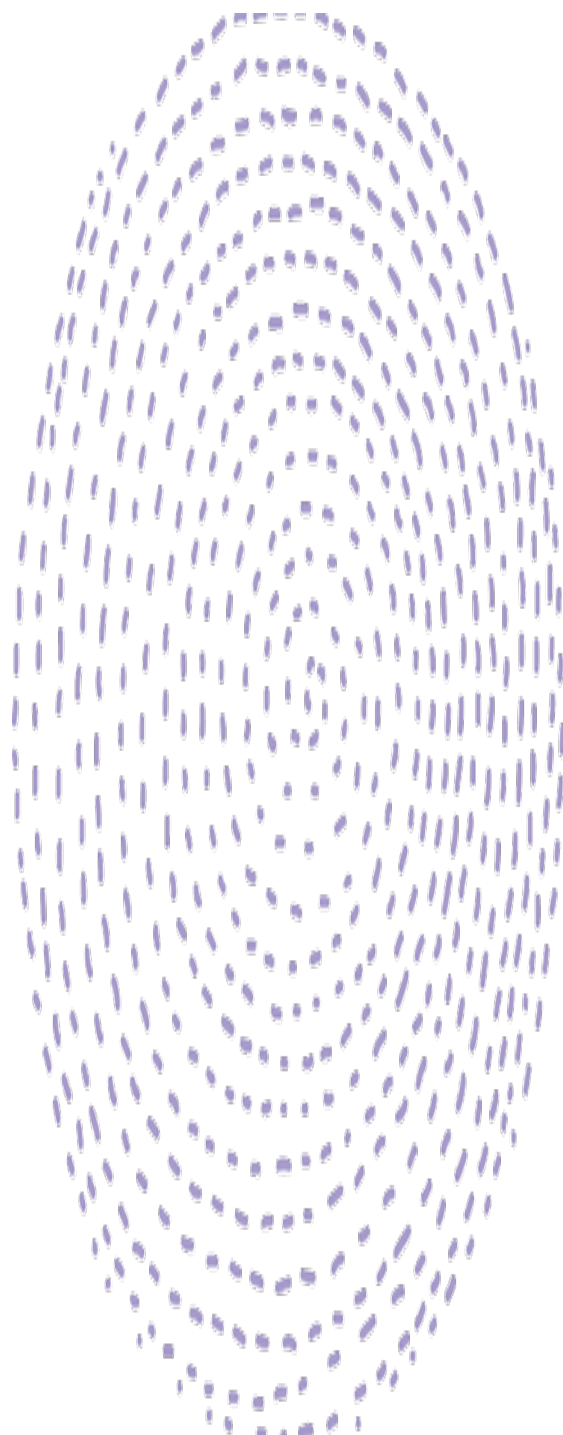
7. The seventh step is to document the findings. This involves creating a report that summarizes the results of the analysis and the recommendations for improvement. This report is then used to communicate the findings to stakeholders and to guide future decision-making.

8. The eighth step is to review the process. This involves reflecting on the entire process and identifying any areas for improvement. This review is then used to refine the process and ensure that it is effective and efficient.

9. The ninth step is to maintain the system. This involves ongoing monitoring and maintenance of the system to ensure that it continues to perform well and that any issues are identified and addressed promptly.

10. The tenth step is to report the results. This involves creating a final report that summarizes the entire process and the results of the analysis. This report is then used to communicate the findings to stakeholders and to guide future decision-making.





1. *Introduction*

2. *Methodology*

3. *Results*

4. *Discussion*

5. *Conclusion*

6. *References*

7. *Appendix*

8. *Index*

9. *Glossary*

10. *Notes*

11. *Footnotes*

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13. *References*

14. *Appendix*

15. *Index*

16. *Glossary*

17. *Notes*

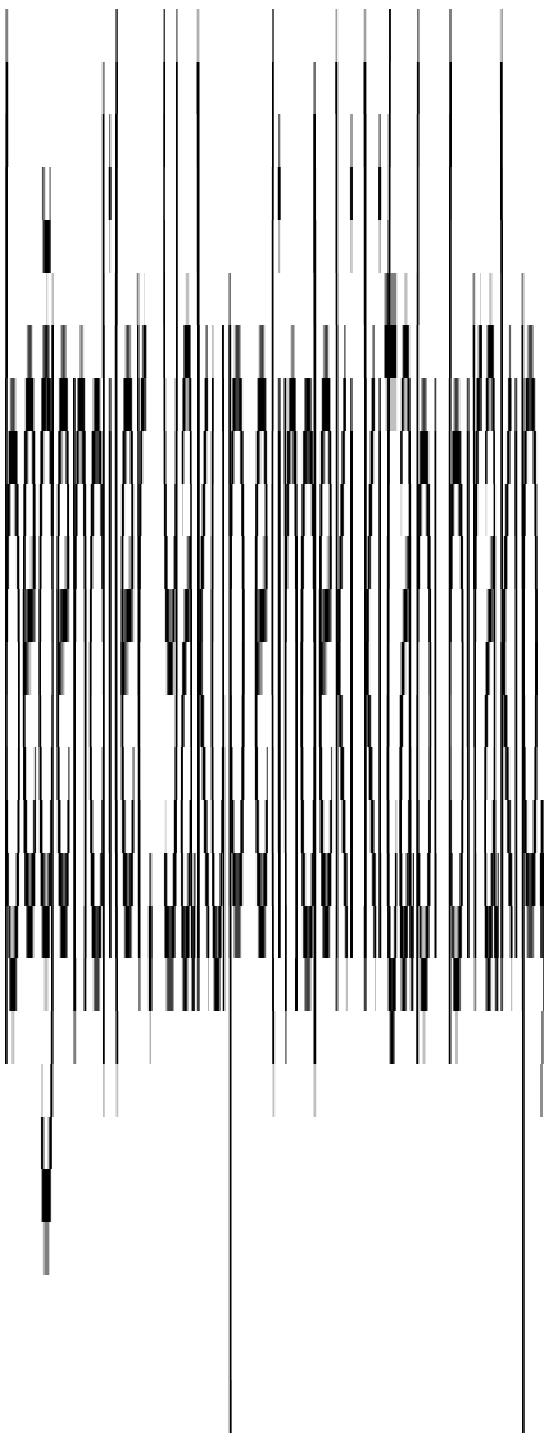
18. *Footnotes*

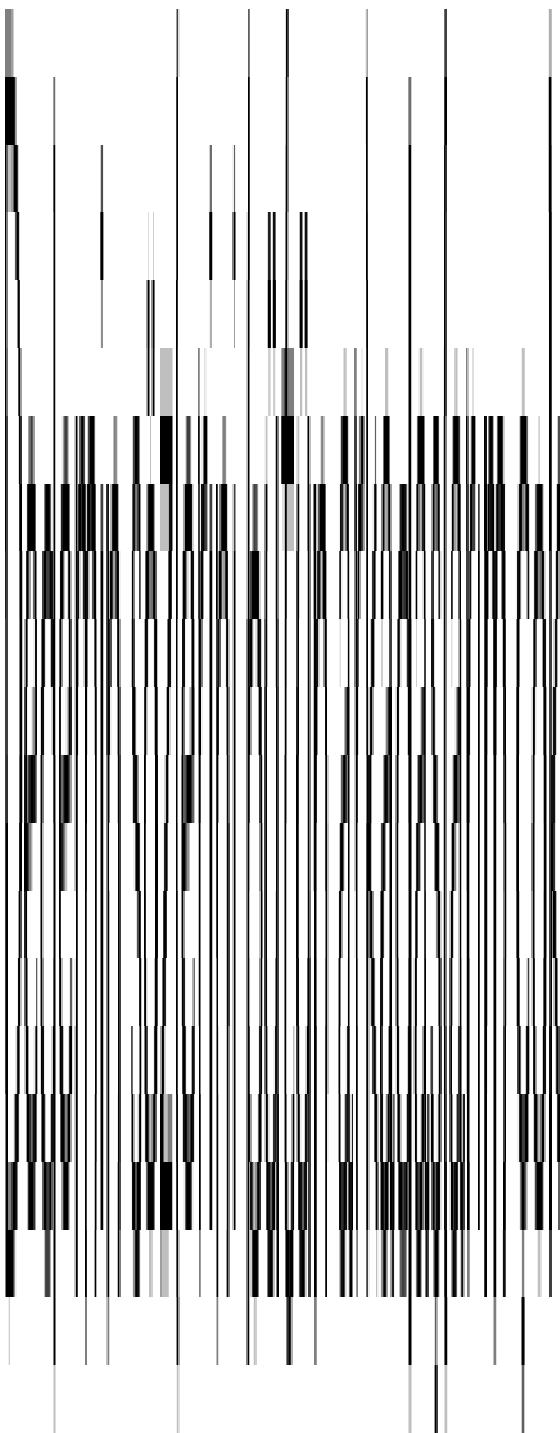
19. *Endnotes*

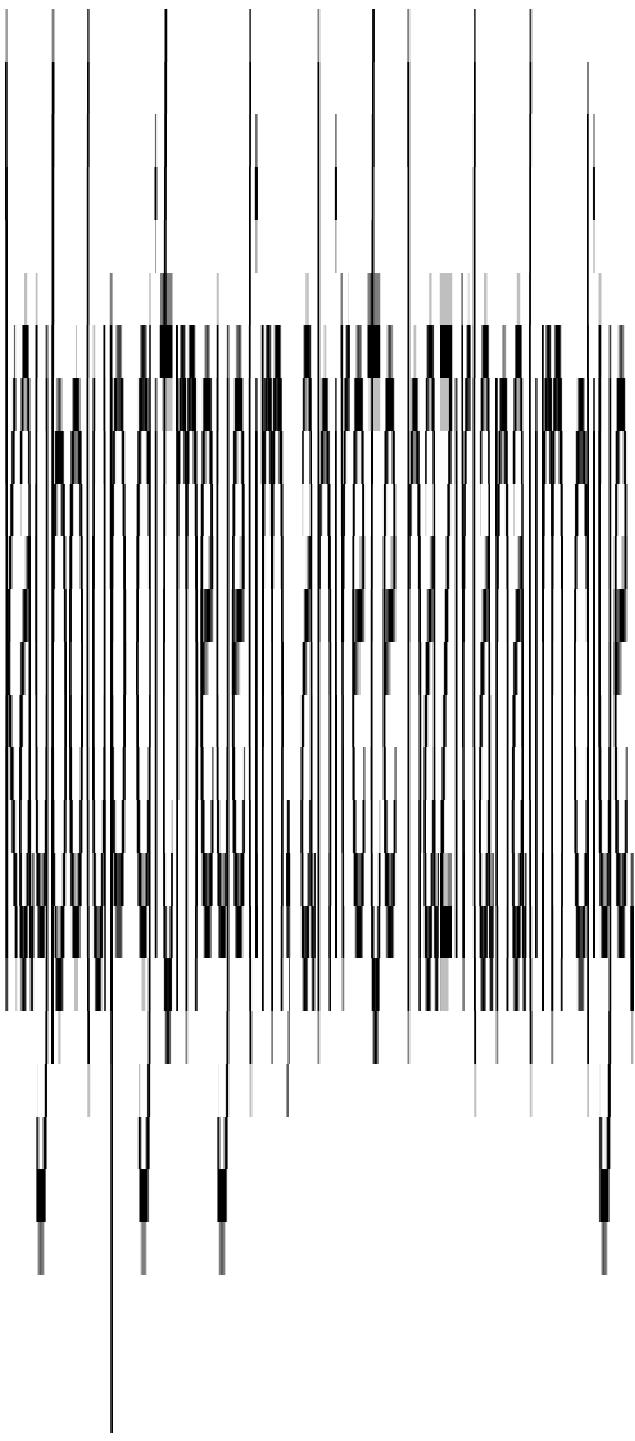
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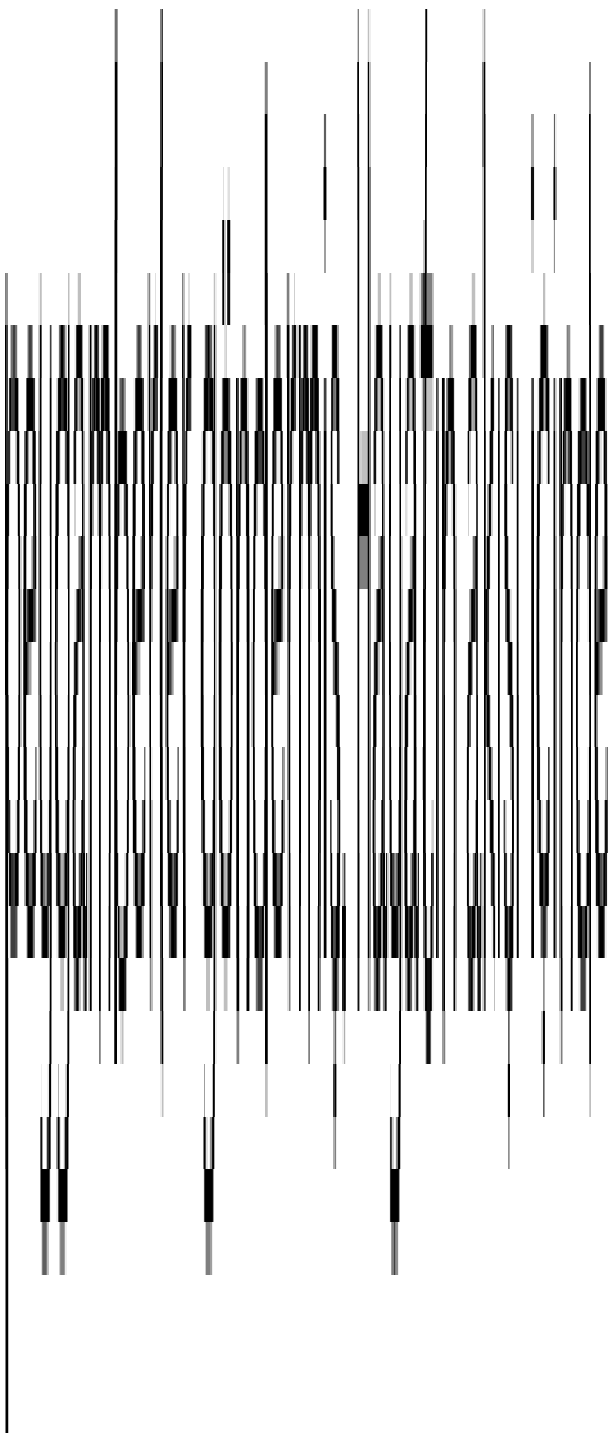
21. *Appendix*

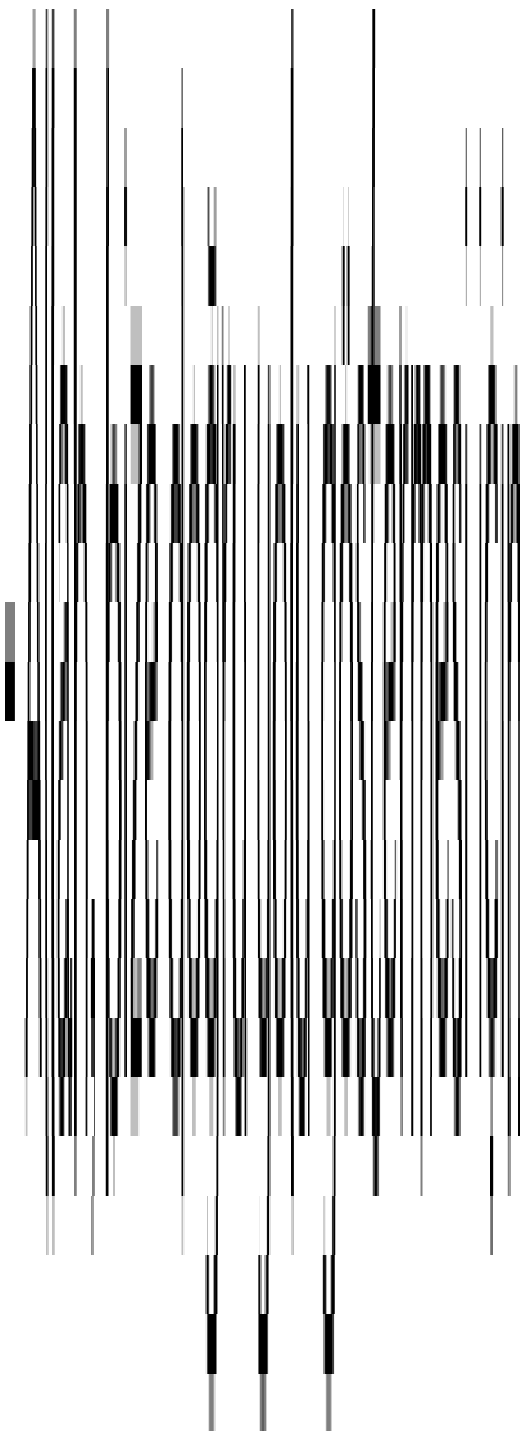
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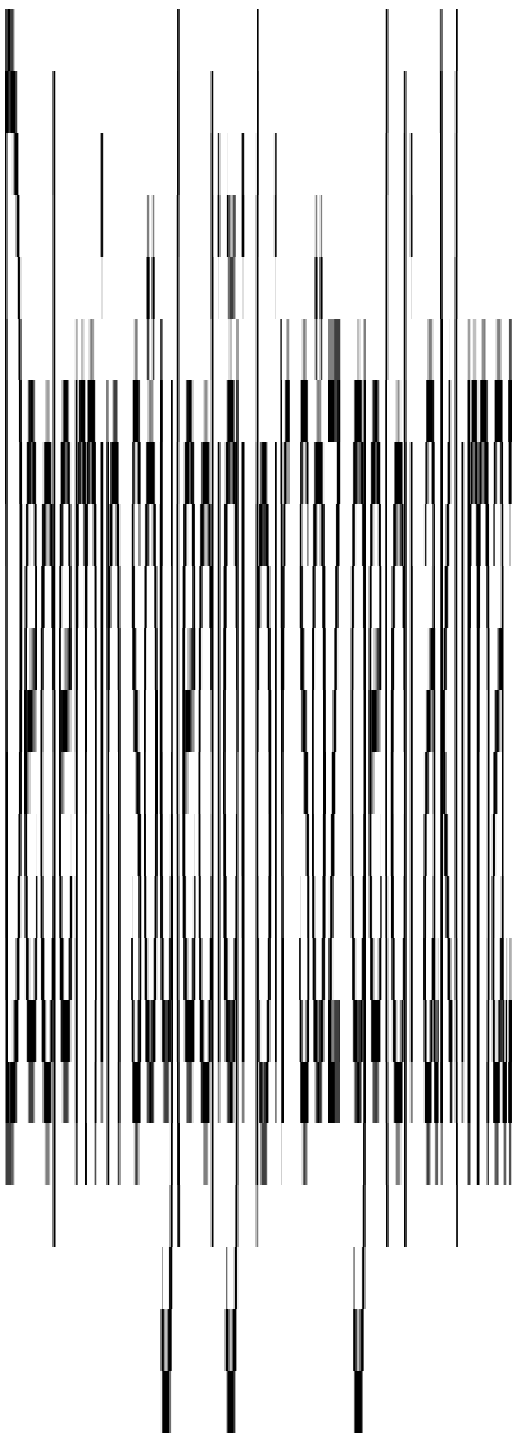


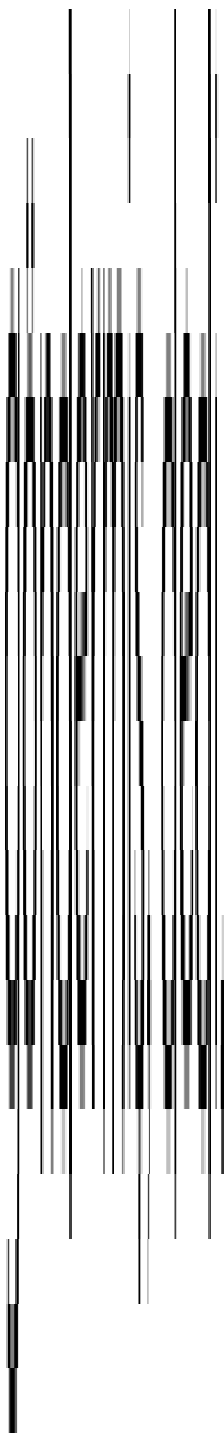


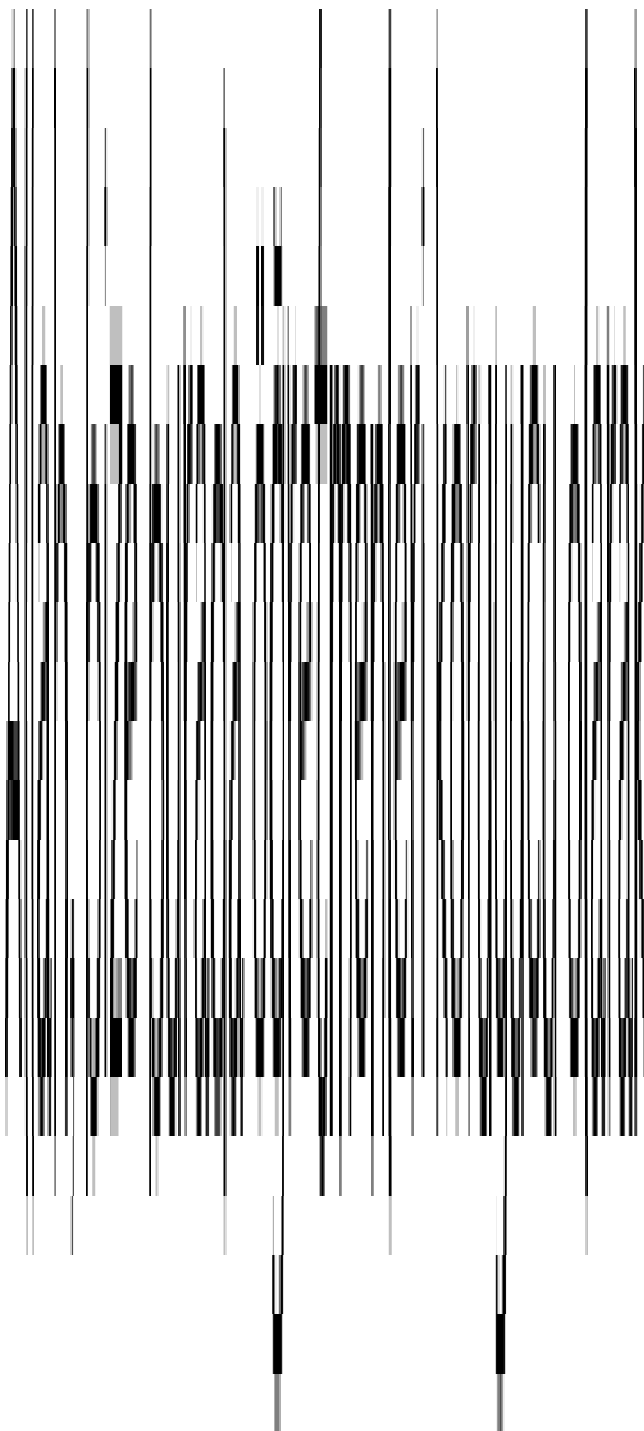


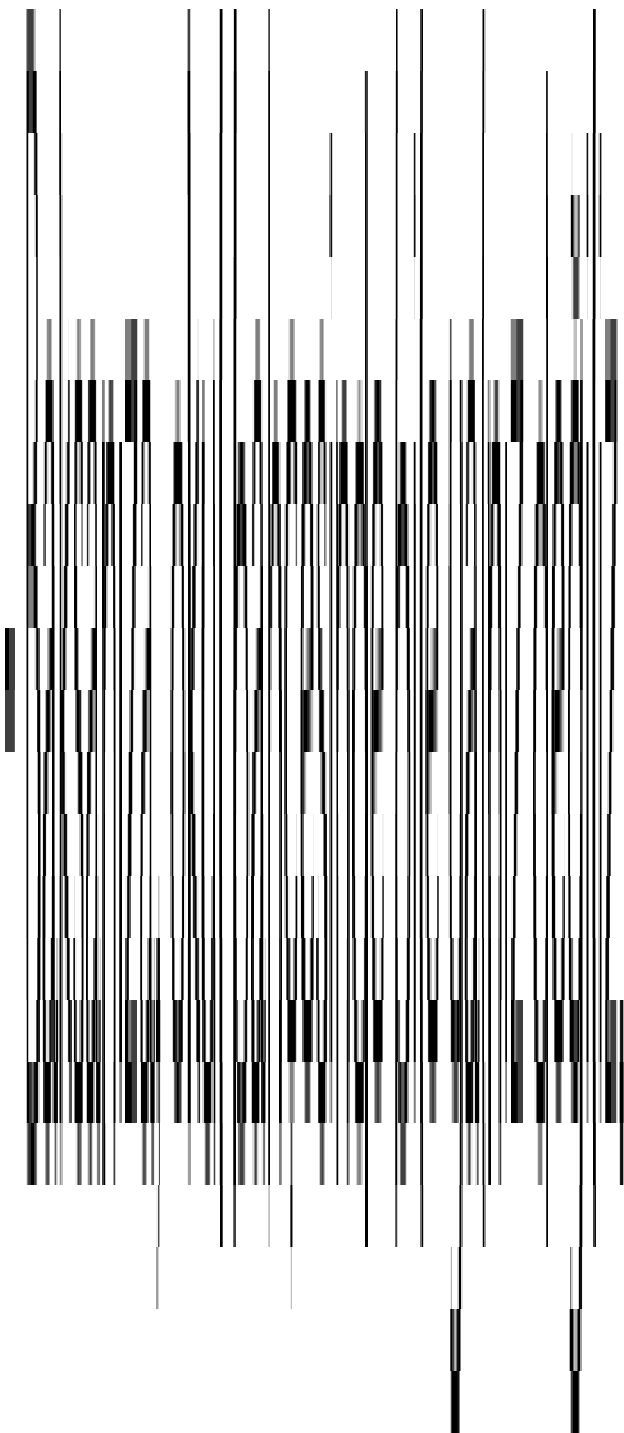


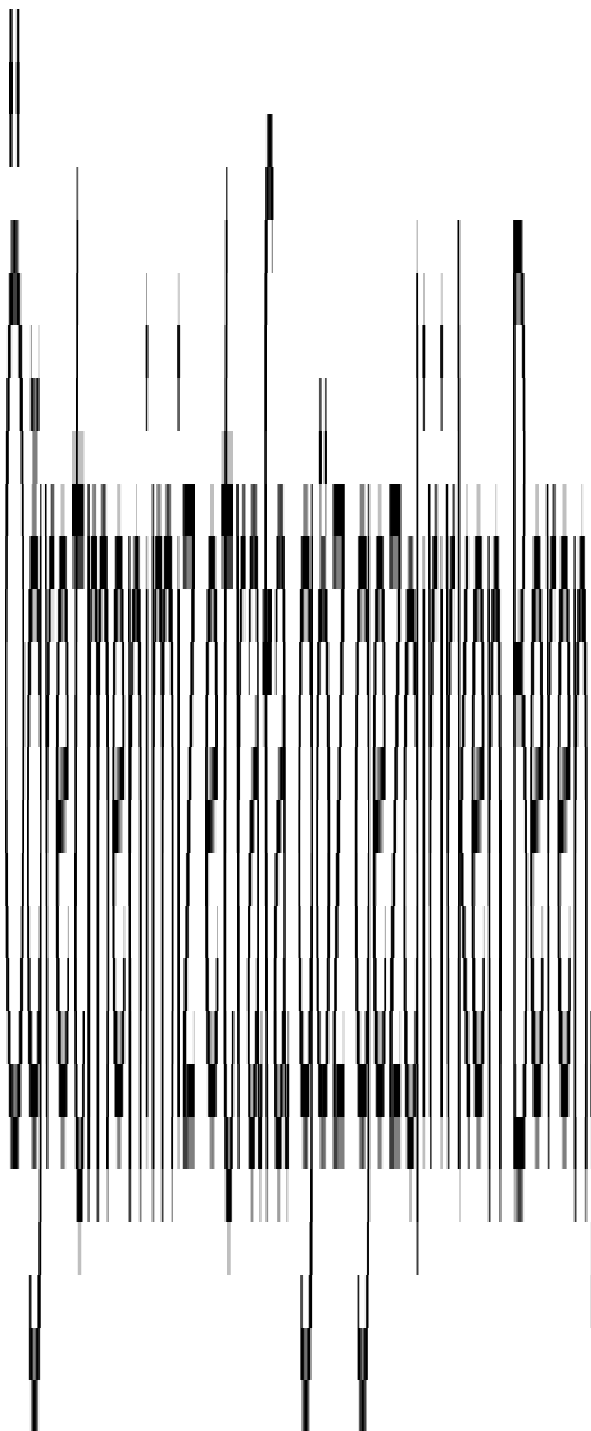


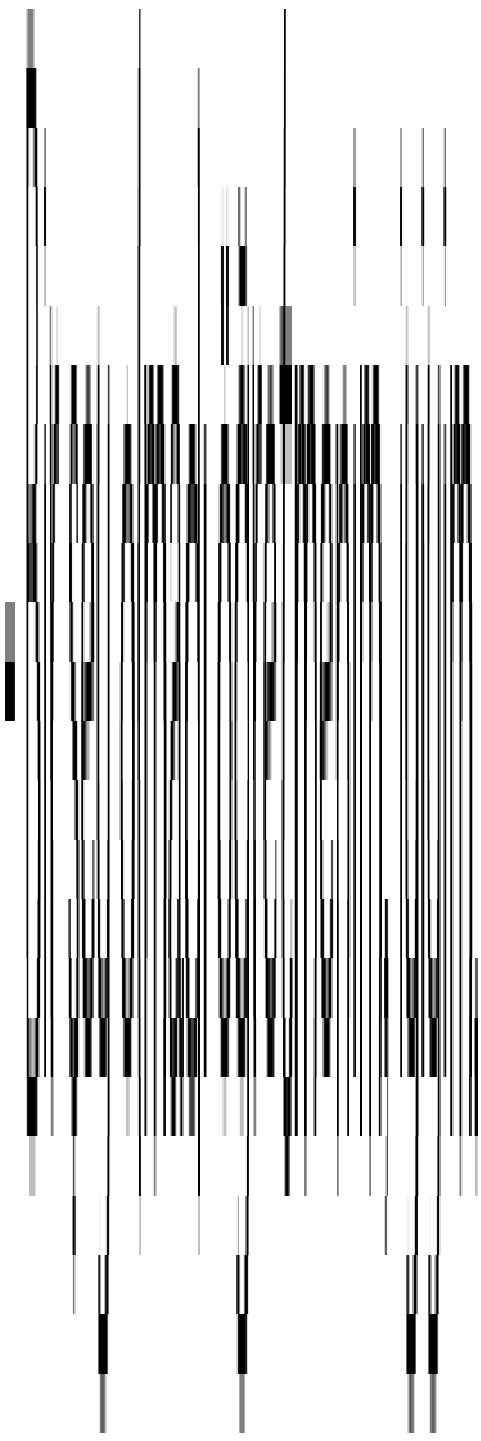


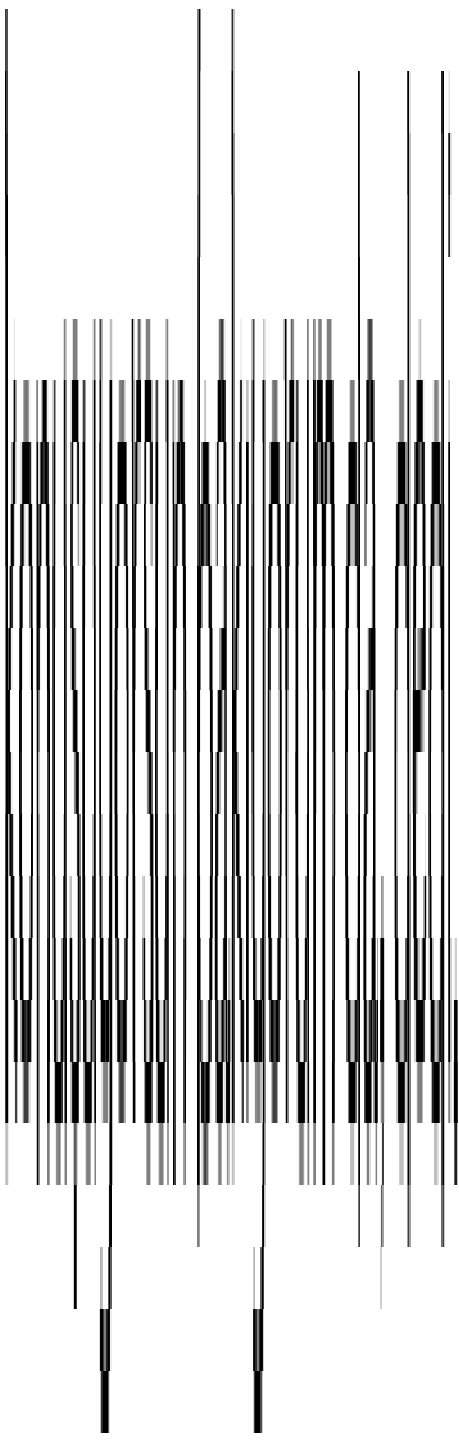


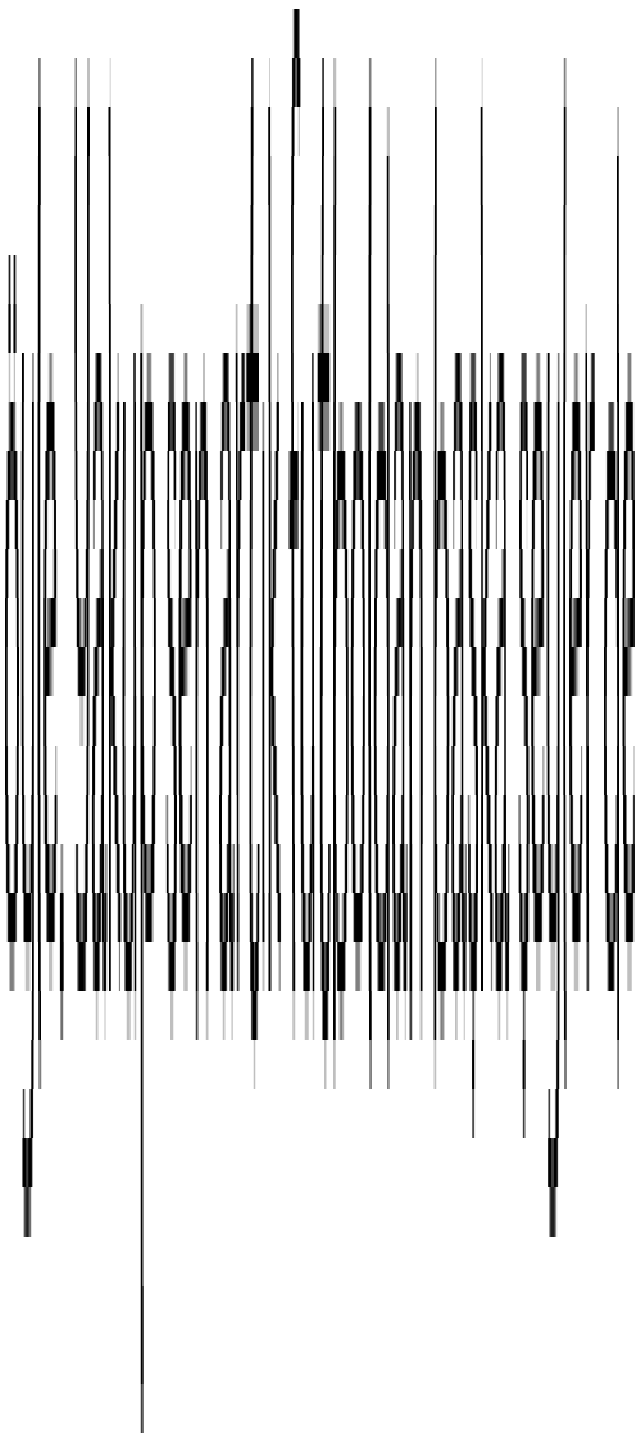


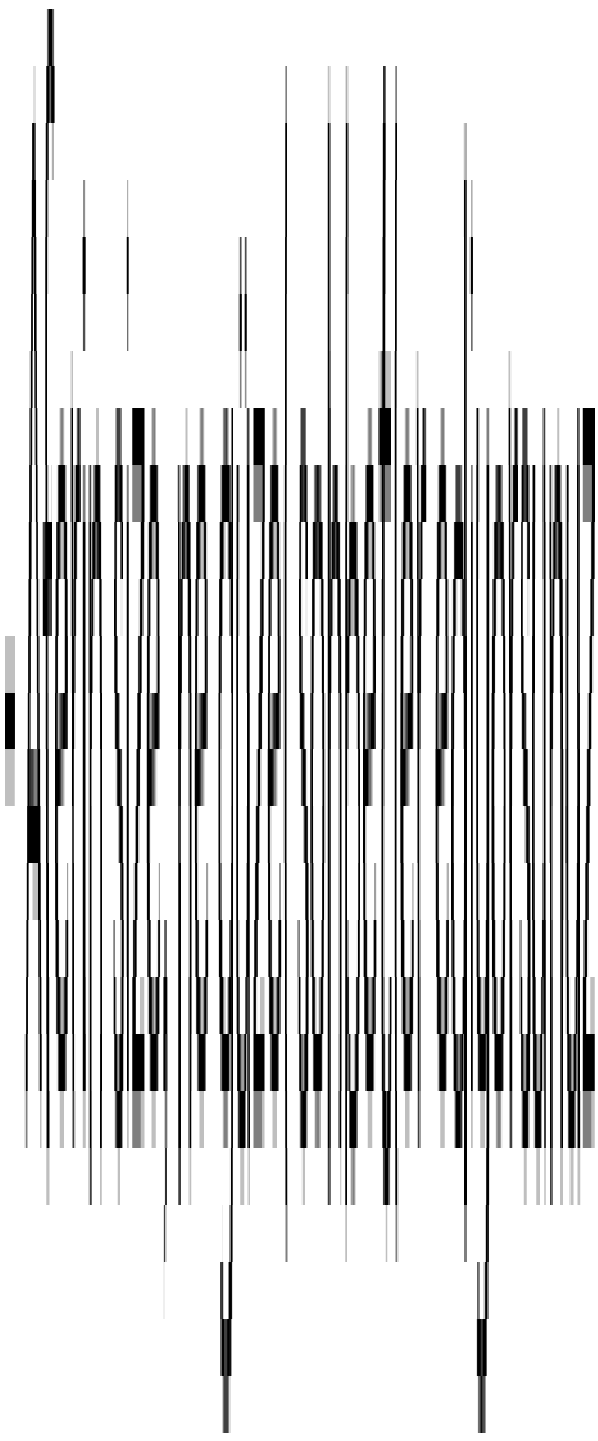


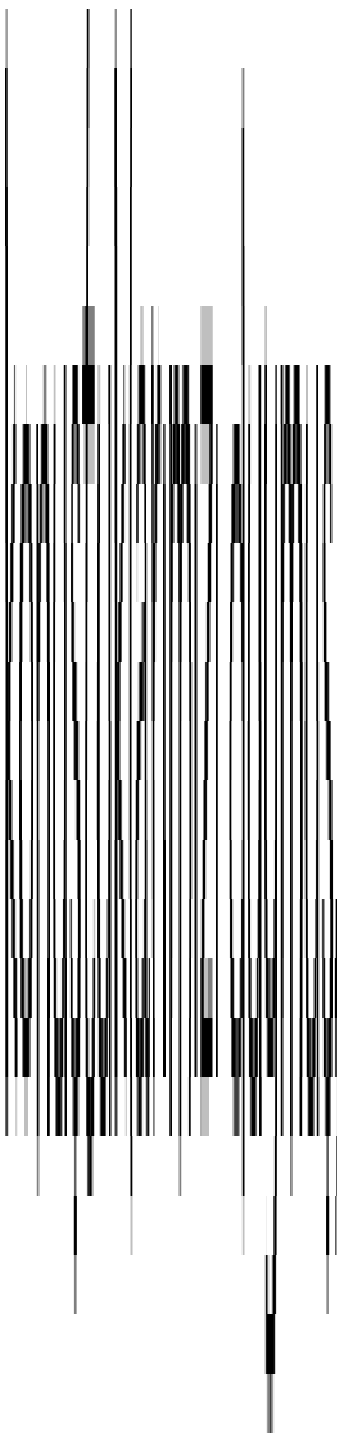


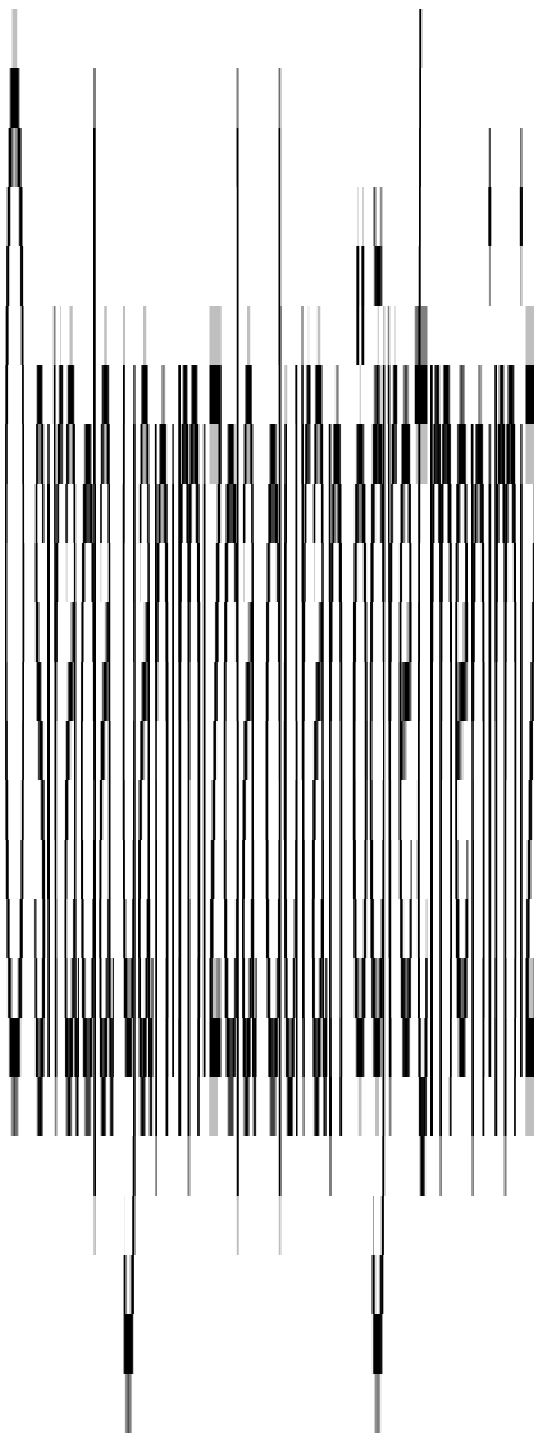












the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 1999). The number of people aged 65 and over is projected to increase to 6.5 million by 2011, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 1999).

There is a growing awareness of the need to develop services to meet the needs of older people, and a number of initiatives have been developed to address this need. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to improve the lives of older people. The strategy is based on three main principles: (1) to ensure that older people have the opportunity to live independently and actively; (2) to ensure that older people have access to the services and support they need; and (3) to ensure that older people are treated with respect and dignity. The strategy is being implemented through a number of initiatives, including the development of new services and the improvement of existing services.

One of the key initiatives is the development of new services to meet the needs of older people. This includes the development of new housing schemes, new care homes, and new community centres. The government is also investing in the development of new services to support older people, such as home care services and day care services. The government is also investing in the development of new services to improve the lives of older people, such as the development of new leisure facilities and new transport services.

Another key initiative is the improvement of existing services. This includes the improvement of housing schemes, care homes, and community centres. The government is also investing in the improvement of existing services to support older people, such as home care services and day care services. The government is also investing in the improvement of existing services to improve the lives of older people, such as the improvement of leisure facilities and transport services.

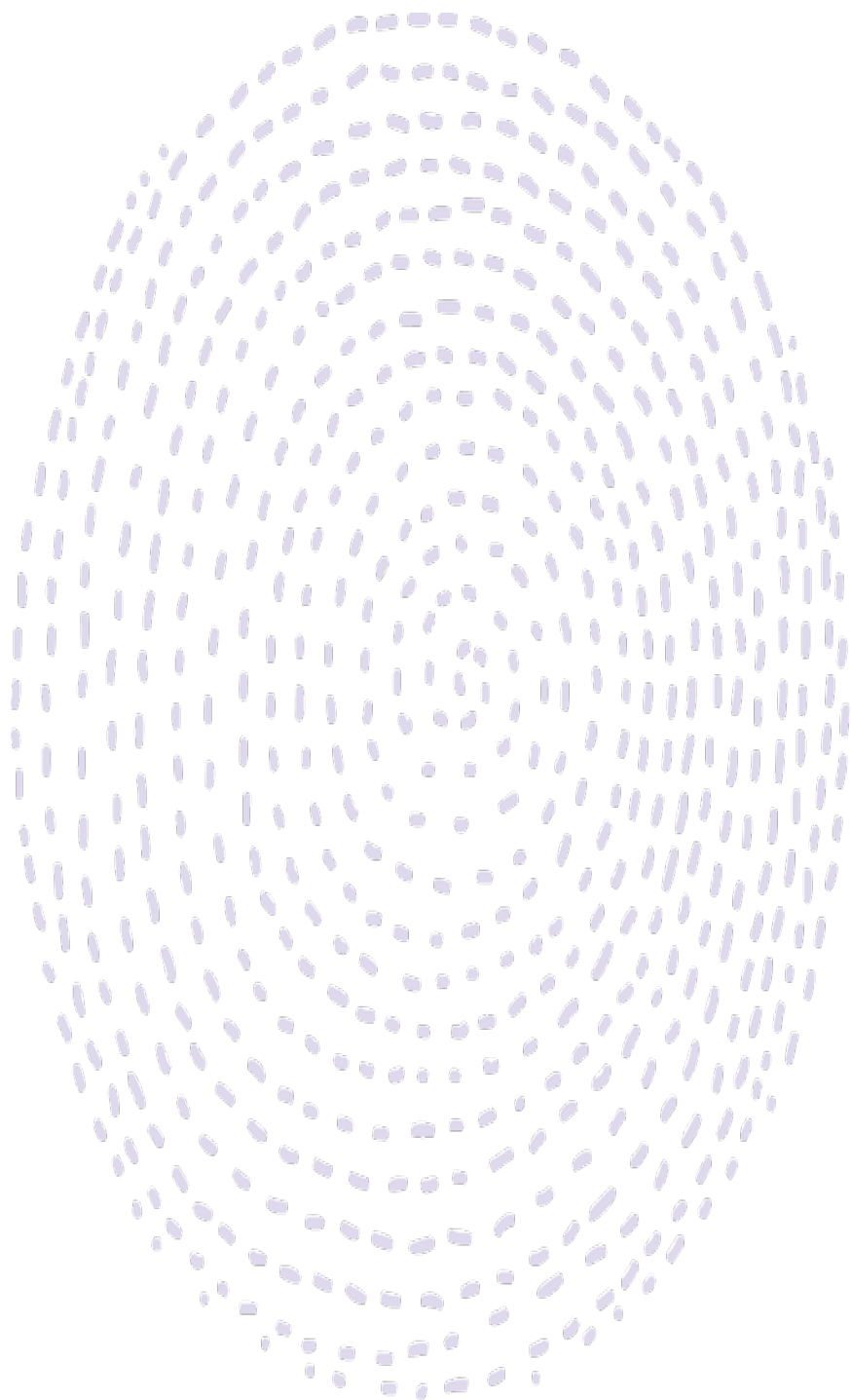
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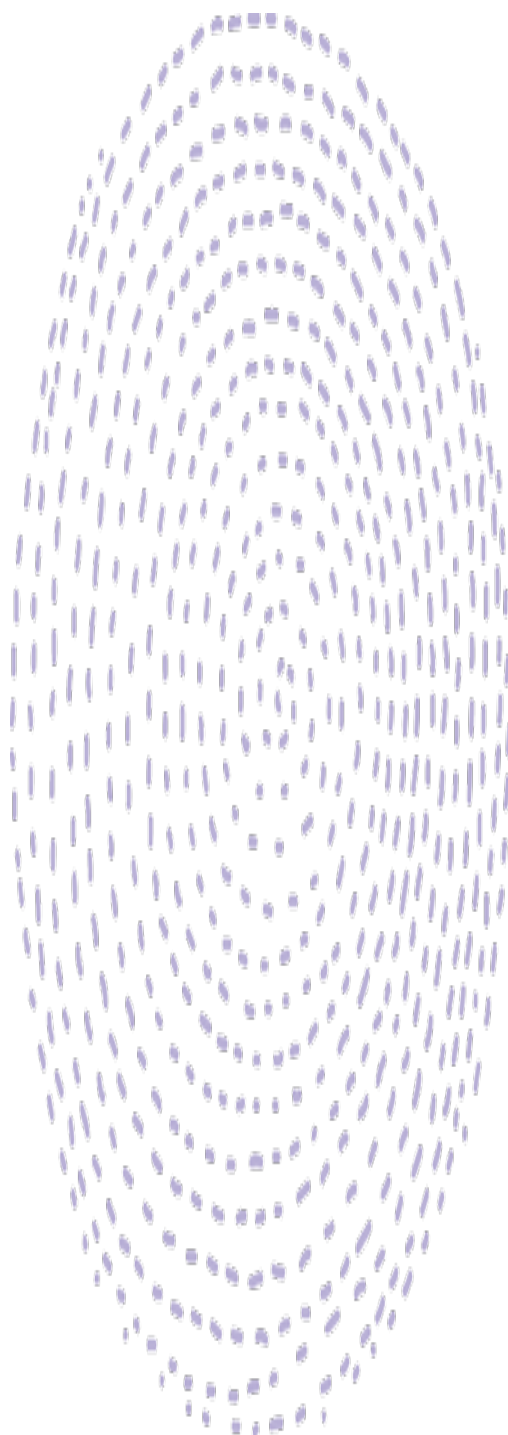
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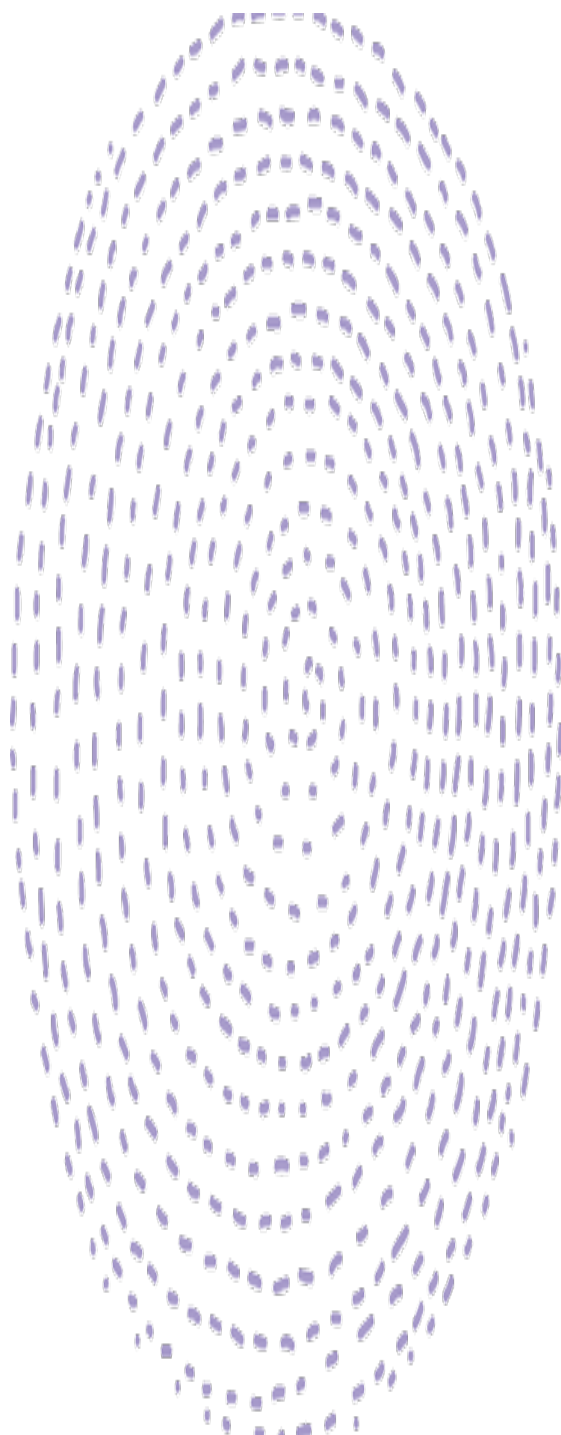
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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1995. The public sector has become a major employer in the UK, and its growth has been a major factor in the overall growth of the economy.

The public sector has also become a major employer of women. In 1980, women made up 40% of the public sector workforce, and by 1995, this figure had risen to 50%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of women in the workforce, and the increasing demand for public services.

The public sector has also become a major employer of young people. In 1980, young people made up 10% of the public sector workforce, and by 1995, this figure had risen to 20%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of young people in the workforce, and the increasing demand for public services.

The public sector has also become a major employer of people with disabilities. In 1980, people with disabilities made up 5% of the public sector workforce, and by 1995, this figure had risen to 10%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of people with disabilities in the workforce, and the increasing demand for public services.

The public sector has also become a major employer of people from ethnic minorities. In 1980, people from ethnic minorities made up 5% of the public sector workforce, and by 1995, this figure had risen to 10%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of people from ethnic minorities in the workforce, and the increasing demand for public services.

The public sector has also become a major employer of people from the lower social classes. In 1980, people from the lower social classes made up 5% of the public sector workforce, and by 1995, this figure had risen to 10%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of people from the lower social classes in the workforce, and the increasing demand for public services.

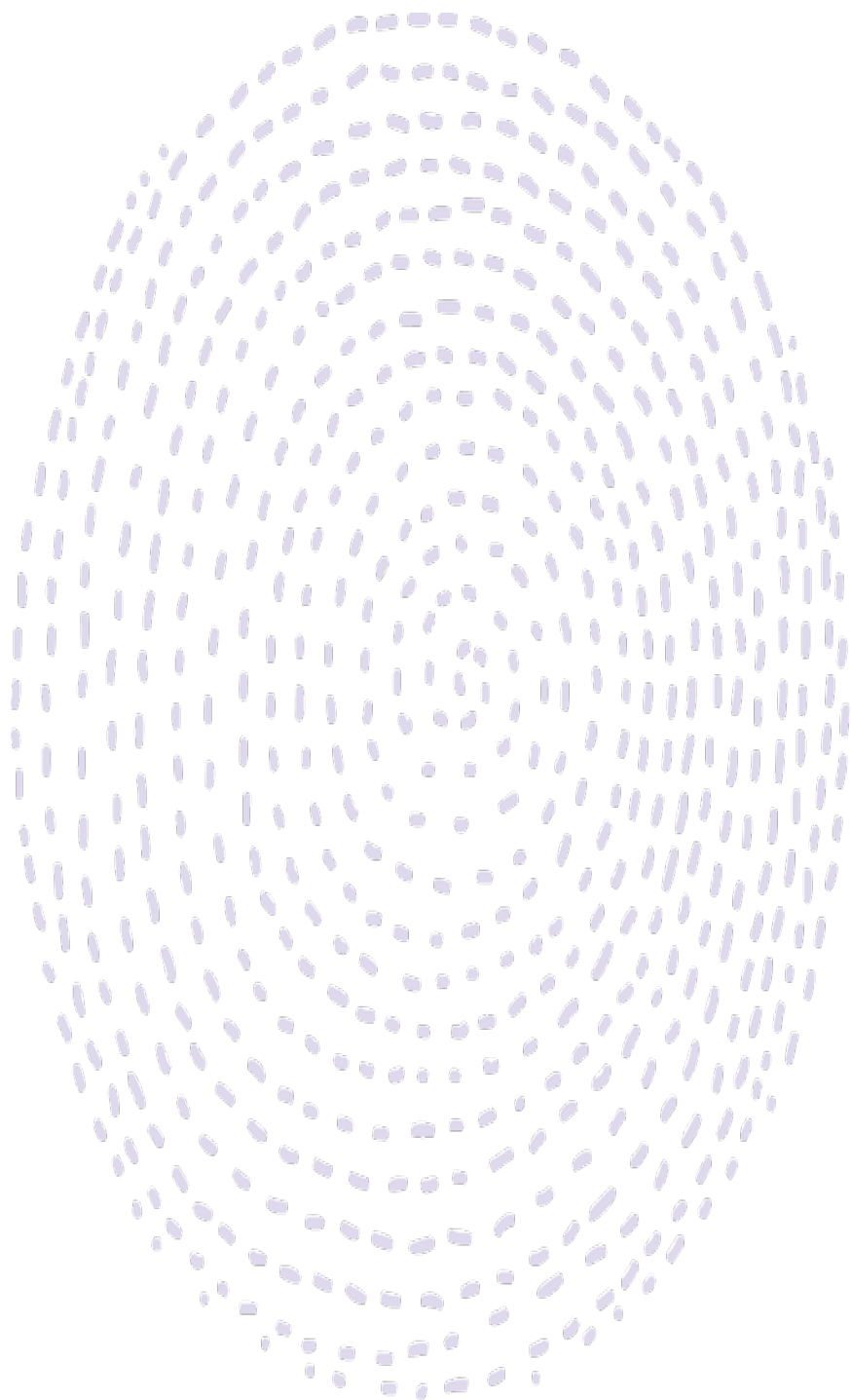
The public sector has also become a major employer of people from the lower income groups. In 1980, people from the lower income groups made up 5% of the public sector workforce, and by 1995, this figure had risen to 10%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of people from the lower income groups in the workforce, and the increasing demand for public services.

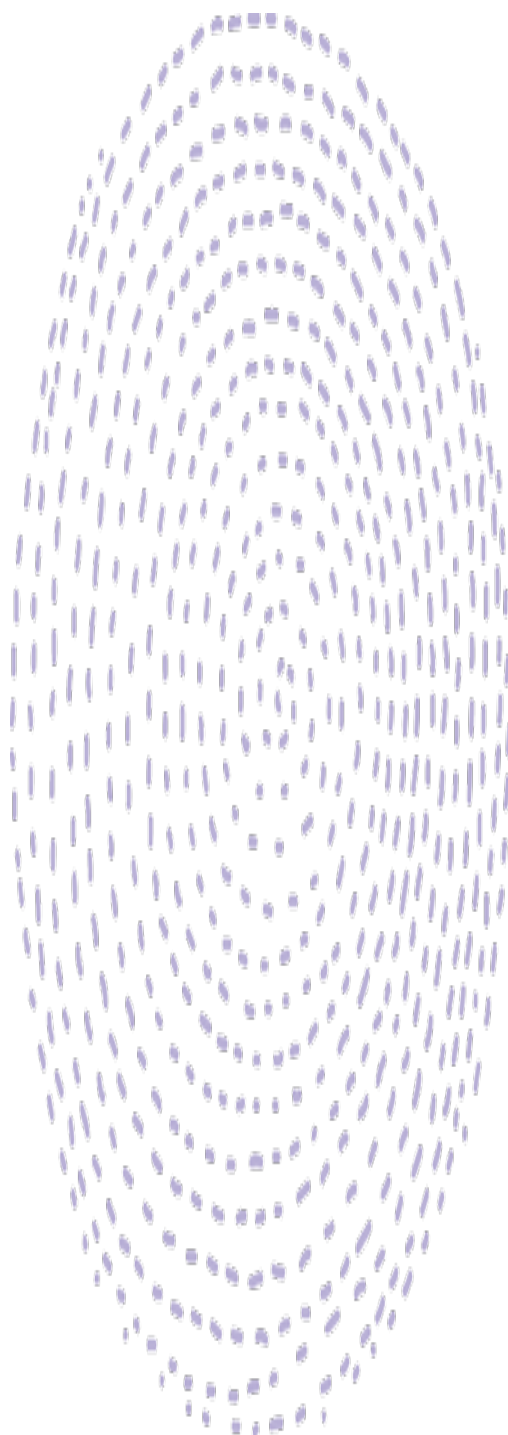
The public sector has also become a major employer of people from the lower education levels. In 1980, people from the lower education levels made up 5% of the public sector workforce, and by 1995, this figure had risen to 10%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of people from the lower education levels in the workforce, and the increasing demand for public services.

The public sector has also become a major employer of people from the lower health status. In 1980, people from the lower health status made up 5% of the public sector workforce, and by 1995, this figure had risen to 10%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of people from the lower health status in the workforce, and the increasing demand for public services.

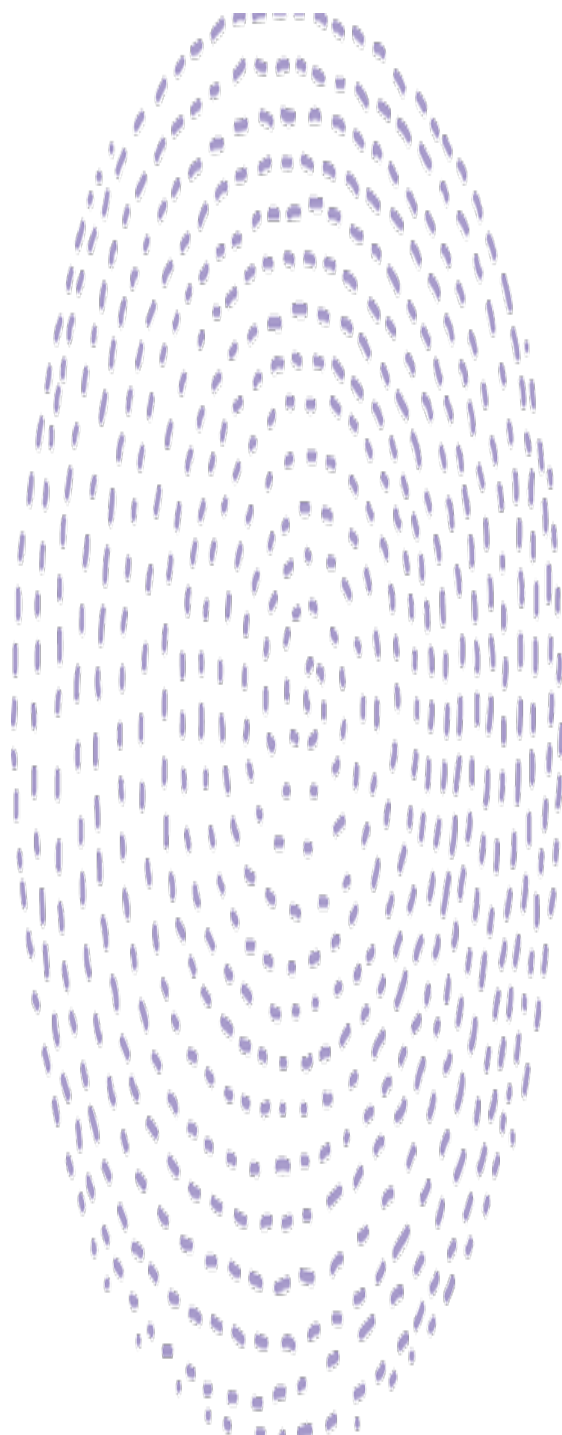
The public sector has also become a major employer of people from the lower life expectancy. In 1980, people from the lower life expectancy made up 5% of the public sector workforce, and by 1995, this figure had risen to 10%. This increase has been driven by a number of factors, including the growth of the public sector, the increasing participation of people from the lower life expectancy in the workforce, and the increasing demand for public services.











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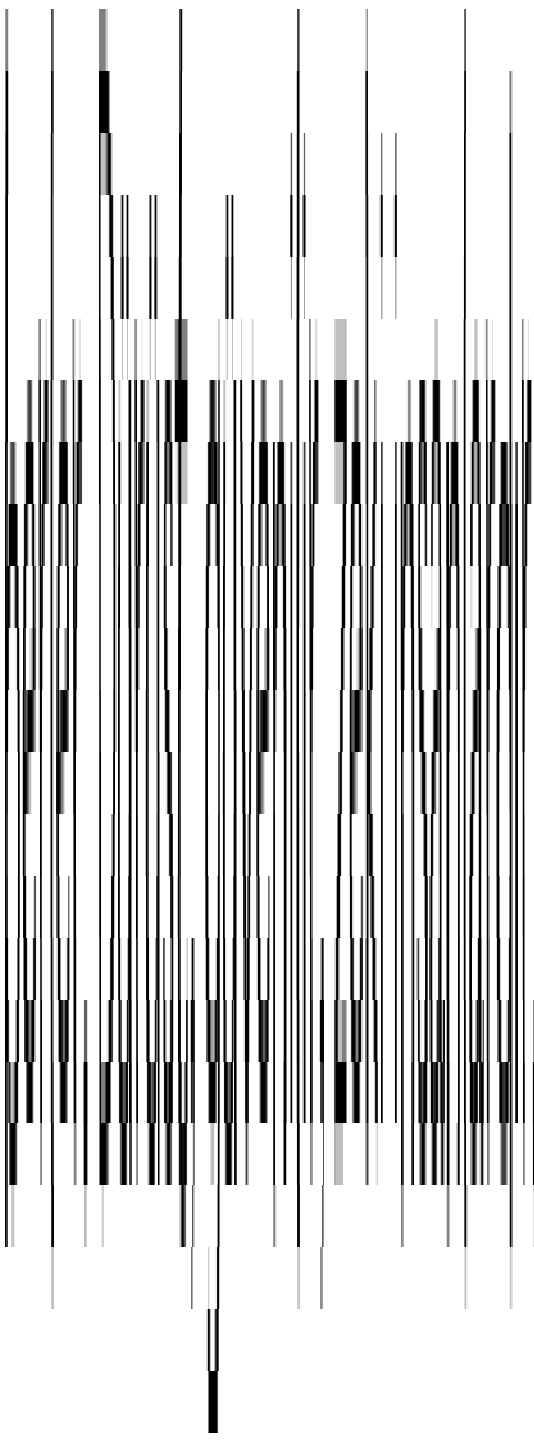
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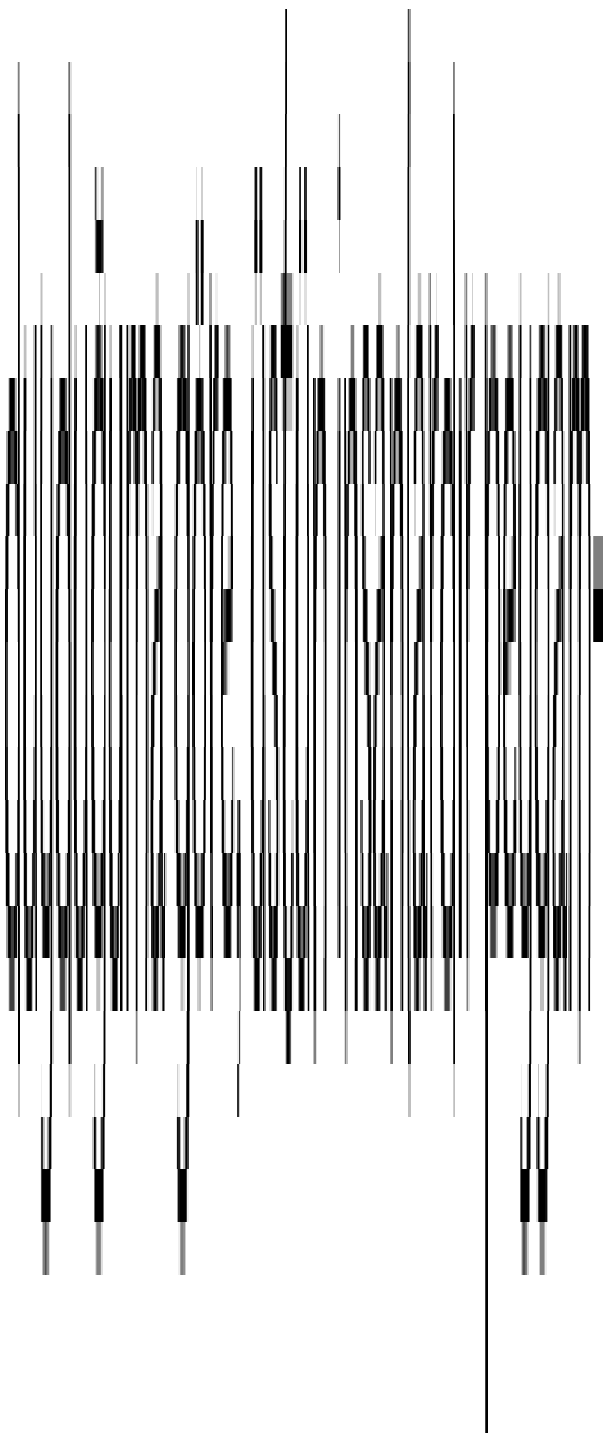
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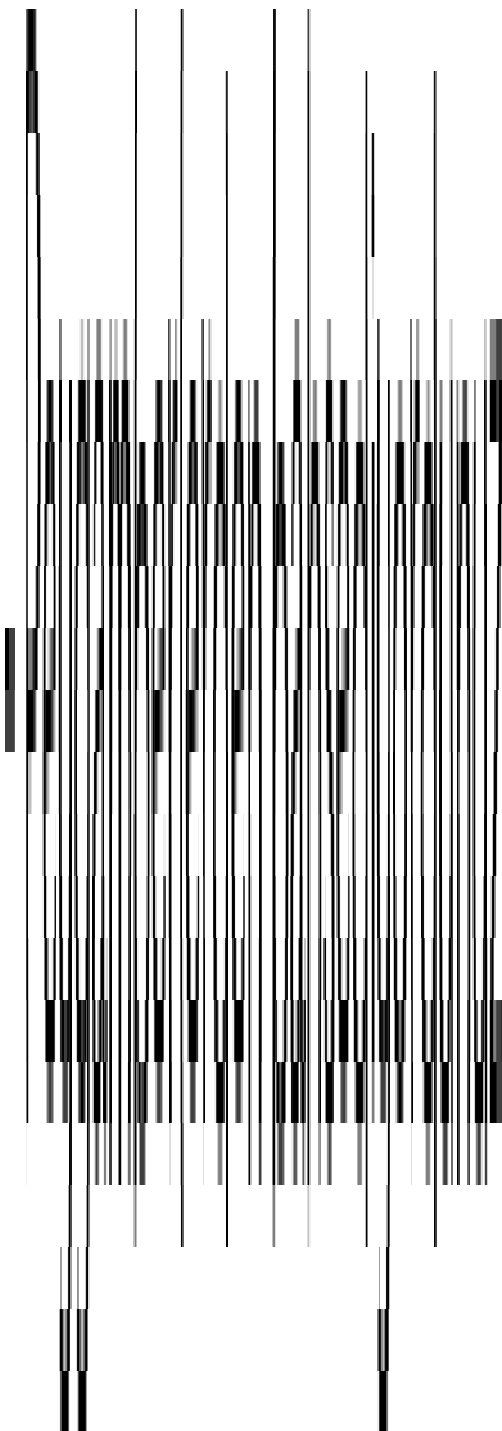
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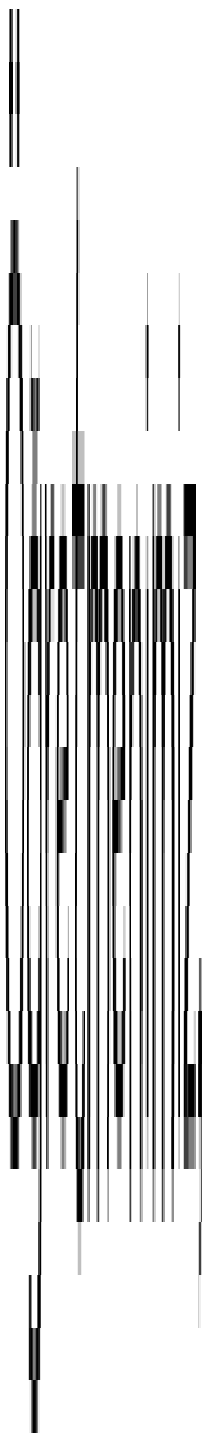
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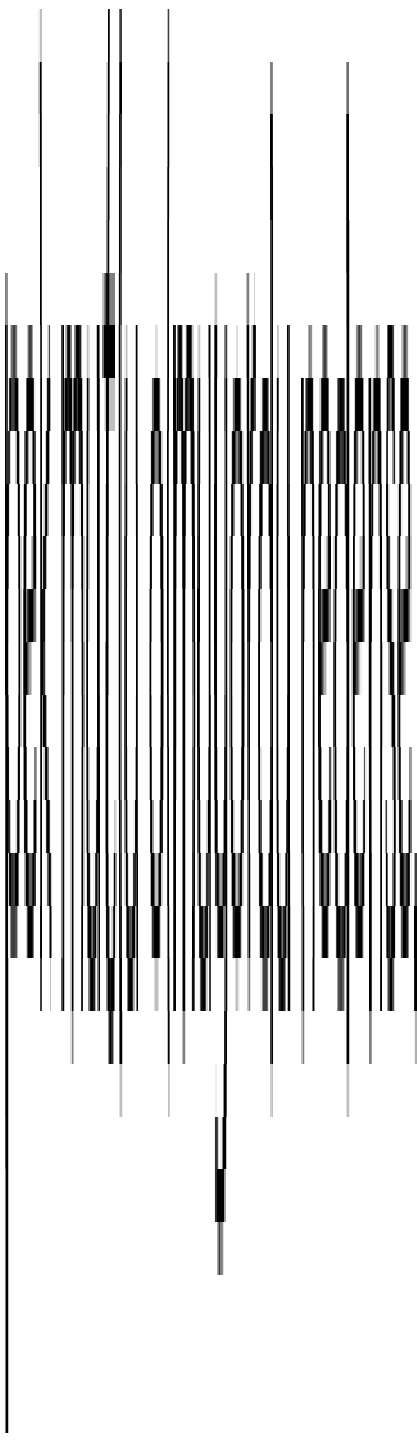


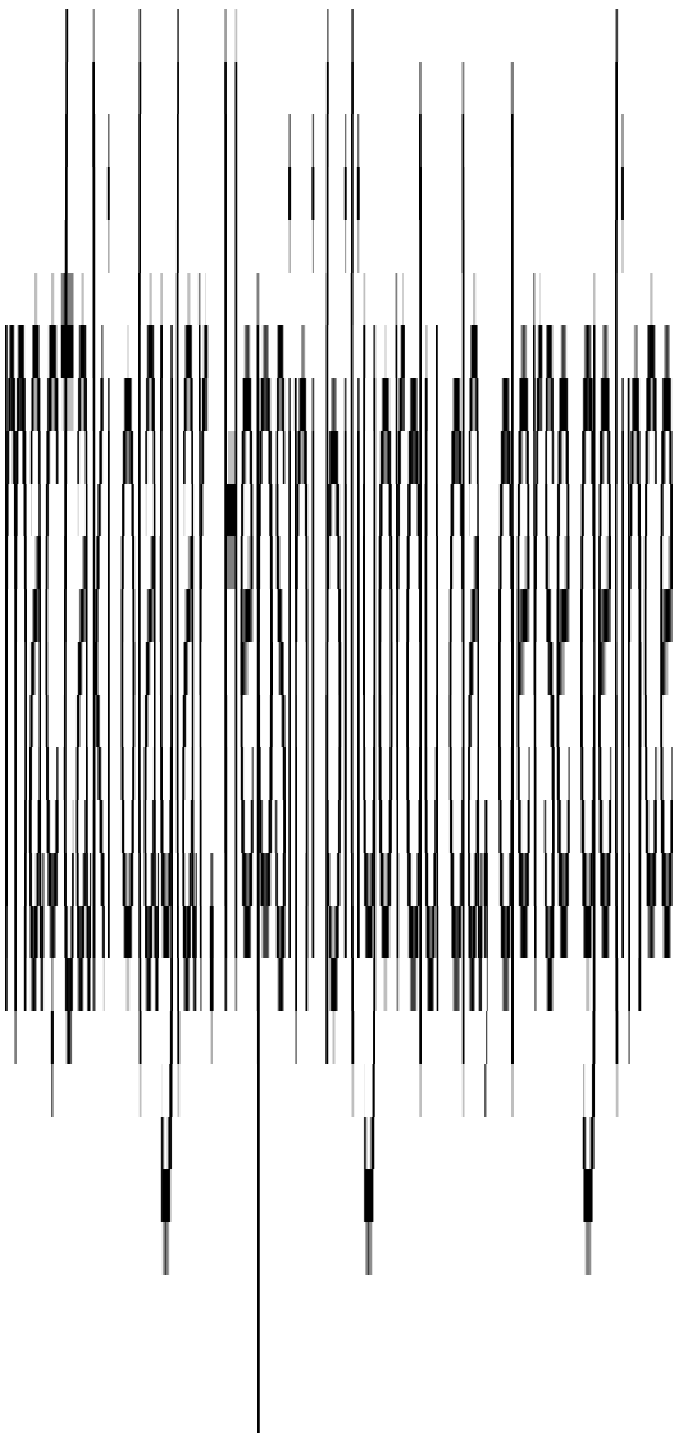


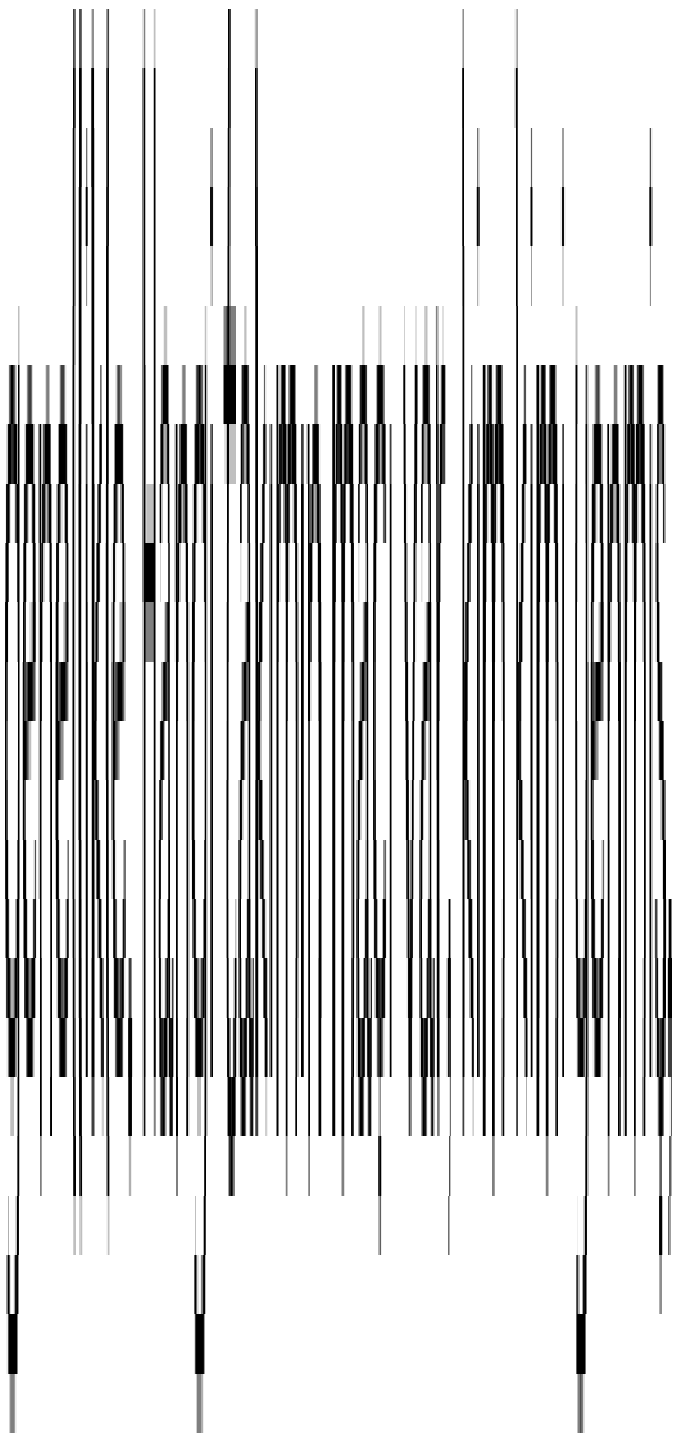


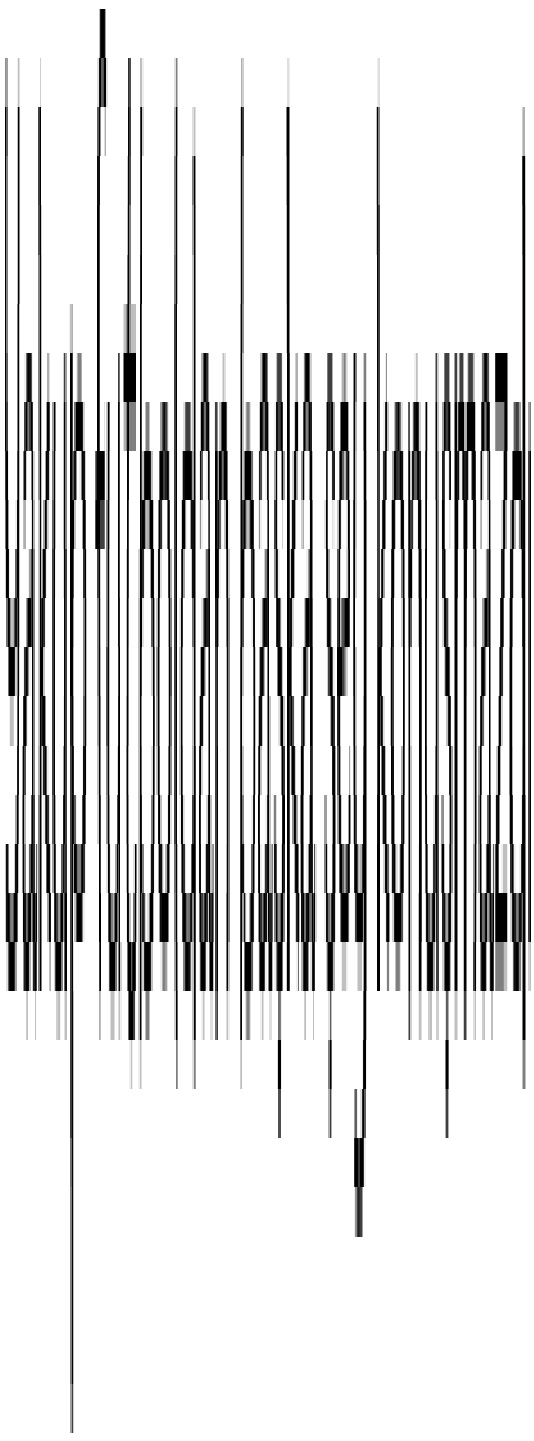


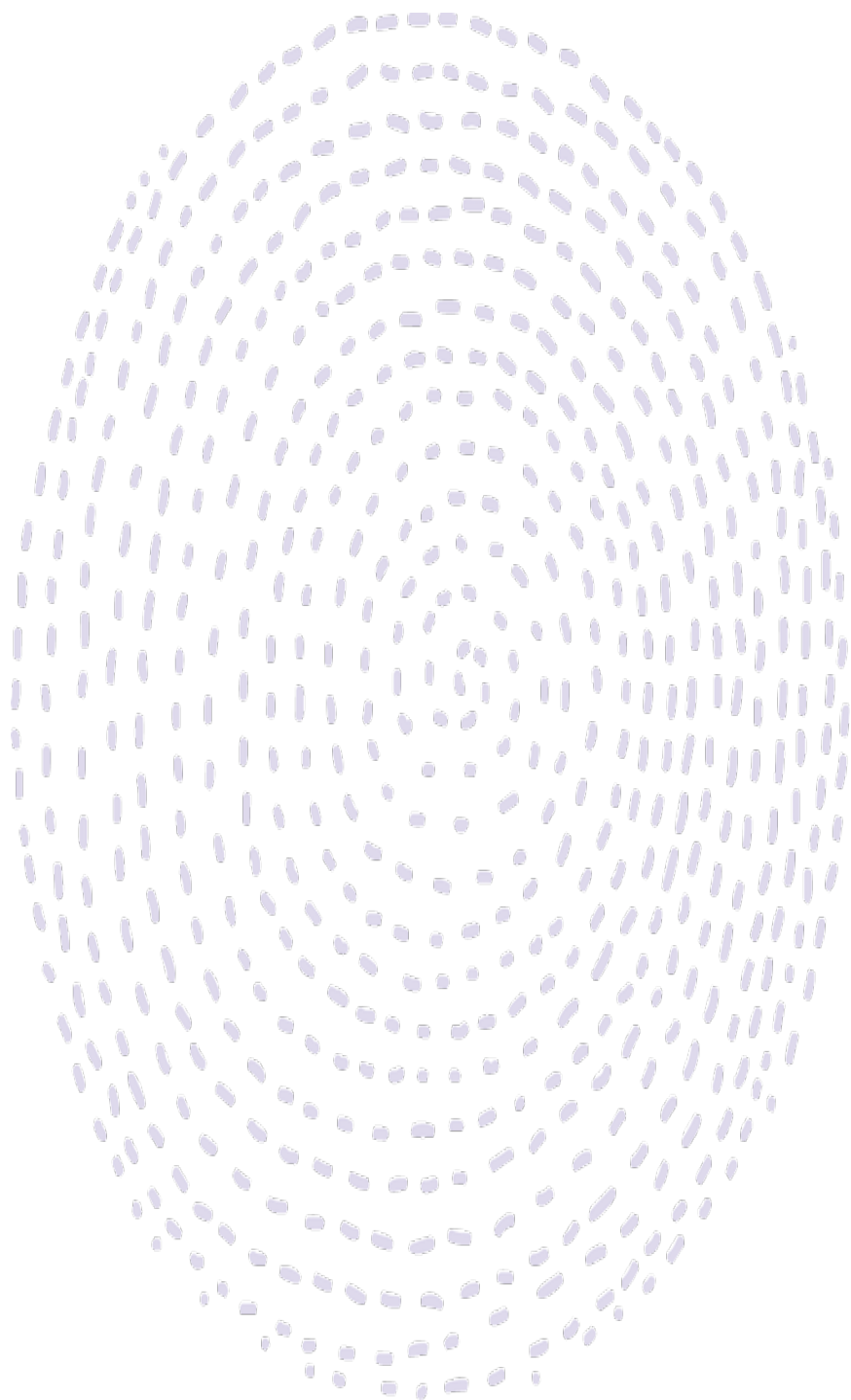


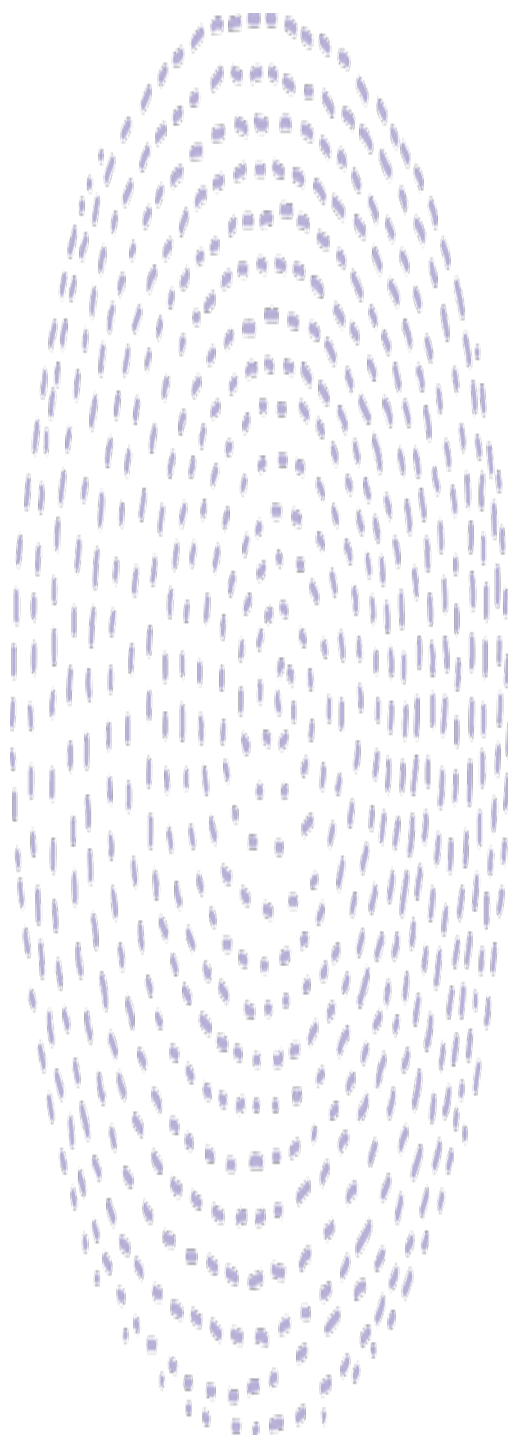




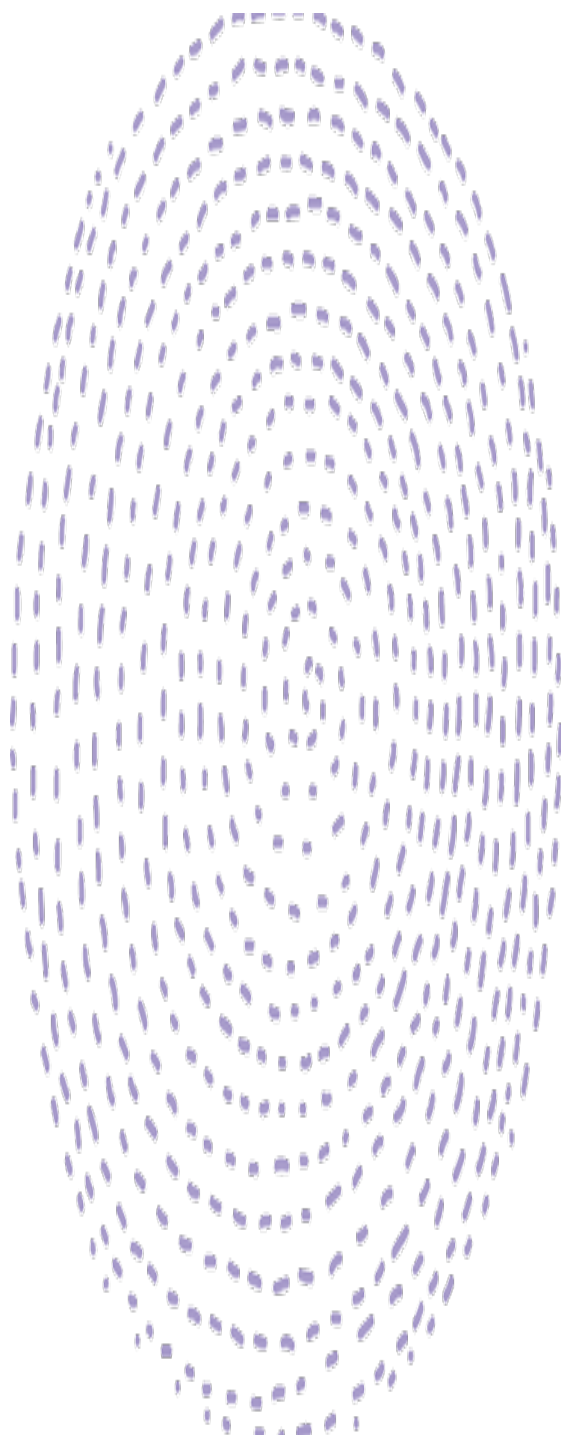








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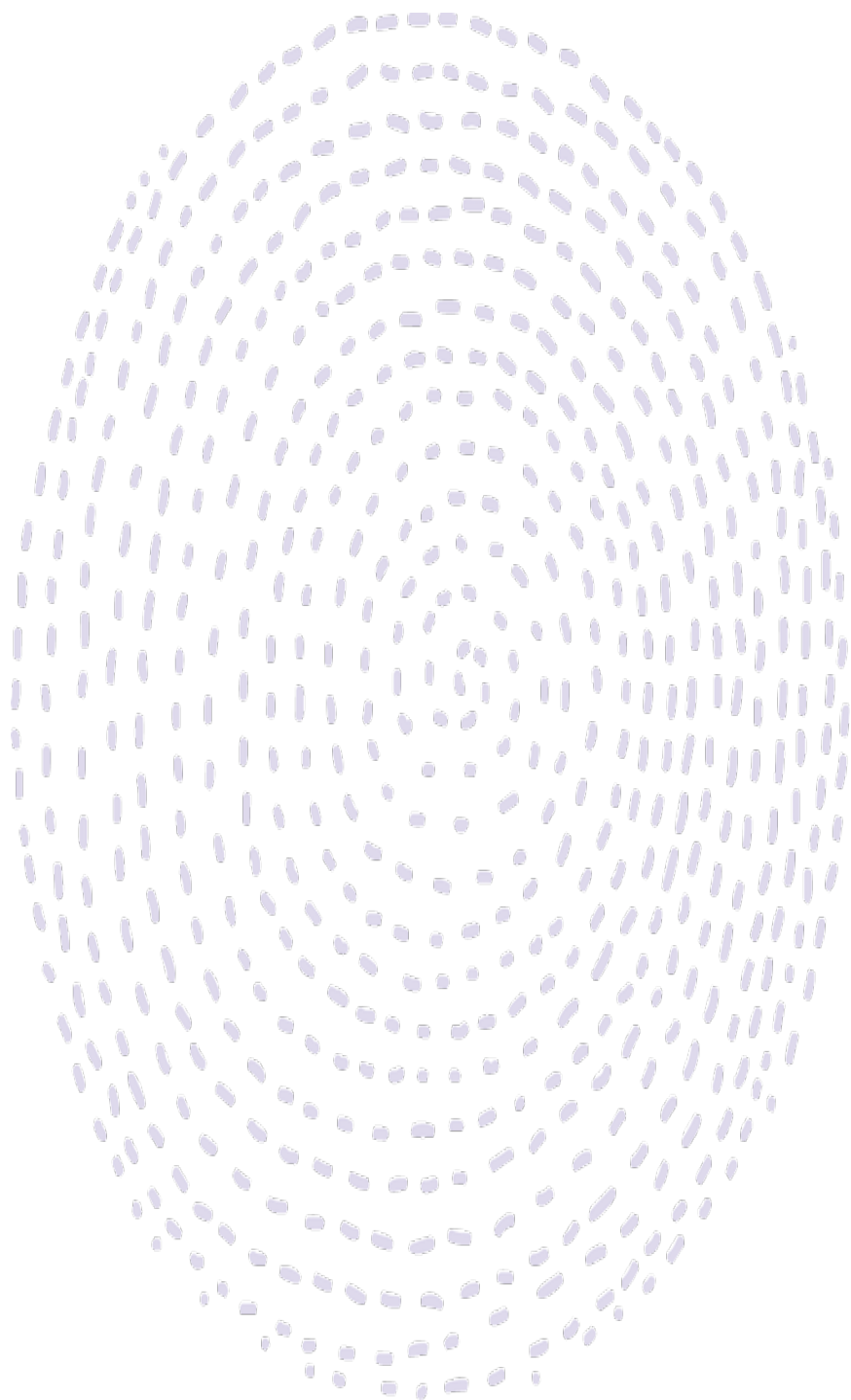
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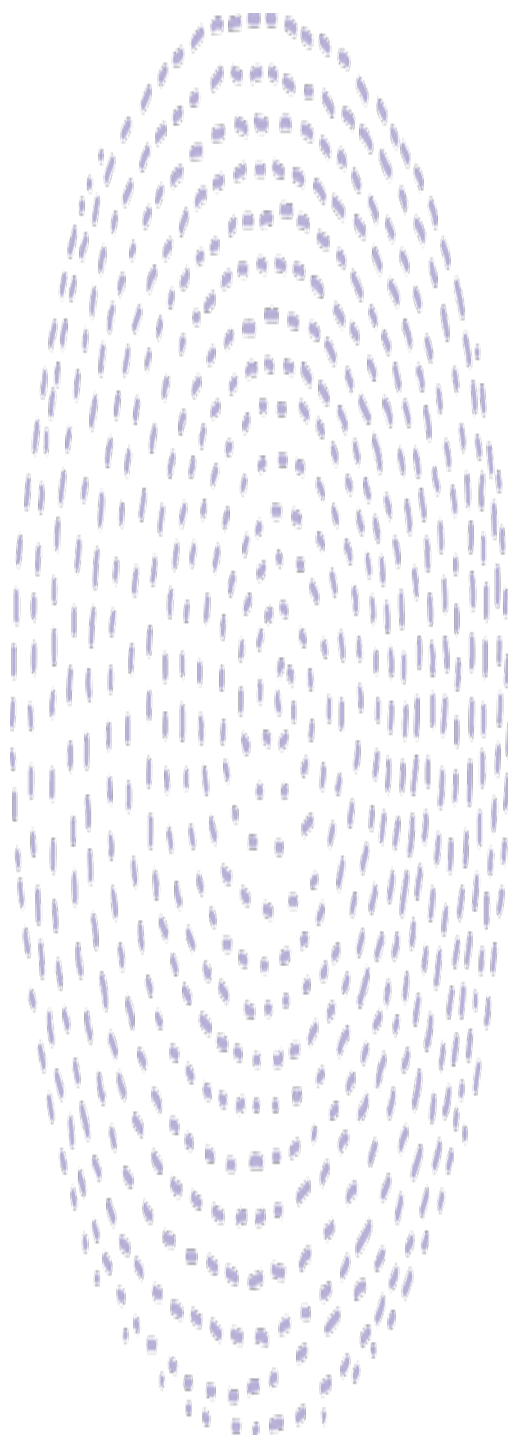
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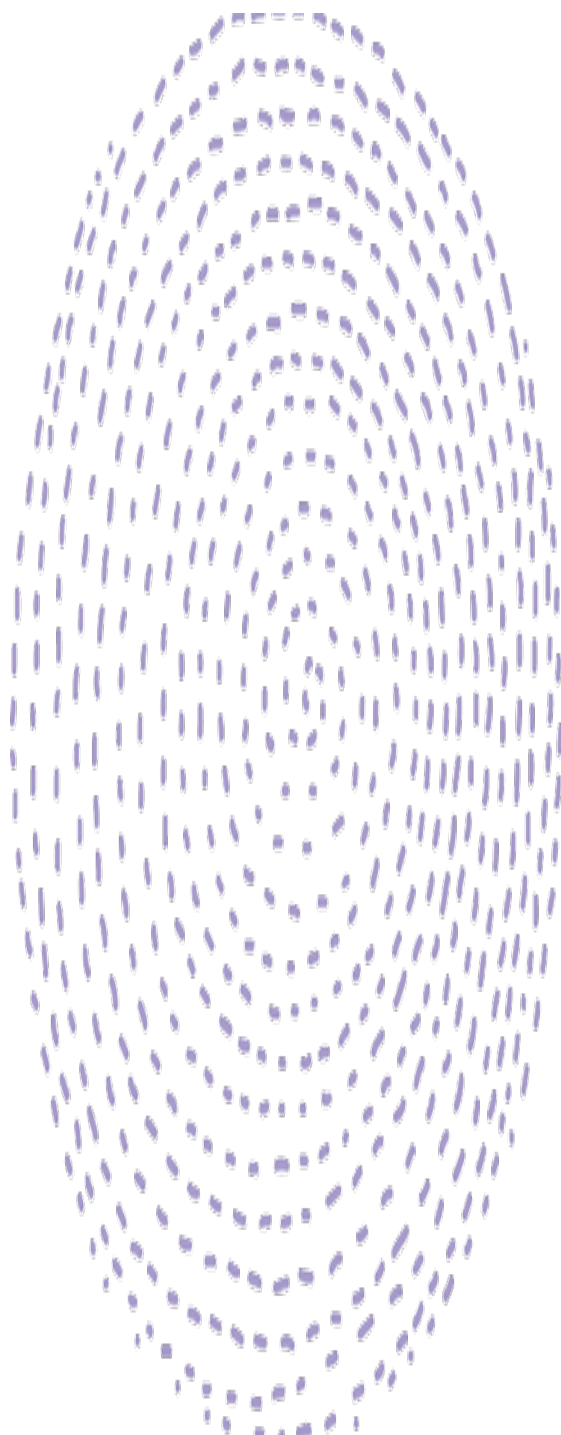
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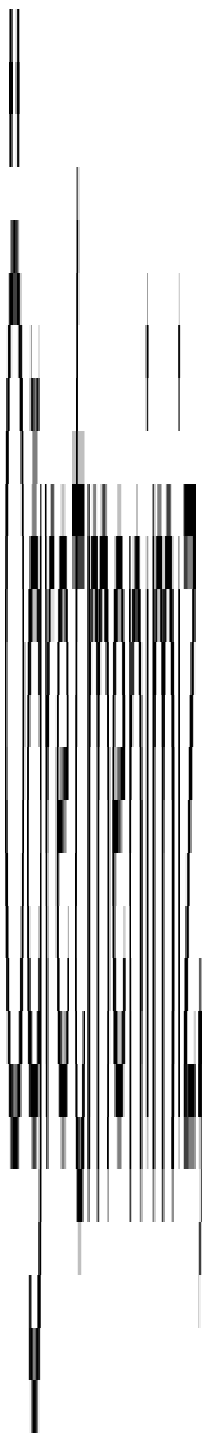


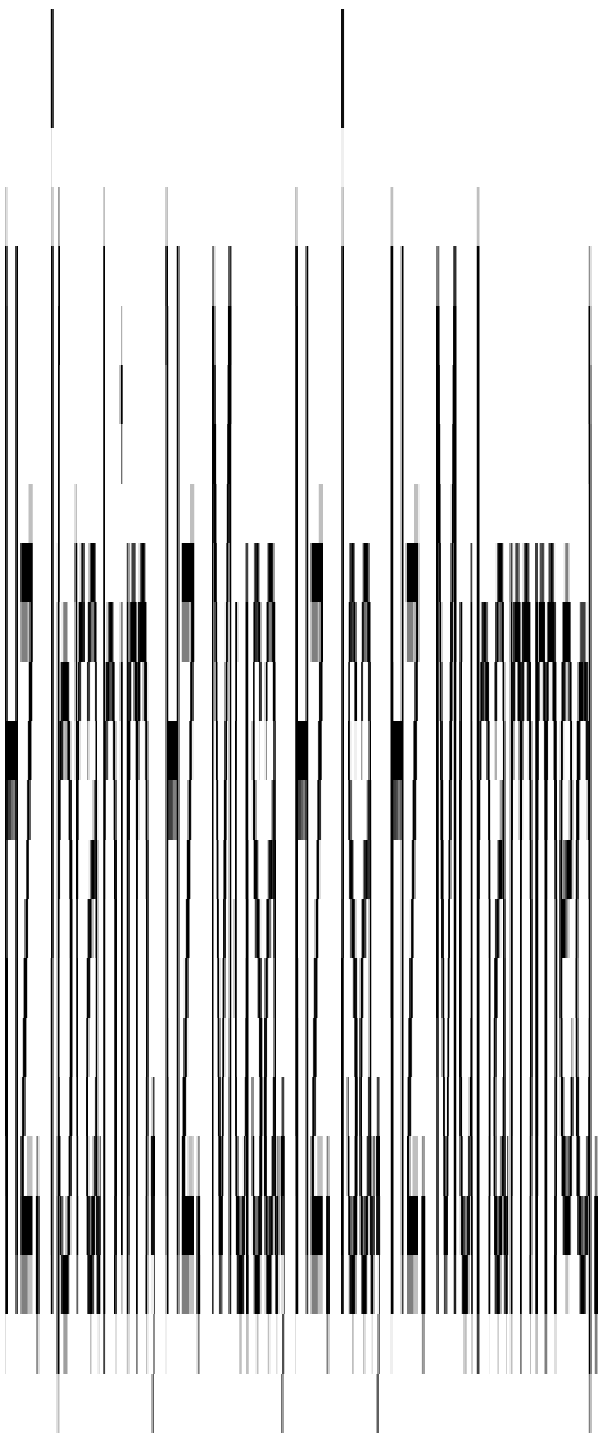


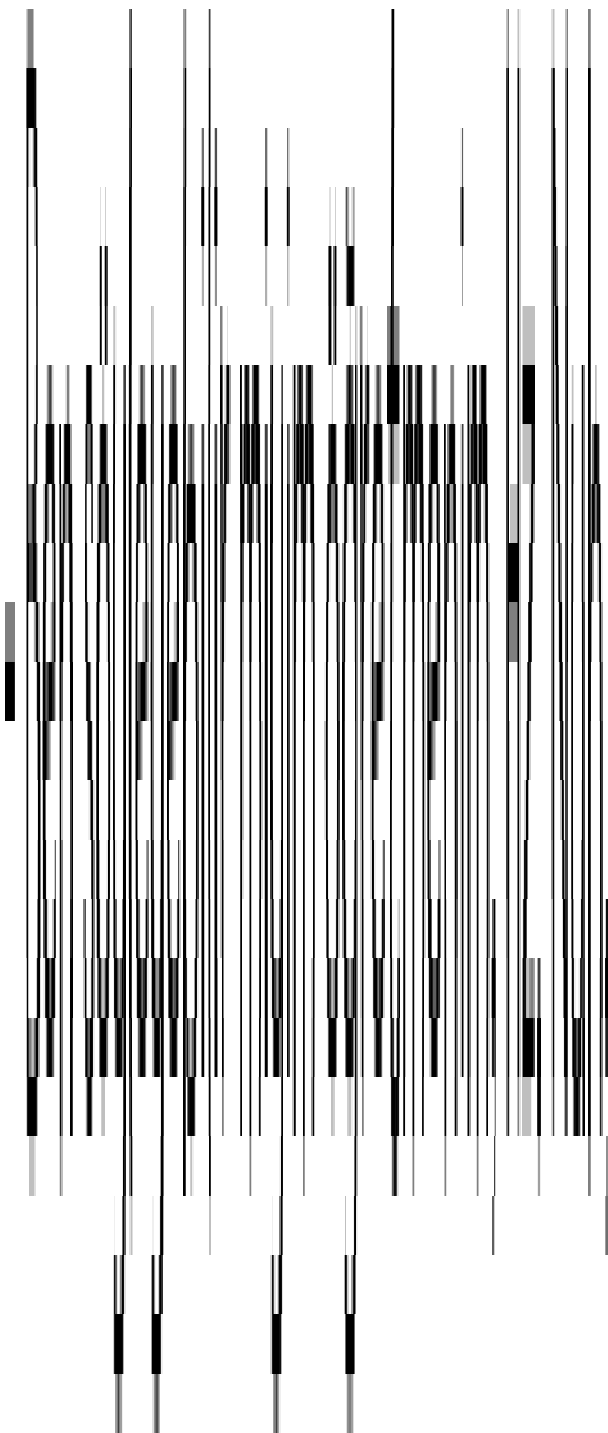


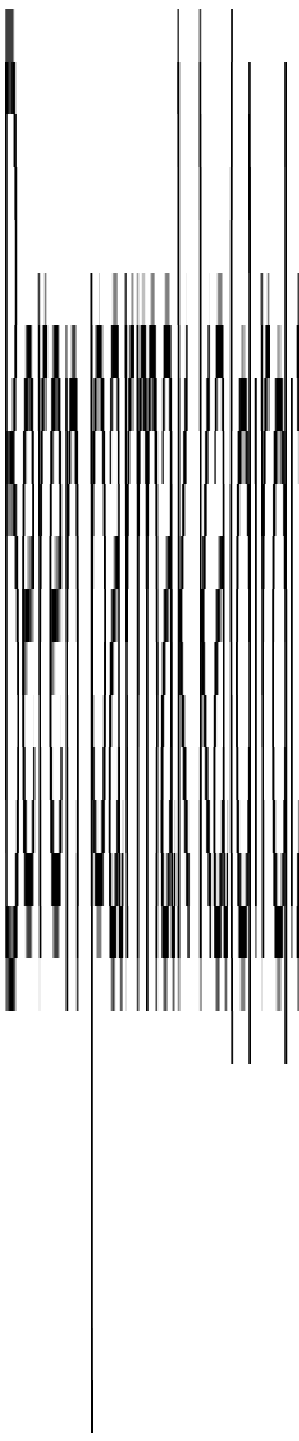
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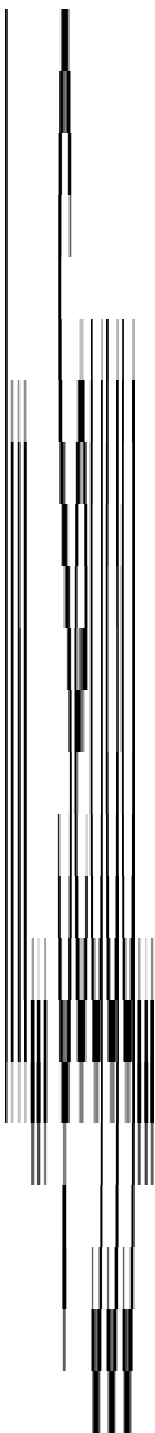


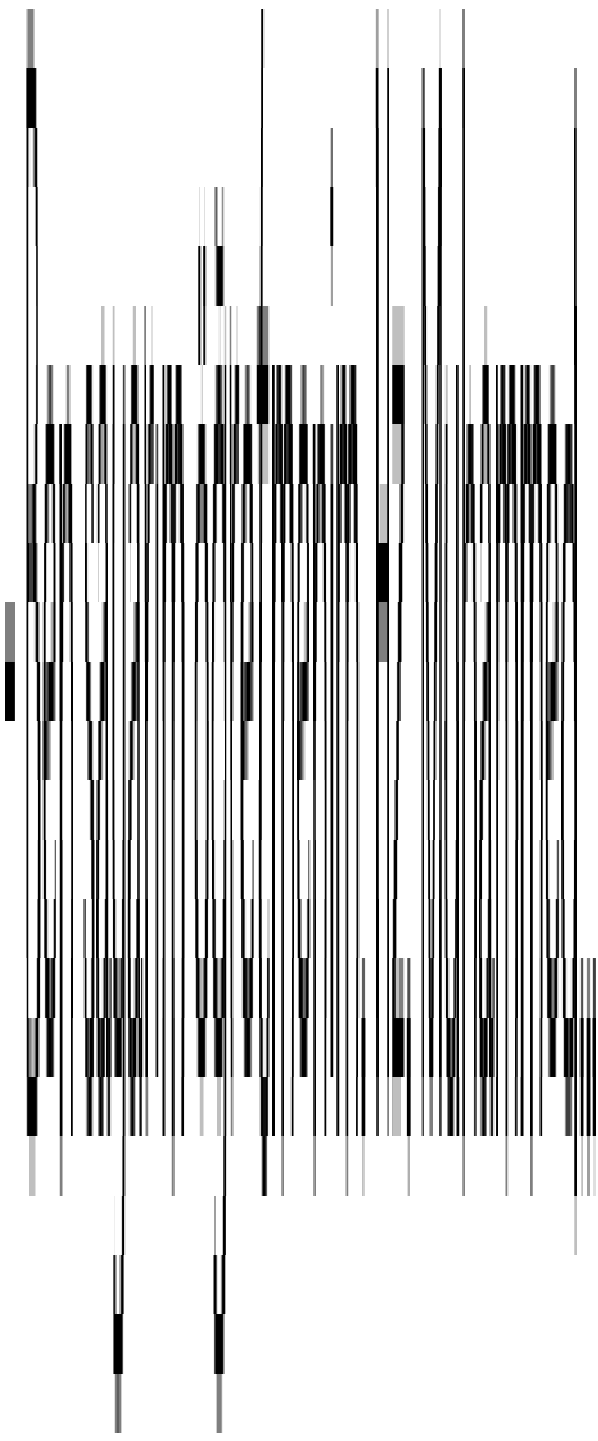


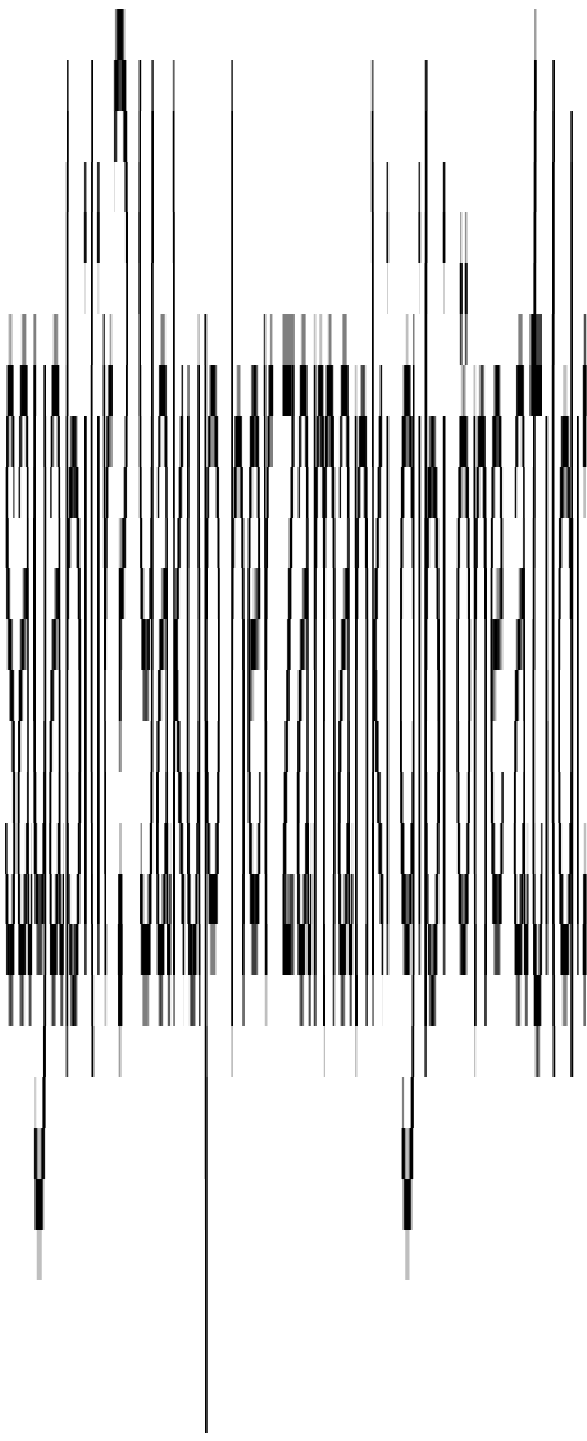


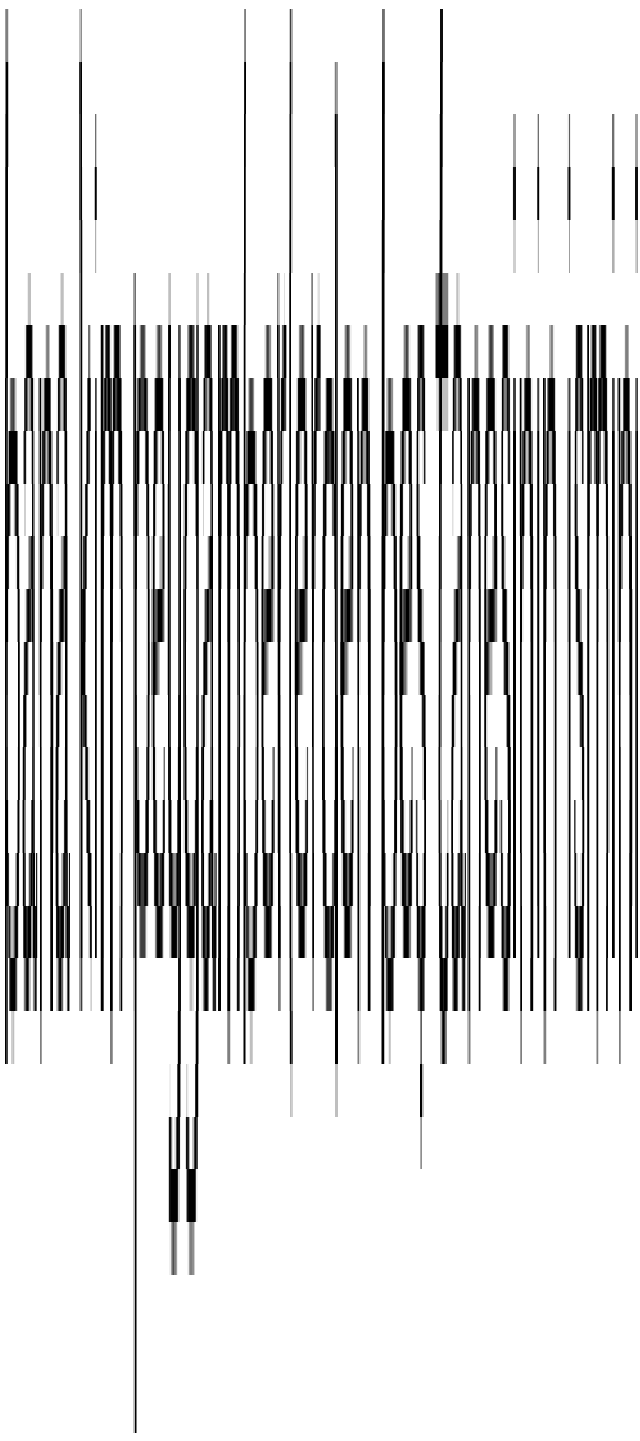


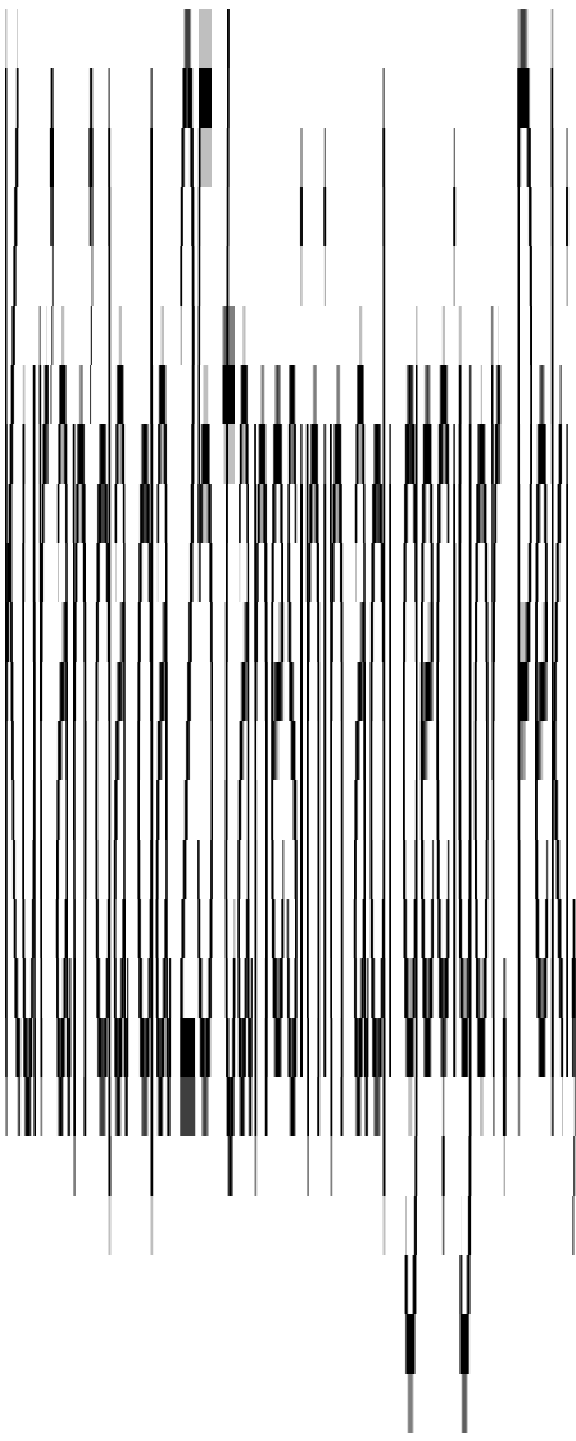


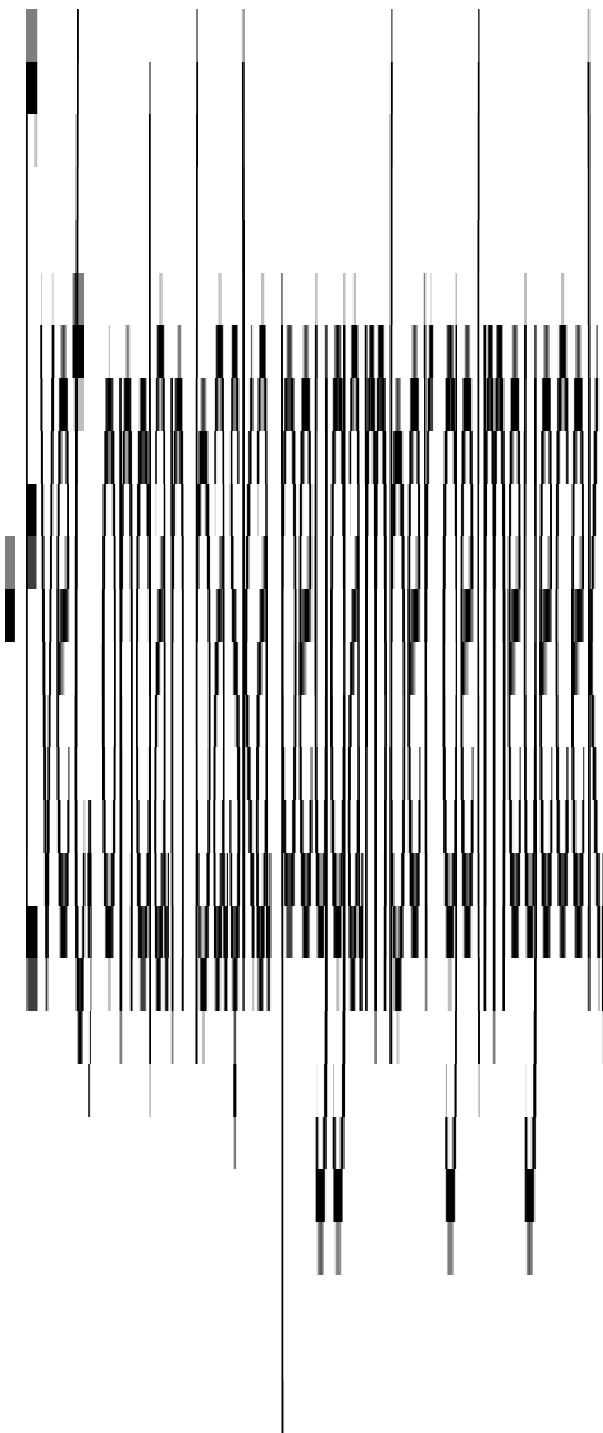


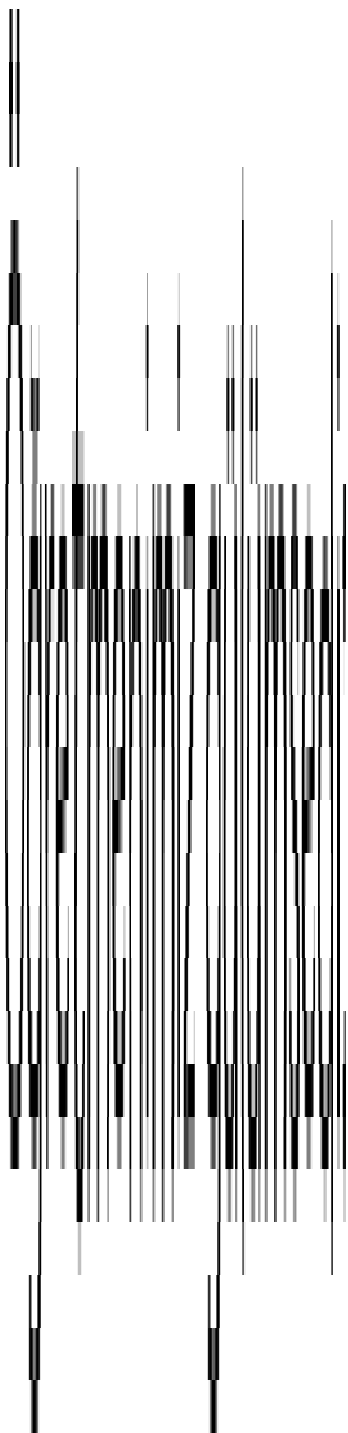


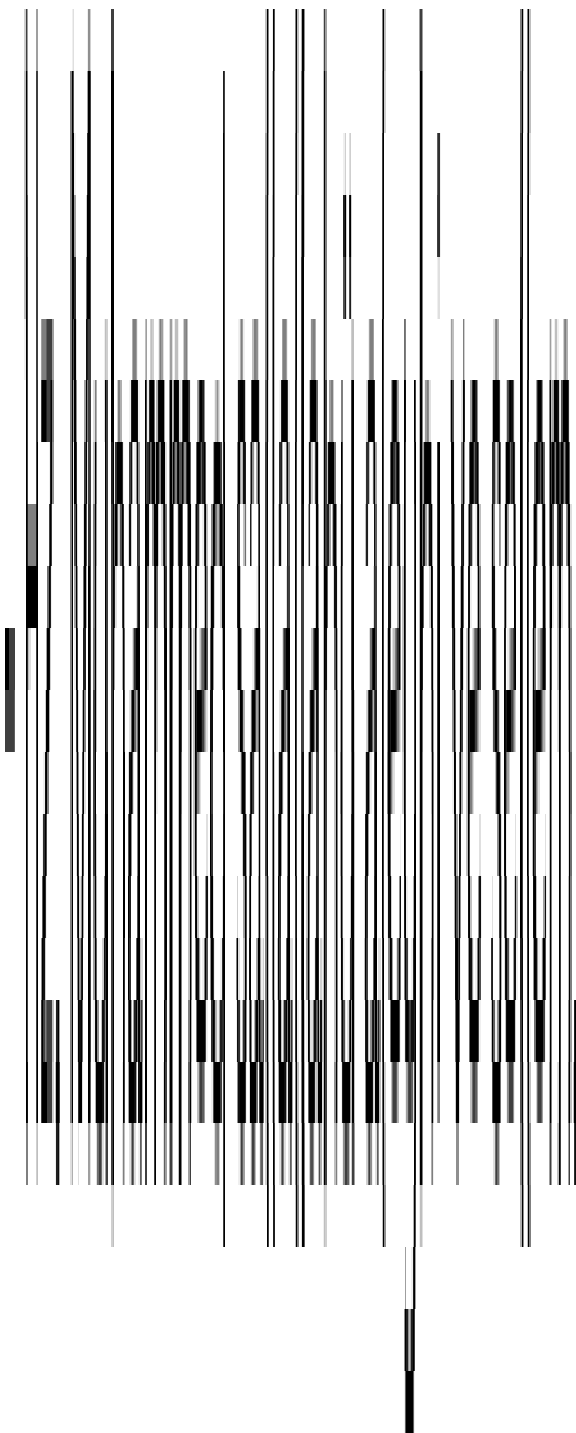


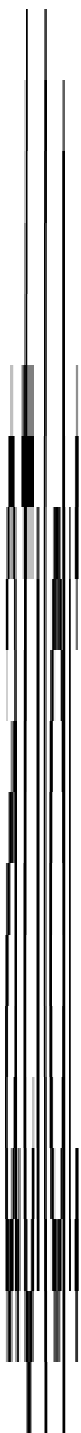


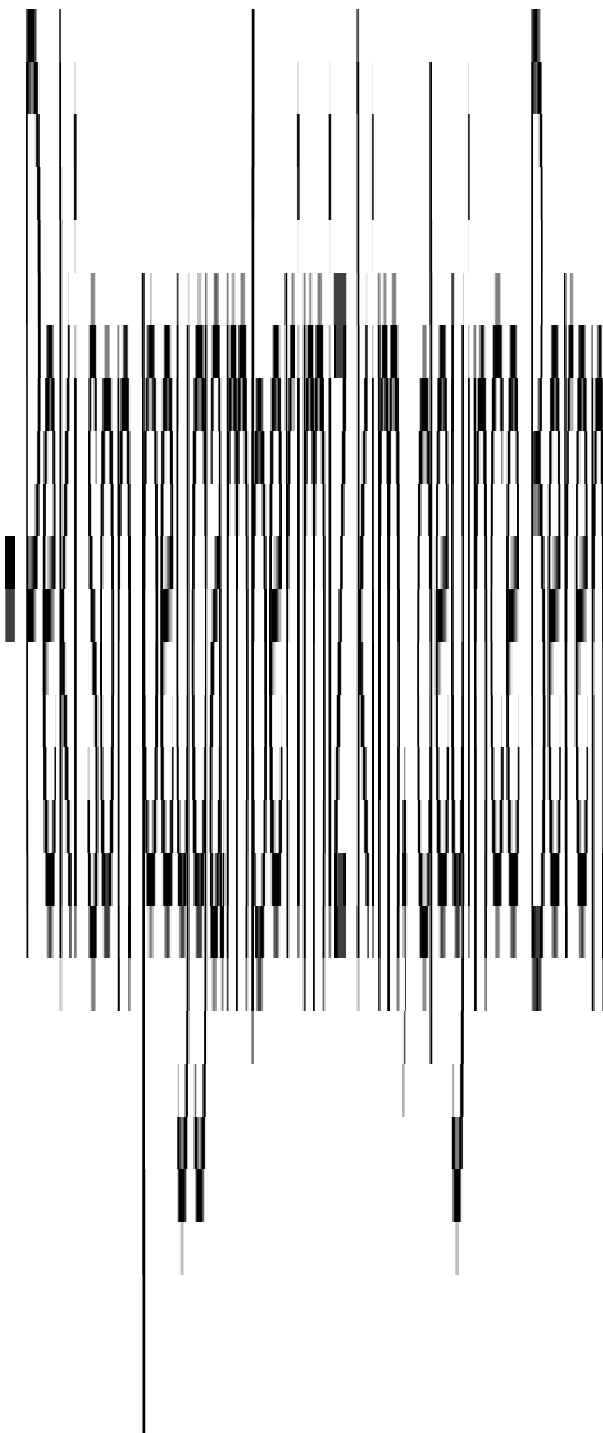


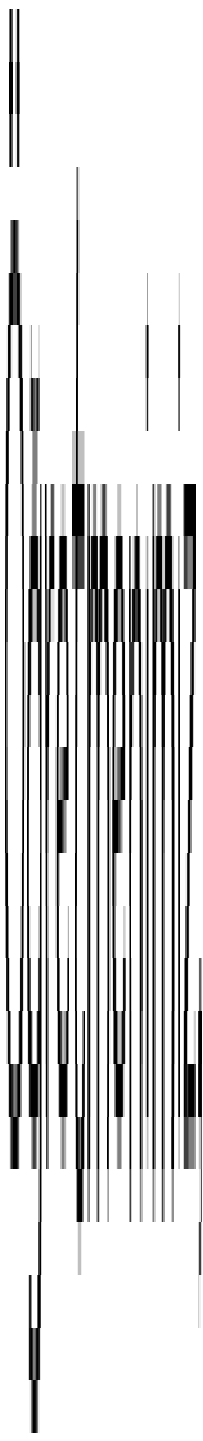


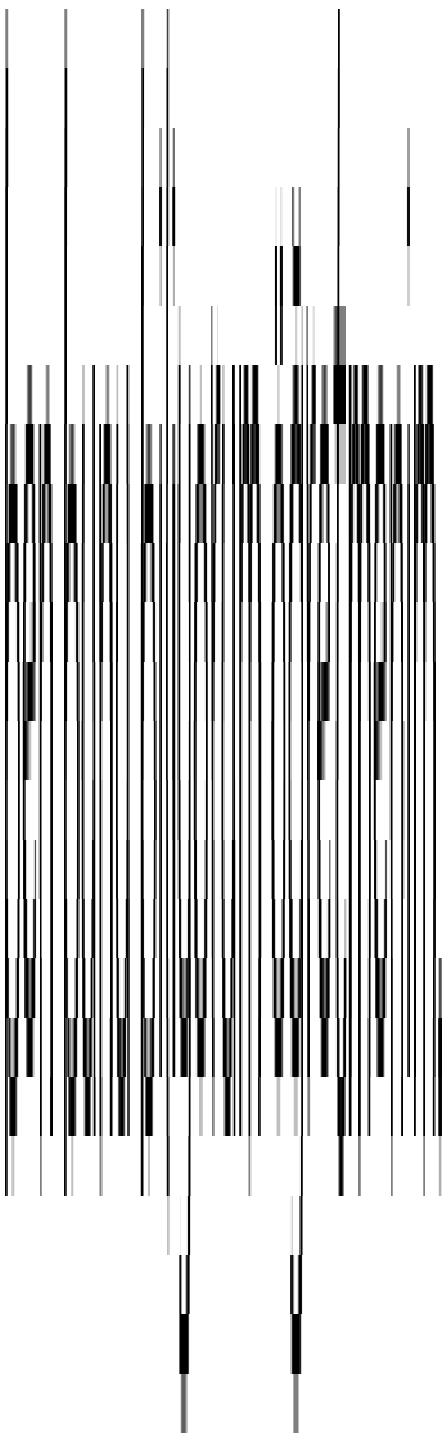


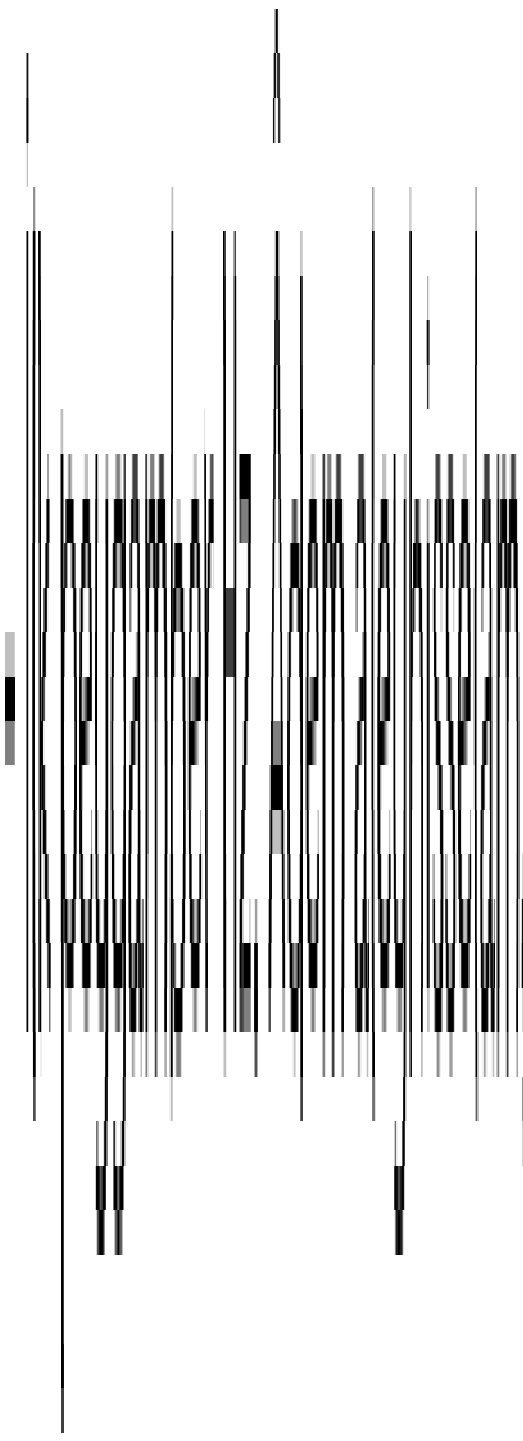


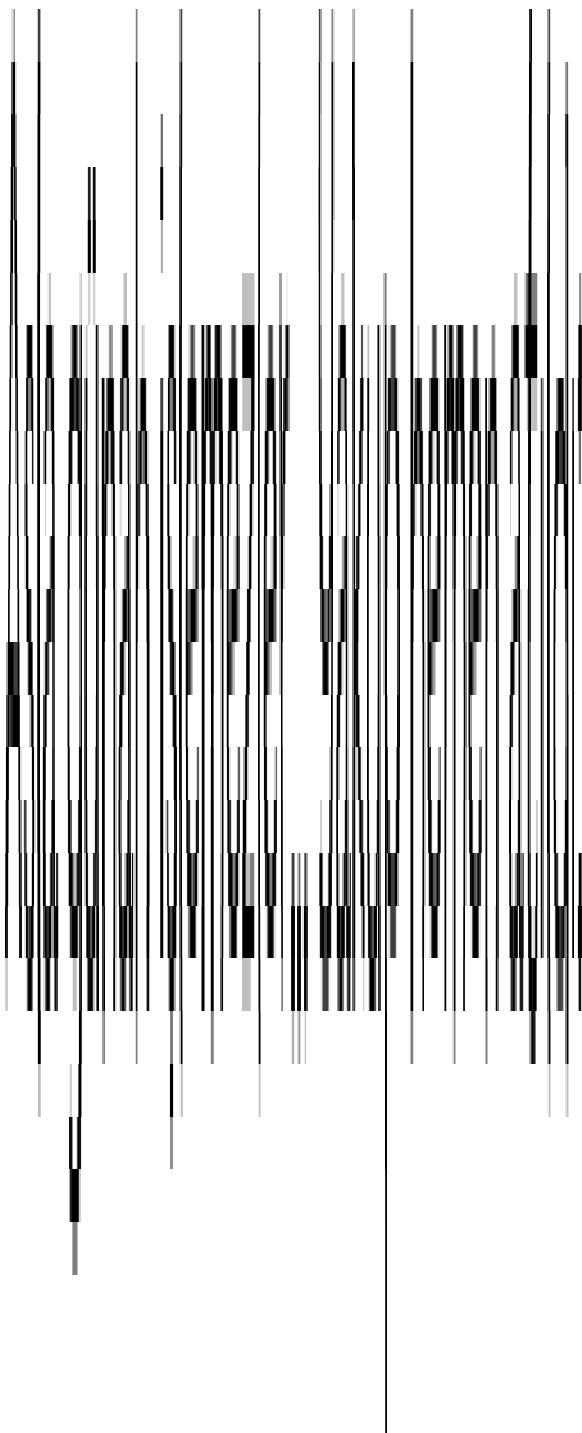


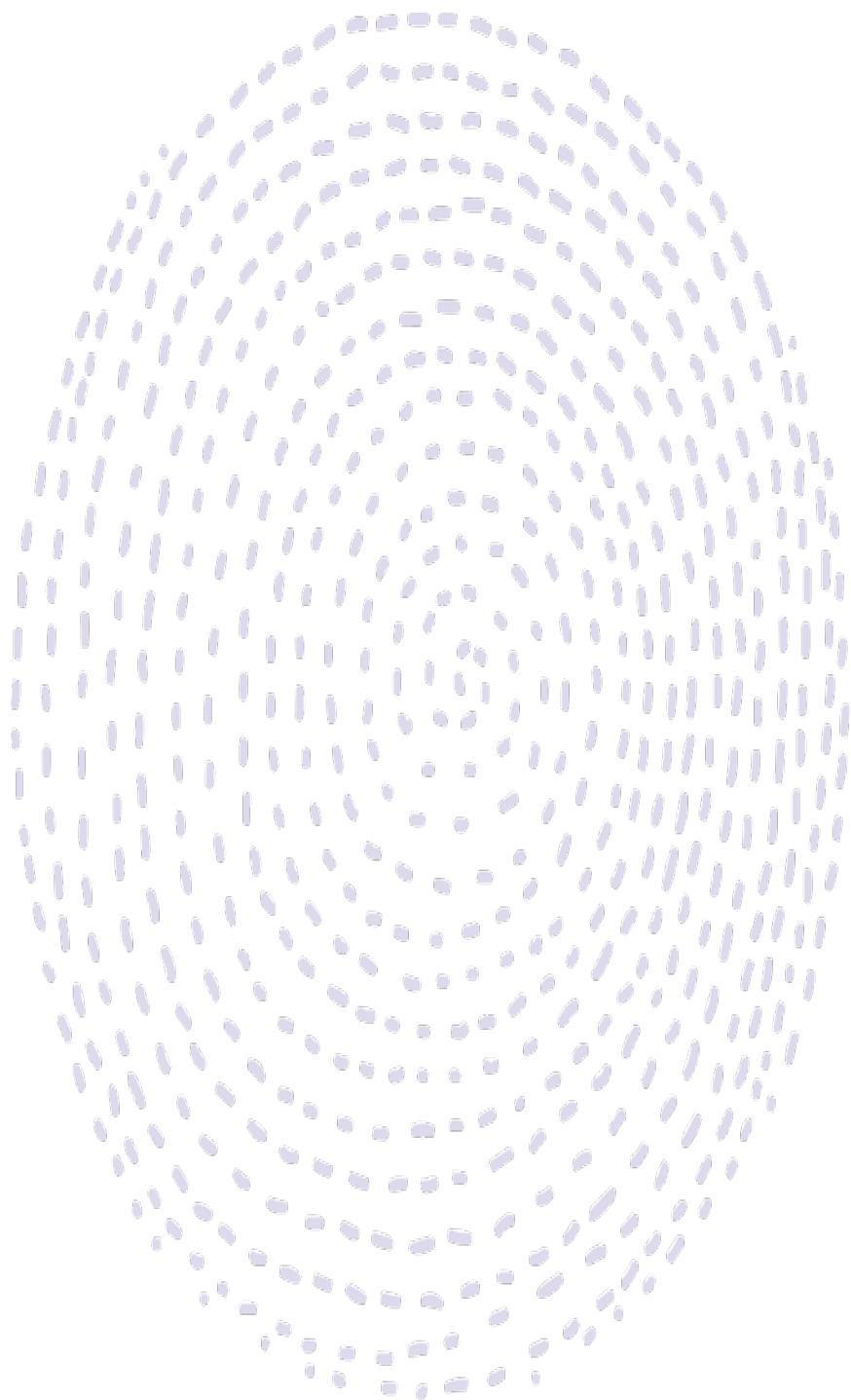


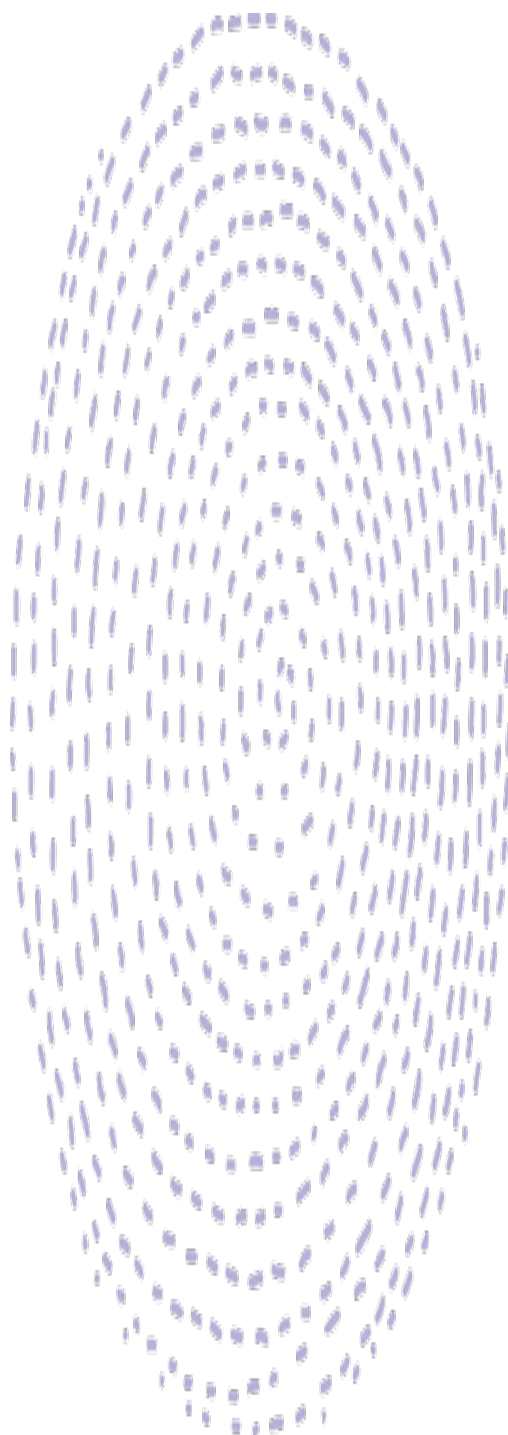






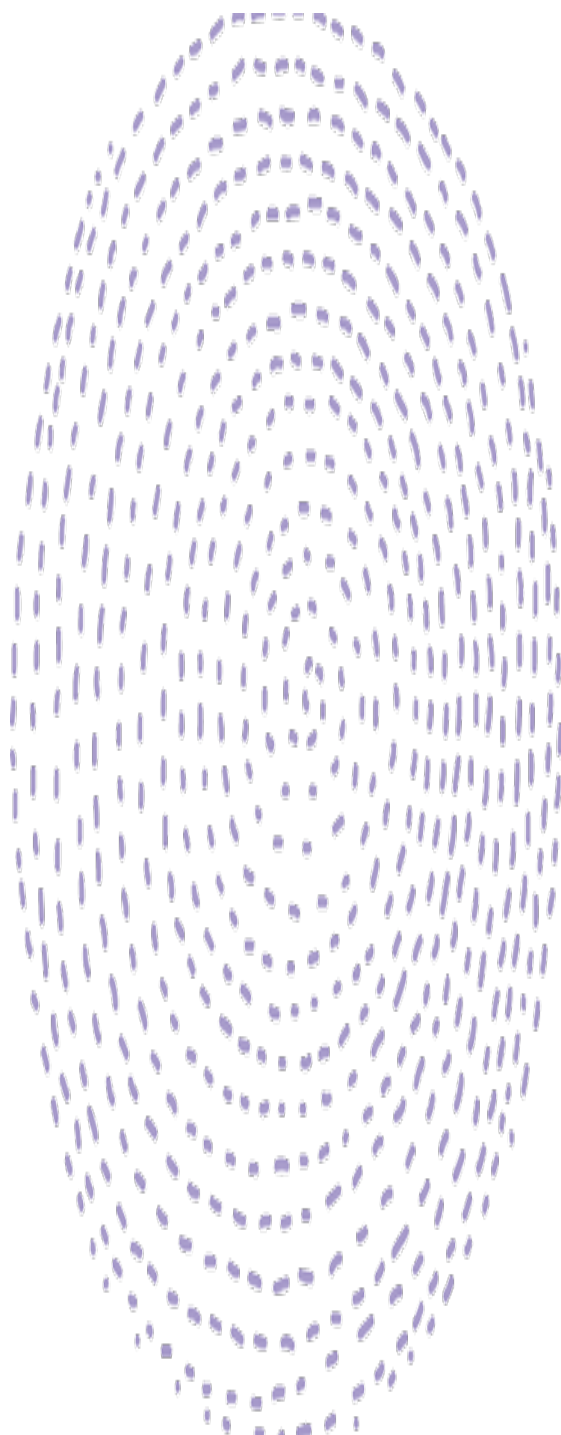


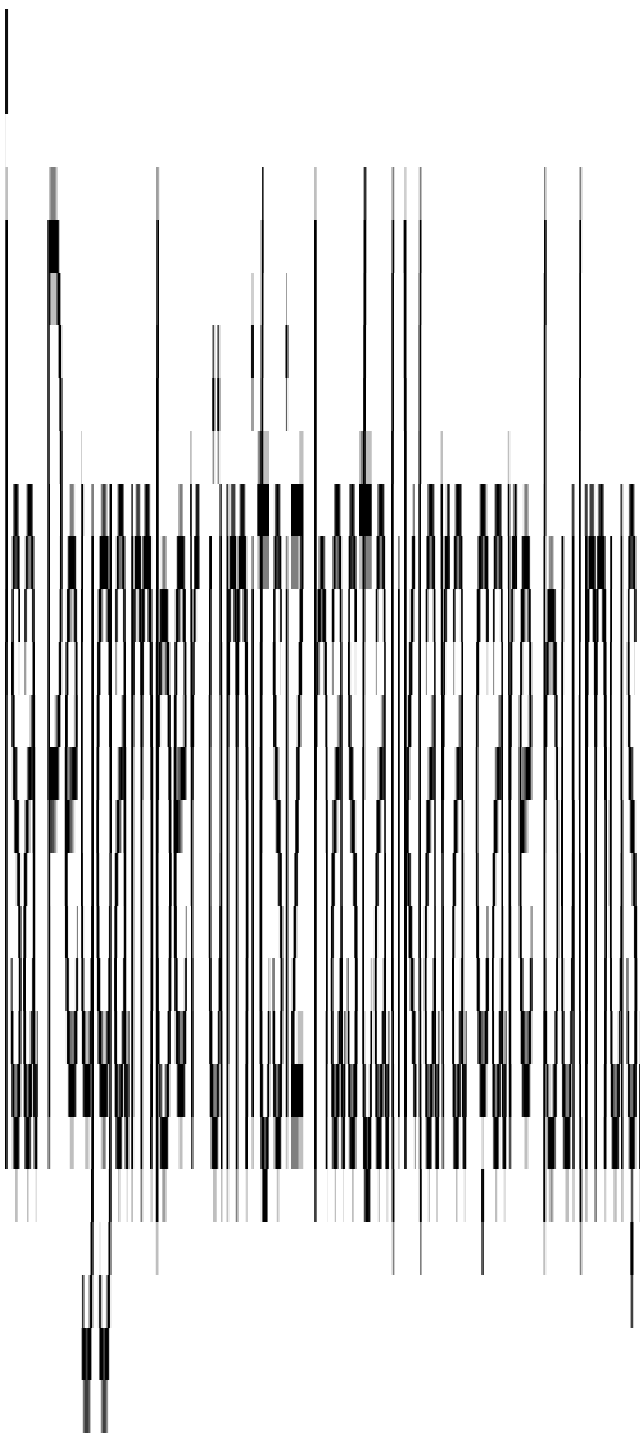


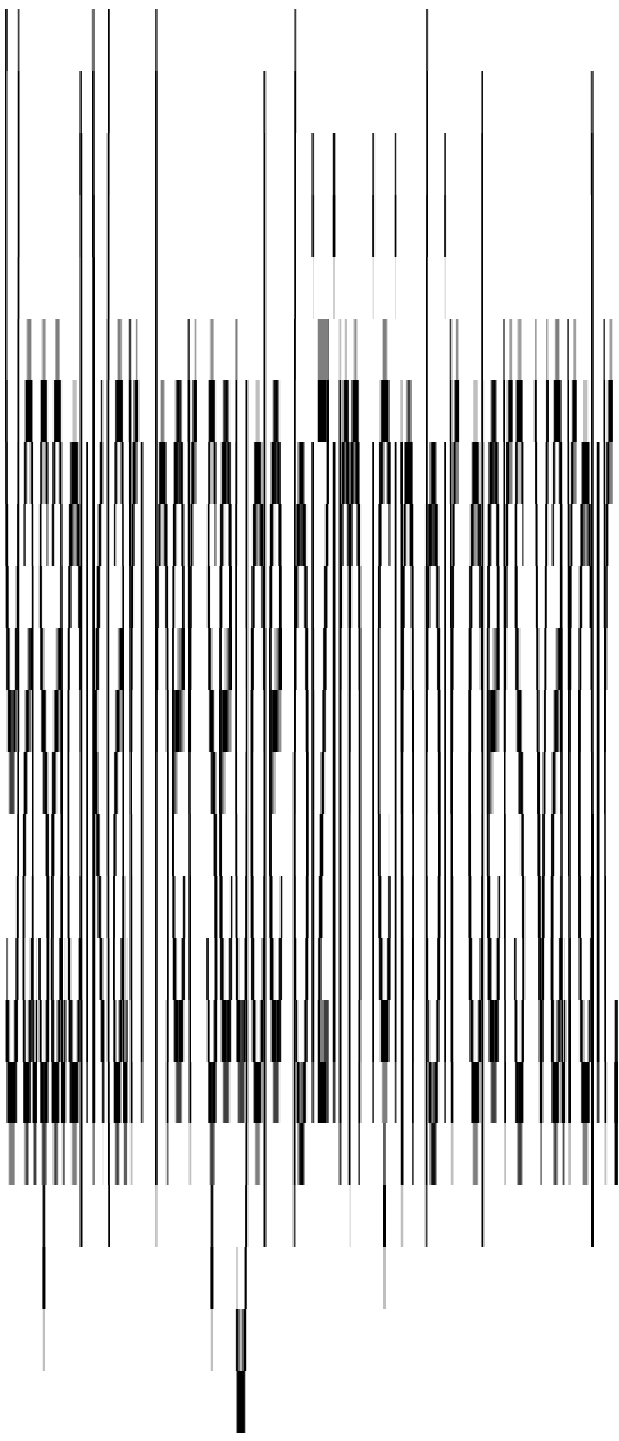


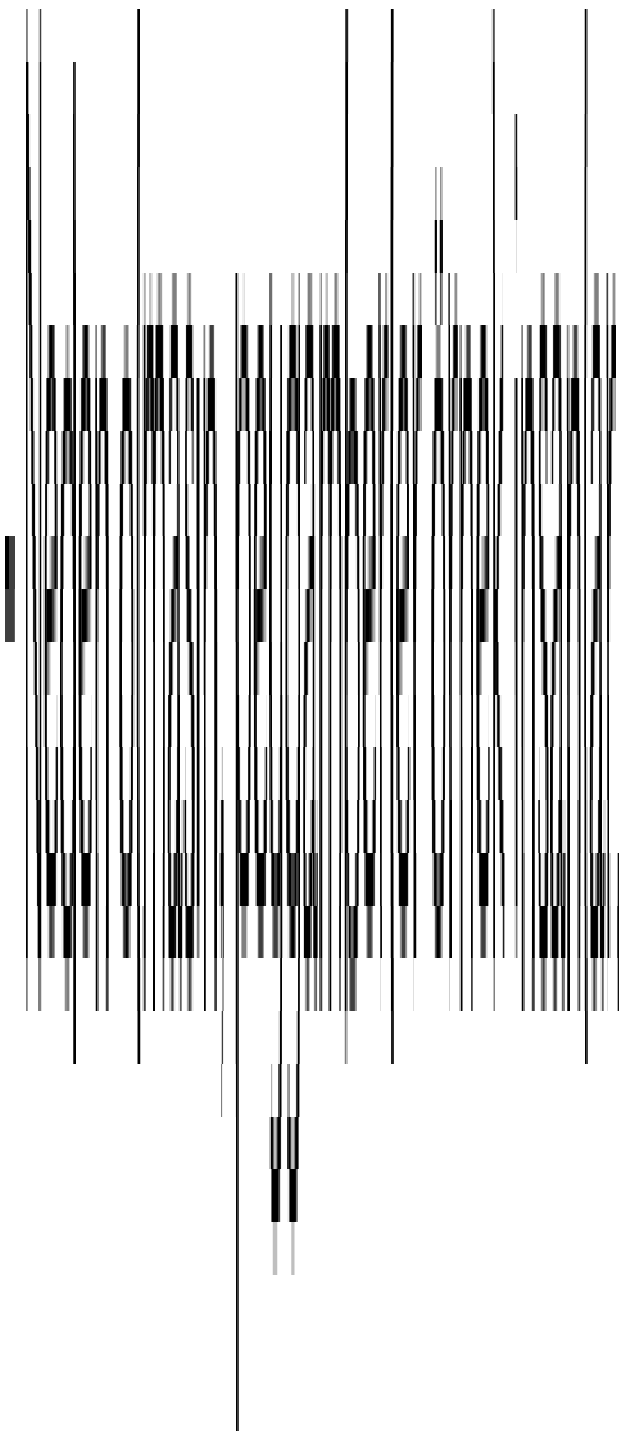
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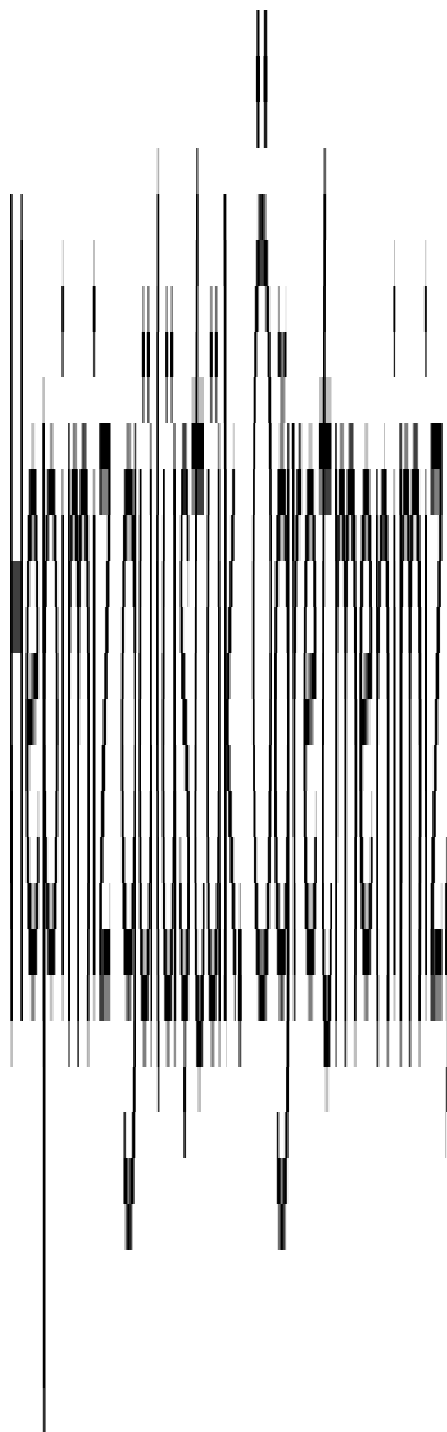


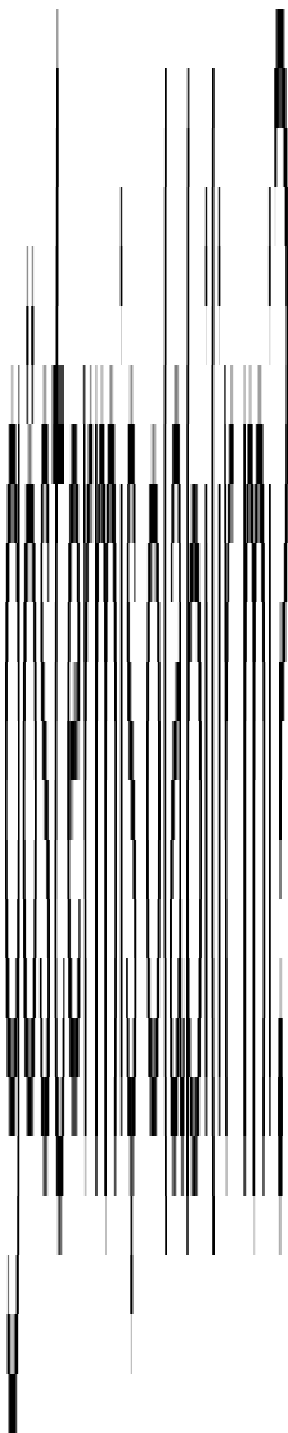


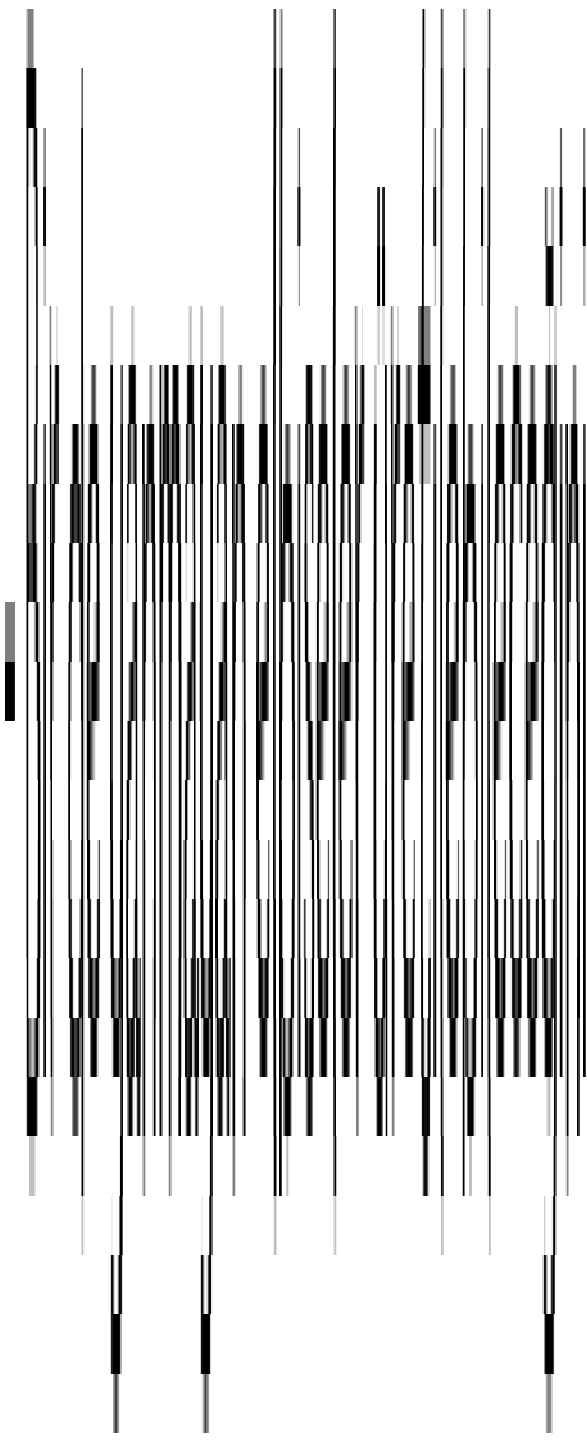


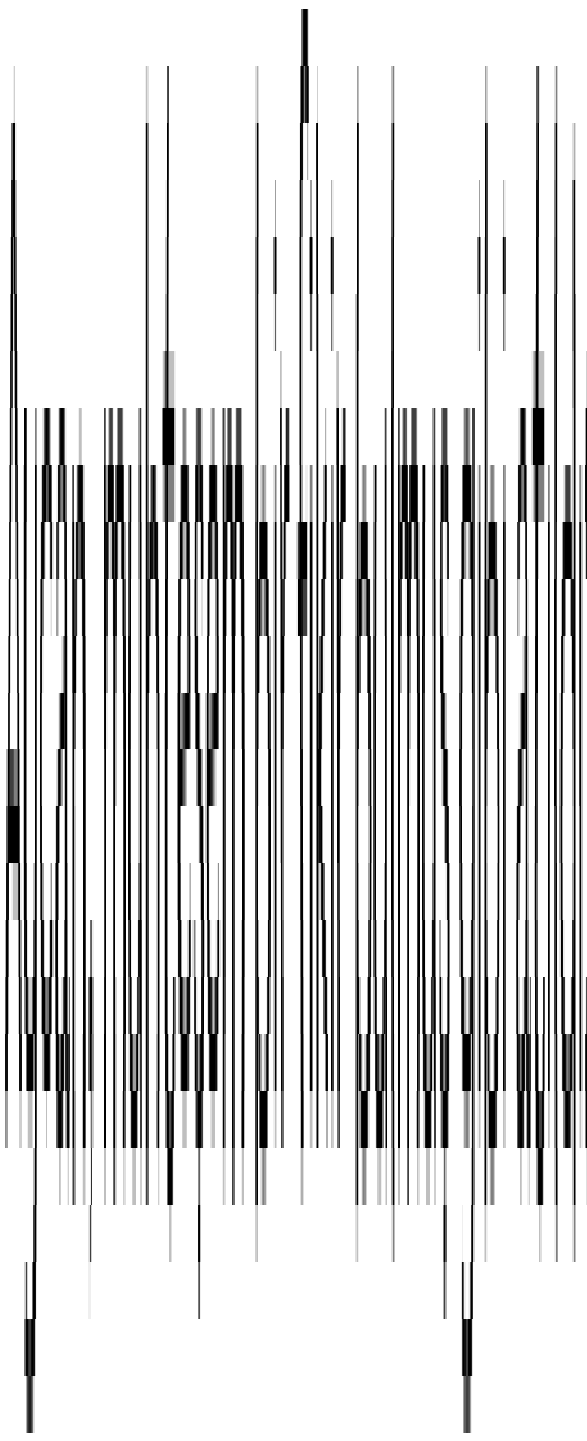


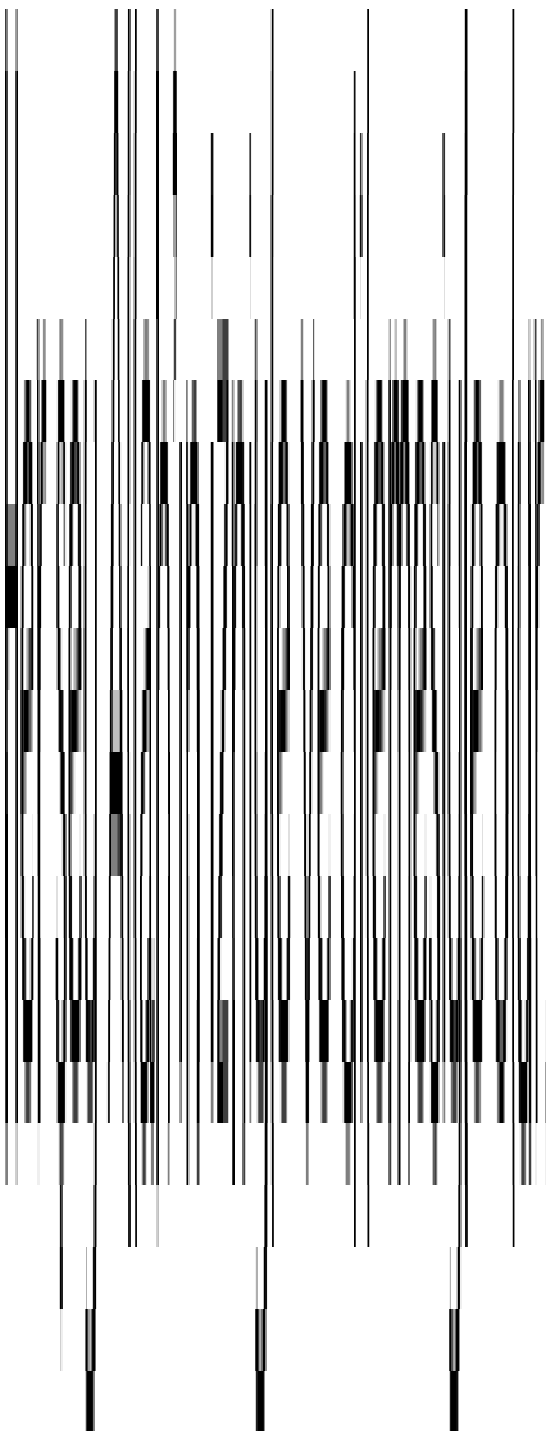


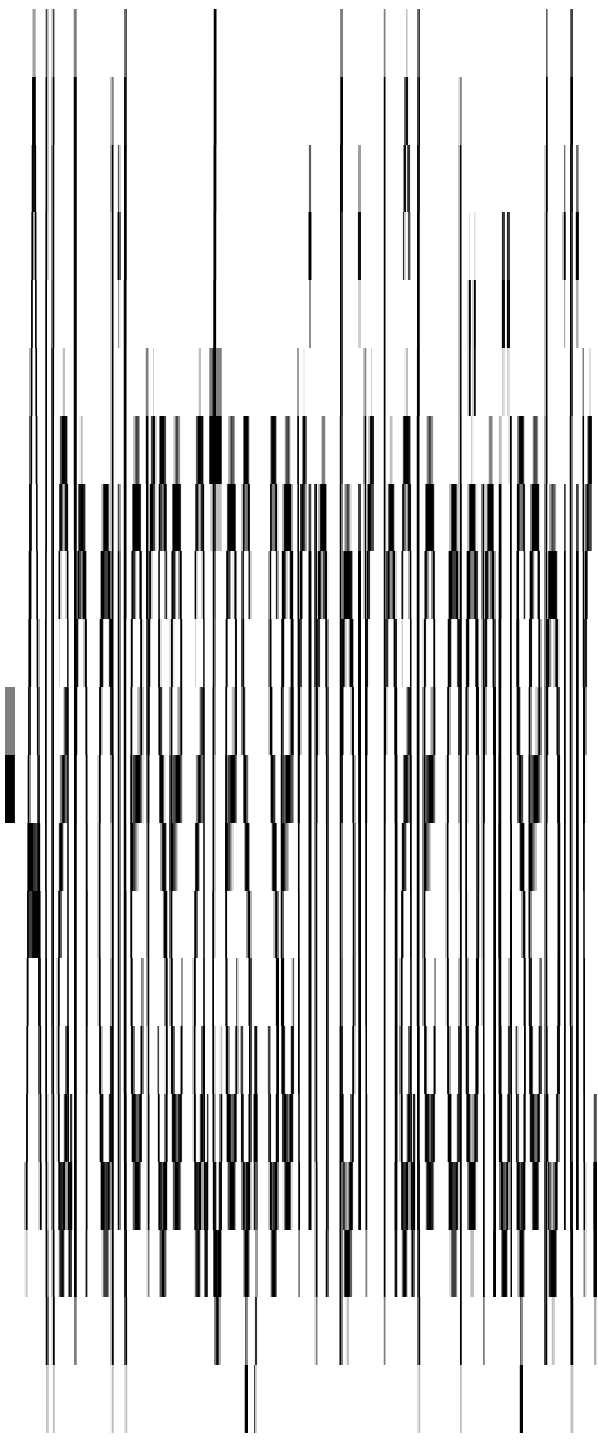


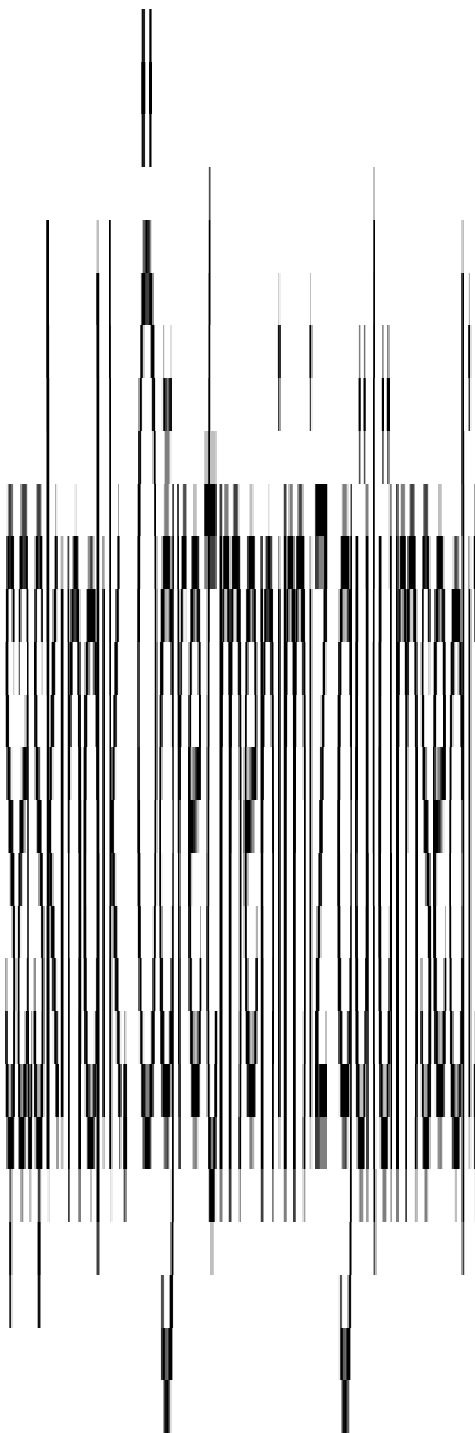


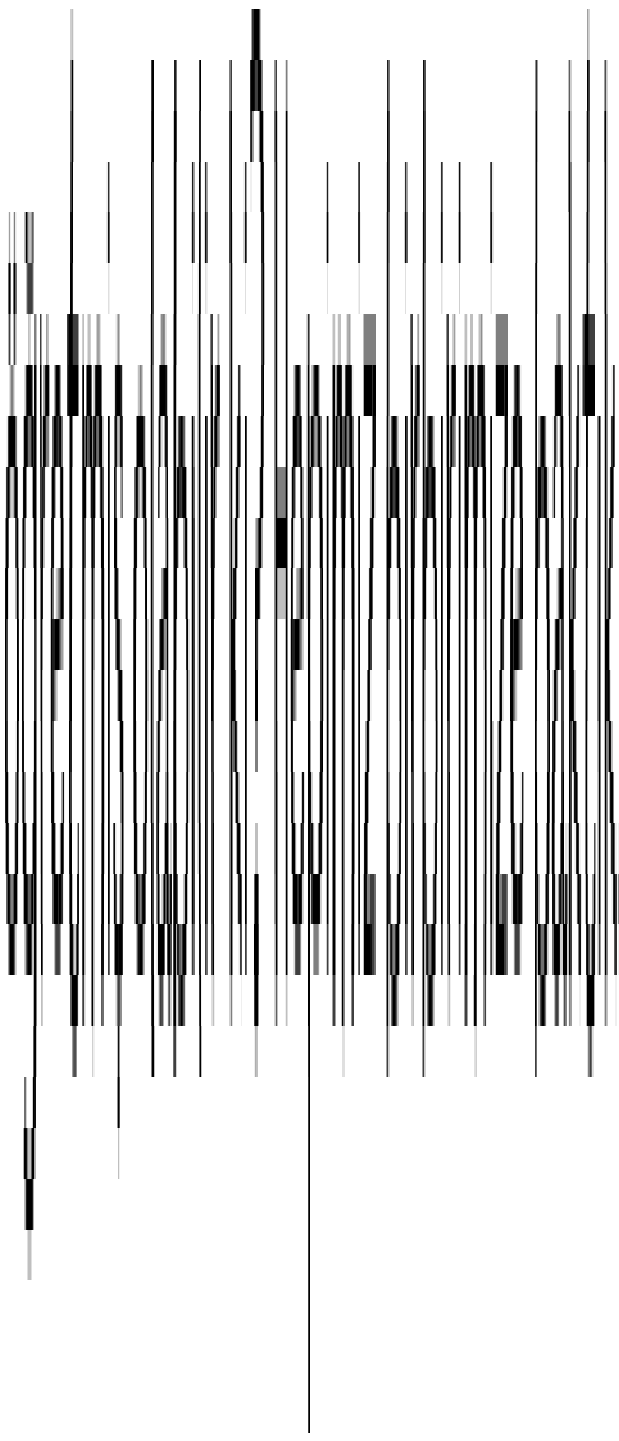


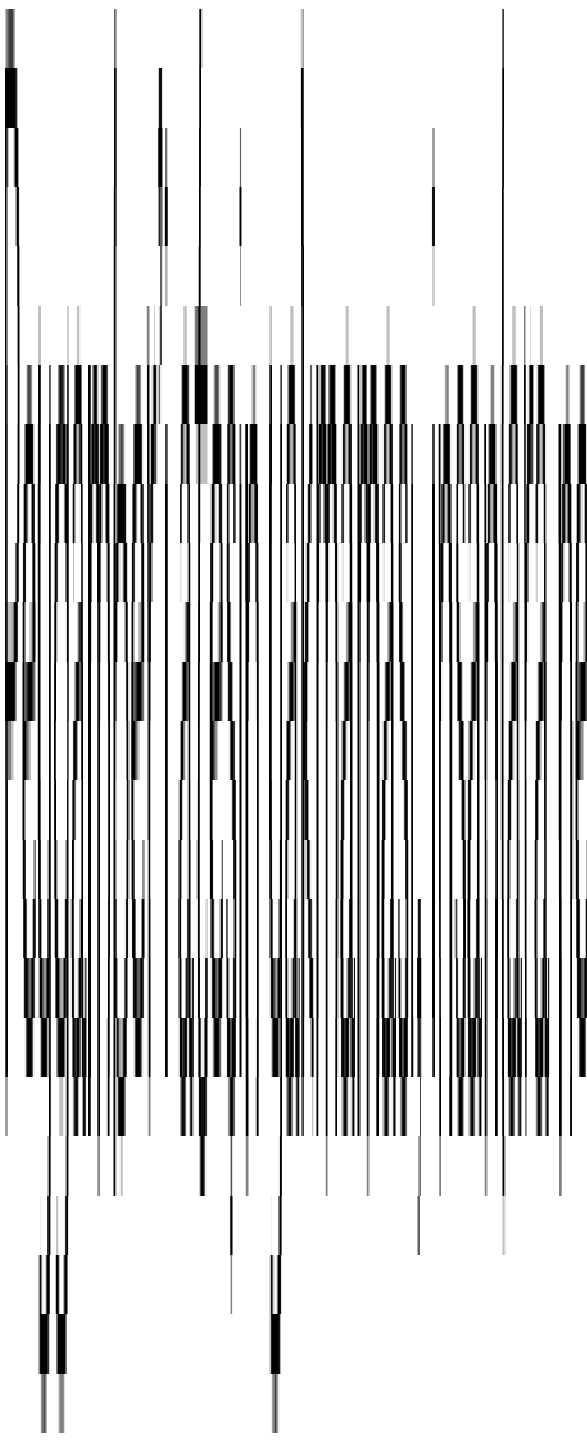


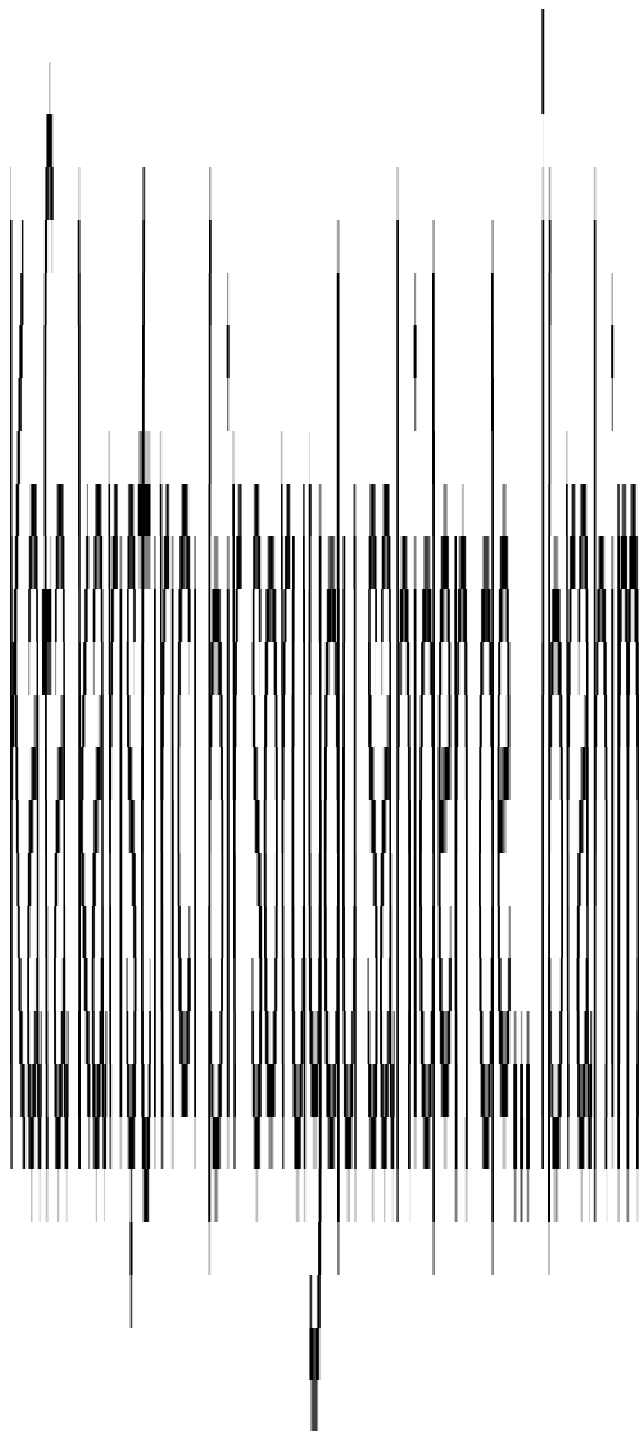


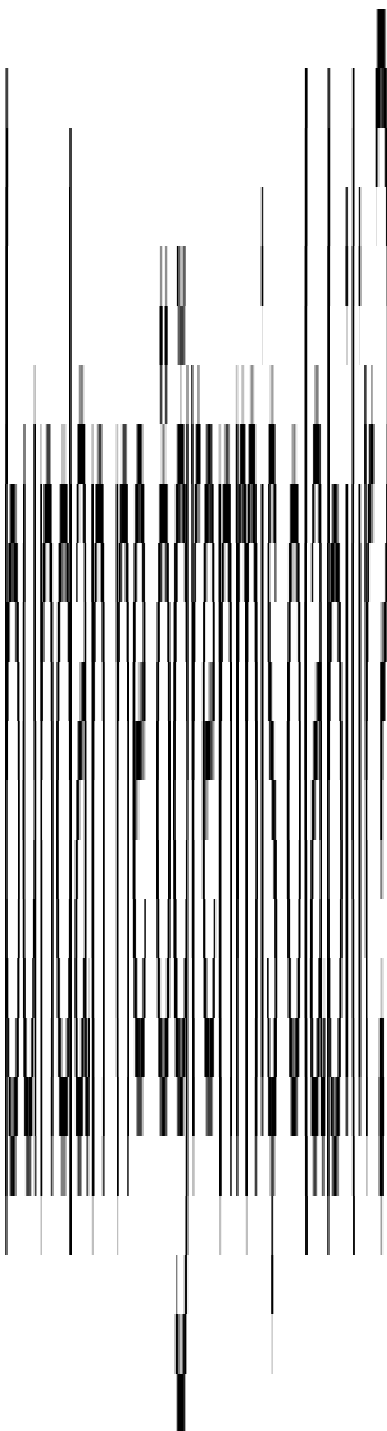


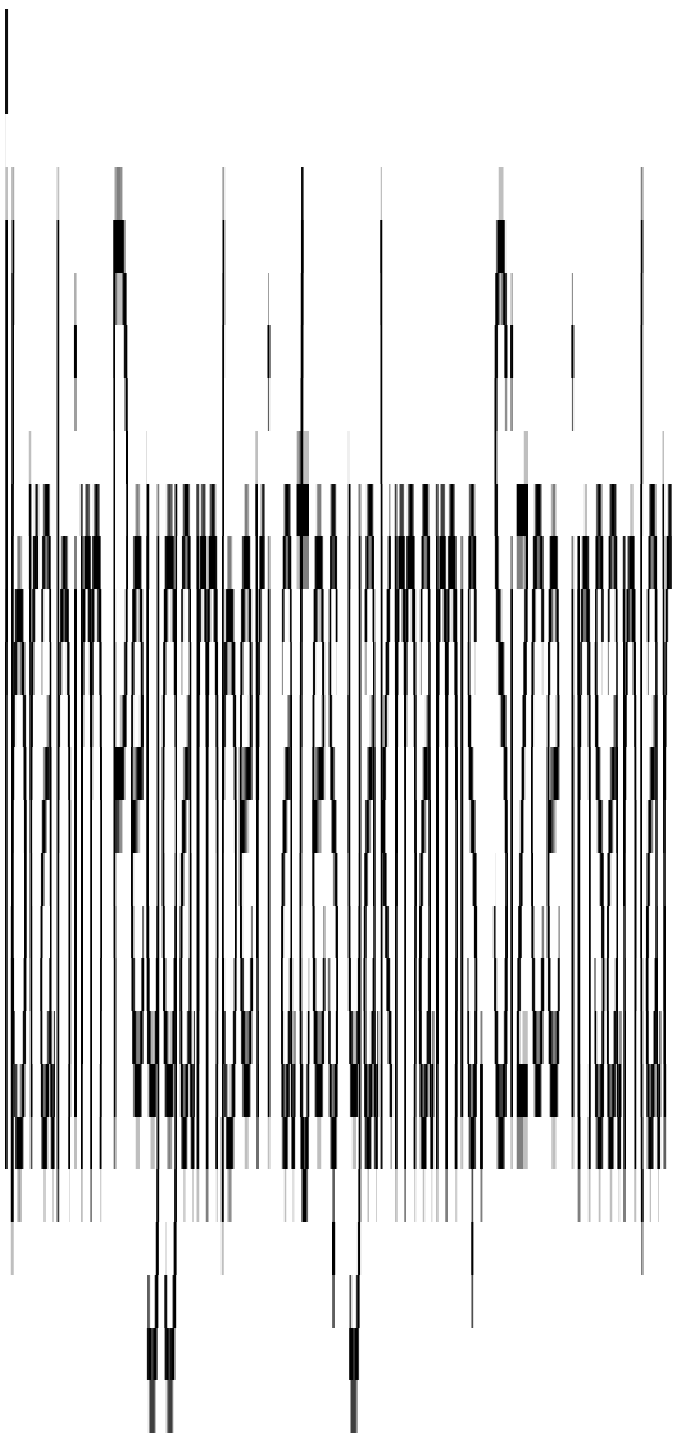


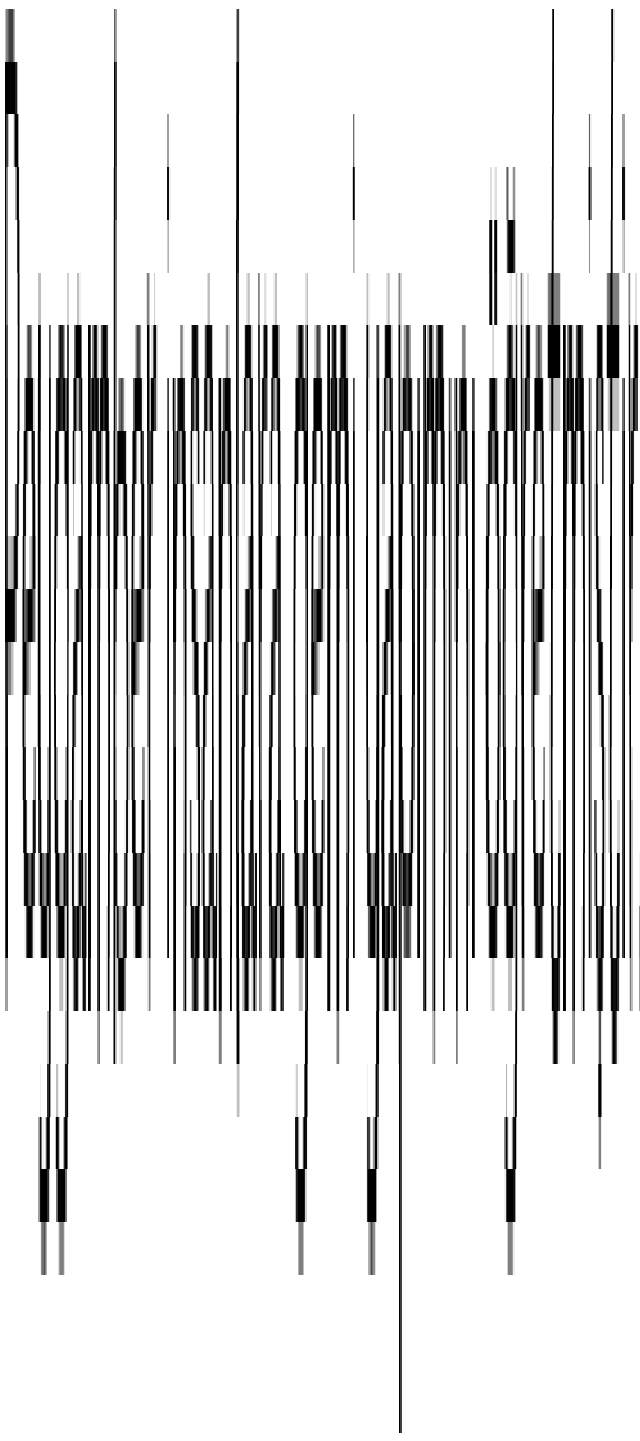


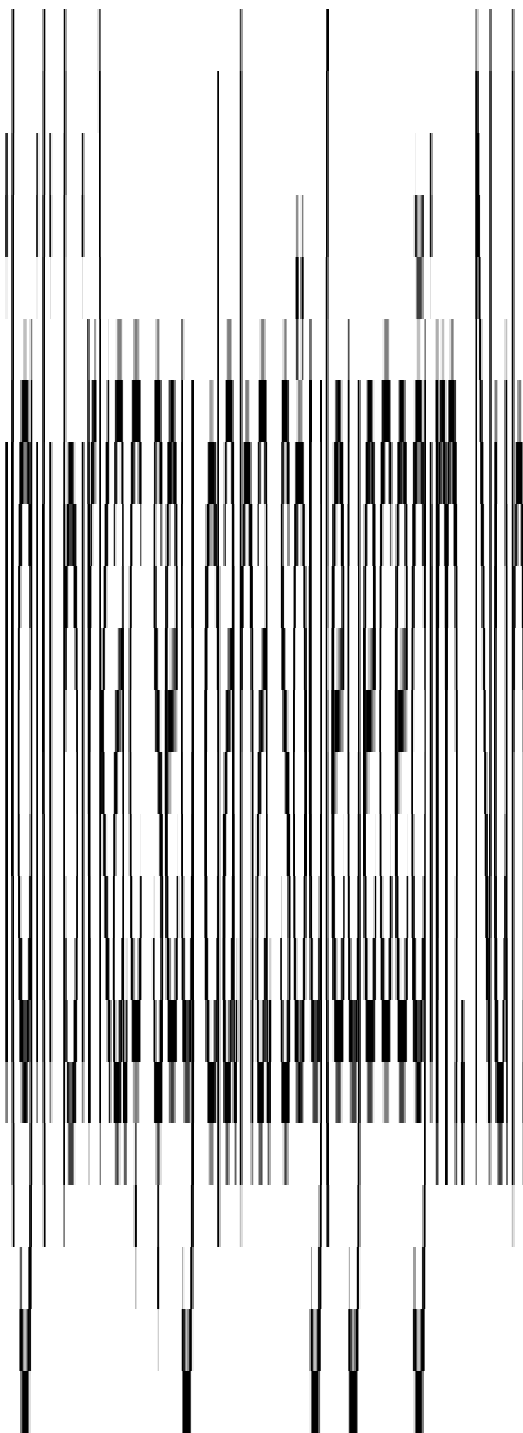


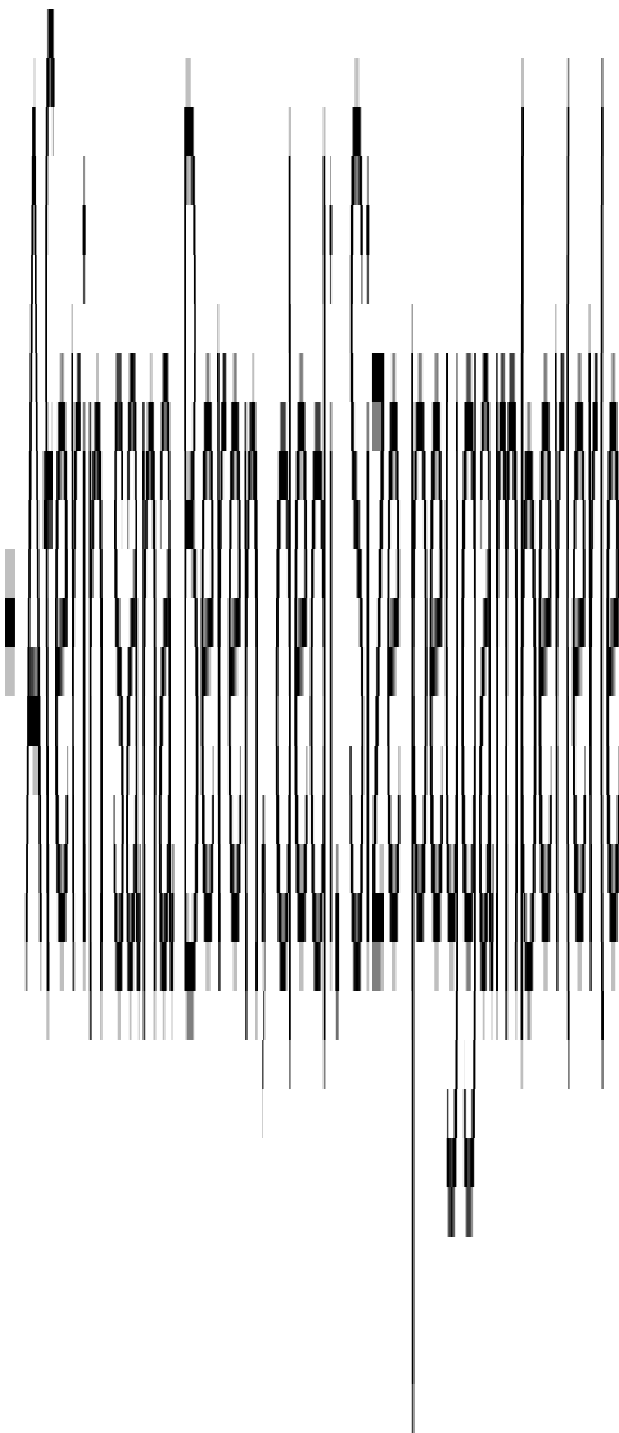


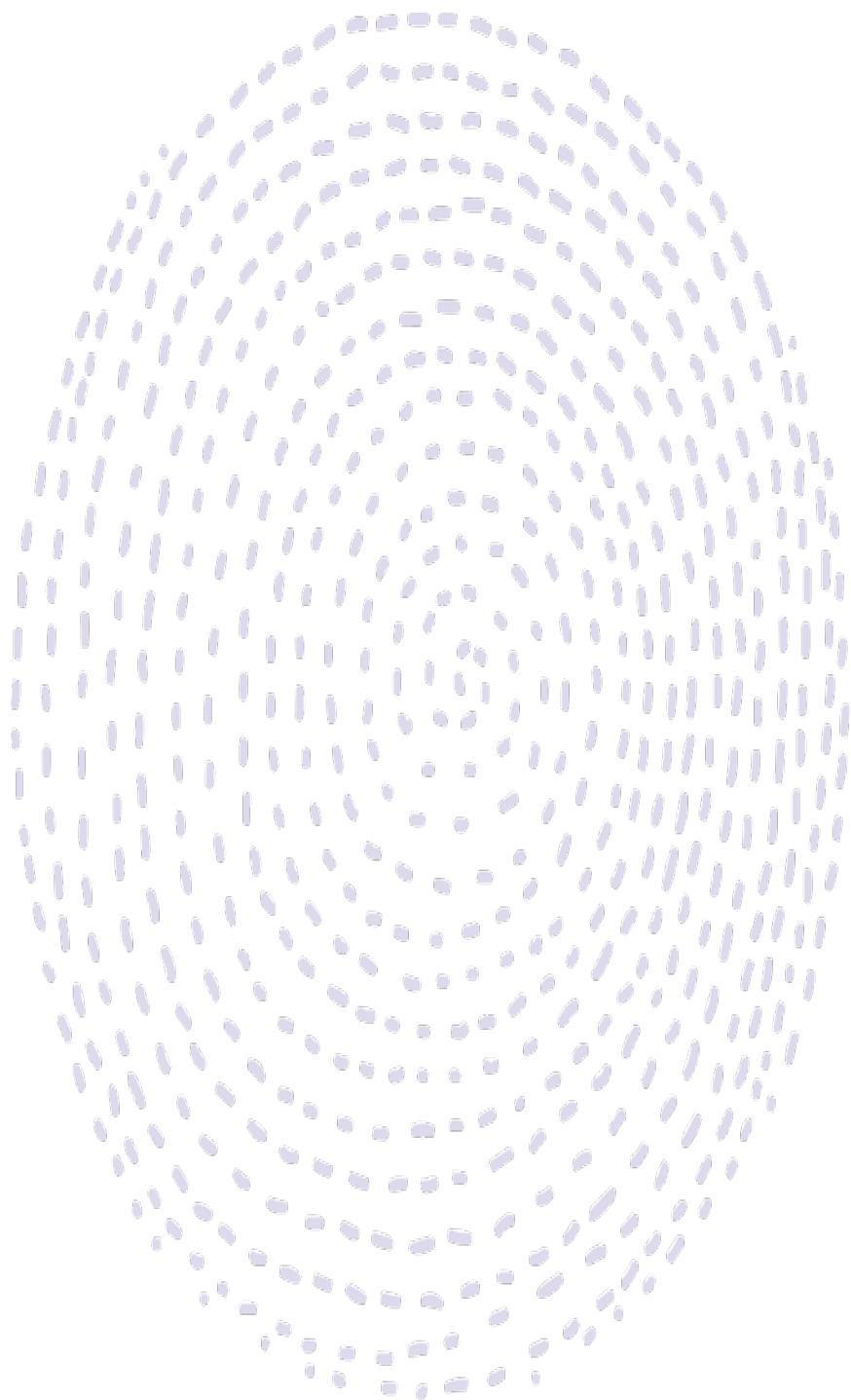


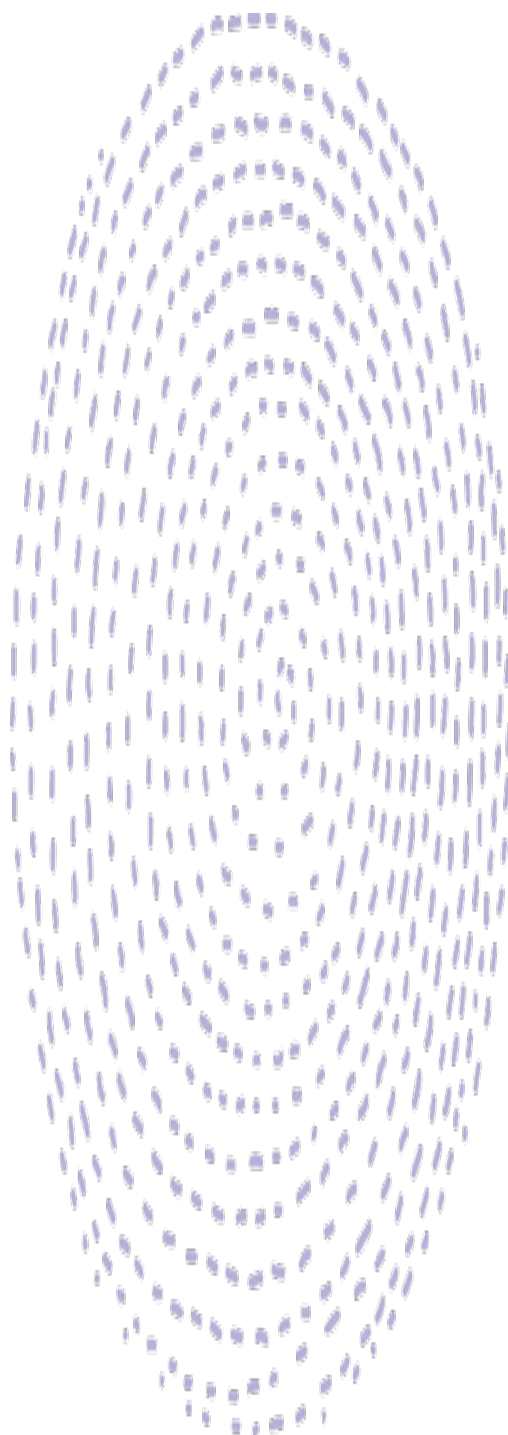




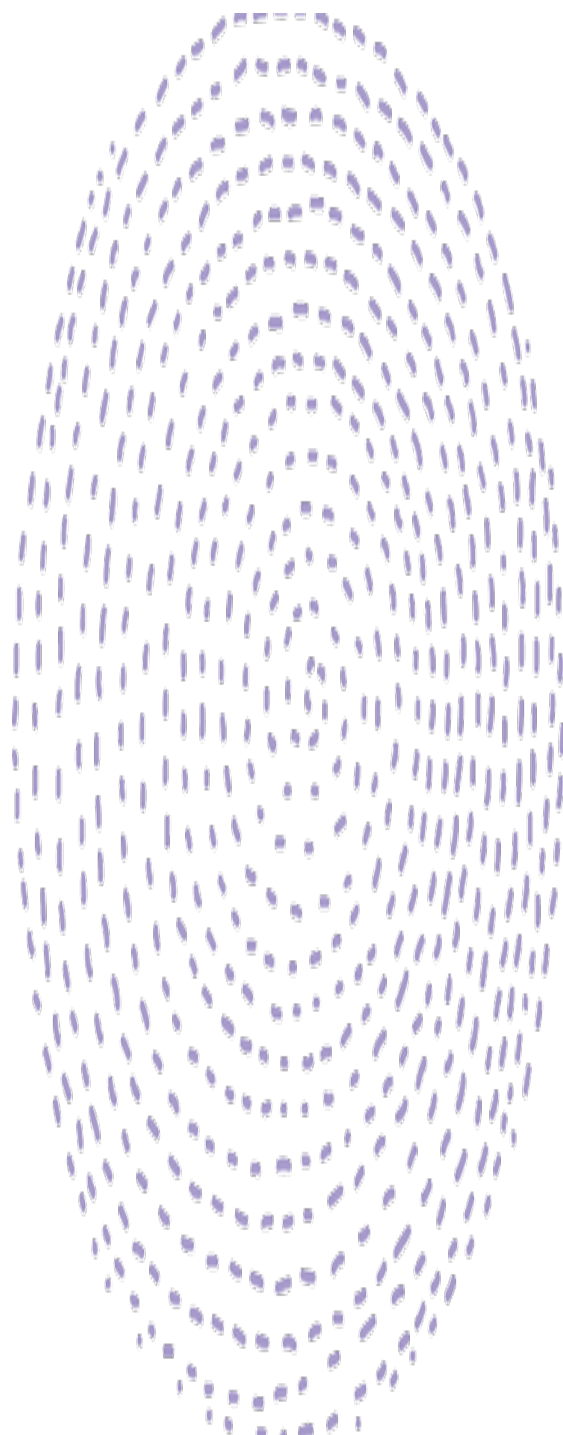












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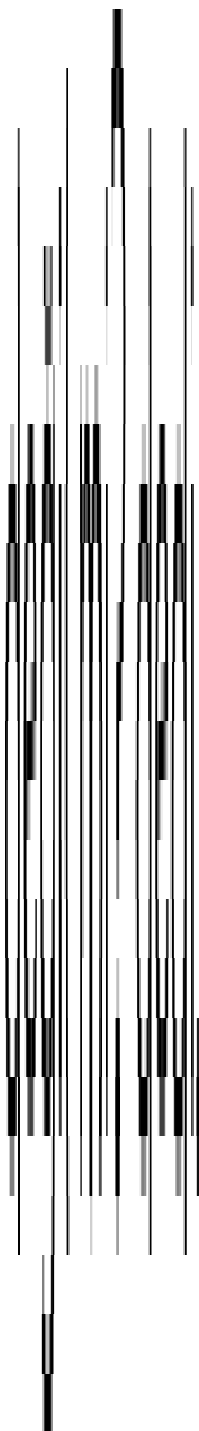
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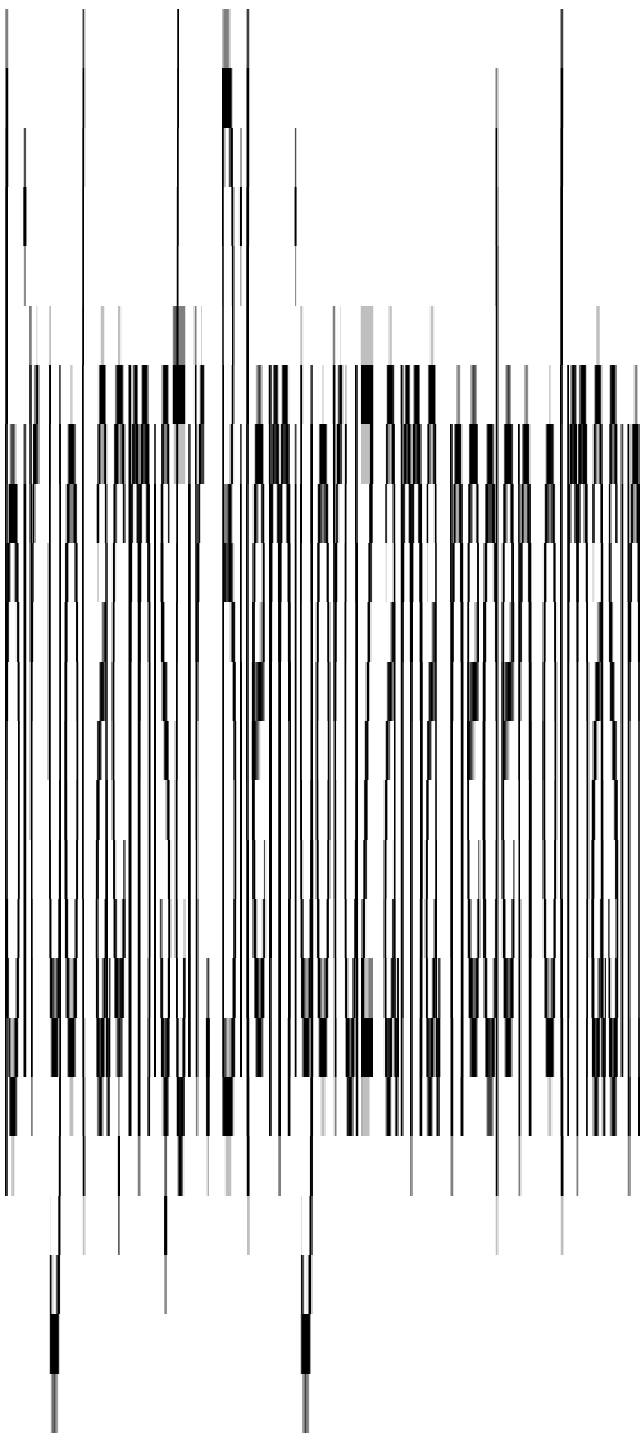
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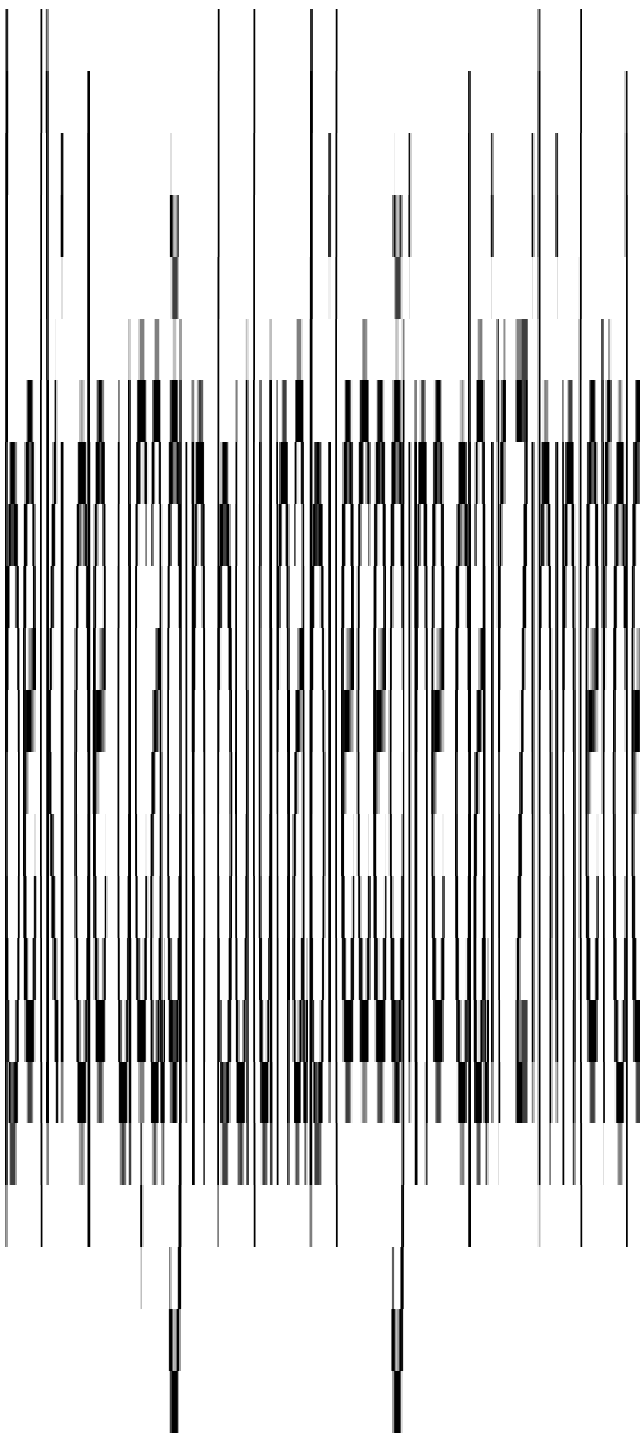
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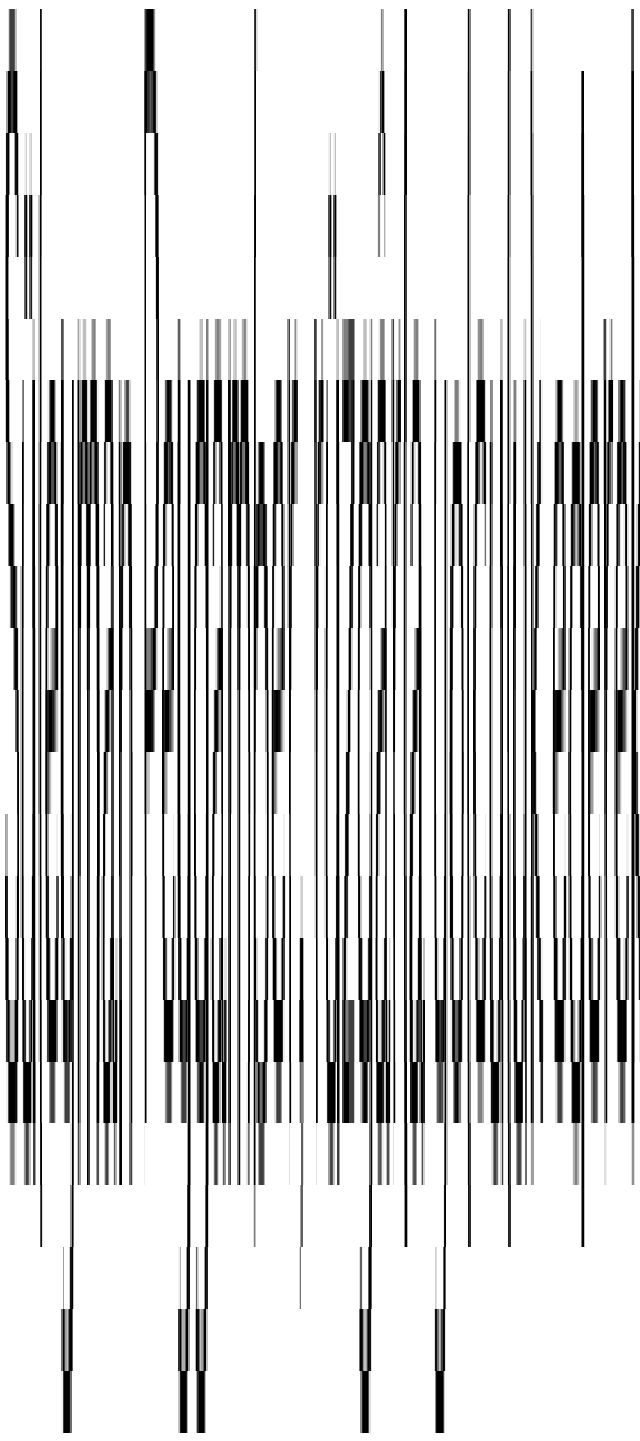
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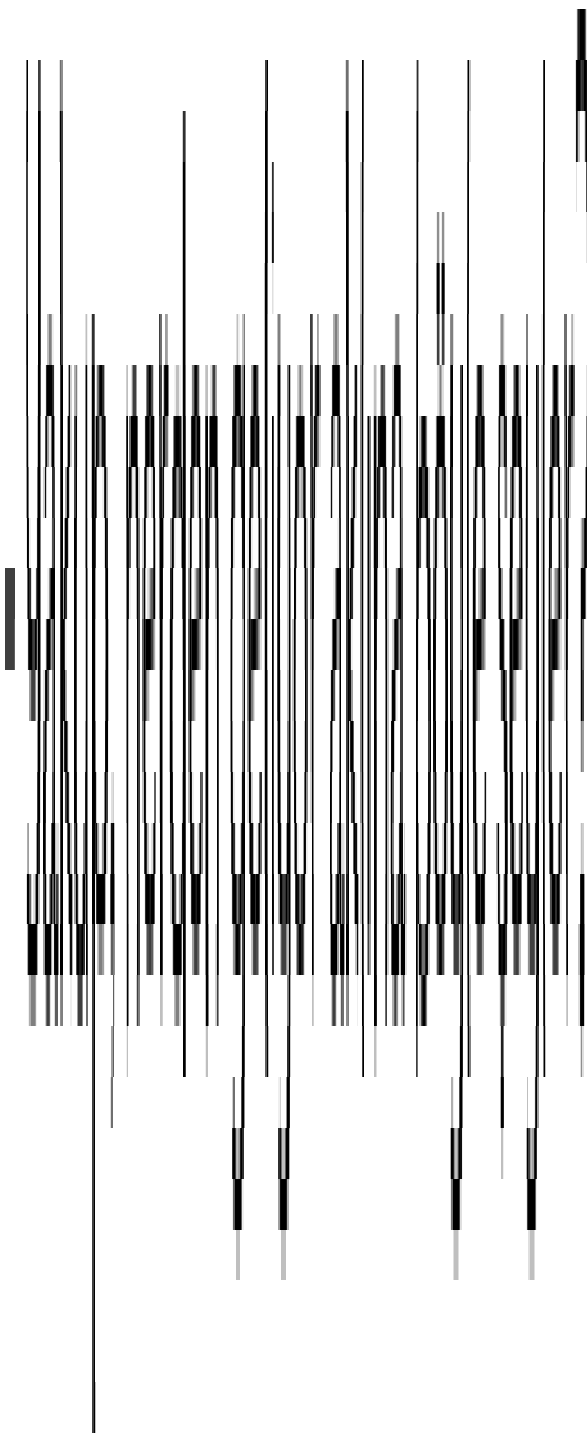
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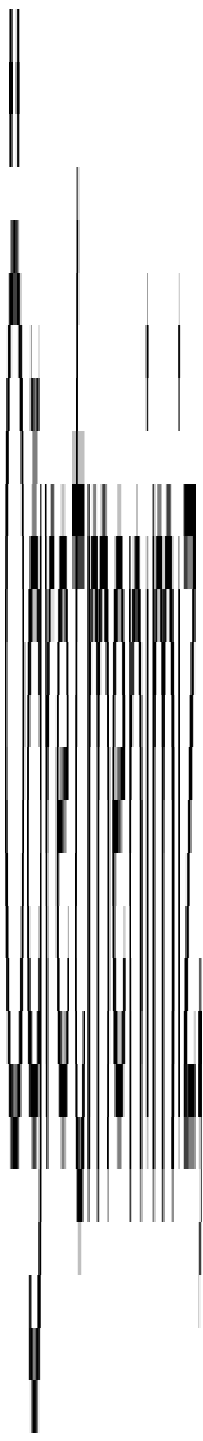


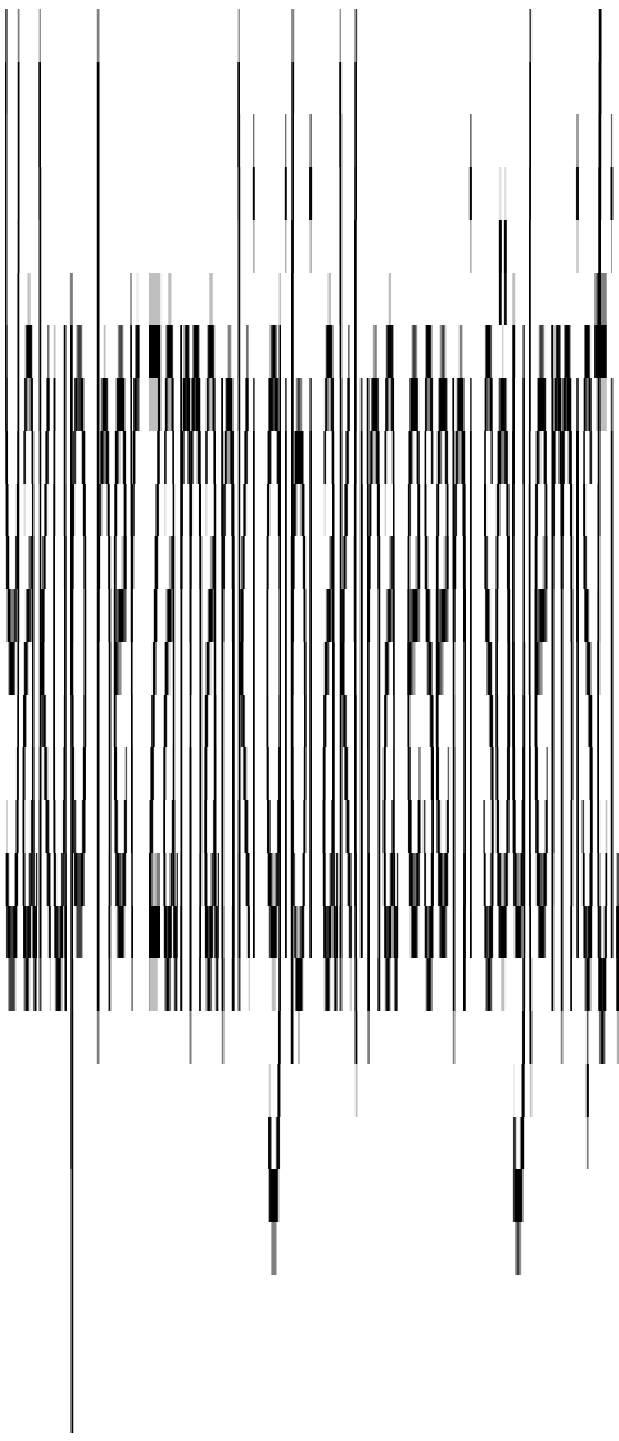


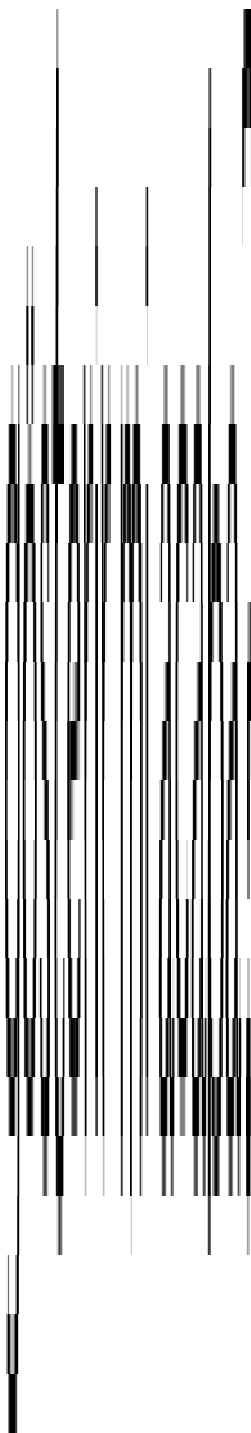


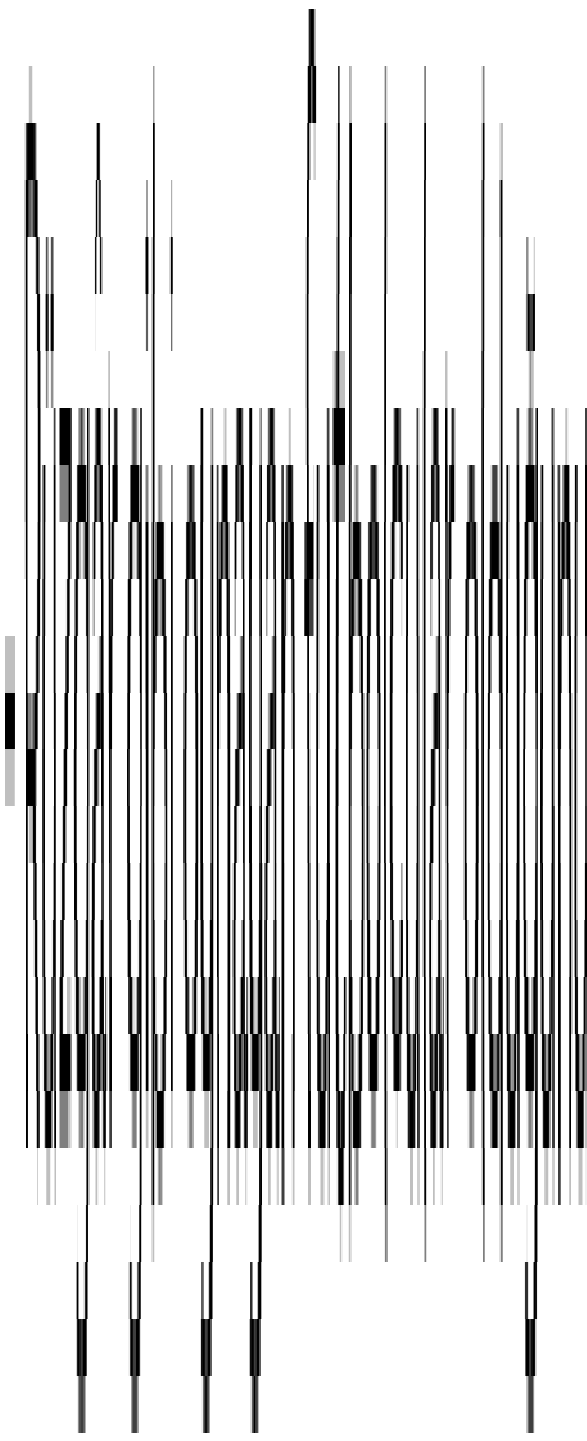


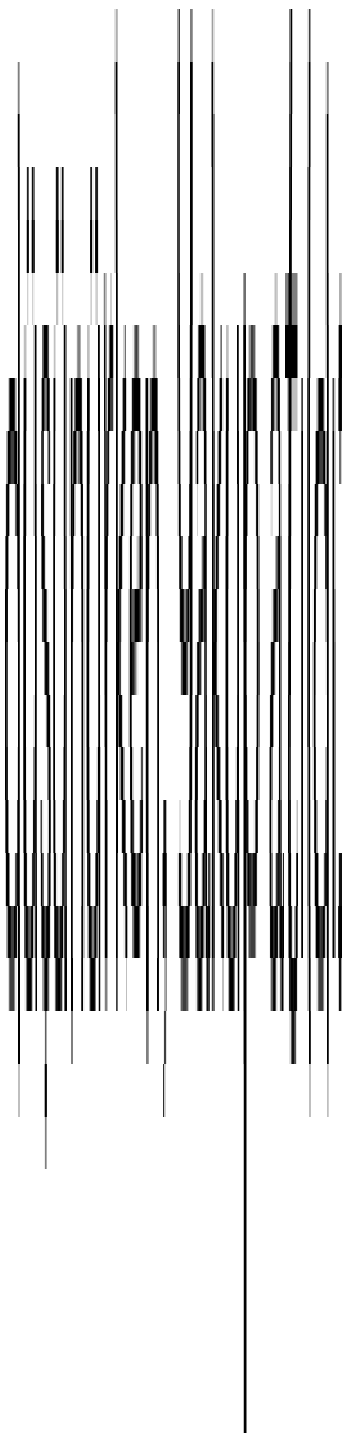


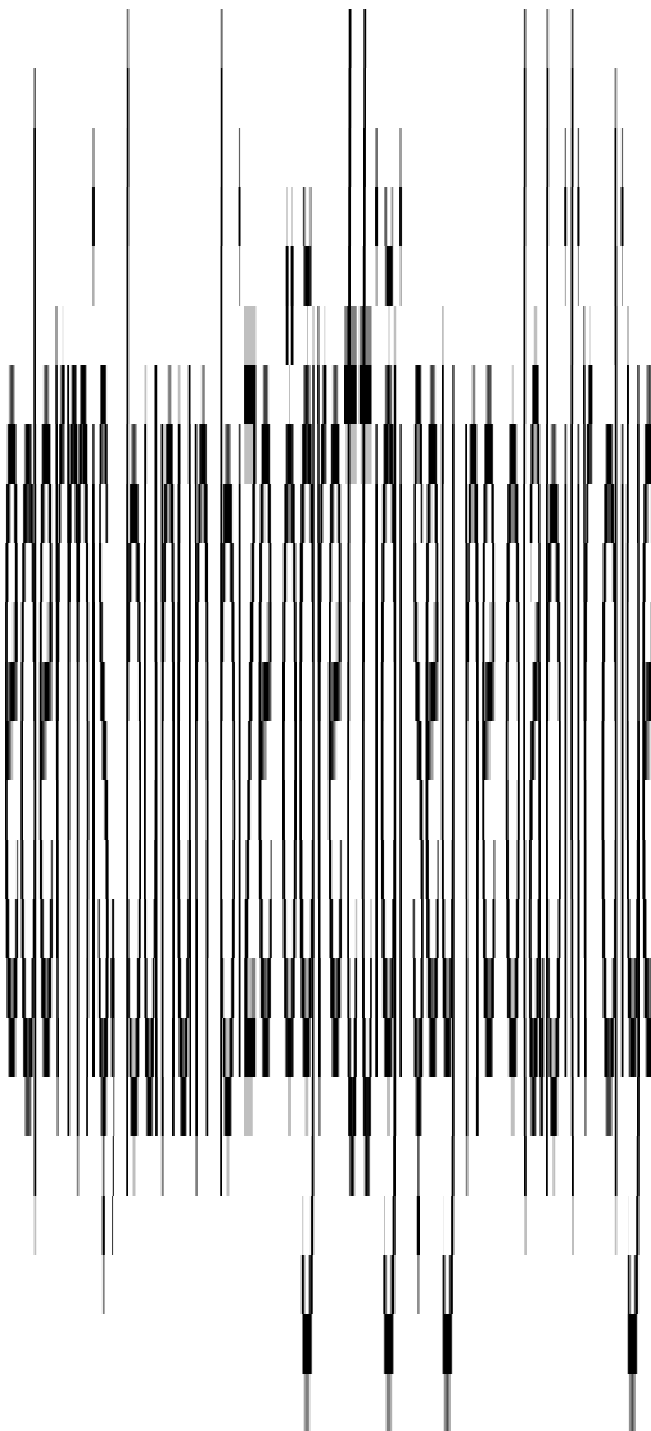


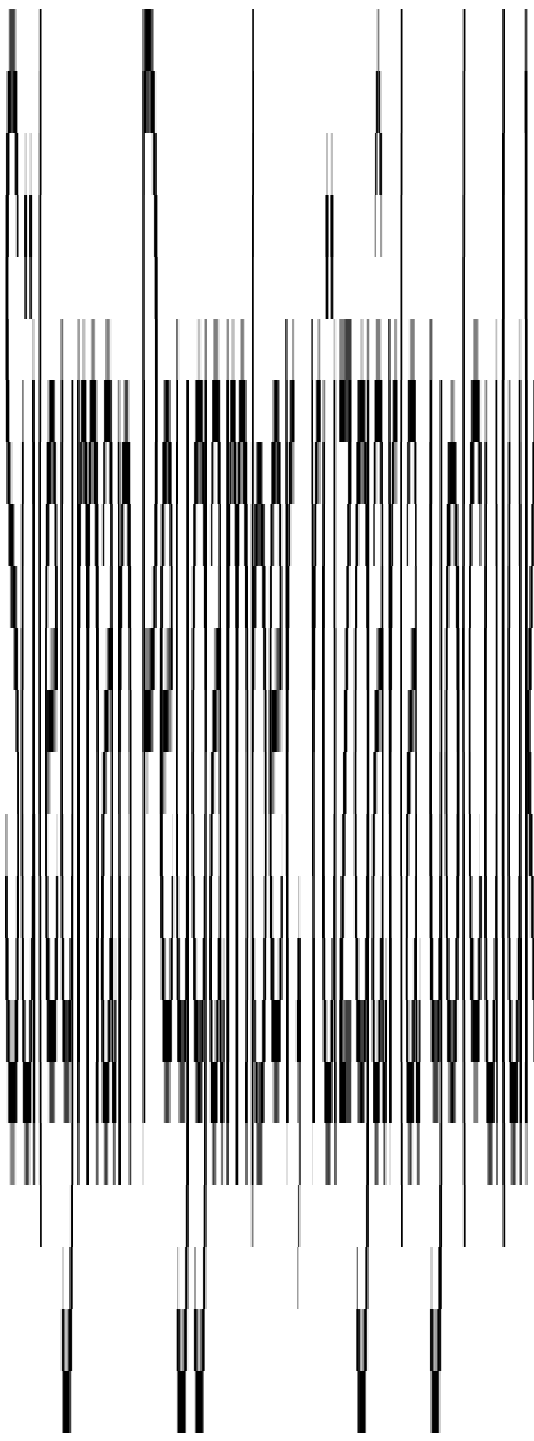


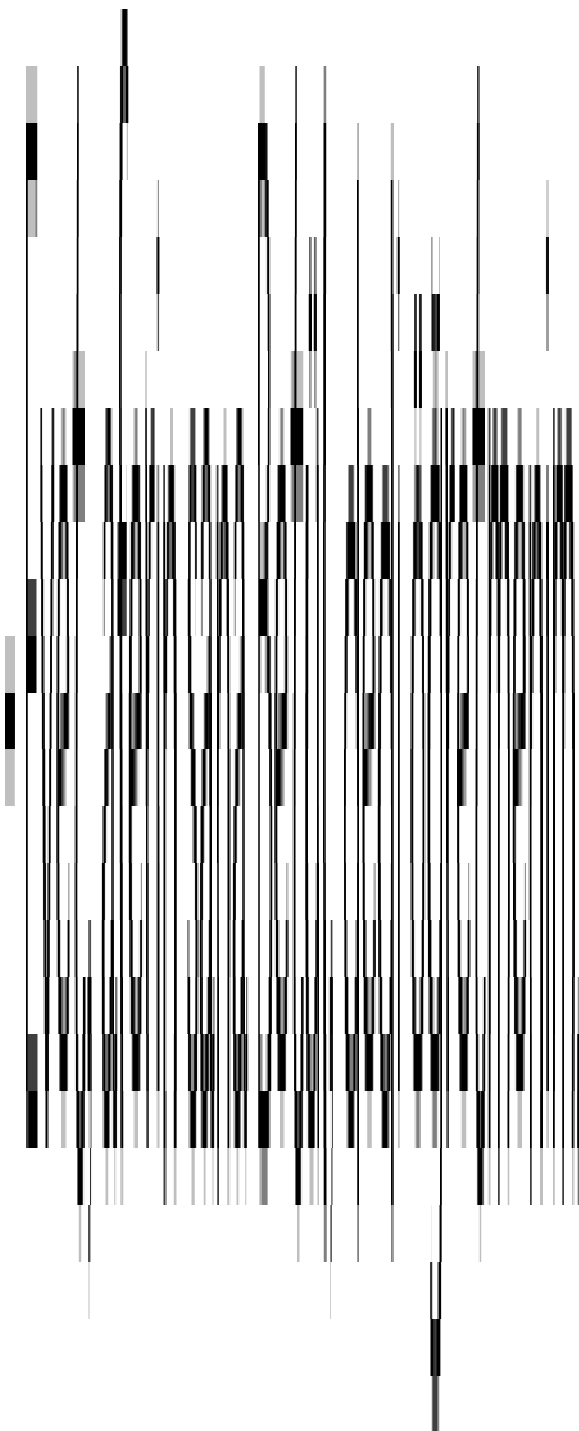


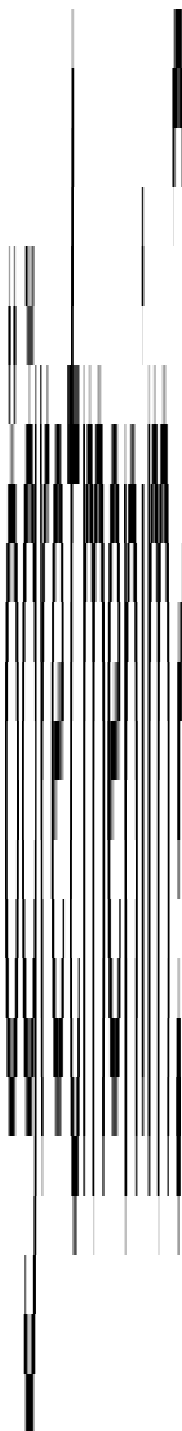


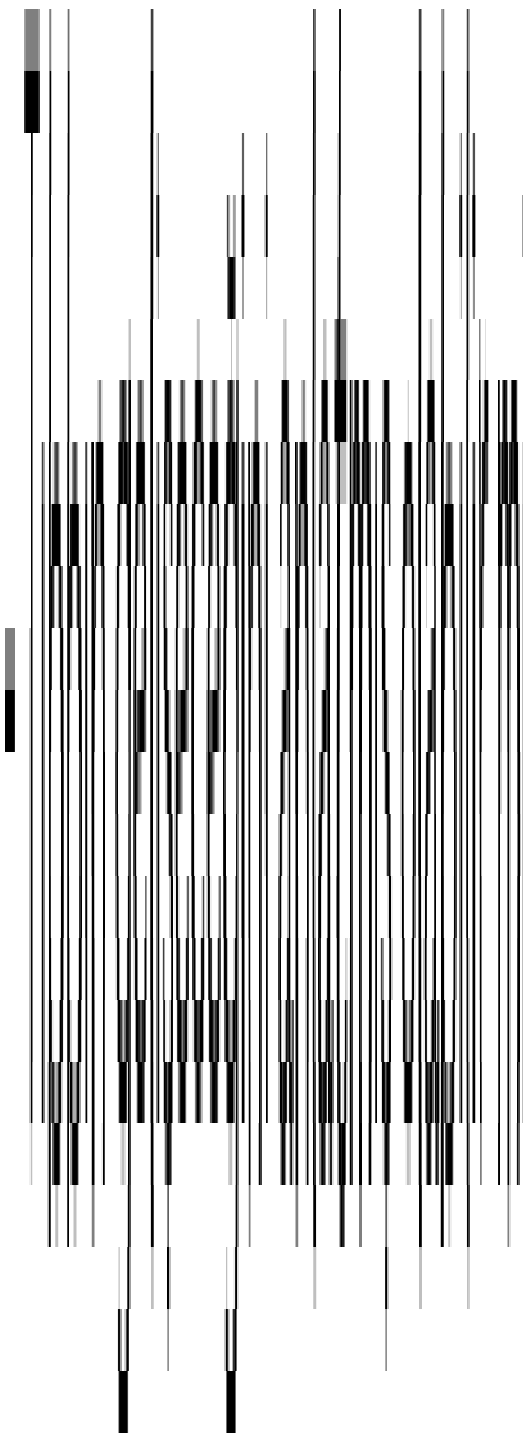


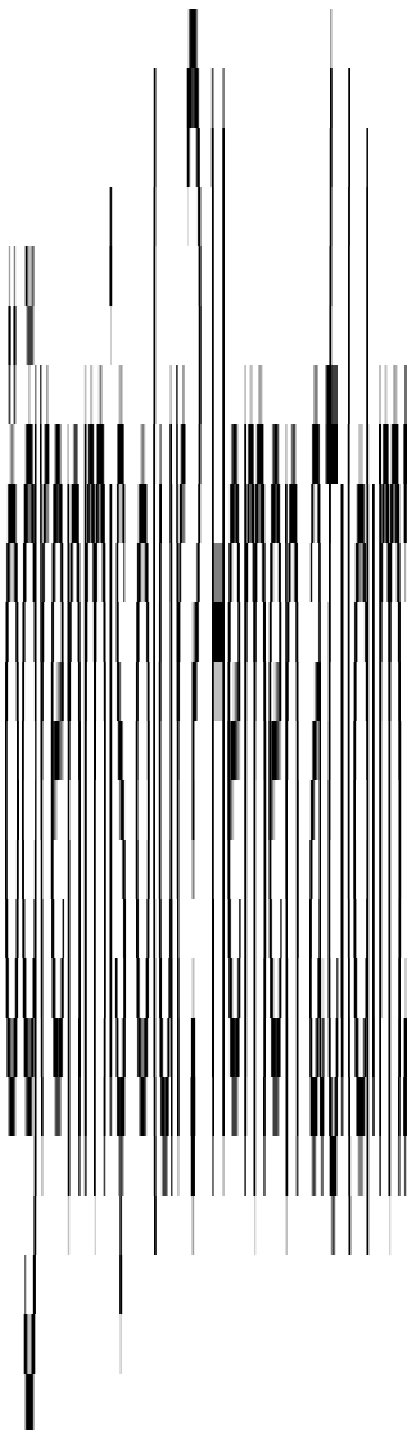


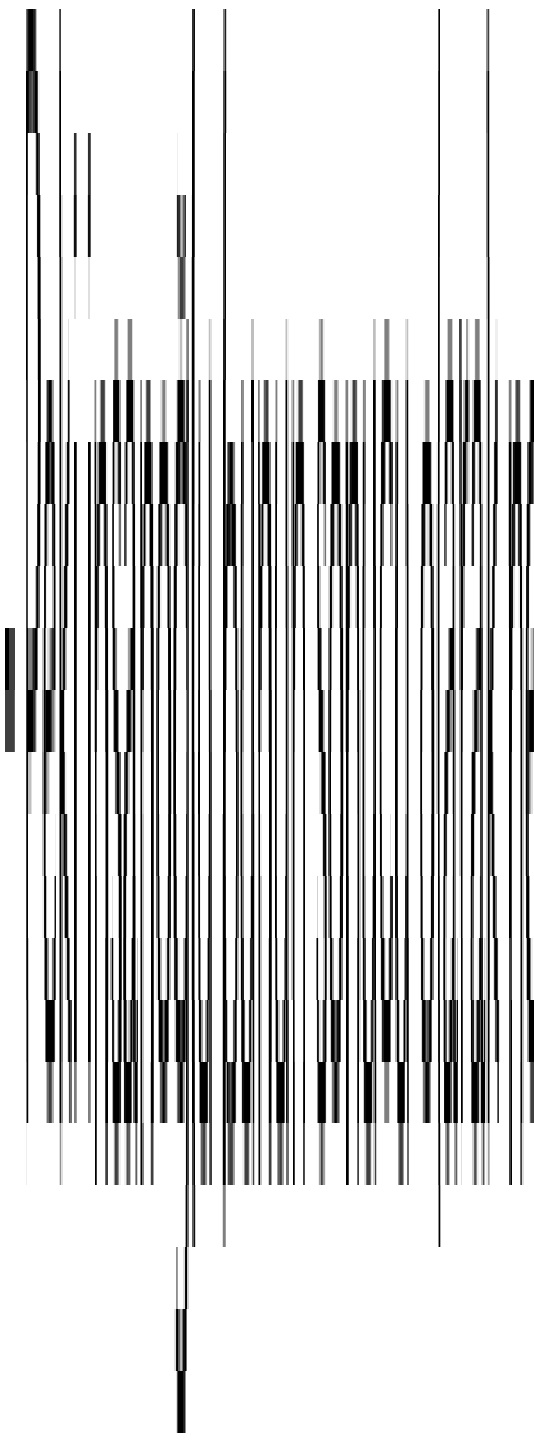


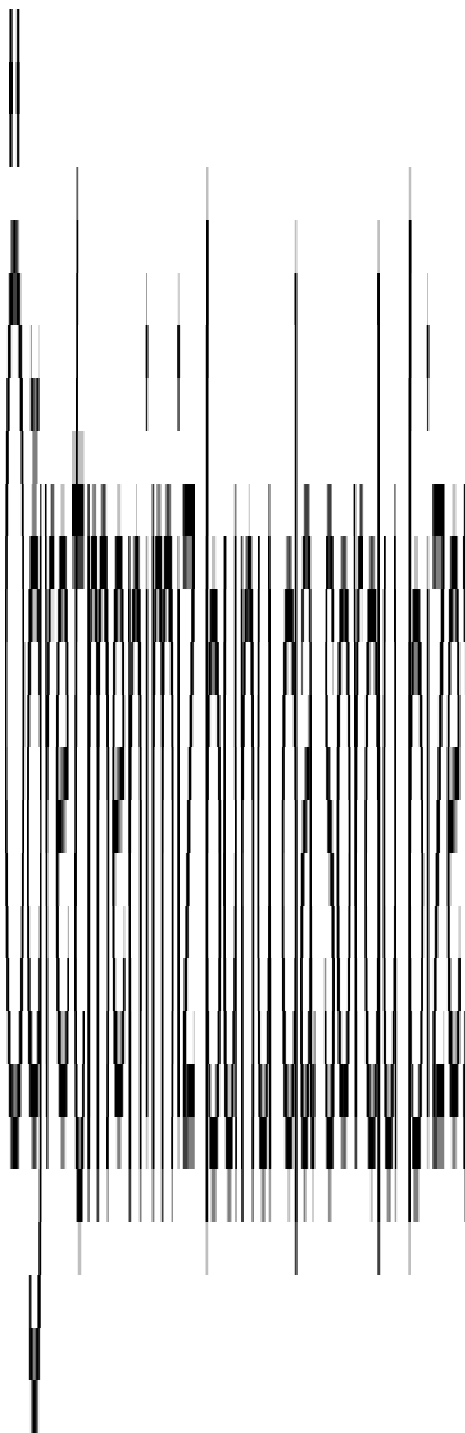


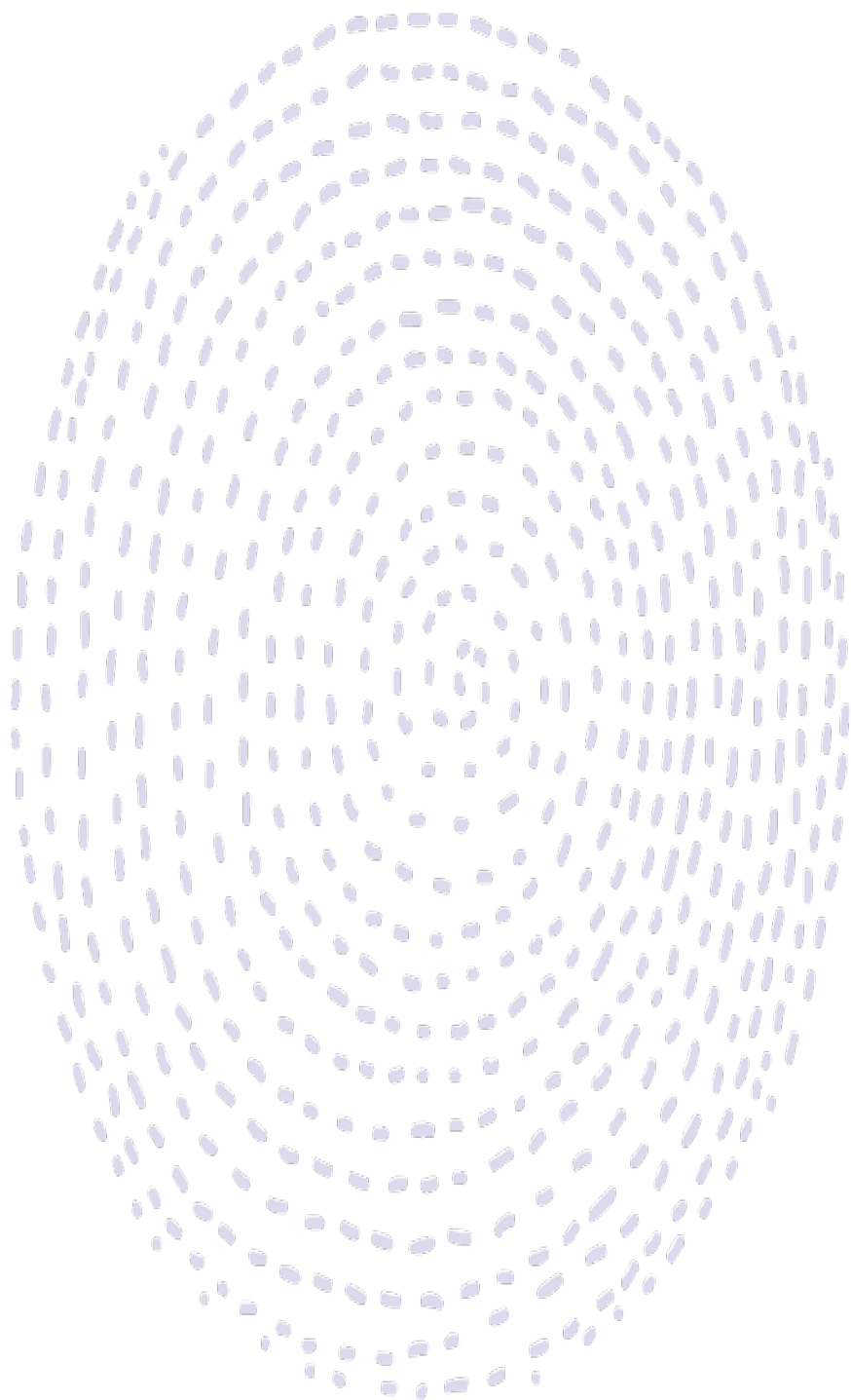


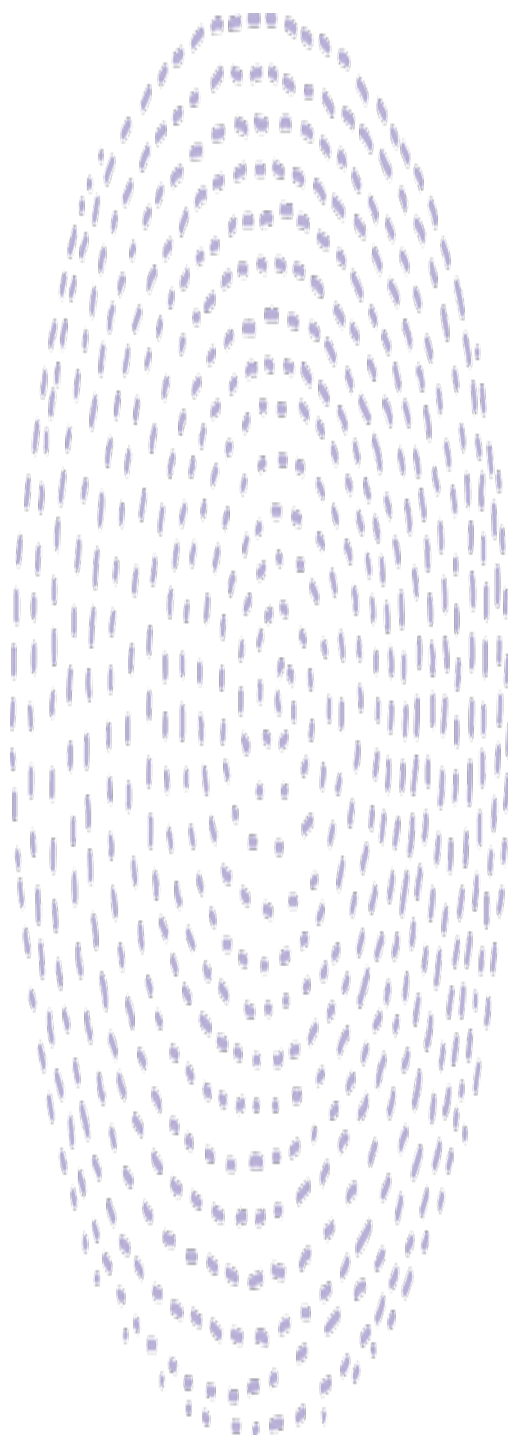




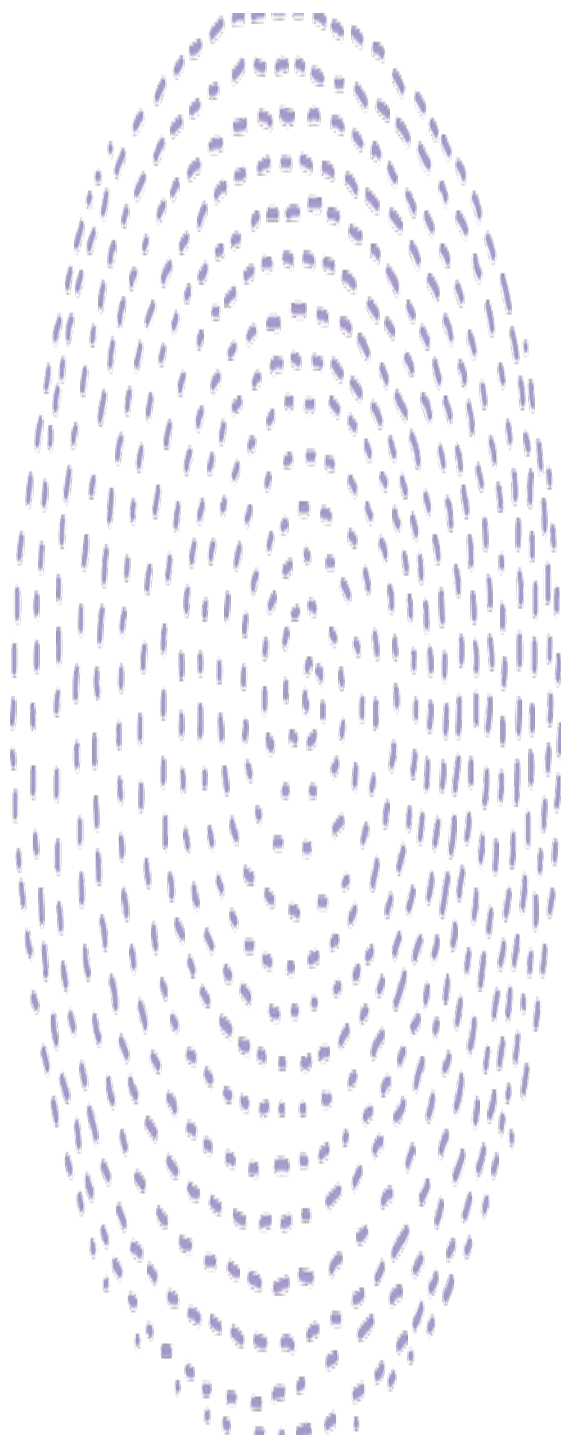








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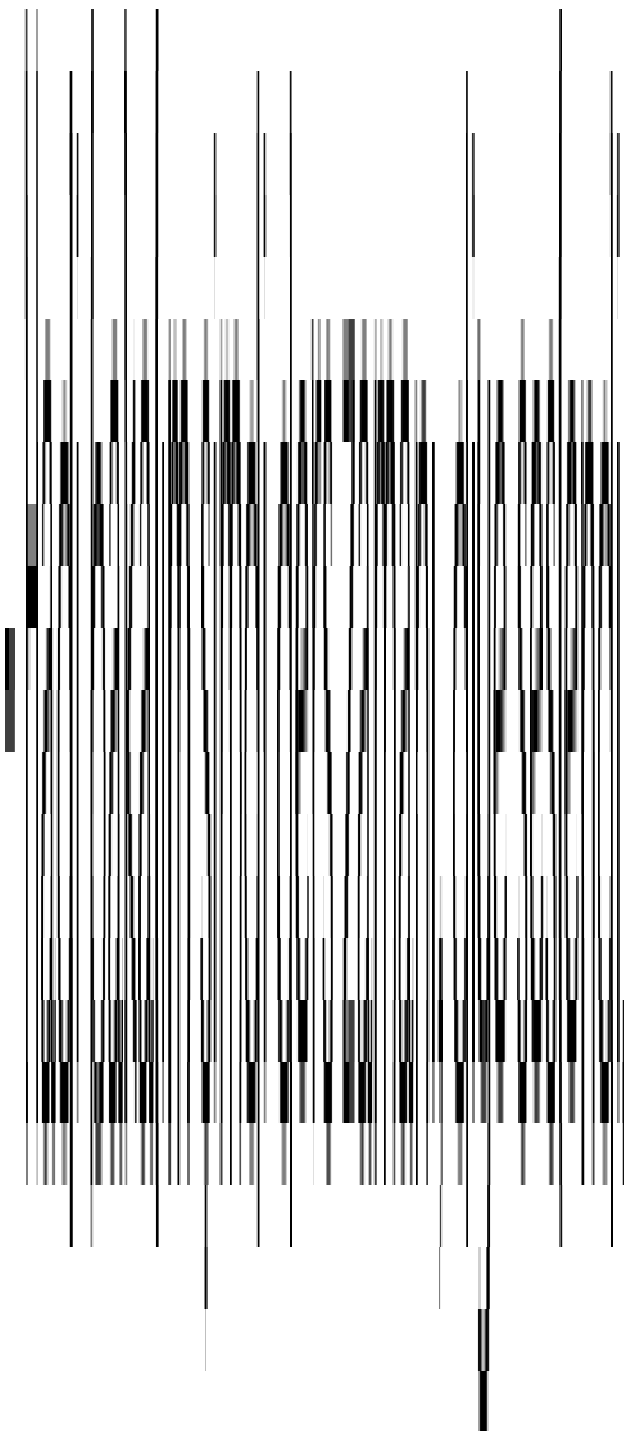
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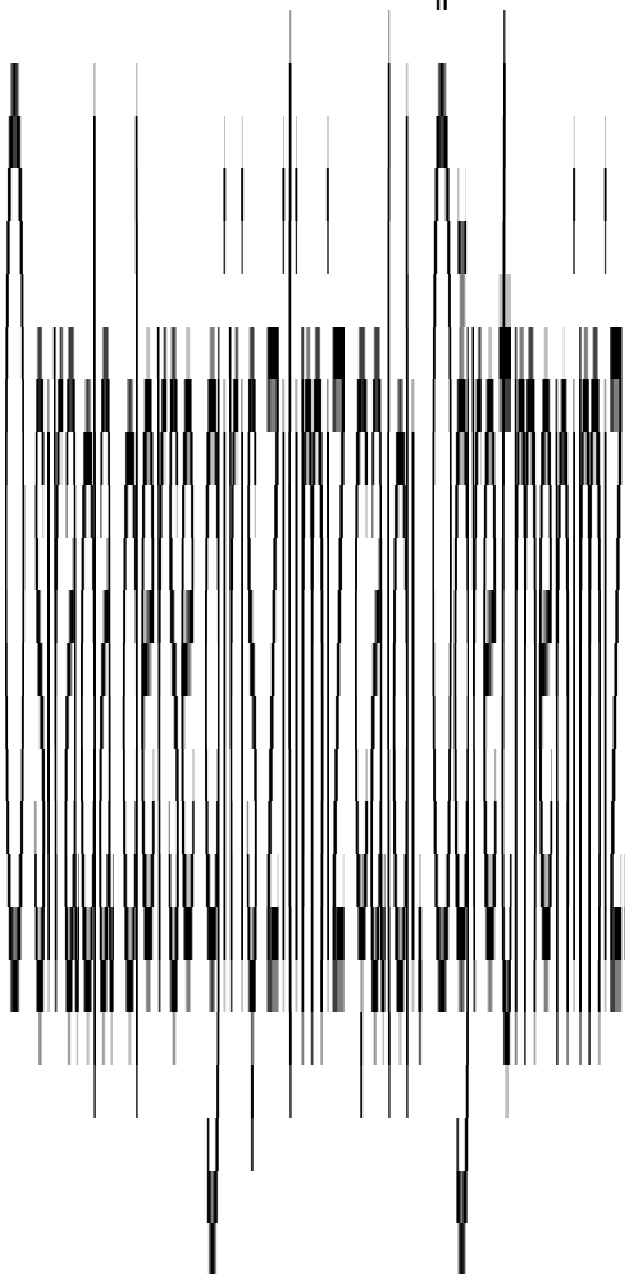
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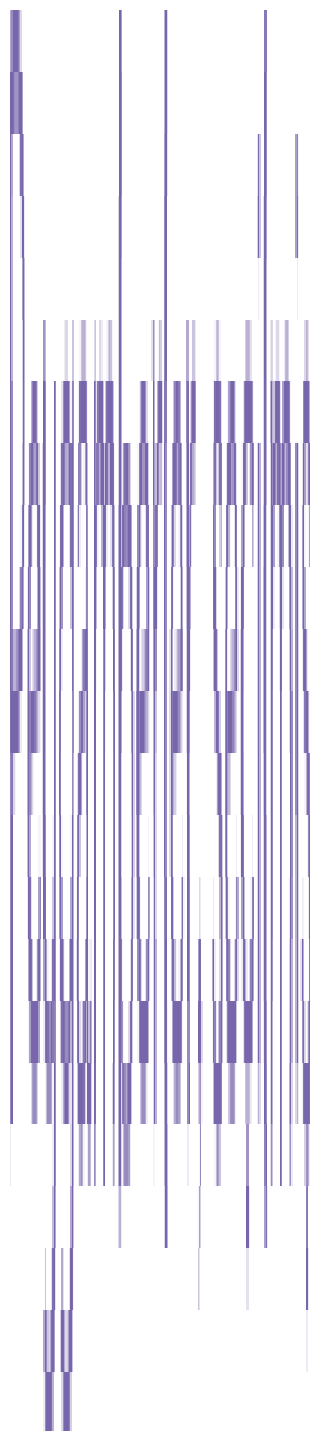
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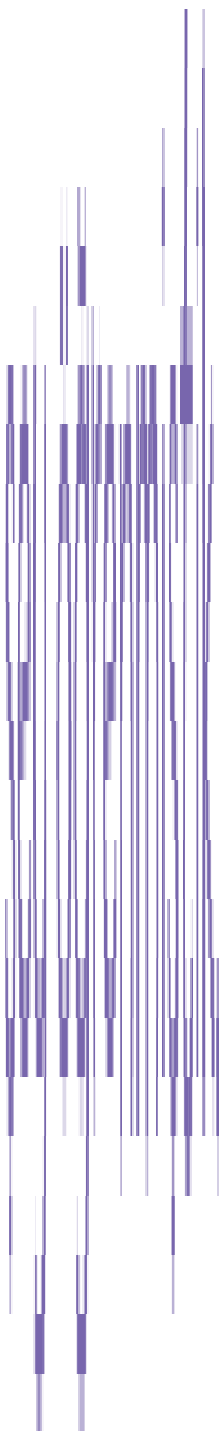
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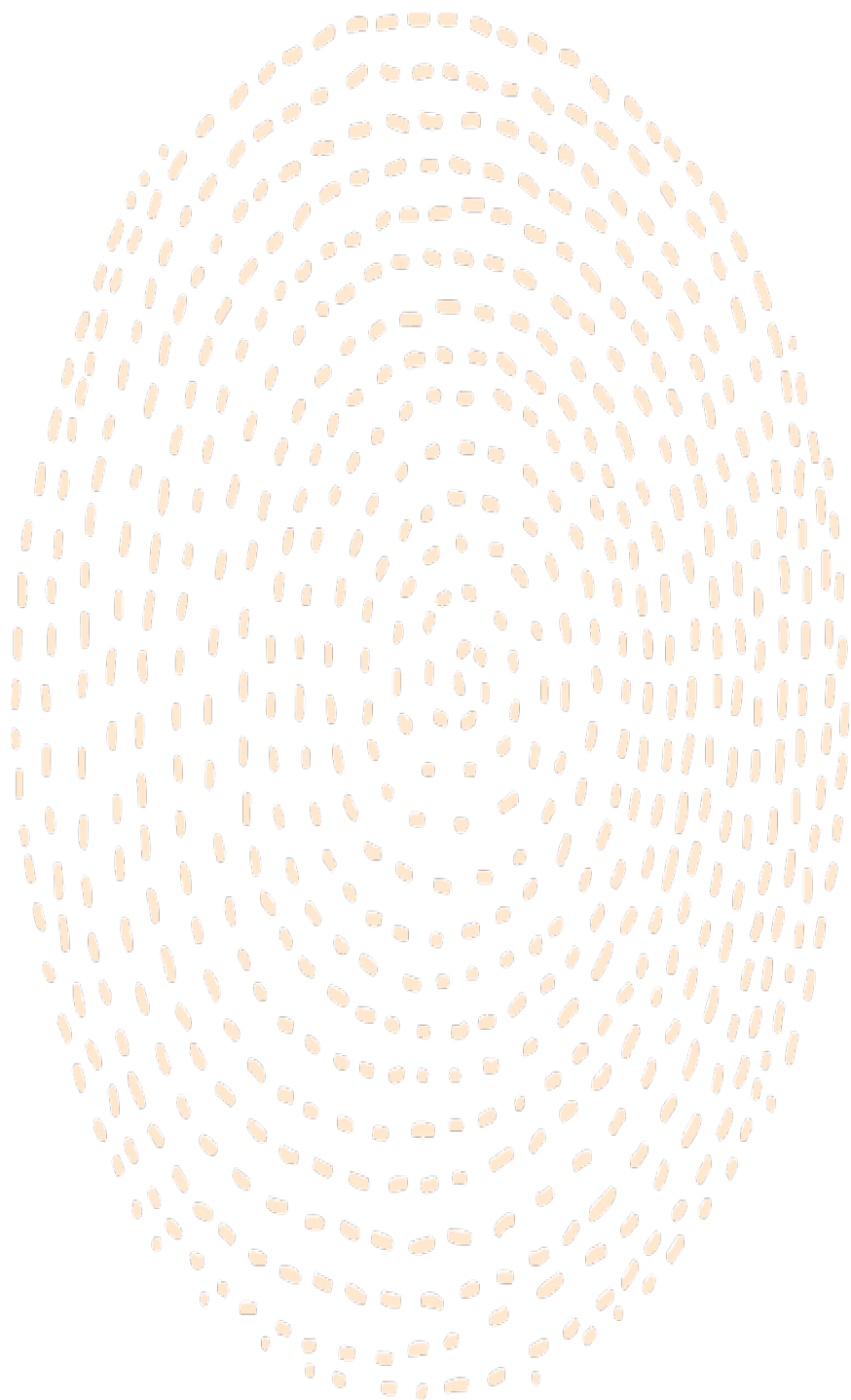


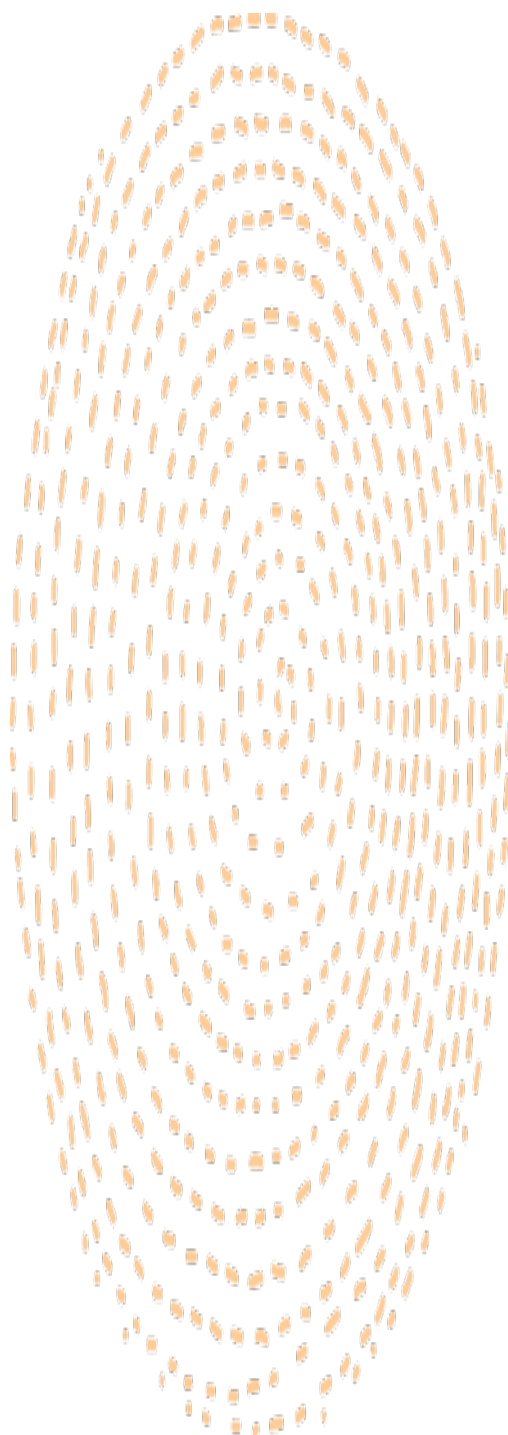












1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on the learning outcomes of students in the field of computer science.

The study is designed to evaluate the effectiveness of the program in terms of student knowledge, skills, and attitudes towards computer science.

The research is conducted in a controlled environment, where the program is implemented for a specific period of time, and the results are compared to a control group.

The data collected from the study will be analyzed using statistical methods to determine the significance of the findings.

The results of the study will be presented in a report, which will provide a detailed overview of the program's impact on student learning outcomes.

The study is expected to provide valuable insights into the effectiveness of the program and inform future educational practices in the field of computer science.

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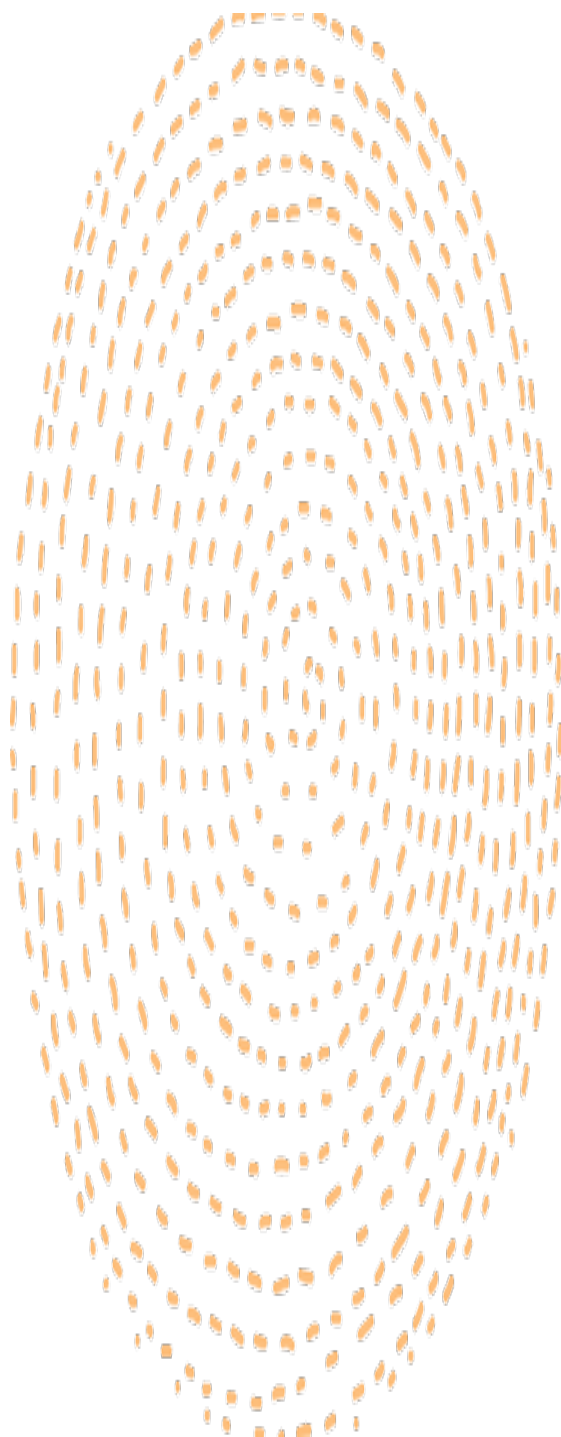
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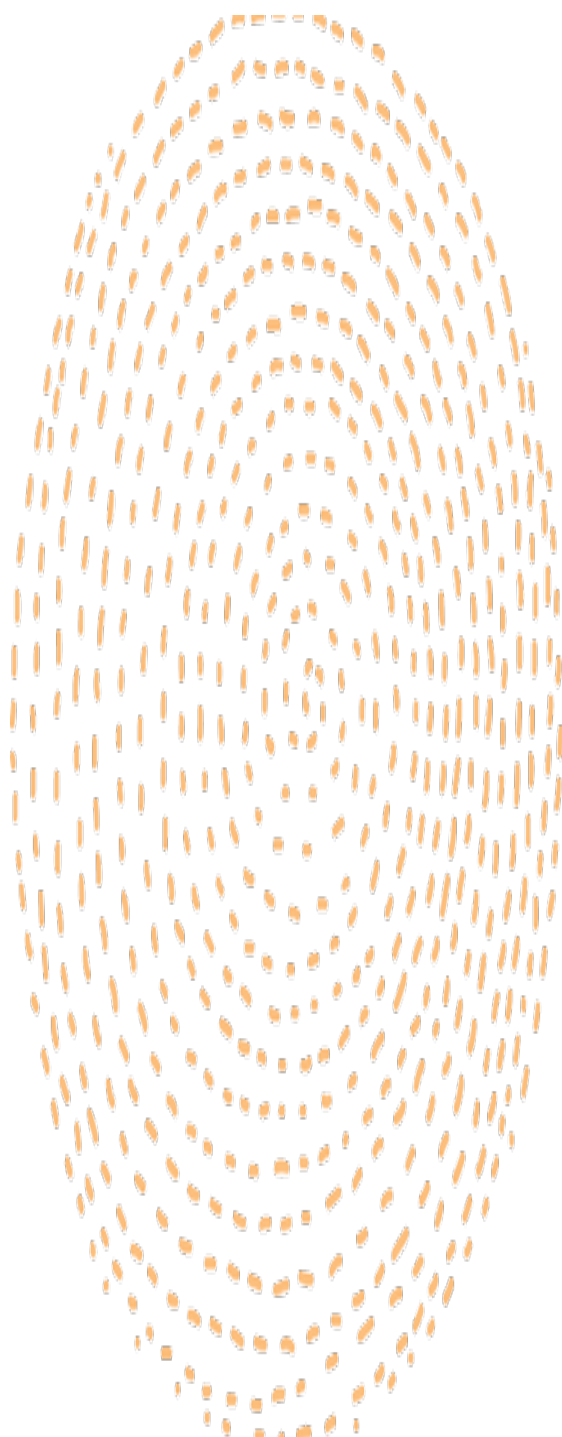
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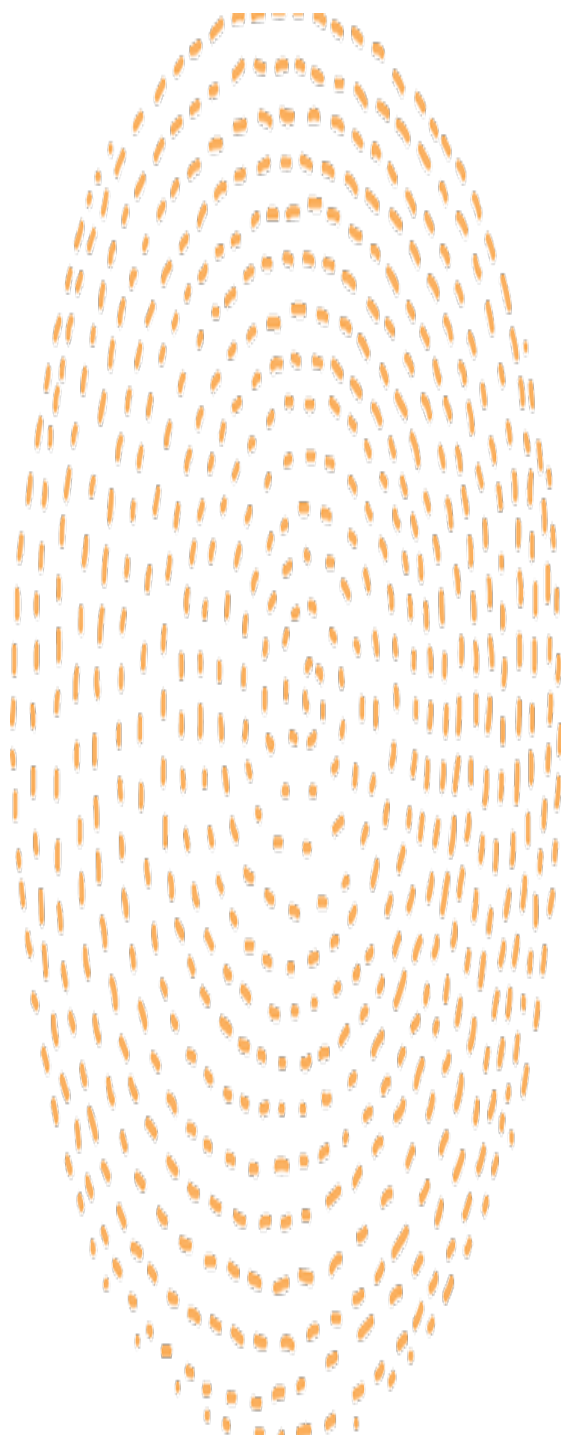
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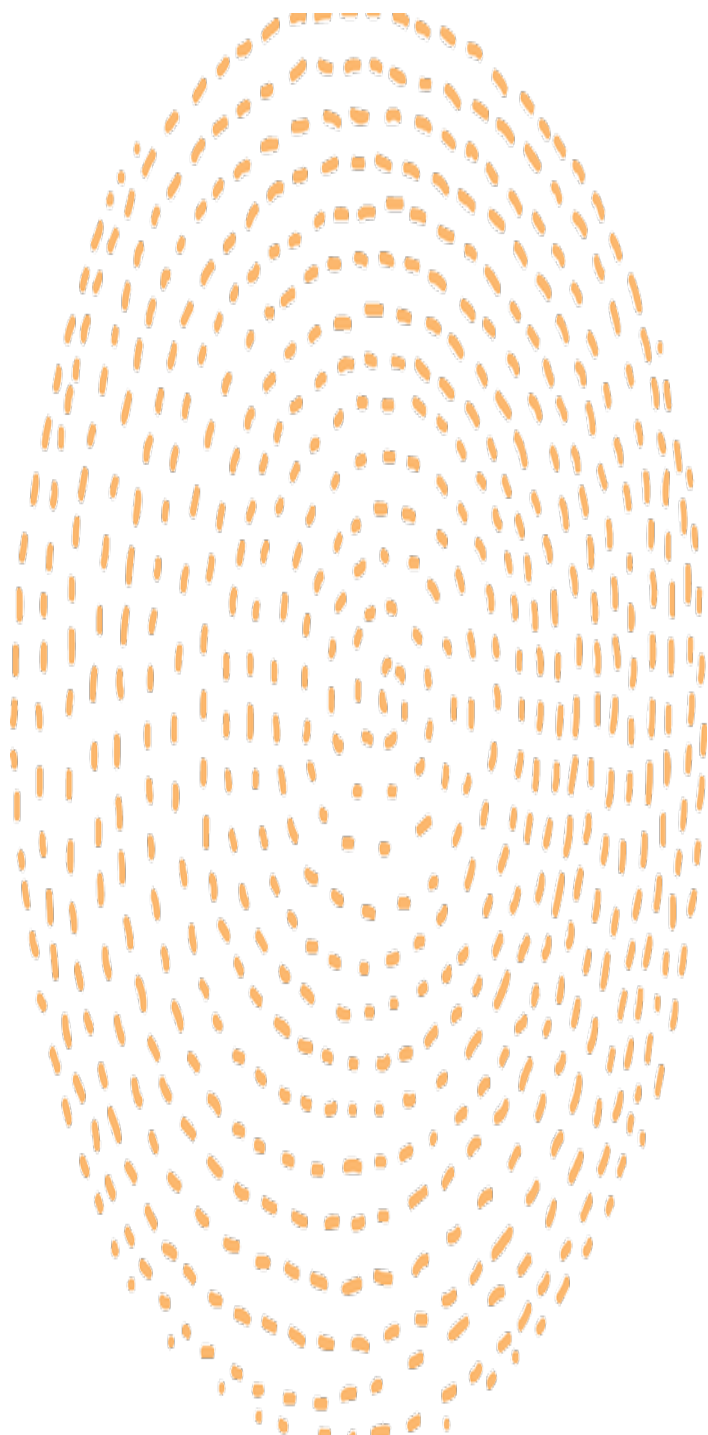
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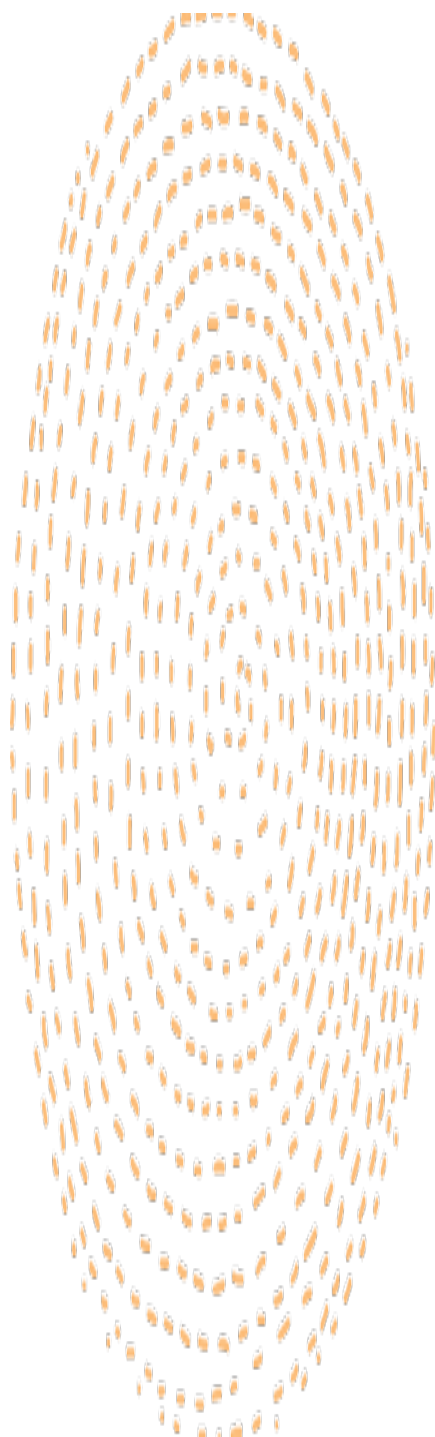












1. *Identify the main idea of the passage.*

2. *Identify the supporting details.*

3. *Identify the author's purpose.*

4. *Identify the author's tone.*

5. *Identify the author's point of view.*

6. *Identify the author's bias.*

7. *Identify the author's audience.*

8. *Identify the author's style.*

9. *Identify the author's theme.*

10. *Identify the author's message.*

11. *Identify the author's conclusion.*

12. *Identify the author's recommendation.*

13. *Identify the author's prediction.*

14. *Identify the author's opinion.*

15. *Identify the author's attitude.*

16. *Identify the author's perspective.*

17. *Identify the author's viewpoint.*

18. *Identify the author's stance.*

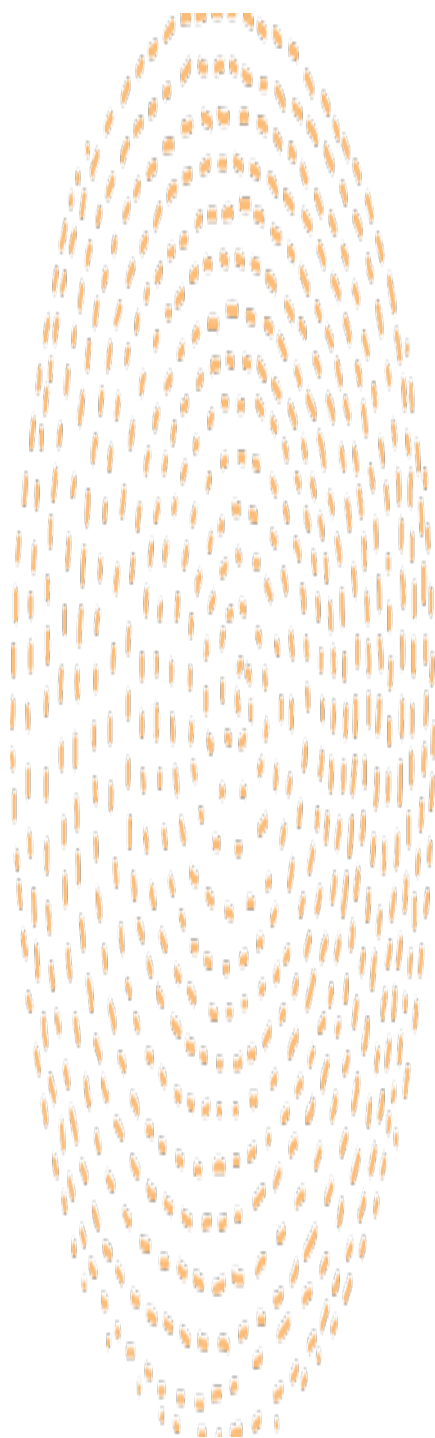
19. *Identify the author's position.*

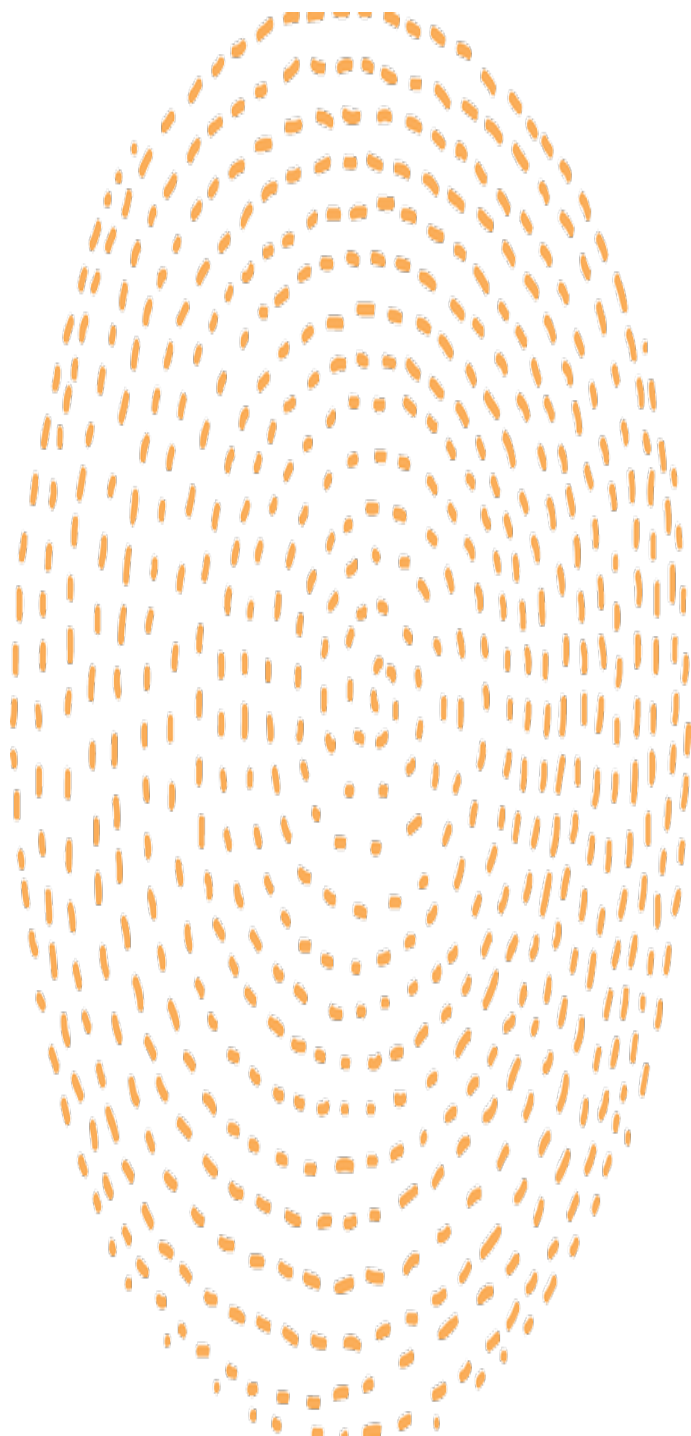
20. *Identify the author's belief.*

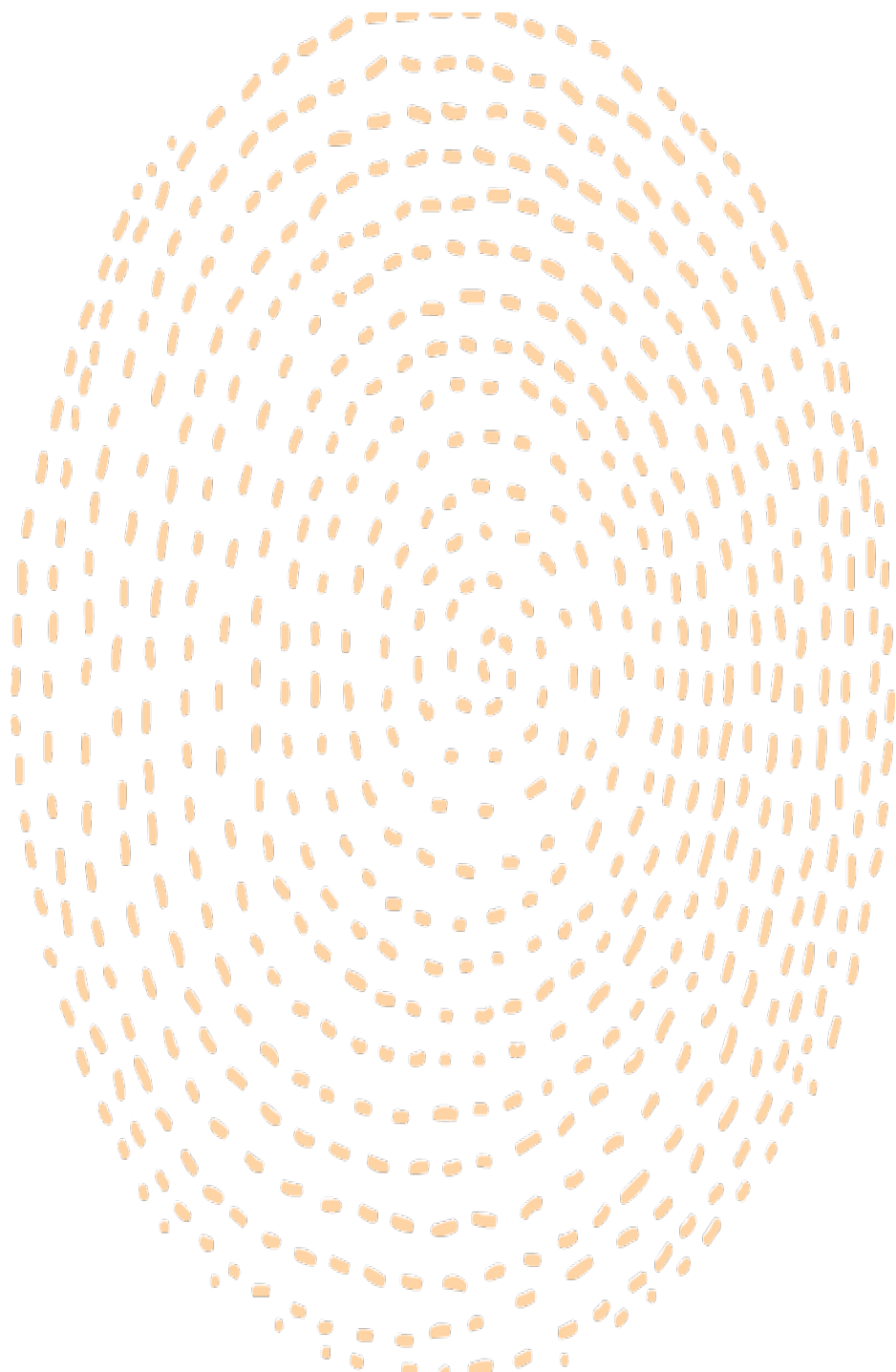
21. *Identify the author's conviction.*

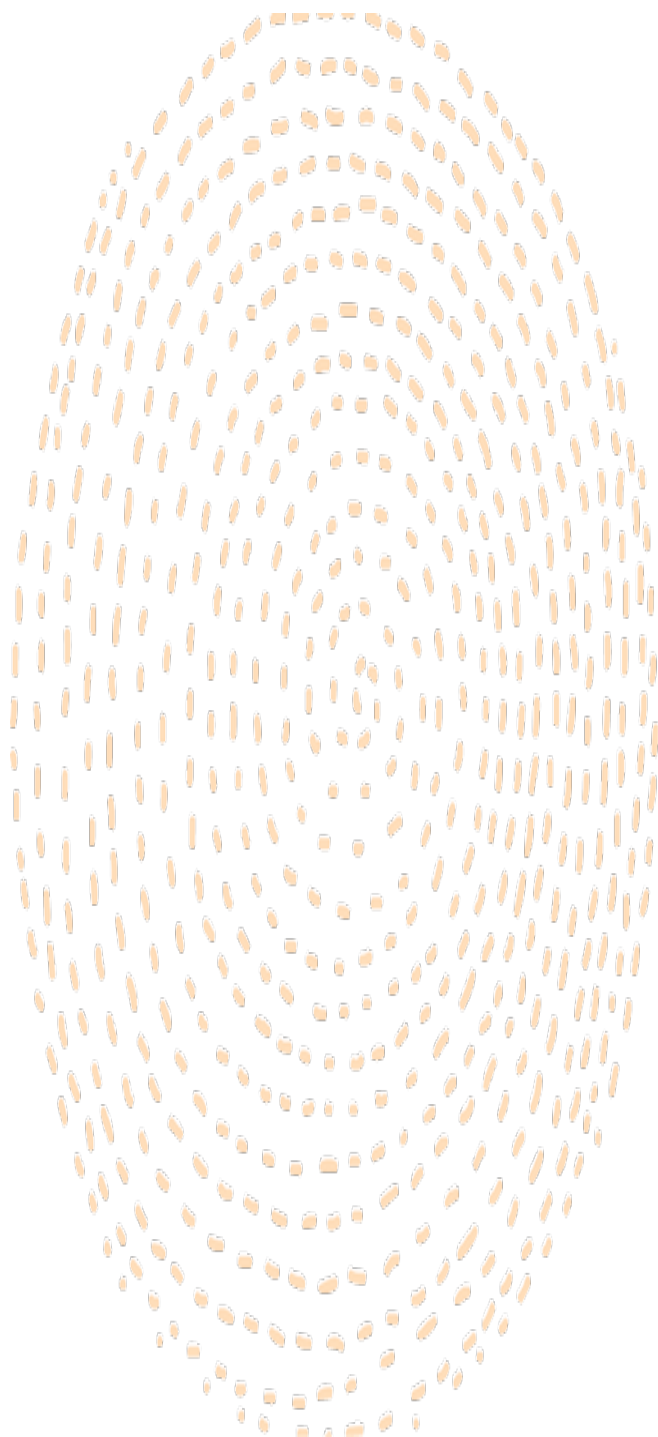
22. *Identify the author's faith.*

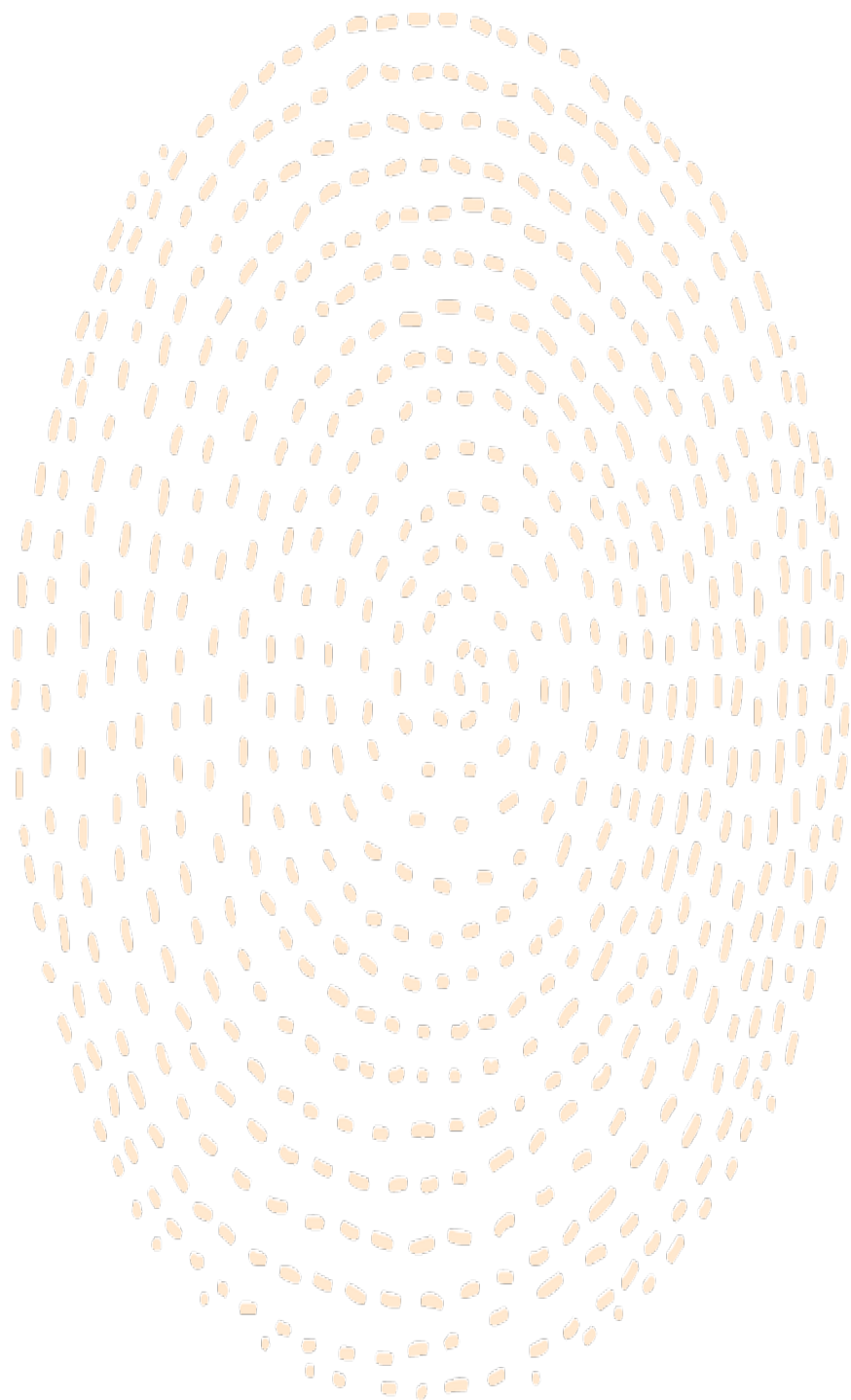
23. *Identify the author's trust.*

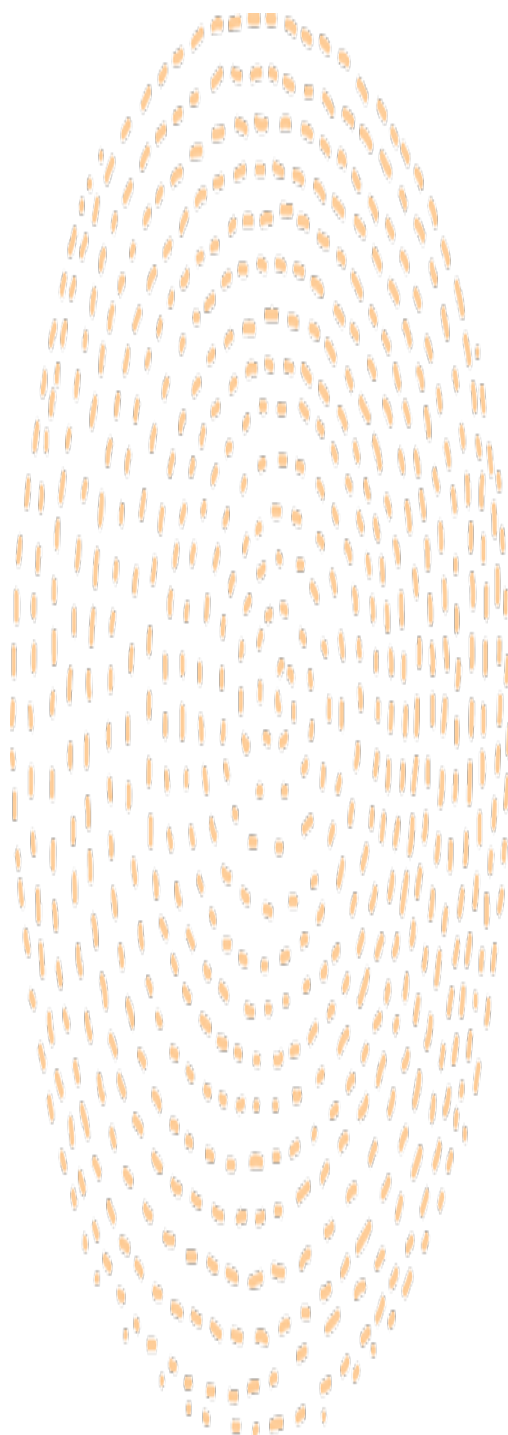




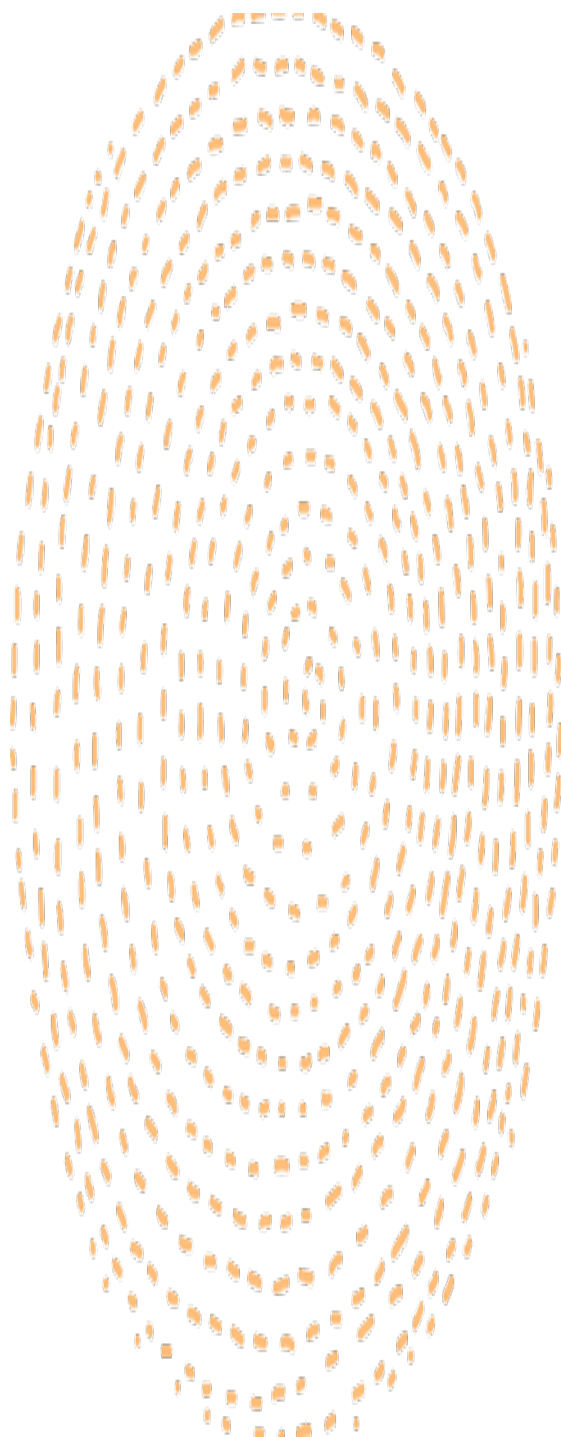


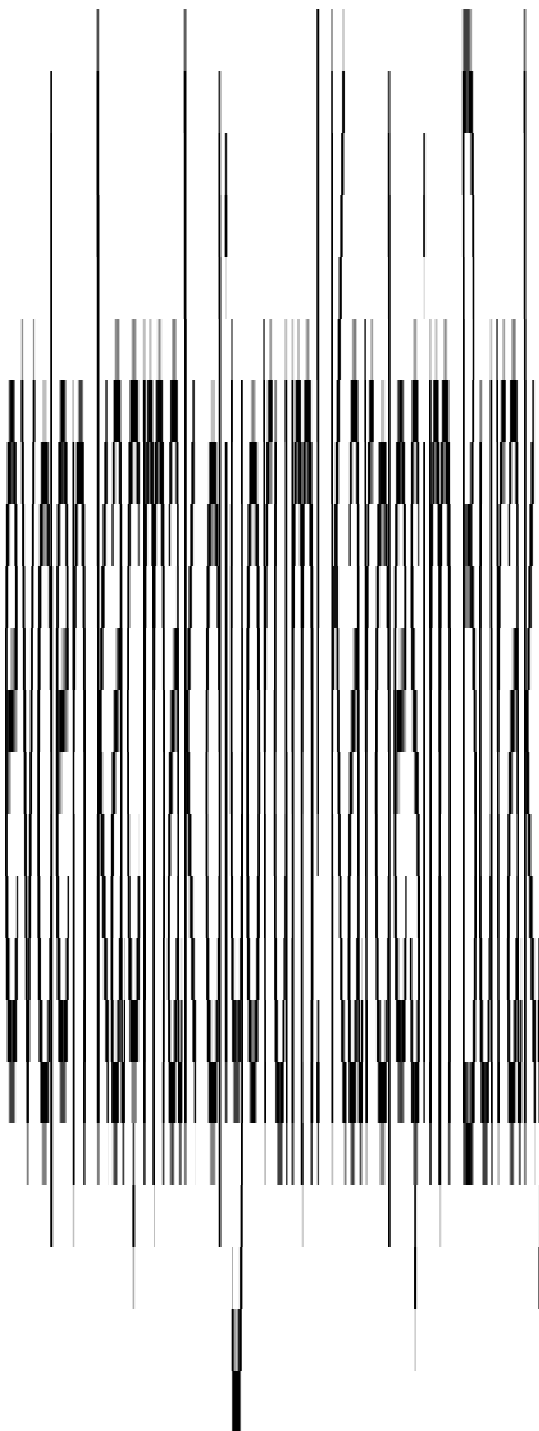


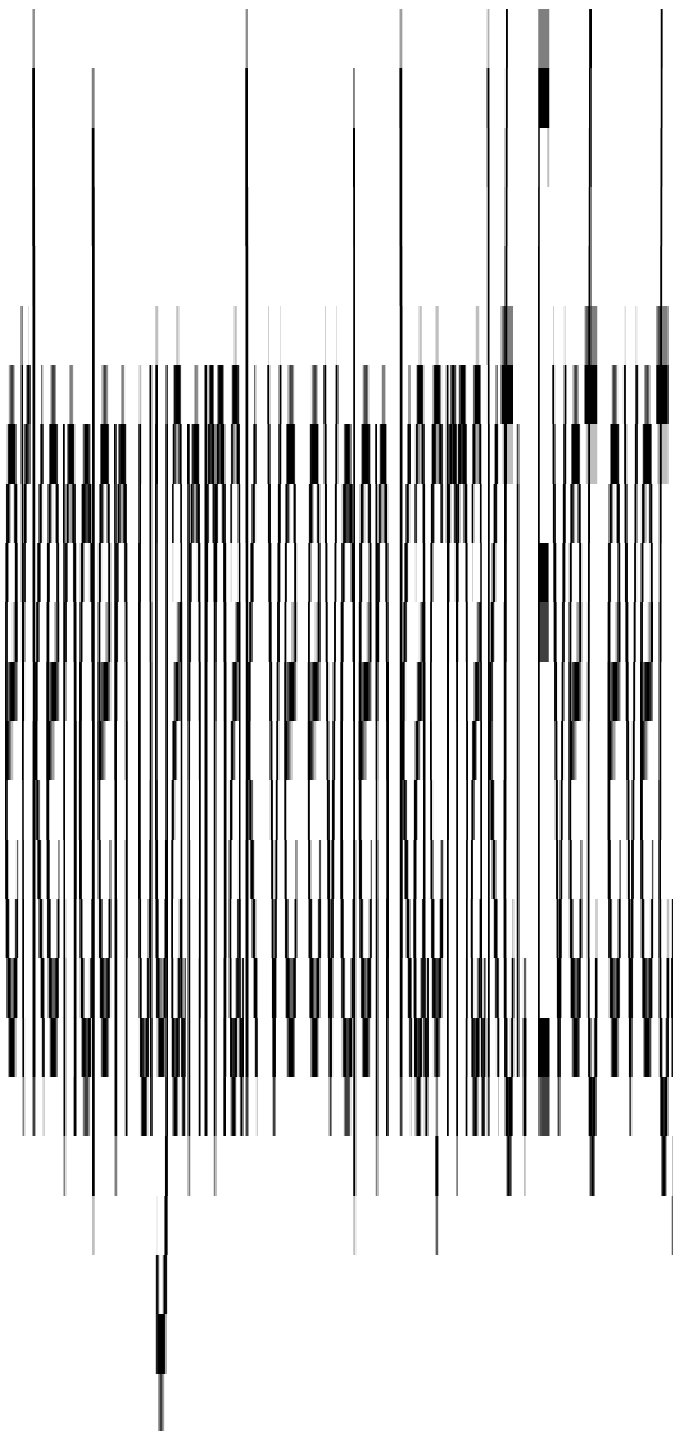


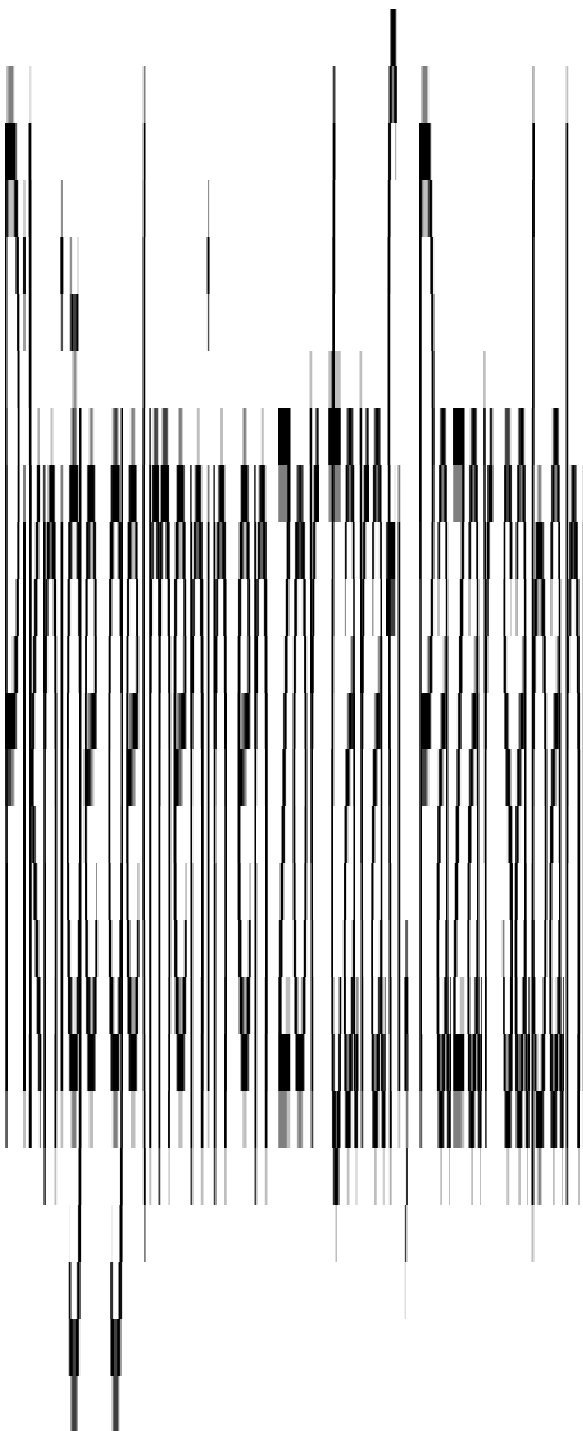


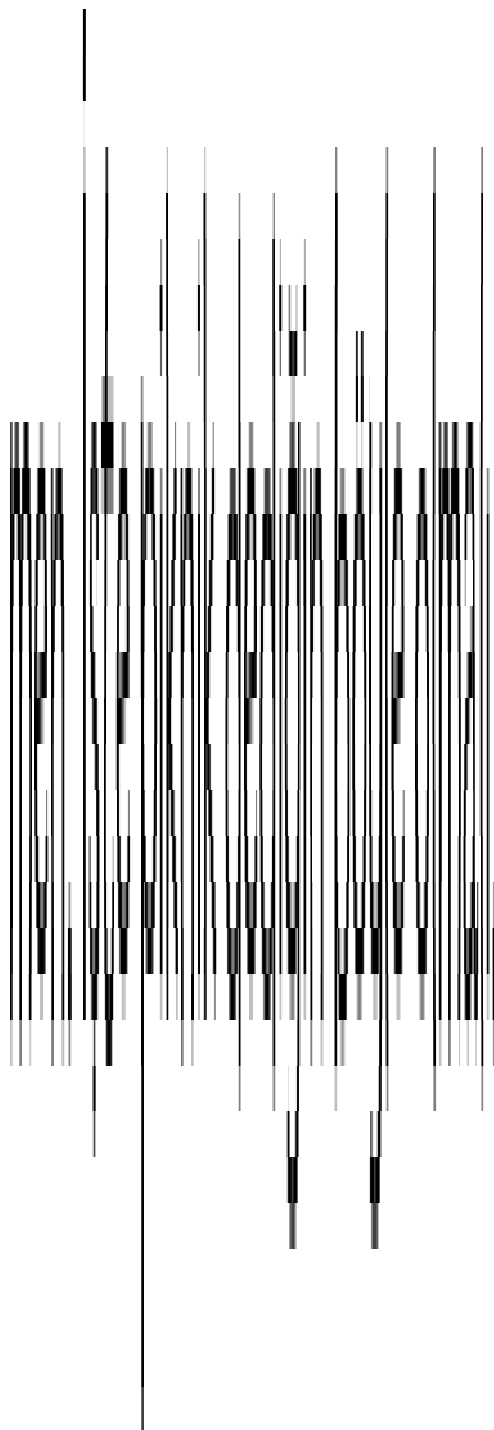


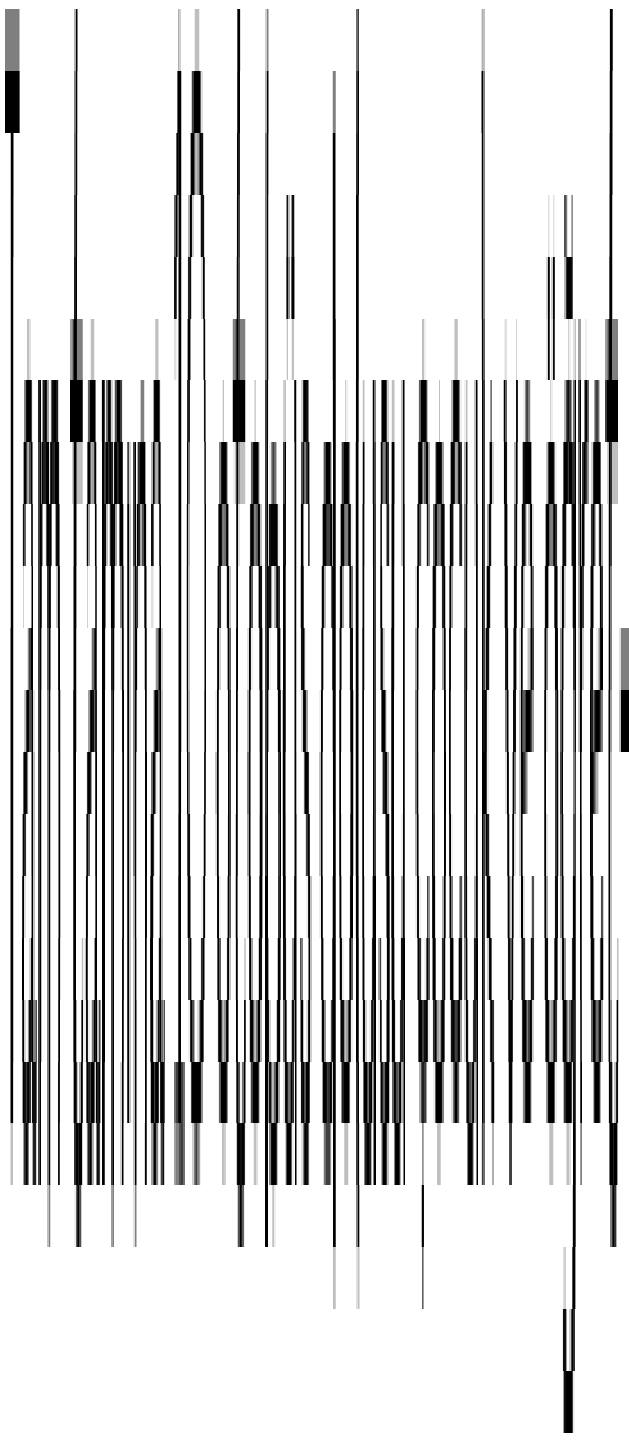


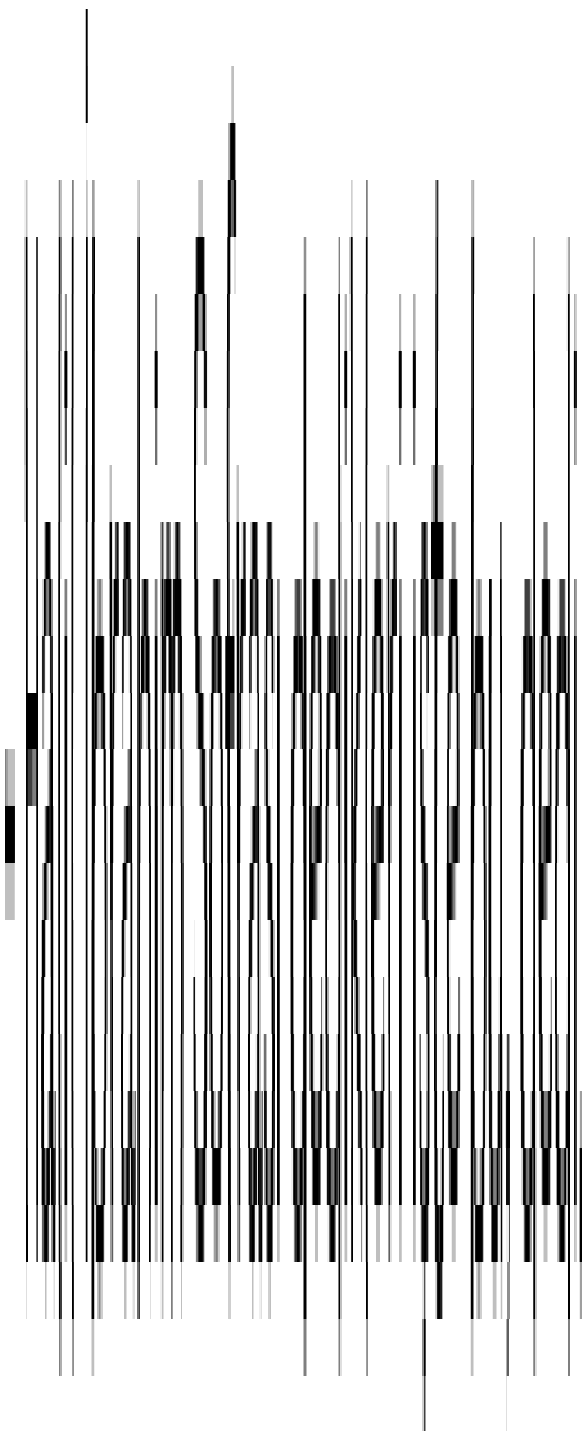


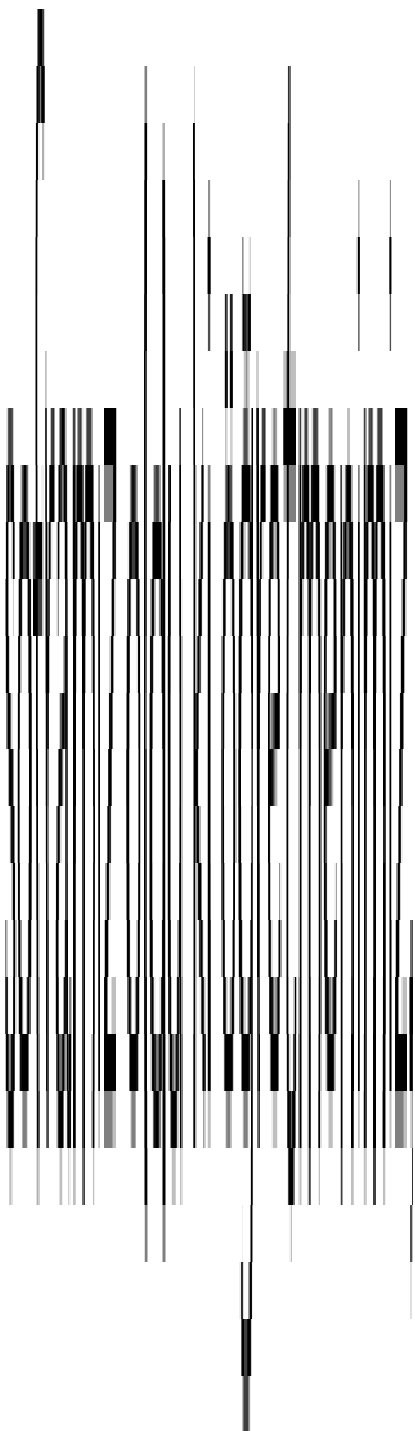












1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track and document every aspect of their operations.

2. The second part of the text focuses on the role of leadership in fostering a culture of integrity and ethical behavior. It argues that leaders must set a clear example and communicate the organization's values consistently. By doing so, they can ensure that all employees understand the expectations and are motivated to act accordingly.

3. The third part of the text addresses the challenges of managing a diverse workforce. It highlights the need for effective communication and collaboration across different cultural backgrounds and languages. The text suggests that organizations should invest in training and development programs to enhance cross-cultural understanding and teamwork.

4. The fourth part of the text discusses the importance of innovation and continuous improvement. It argues that organizations must stay ahead of the competition by embracing new technologies and methodologies. The text suggests that organizations should create a supportive environment for innovation, where employees are encouraged to share ideas and take calculated risks.

5. The fifth part of the text focuses on the role of the legal and regulatory framework in ensuring compliance. It emphasizes that organizations must stay up-to-date with the latest laws and regulations to avoid legal penalties and reputational damage. The text suggests that organizations should implement a strong compliance program and regularly review their policies and procedures.

6. The sixth part of the text discusses the importance of stakeholder engagement and communication. It argues that organizations must maintain open lines of communication with all stakeholders, including customers, suppliers, and the community. The text suggests that organizations should use various channels to engage with stakeholders and address their concerns effectively.

7. The seventh part of the text focuses on the role of the human resources department in managing talent. It argues that HR professionals must identify, attract, and retain top talent to drive organizational success. The text suggests that HR should implement a comprehensive talent management strategy, including recruitment, training, and performance management.

8. The eighth part of the text discusses the importance of financial management and budgeting. It argues that organizations must carefully manage their finances to ensure long-term sustainability. The text suggests that organizations should implement a robust financial control system and regularly review their budget and financial performance.

9. The ninth part of the text focuses on the role of the marketing department in promoting the organization's products and services. It argues that marketing professionals must understand the market and target audience to develop effective marketing campaigns. The text suggests that marketing should use a mix of traditional and digital marketing techniques to reach the target audience.

10. The tenth part of the text discusses the importance of risk management and crisis preparedness. It argues that organizations must identify potential risks and develop contingency plans to minimize the impact of any adverse events. The text suggests that organizations should implement a risk management framework and regularly conduct risk assessments.

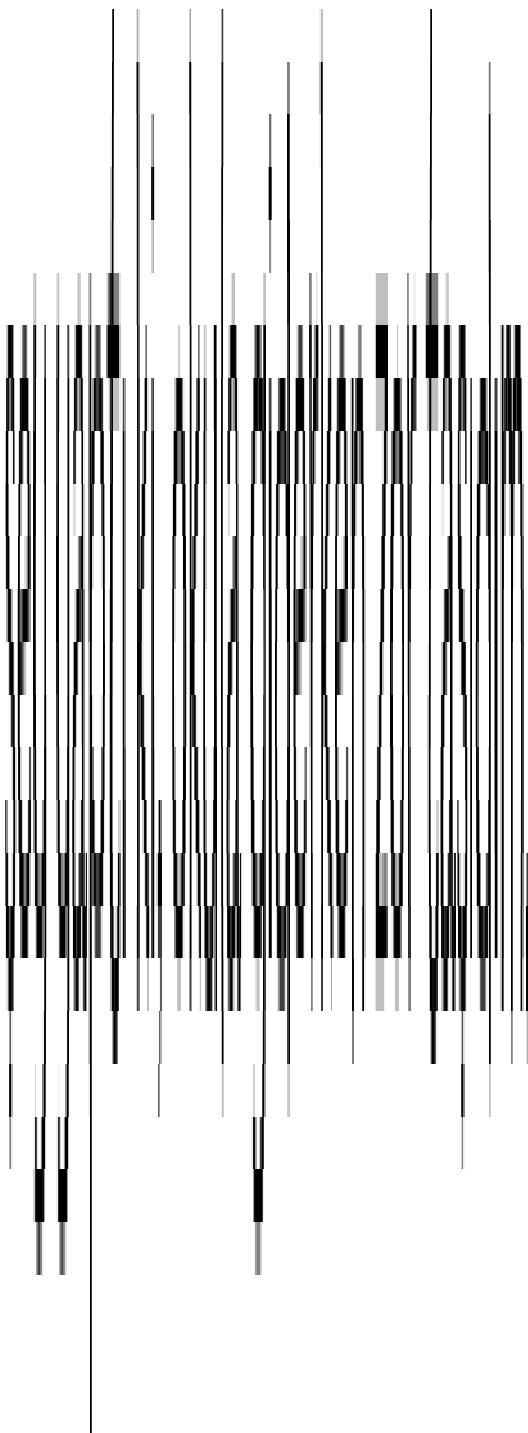
11. The eleventh part of the text focuses on the role of the operations department in ensuring the smooth running of the organization. It argues that operations professionals must optimize processes and manage resources efficiently. The text suggests that operations should implement lean manufacturing principles and continuously improve their processes.

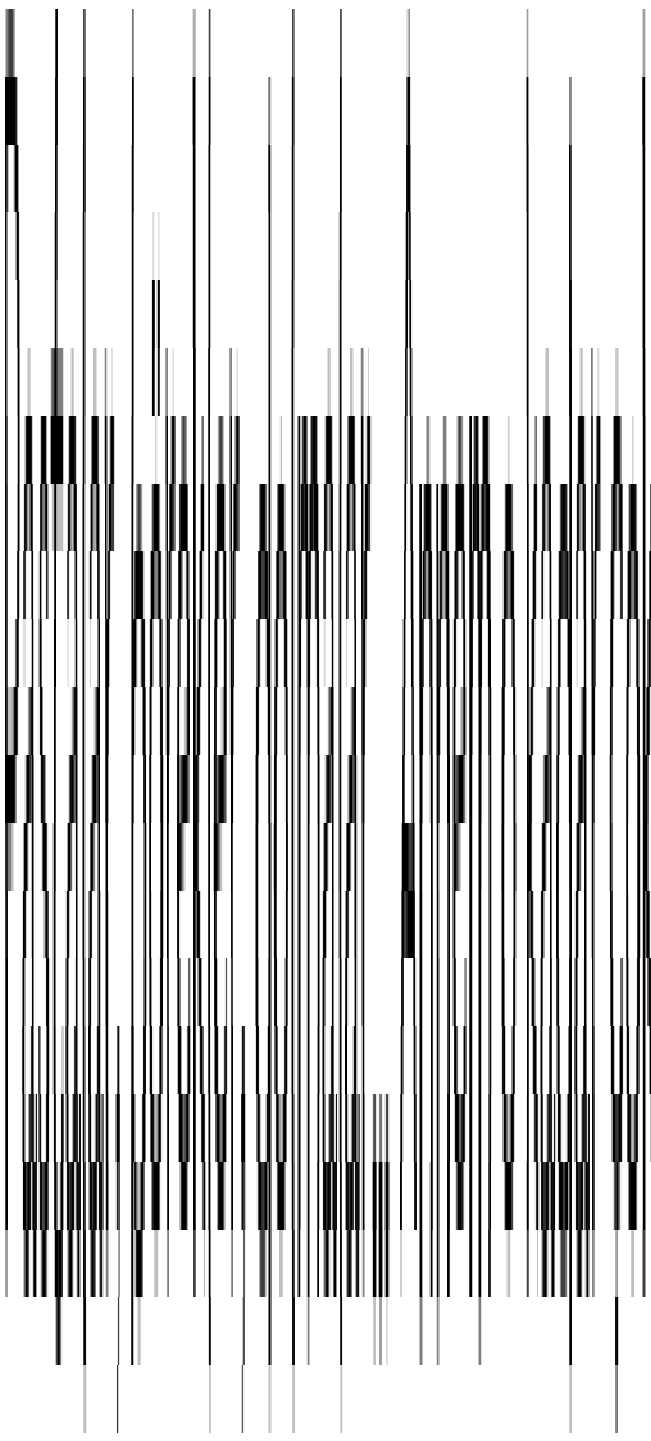
12. The twelfth part of the text discusses the importance of information technology and data management. It argues that organizations must leverage technology to enhance their operations and decision-making. The text suggests that organizations should invest in IT infrastructure and data analytics to gain valuable insights from their data.

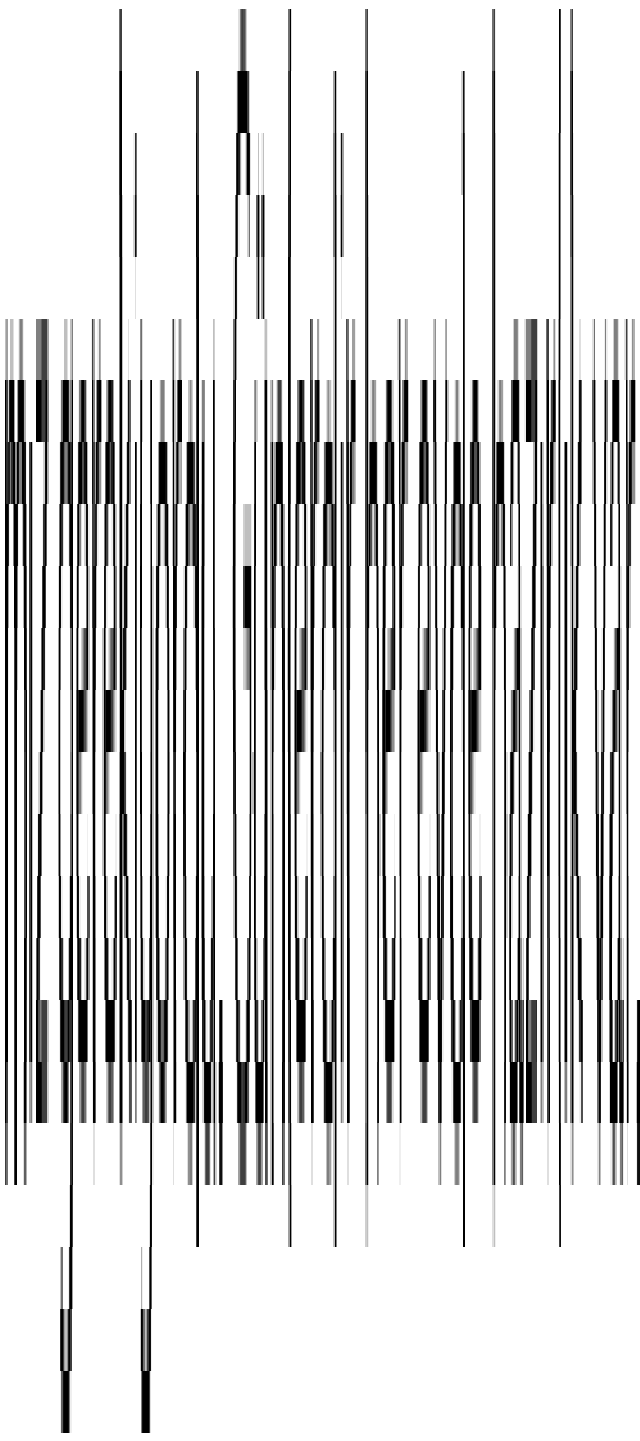
13. The thirteenth part of the text focuses on the role of the legal department in ensuring compliance and managing legal risks. It argues that legal professionals must provide sound advice and representation to the organization. The text suggests that the legal department should implement a strong legal risk management framework and regularly review the organization's legal exposure.

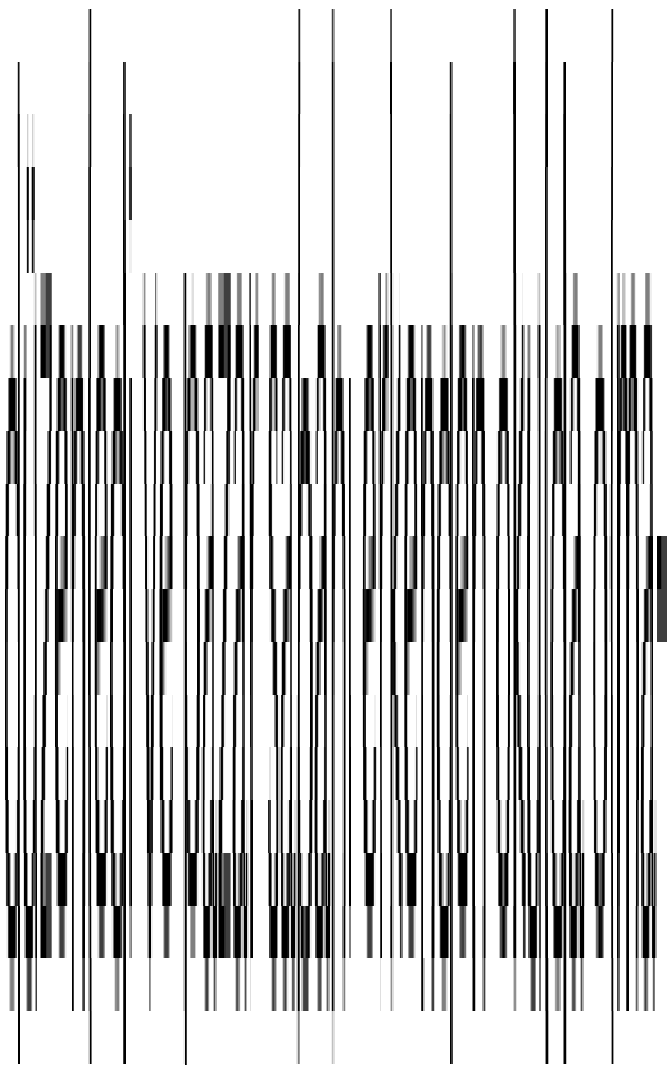
14. The fourteenth part of the text discusses the importance of sustainability and environmental management. It argues that organizations must adopt sustainable practices to reduce their carbon footprint and contribute to a better world. The text suggests that organizations should implement a sustainability management system and regularly report on their sustainability performance.

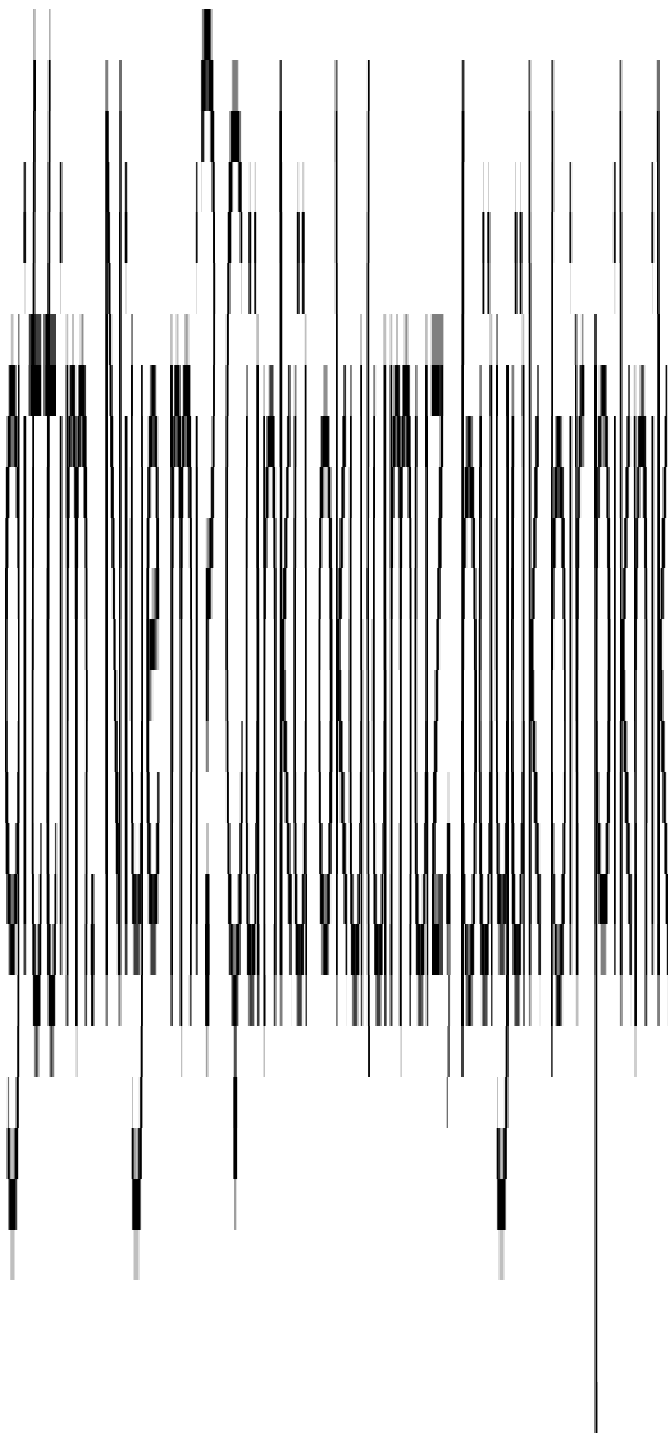
15. The fifteenth part of the text focuses on the role of the corporate governance framework in ensuring the integrity and accountability of the organization. It argues that corporate governance is essential for building trust and confidence among stakeholders. The text suggests that organizations should implement a strong corporate governance framework and regularly review their governance practices.

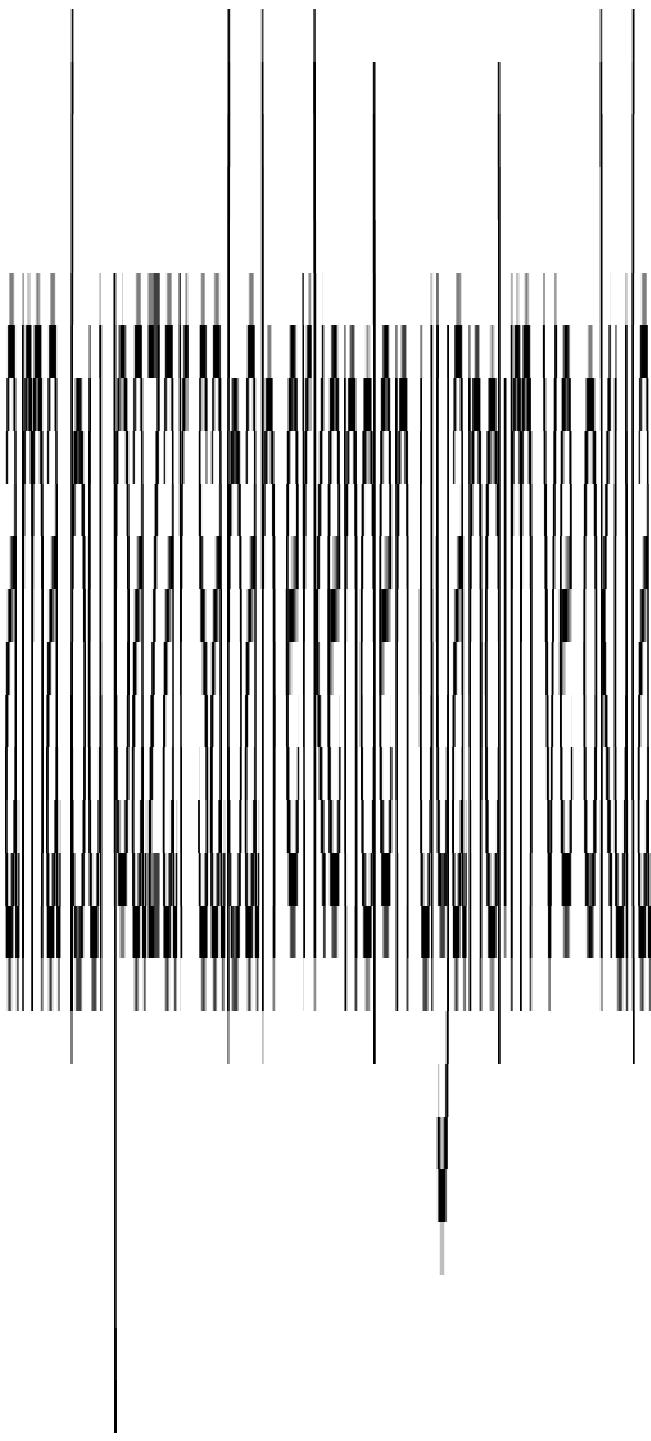


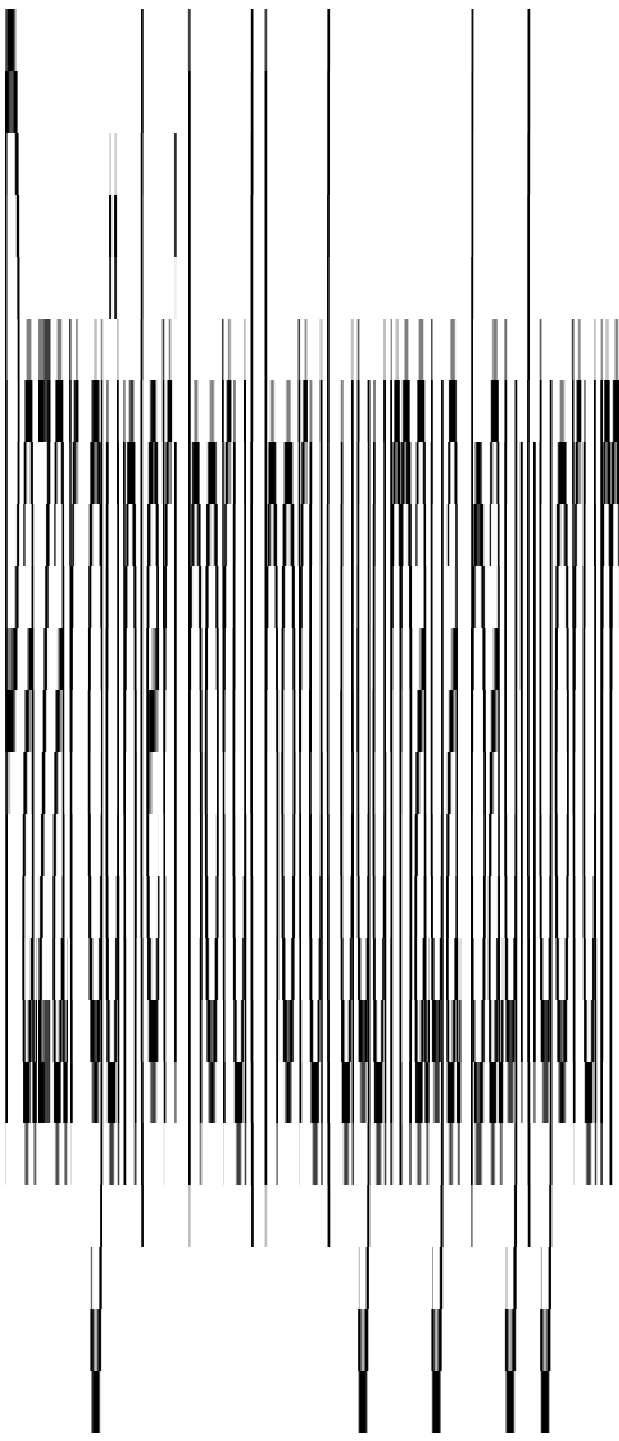


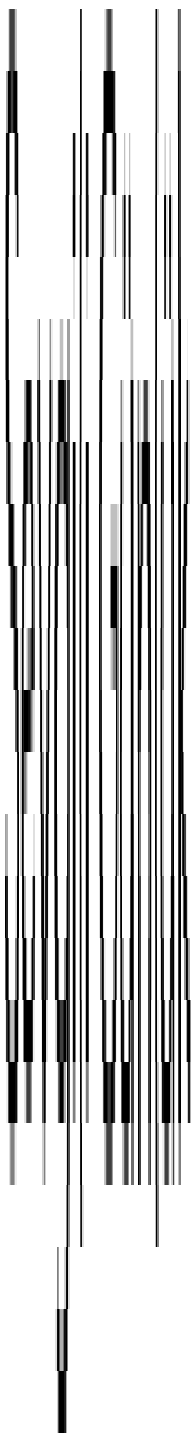
















the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1 million (Office of National Statistics 1999). The number of people aged 85 and over has increased by 300,000 in the same period.

There is a growing awareness of the need to develop services to meet the needs of the ageing population. The Department of Health (1999) has set out a strategy for the future of health care for older people. The strategy is based on the principle that older people should be able to live in their own homes for as long as possible, and that health care should be provided in a way that is appropriate to their needs. The strategy is based on the following principles:

- Older people should be able to live in their own homes for as long as possible.
- Health care should be provided in a way that is appropriate to the needs of older people.
- Older people should be able to access health care services when they need them.
- Older people should be able to participate in decisions about their health care.

The strategy is based on the principle that older people should be able to live in their own homes for as long as possible. This is a key principle of the strategy, and it is one that is shared by many other organisations. The strategy is based on the principle that health care should be provided in a way that is appropriate to the needs of older people.

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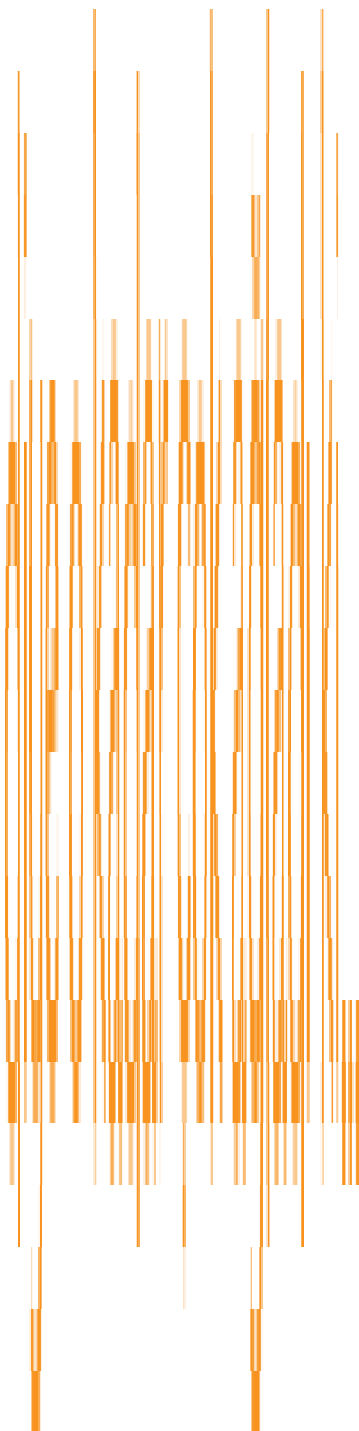
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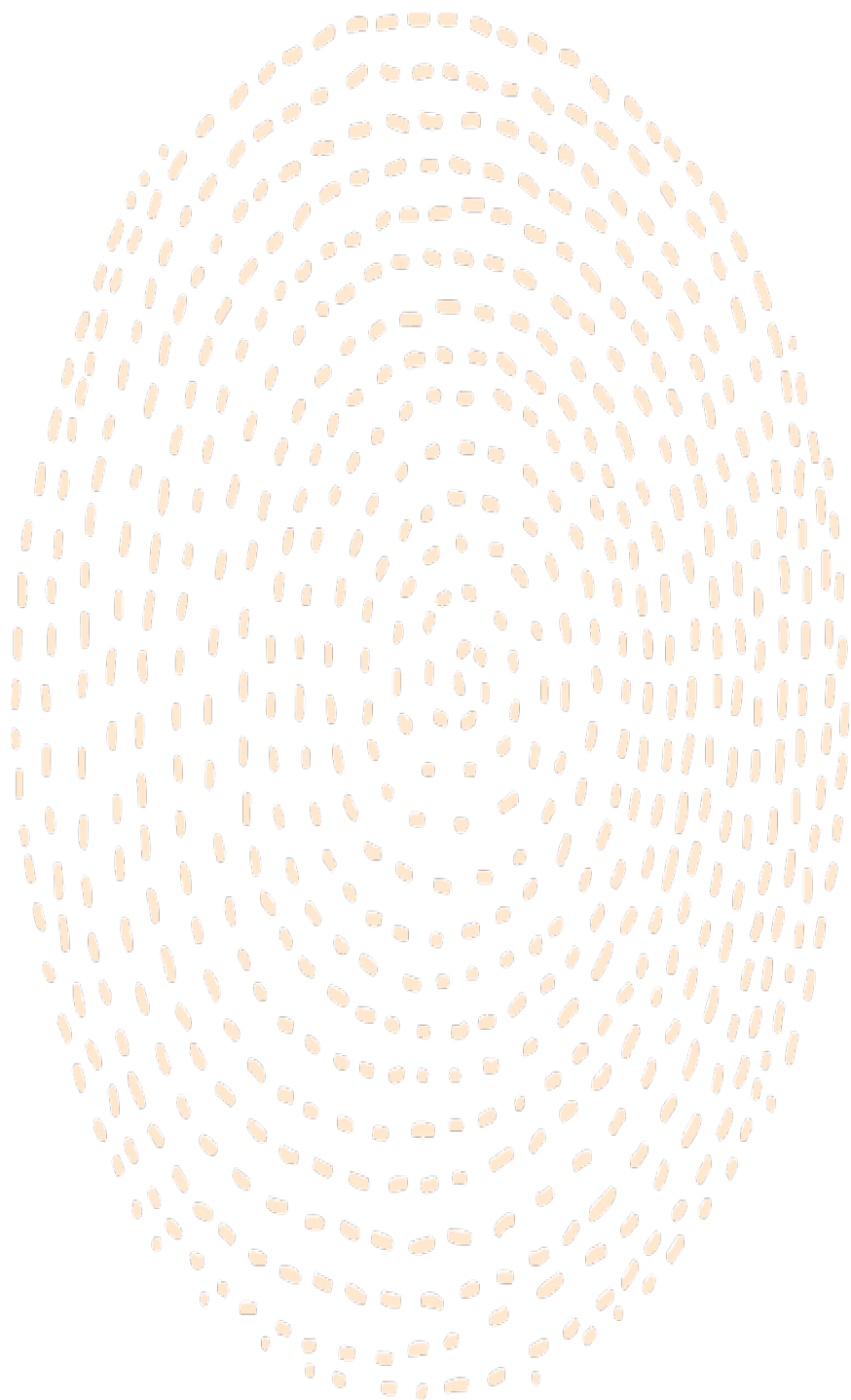
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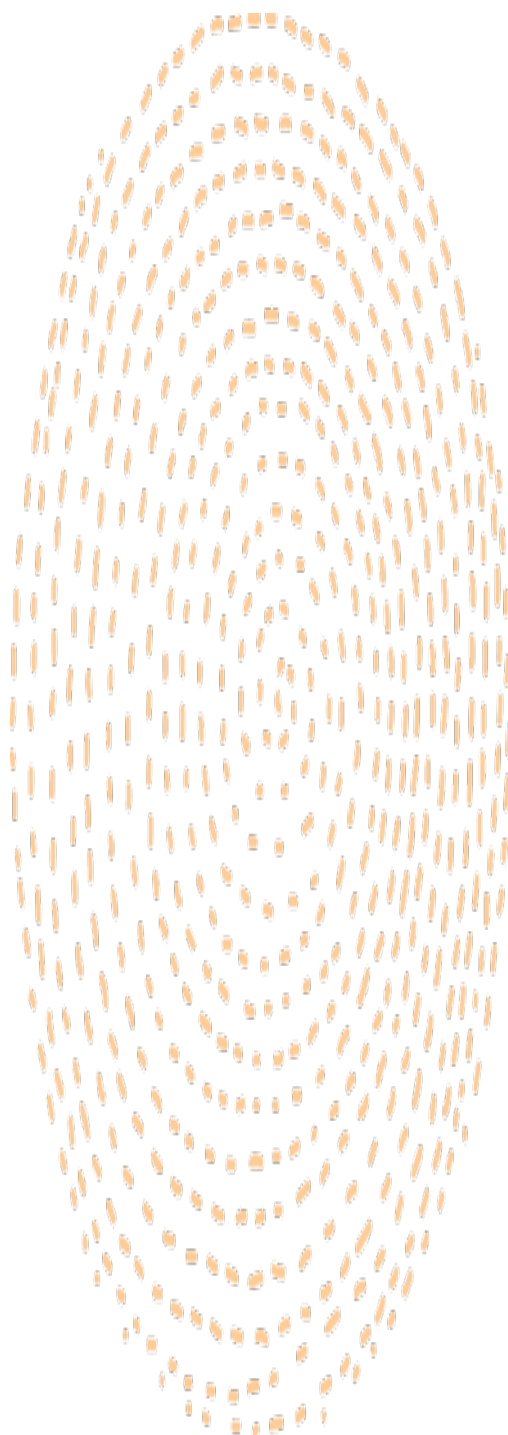
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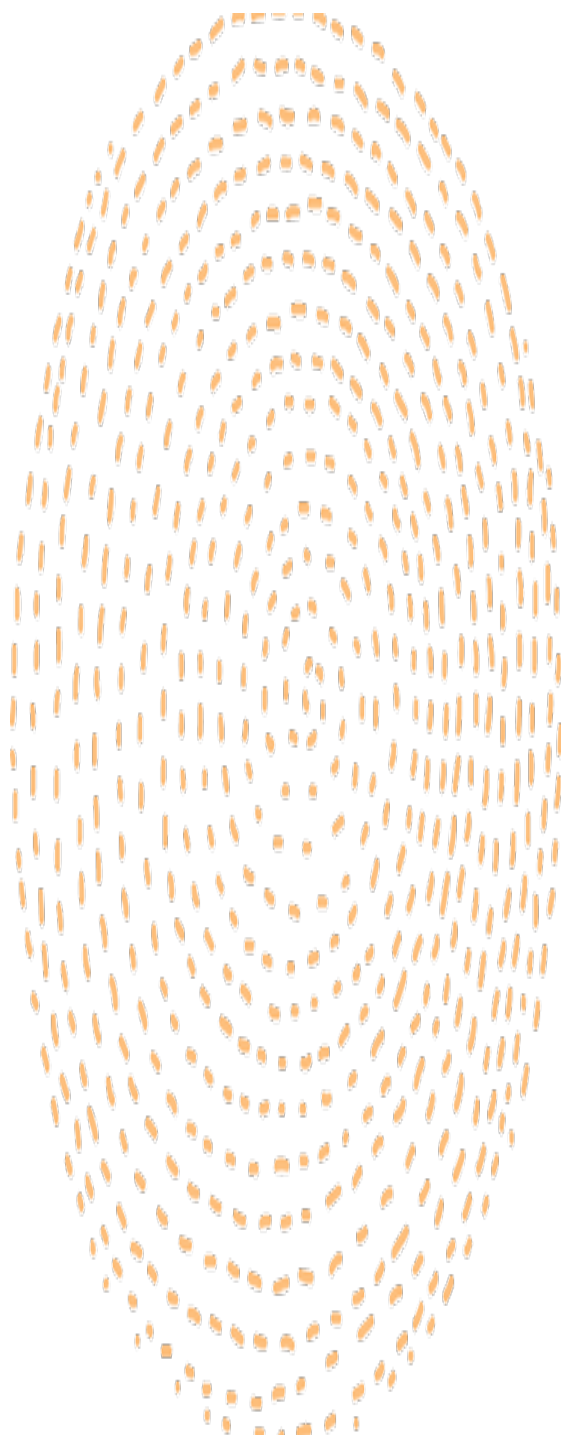
1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".











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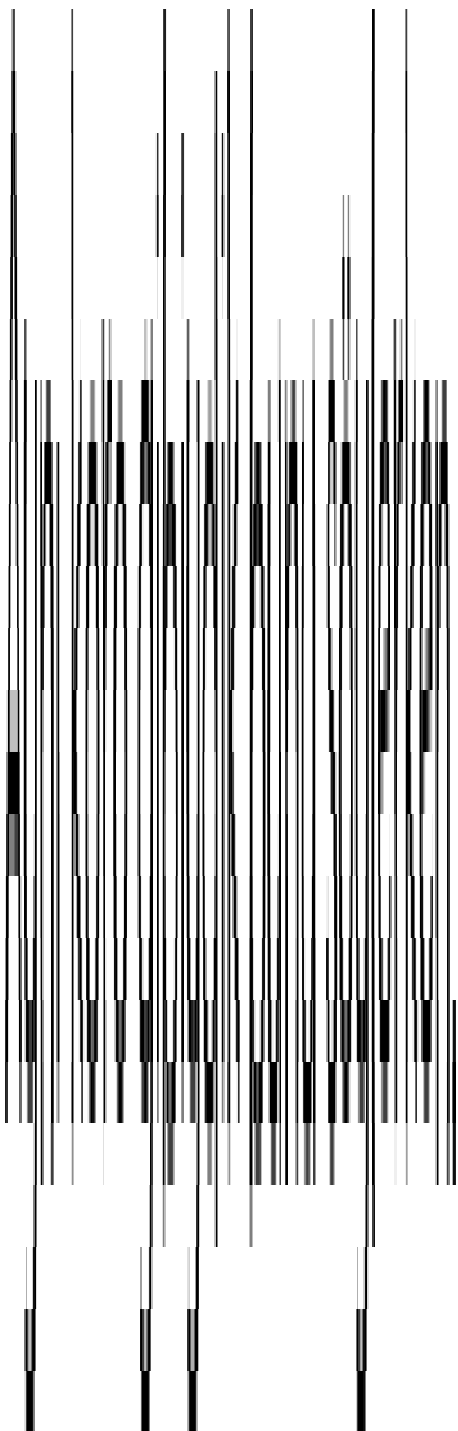
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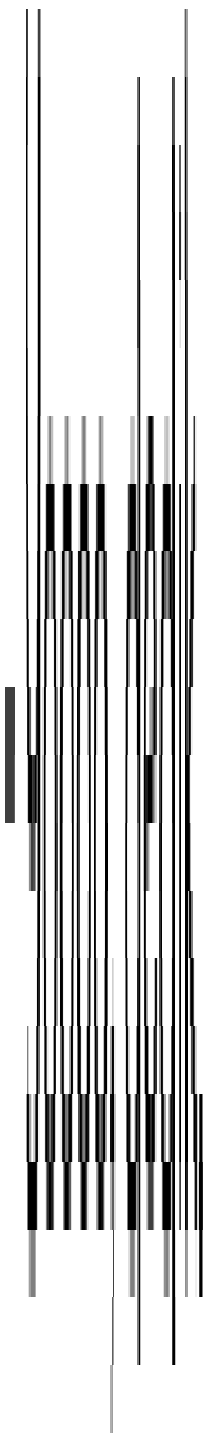
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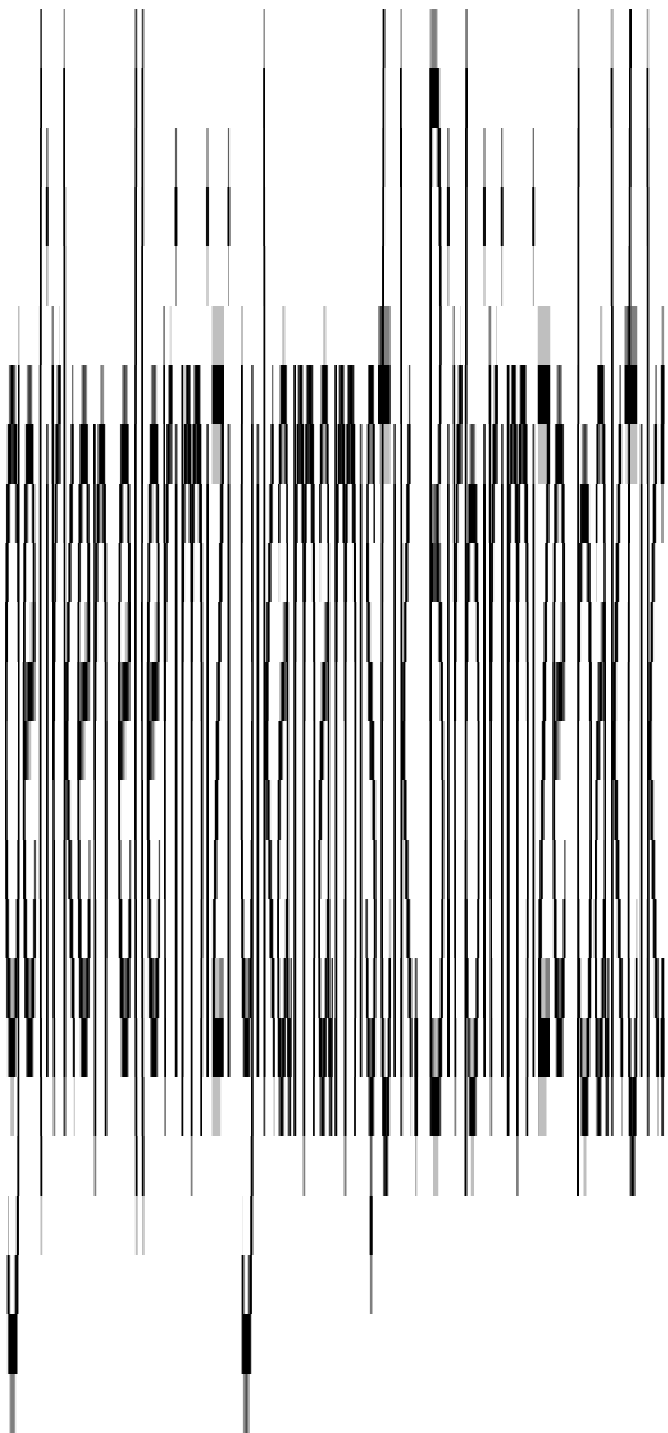
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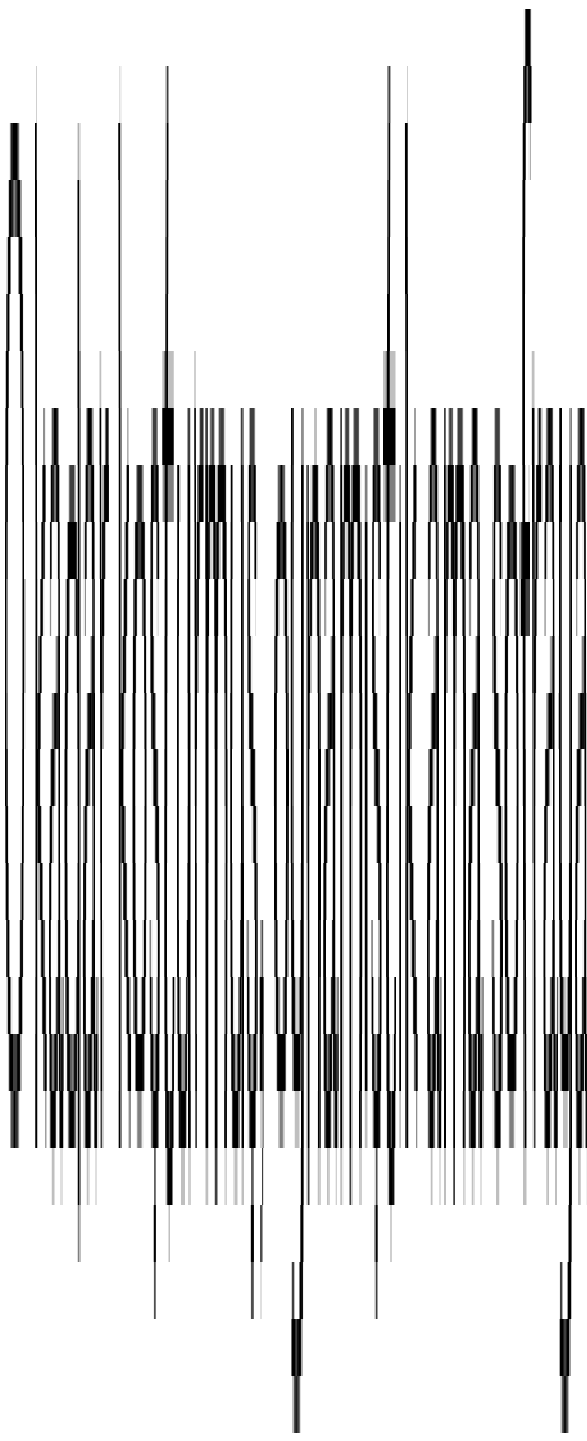
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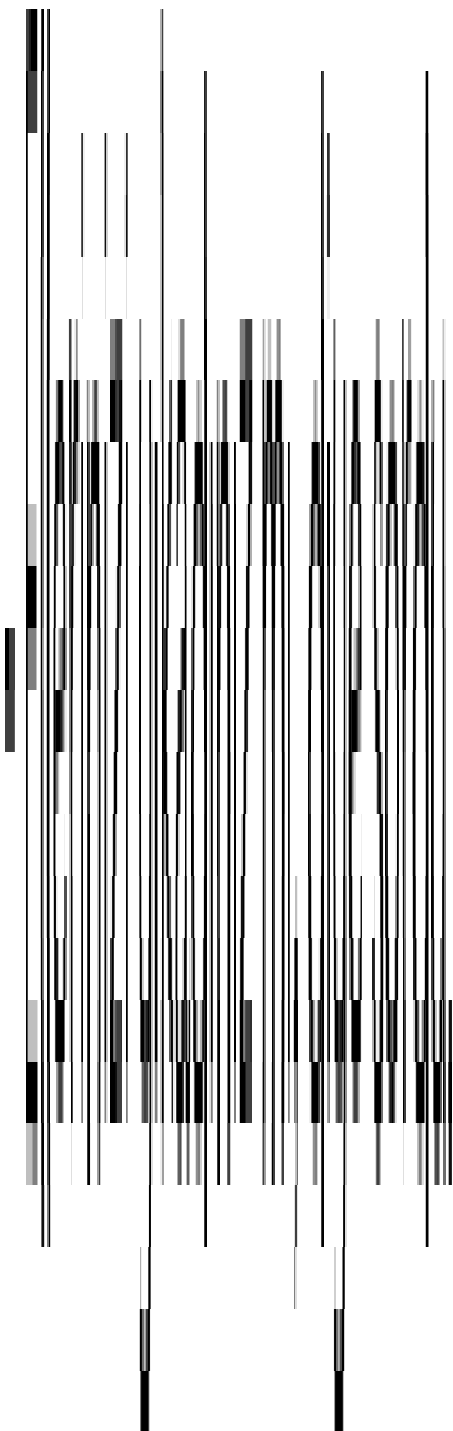
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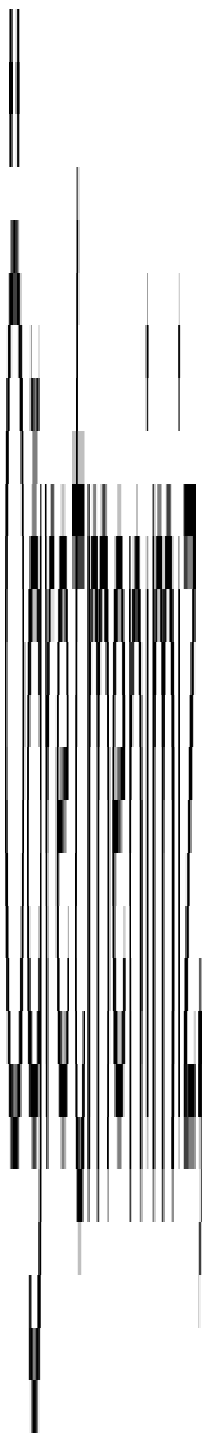


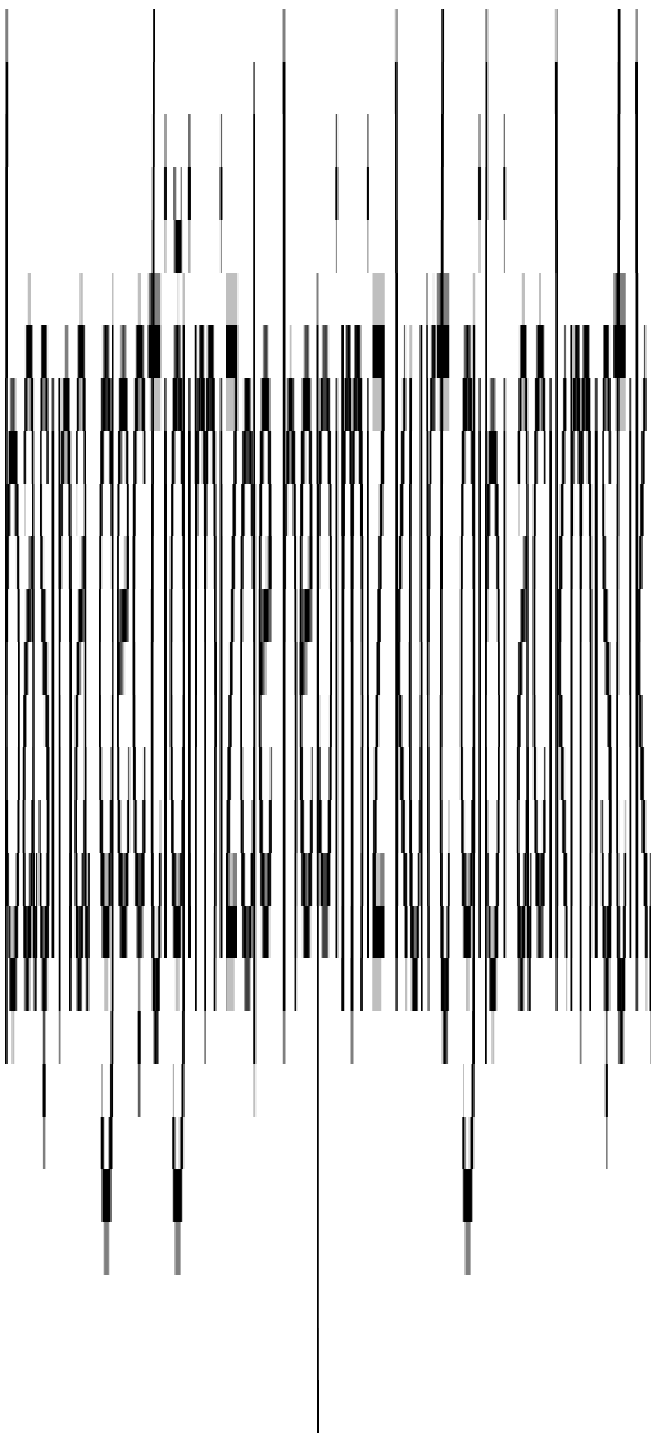


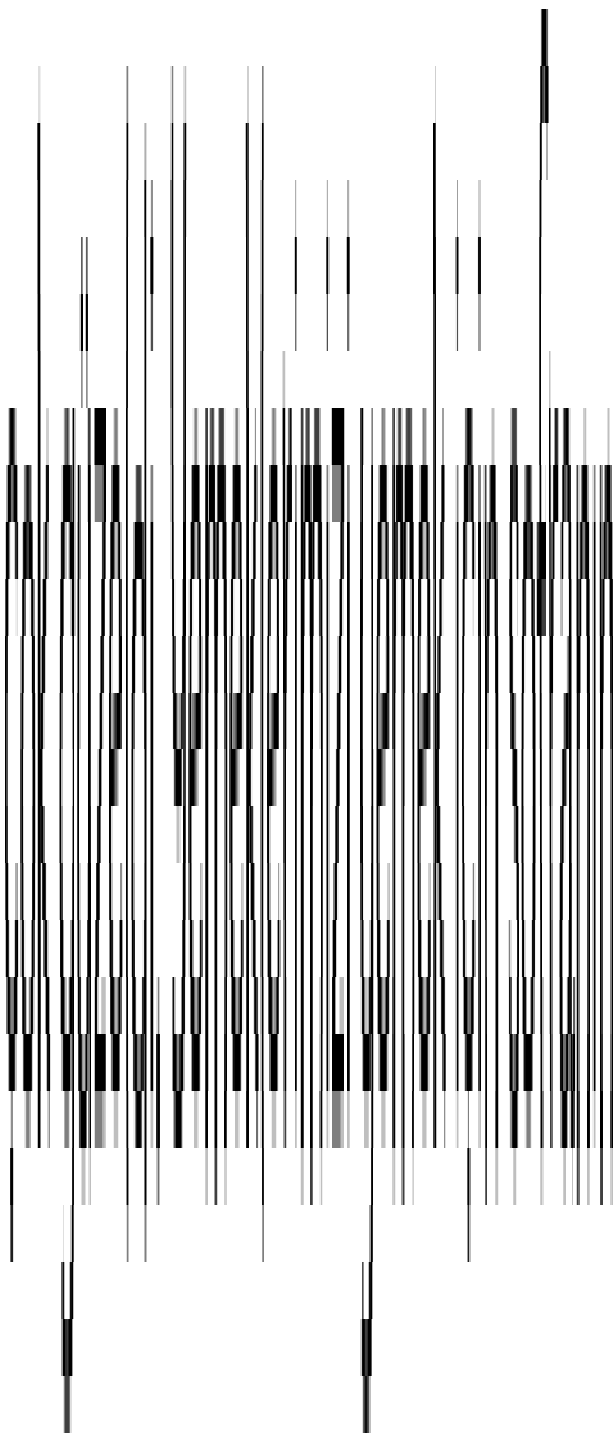


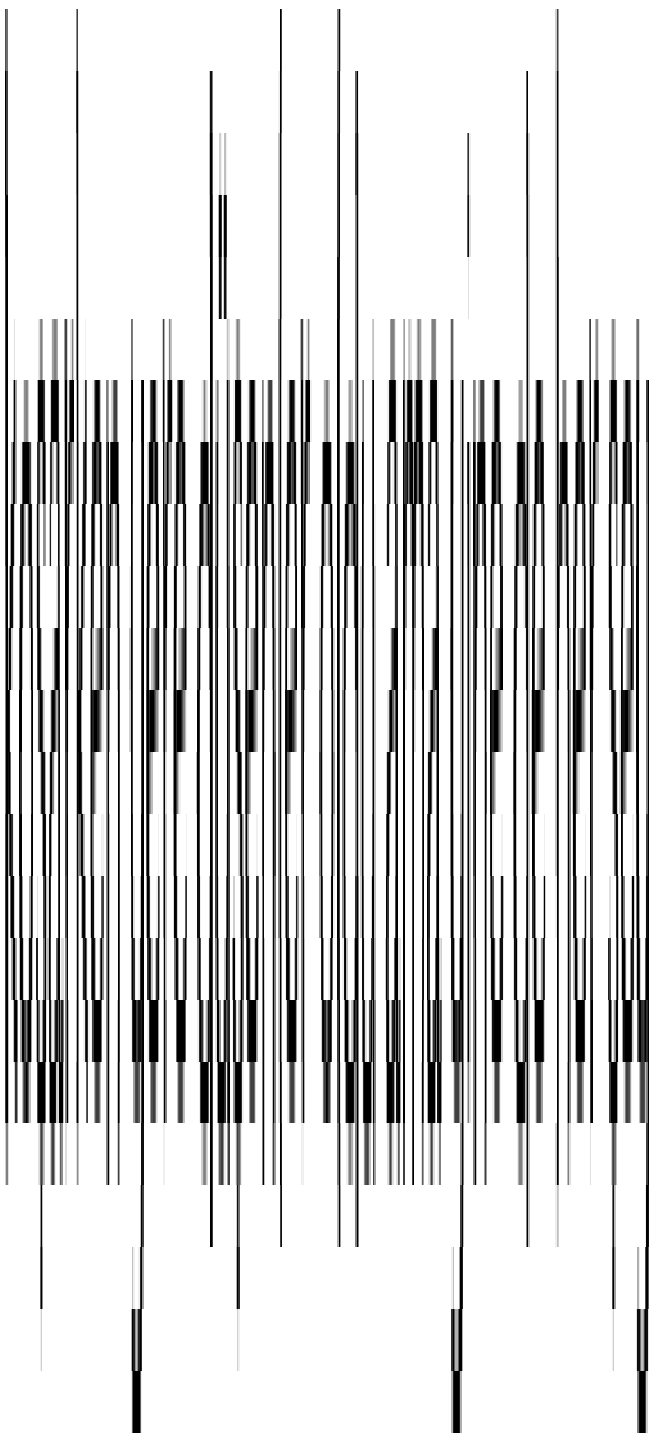


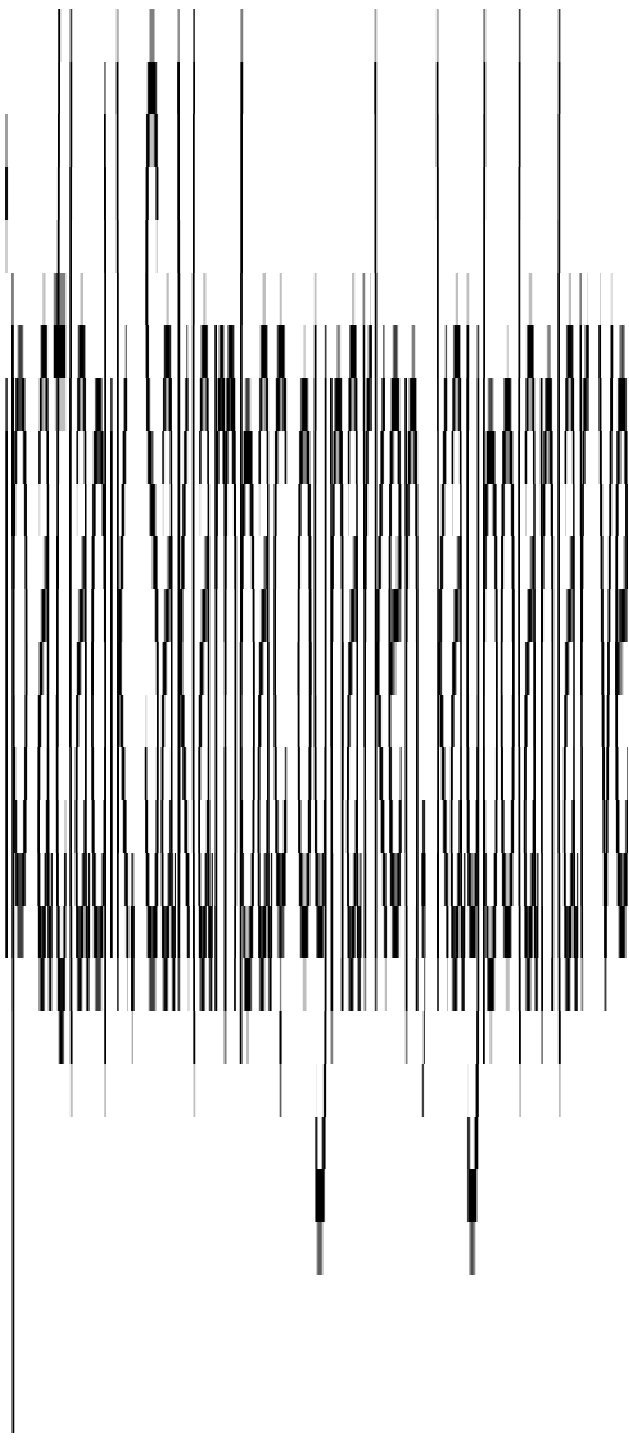


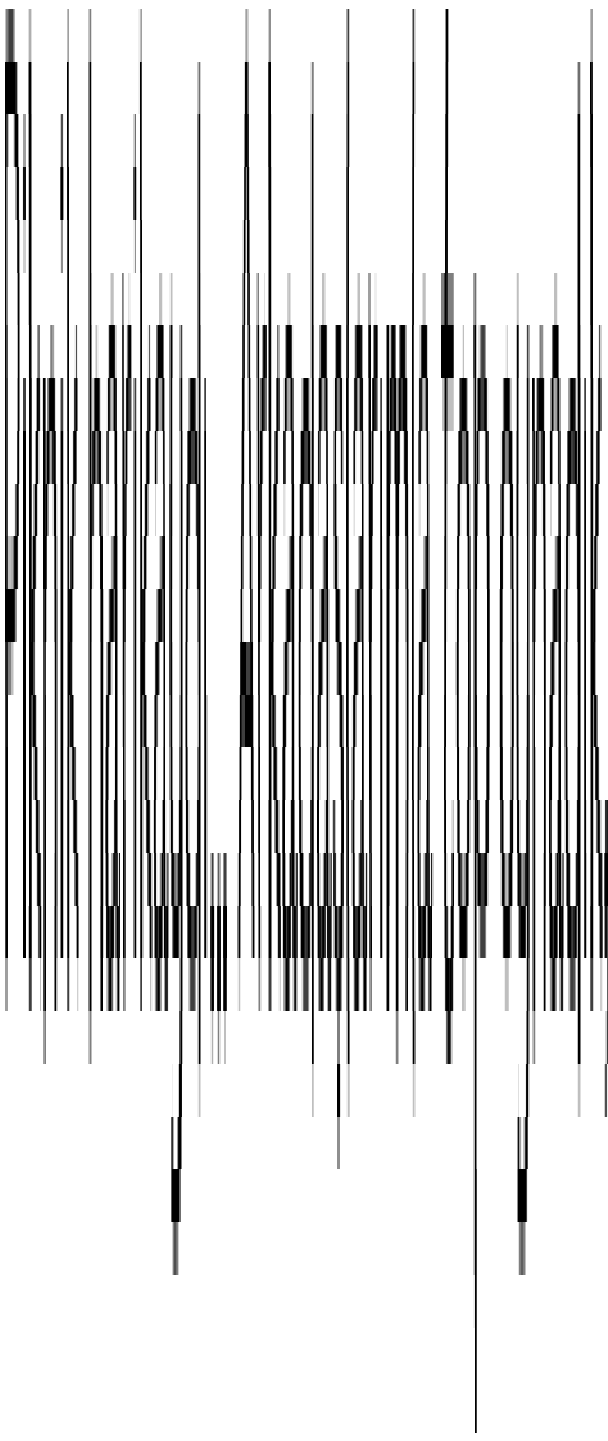


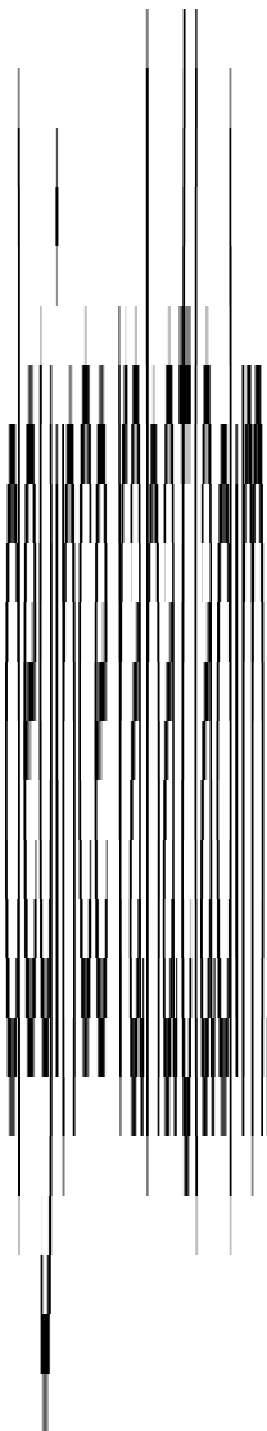


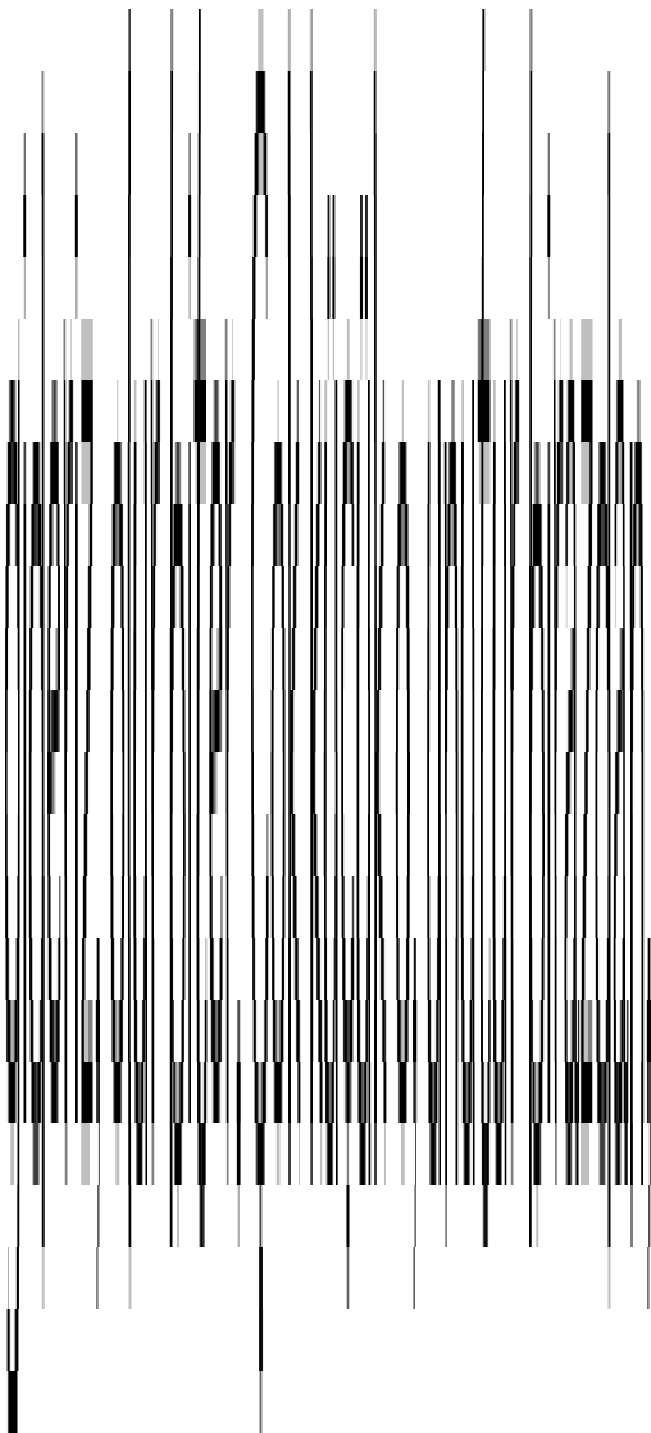


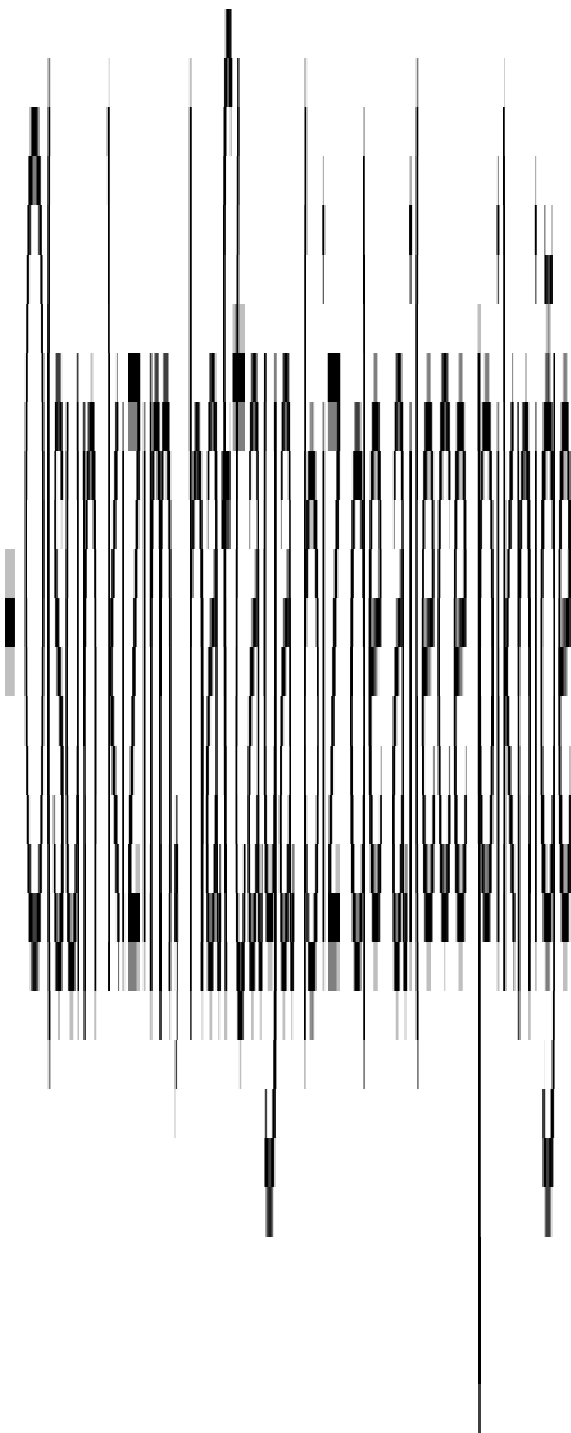


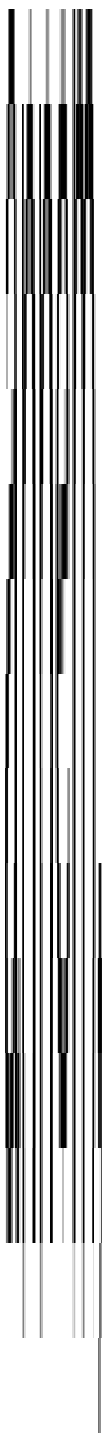


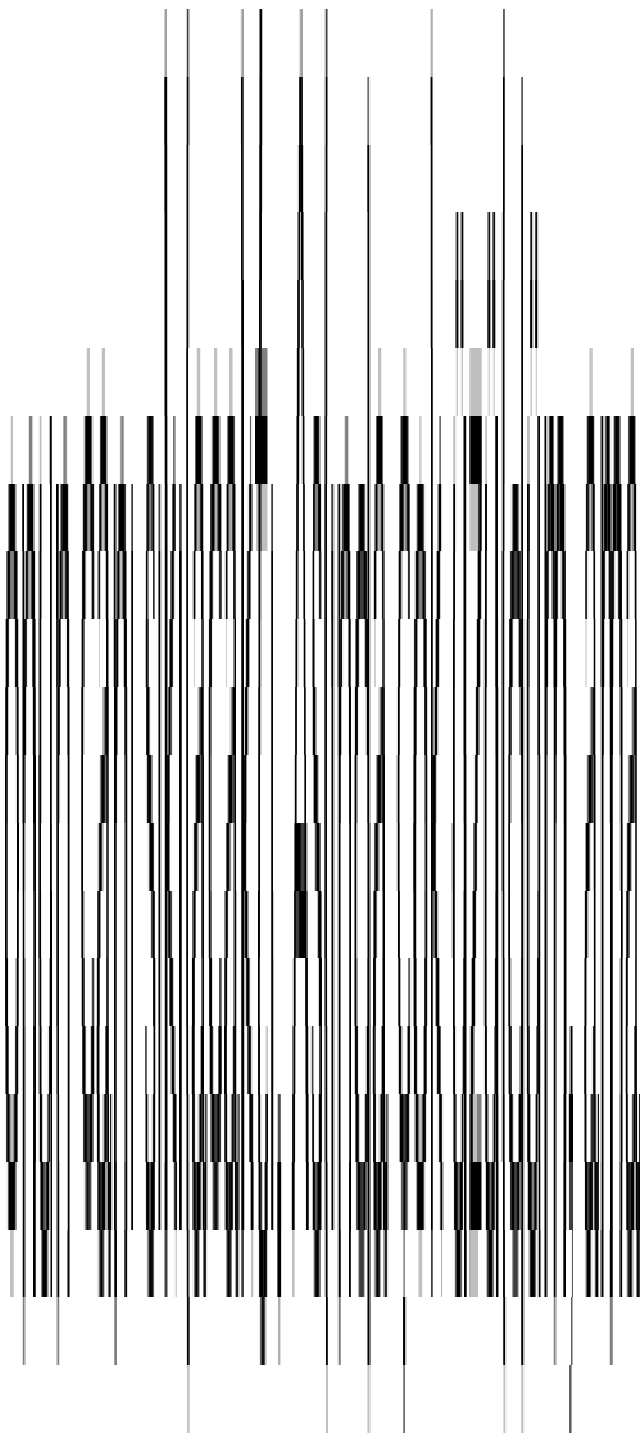


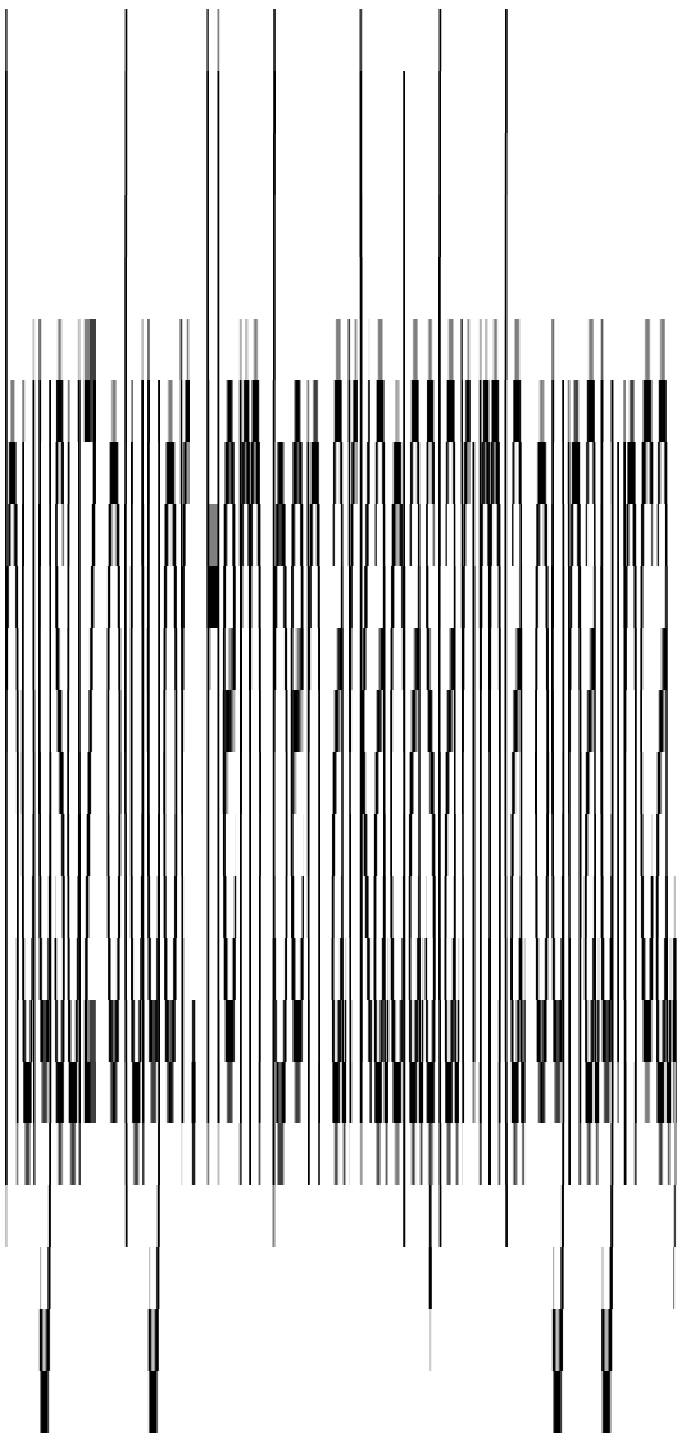


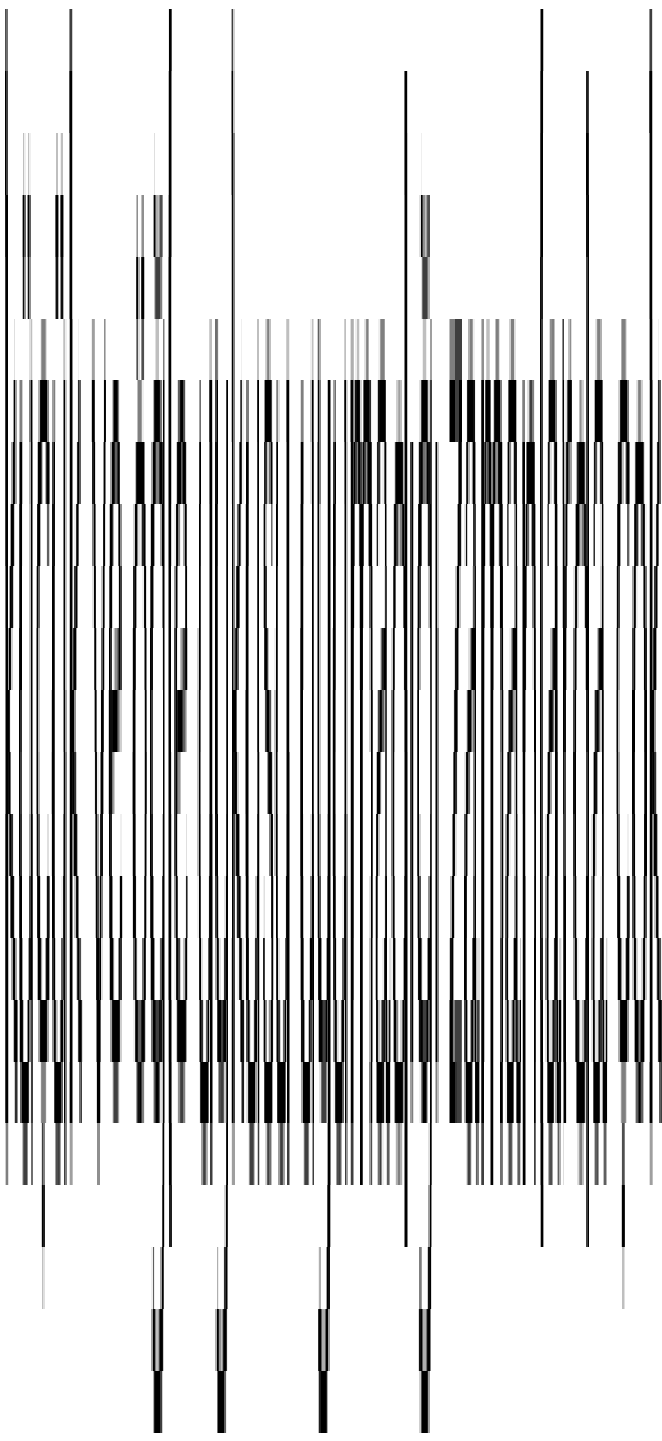


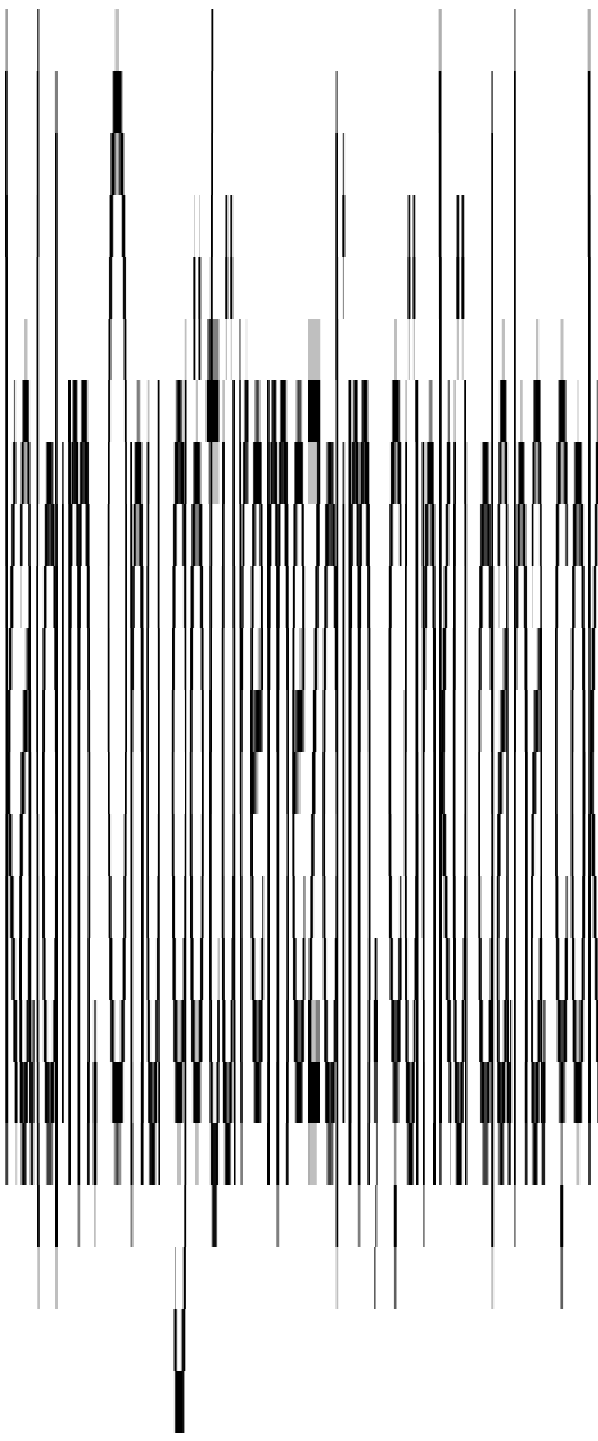


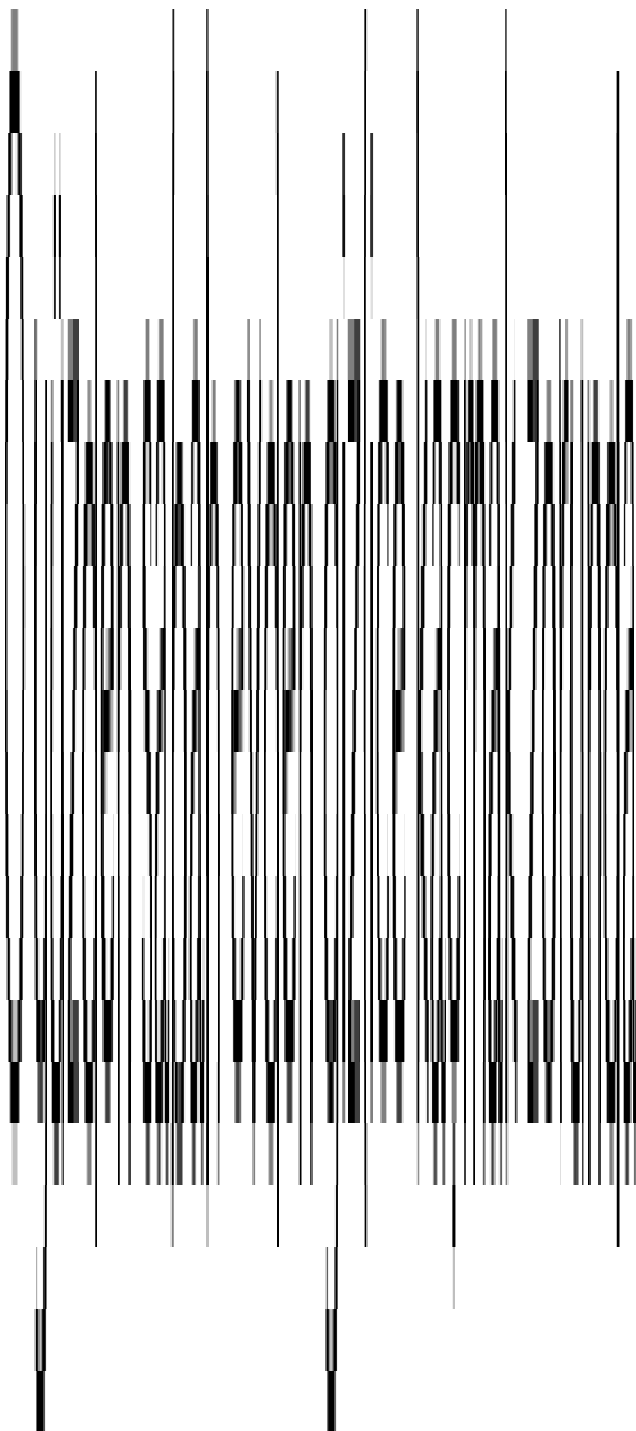


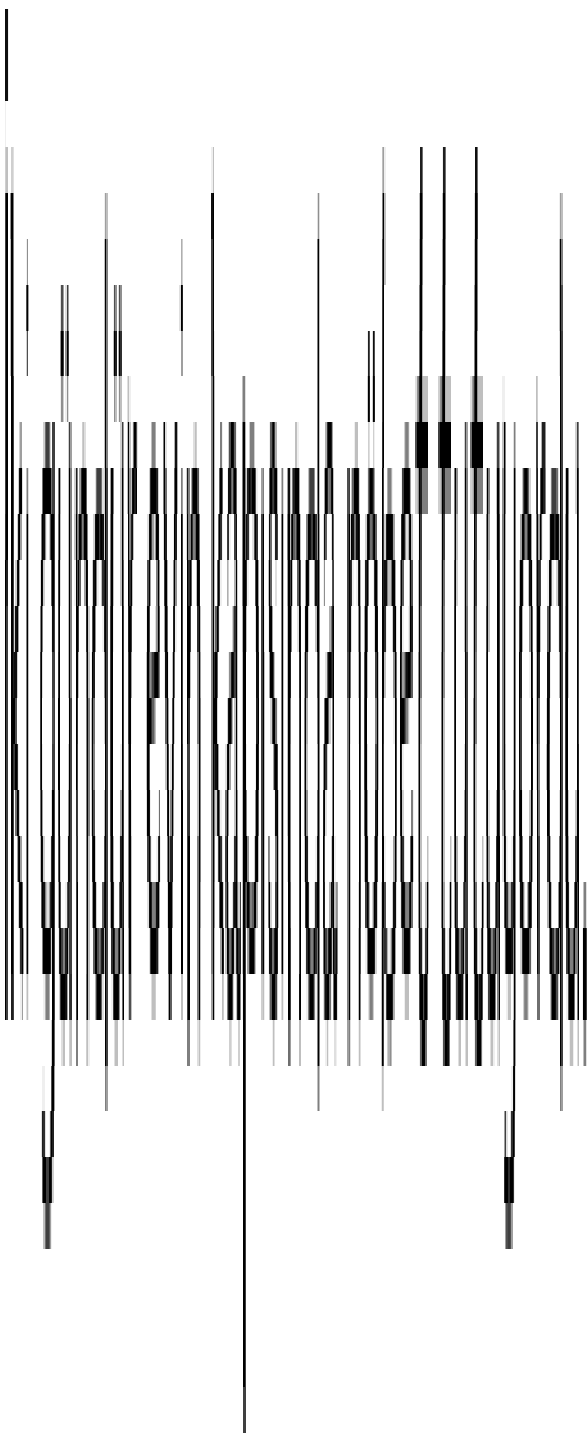


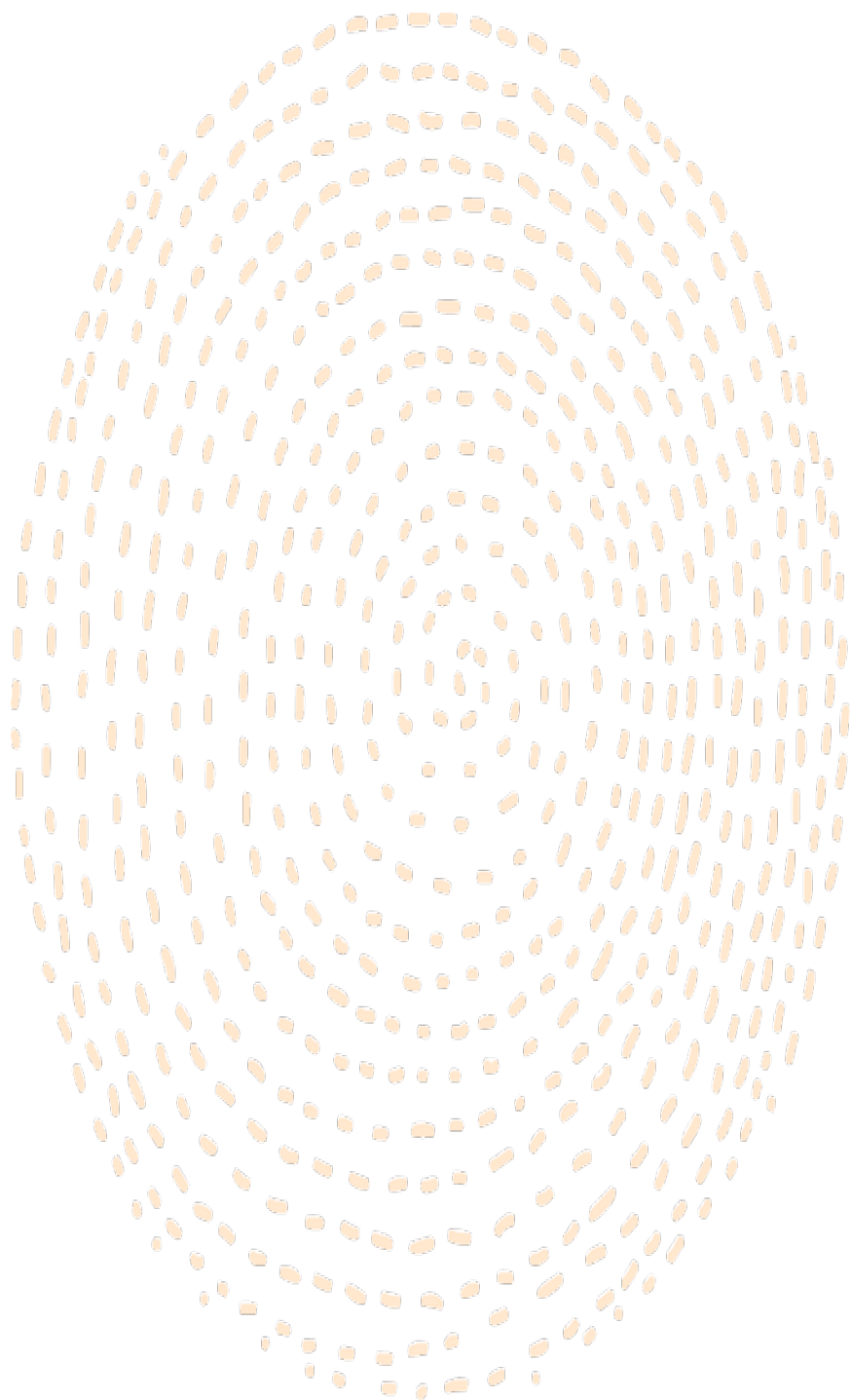


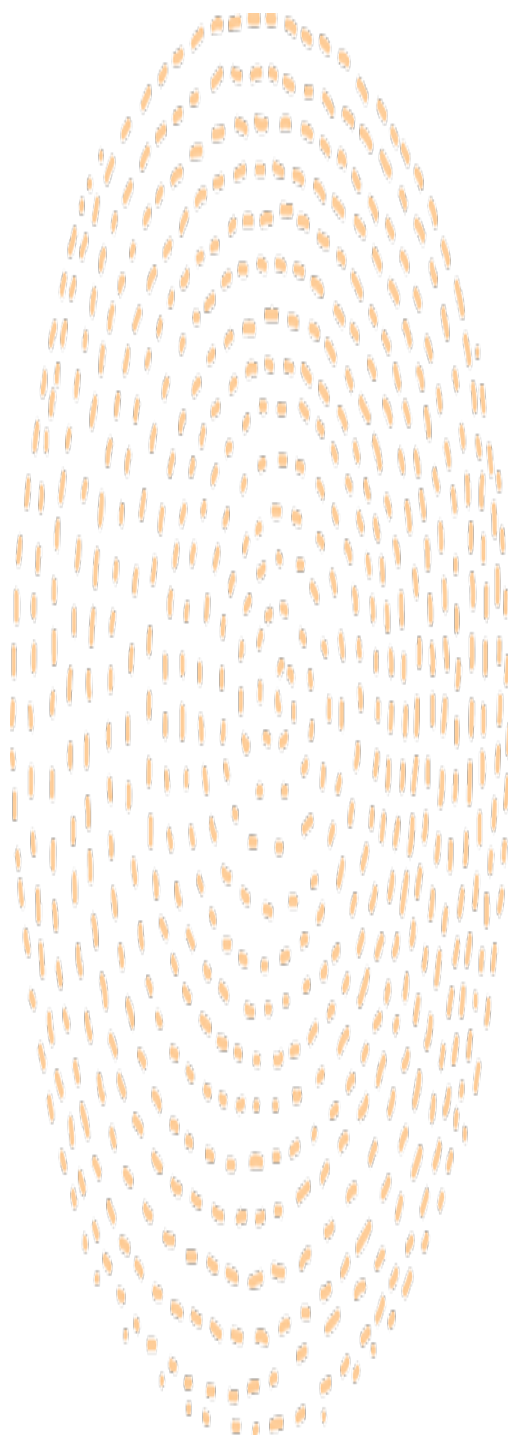












1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on the learning outcomes of students in the field of computer science.

The study is divided into two main sections: a theoretical background and a practical application. The theoretical background section discusses the current state of research in the field of computer science education.

The practical application section describes the design and implementation of the new educational program, as well as the methods used to collect and analyze data.

The results of the study are presented in the following section, which includes a discussion of the findings and their implications for future research and practice.

The study is organized as follows: Chapter 1 provides an overview of the research, Chapter 2 discusses the theoretical background, Chapter 3 describes the practical application, Chapter 4 presents the results, and Chapter 5 concludes the study.

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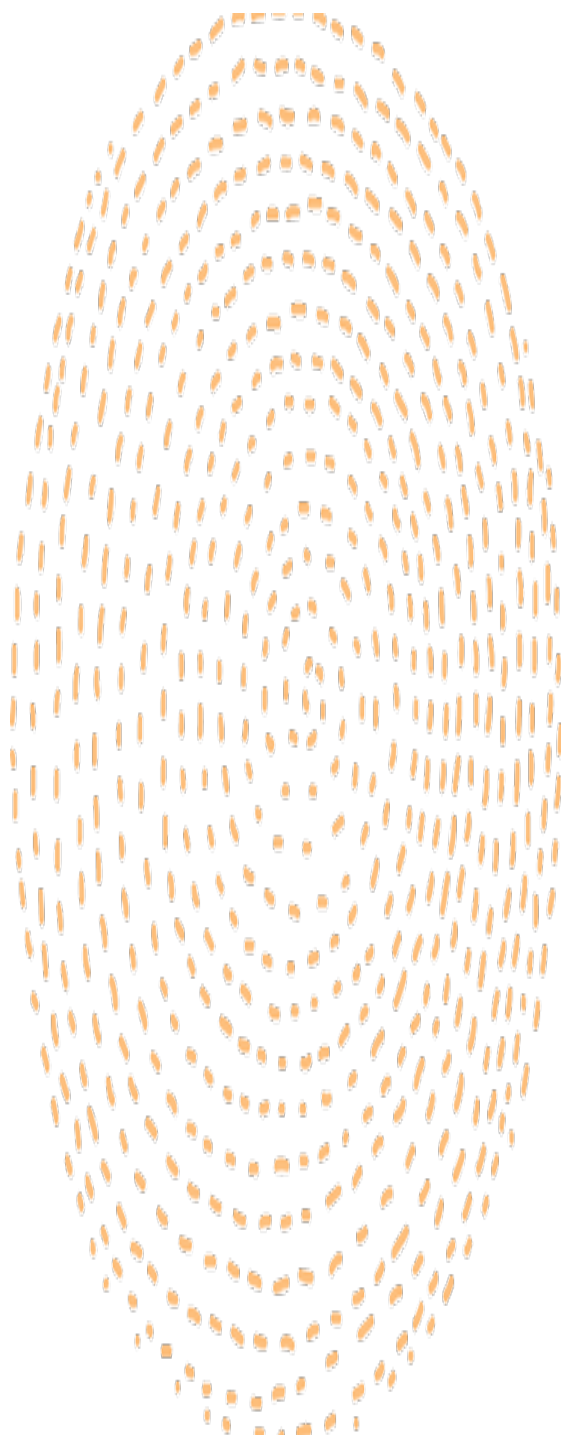
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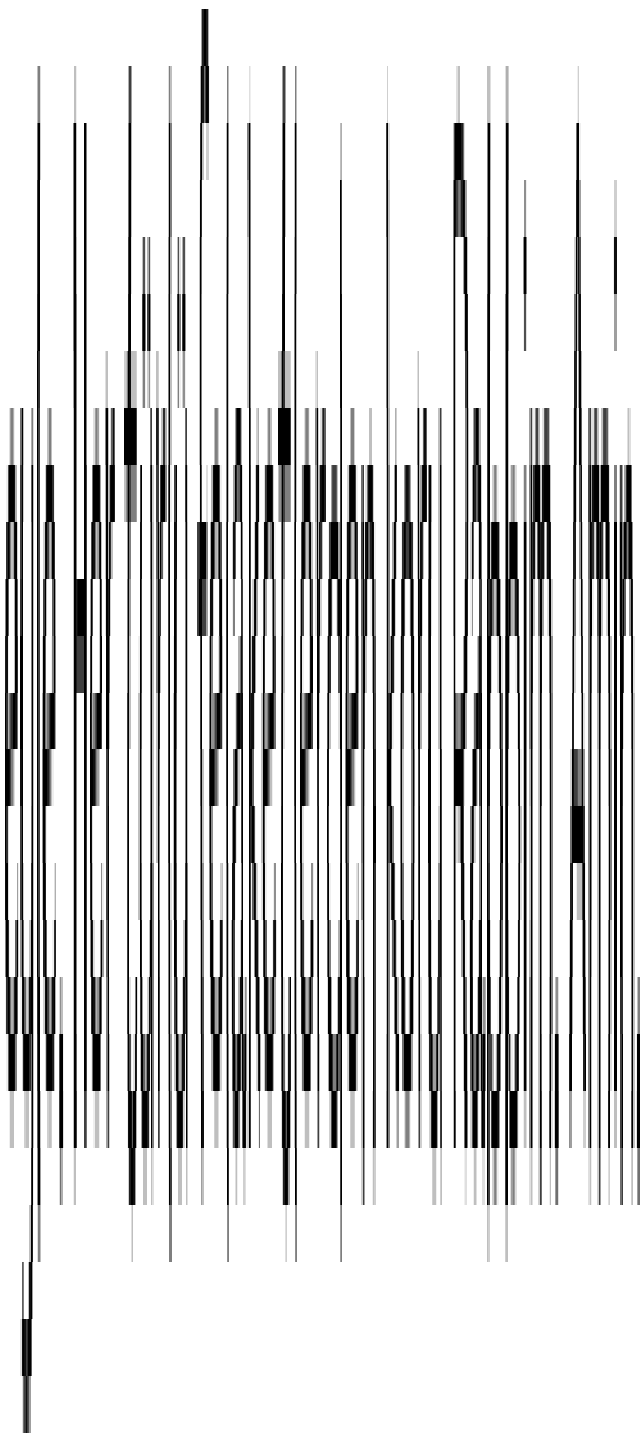
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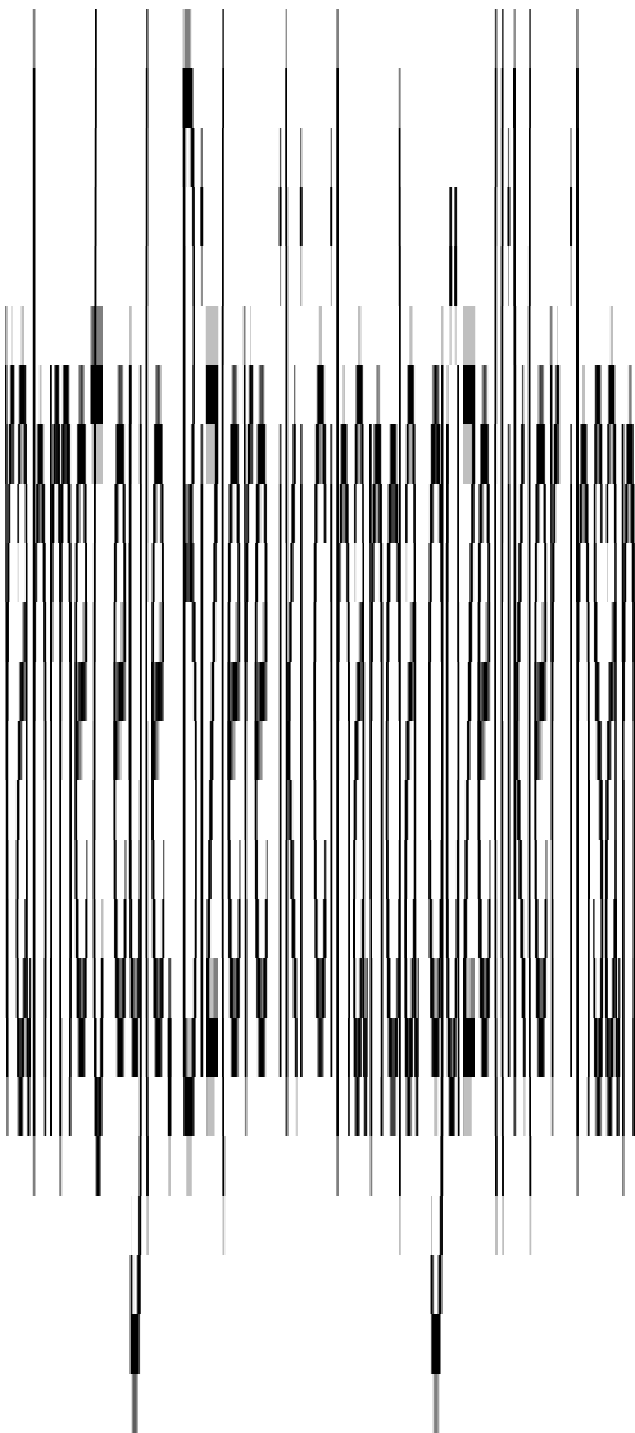
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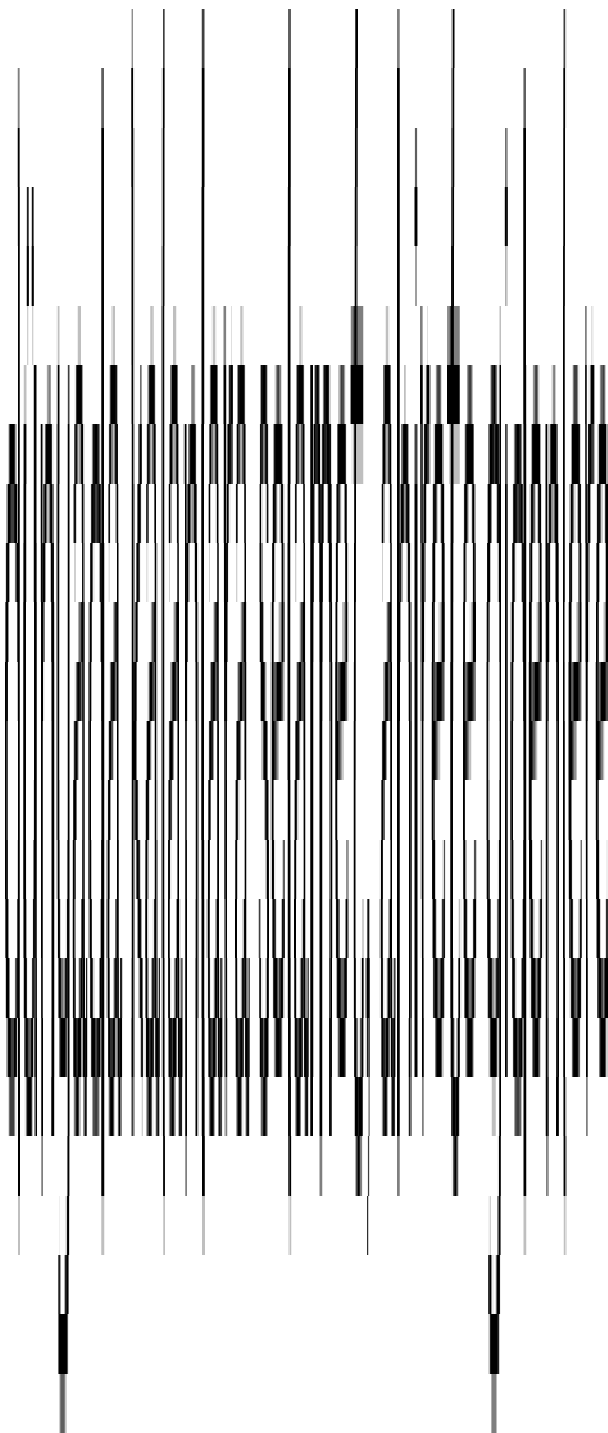
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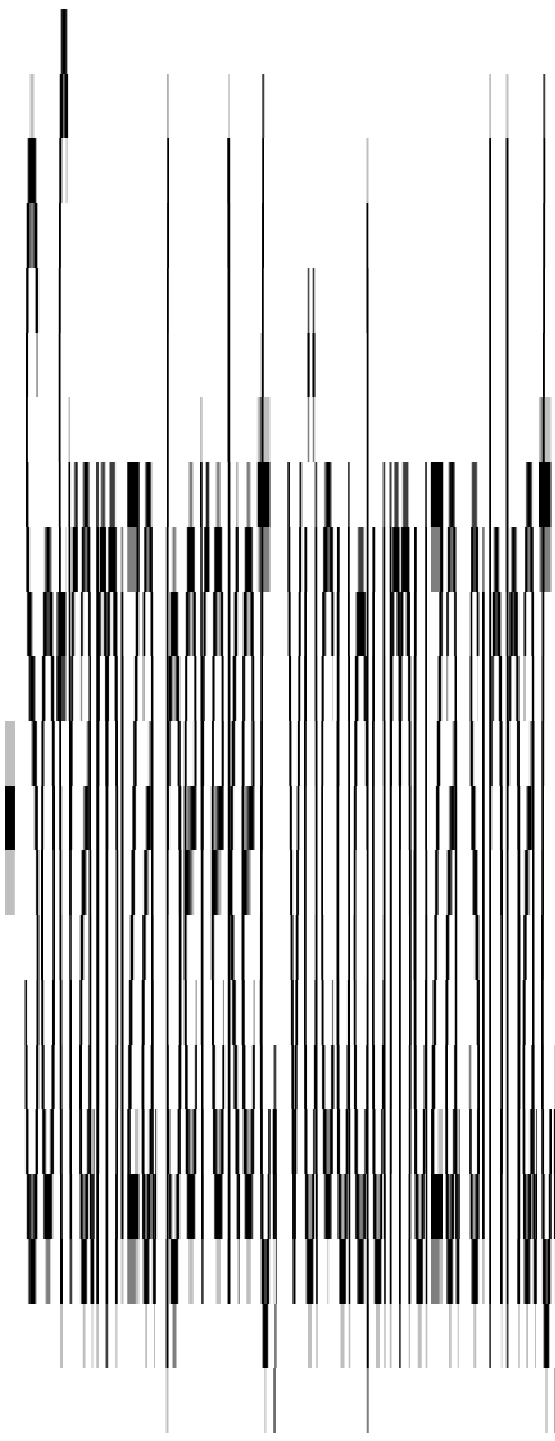
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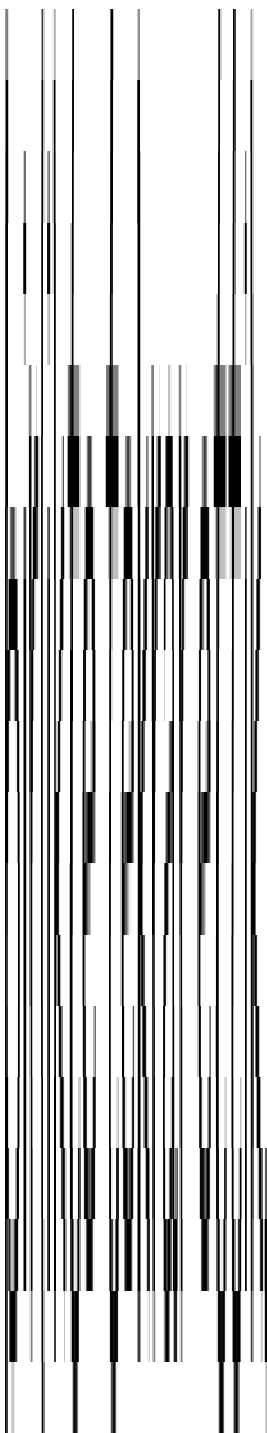
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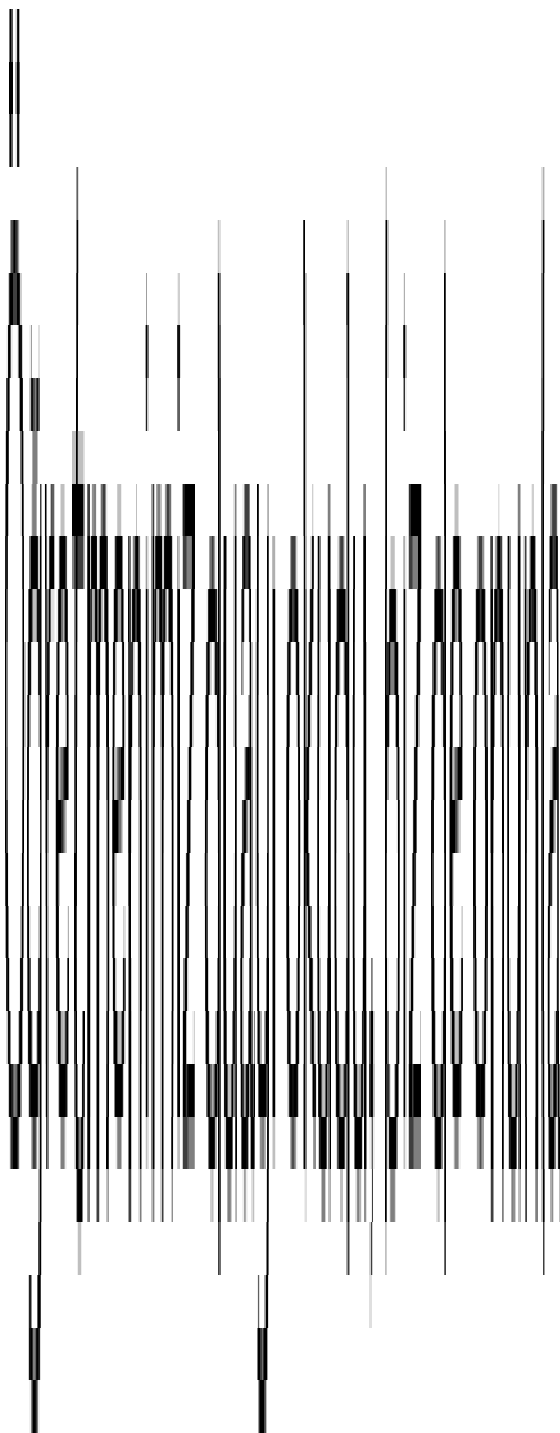


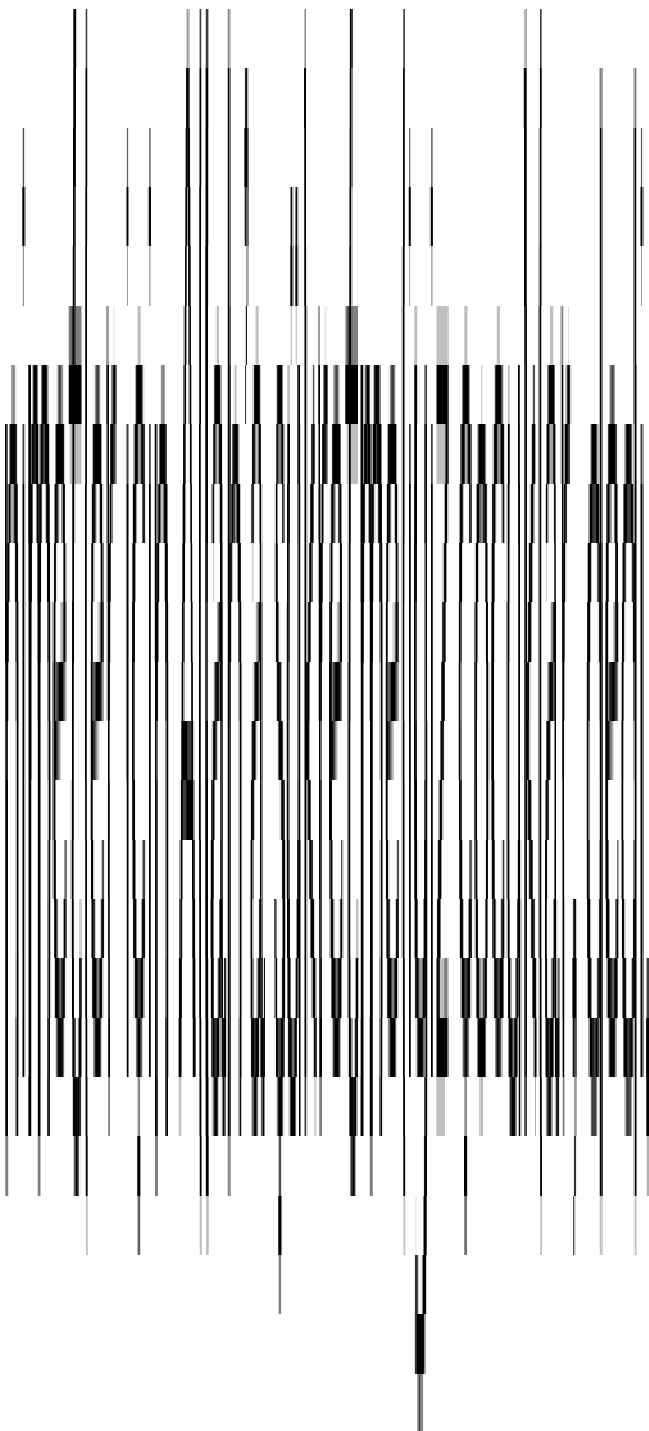


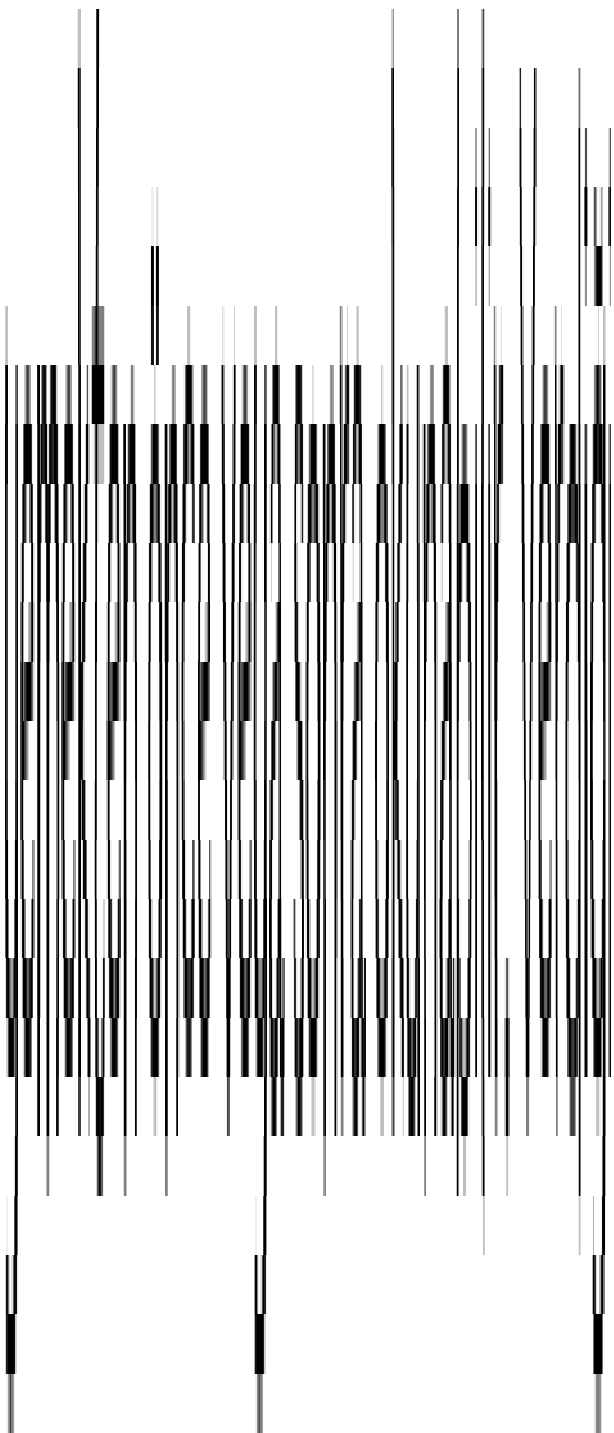


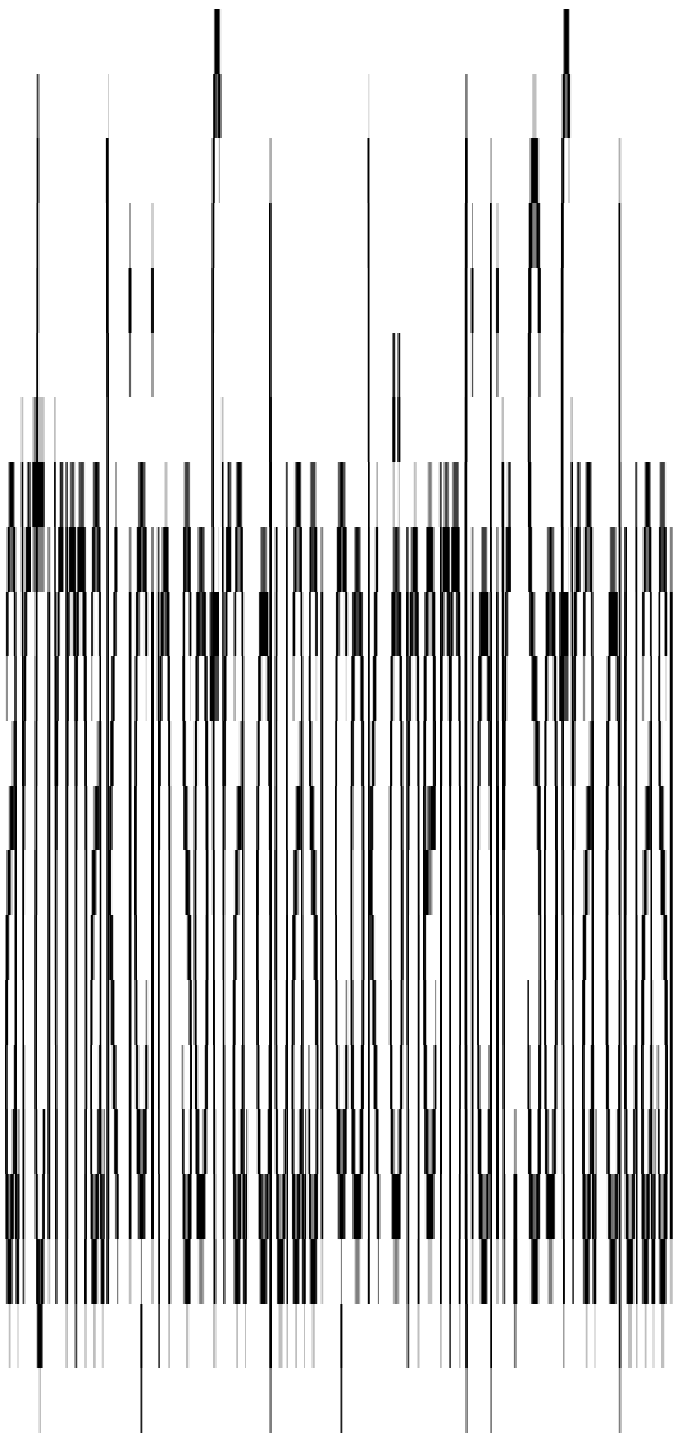


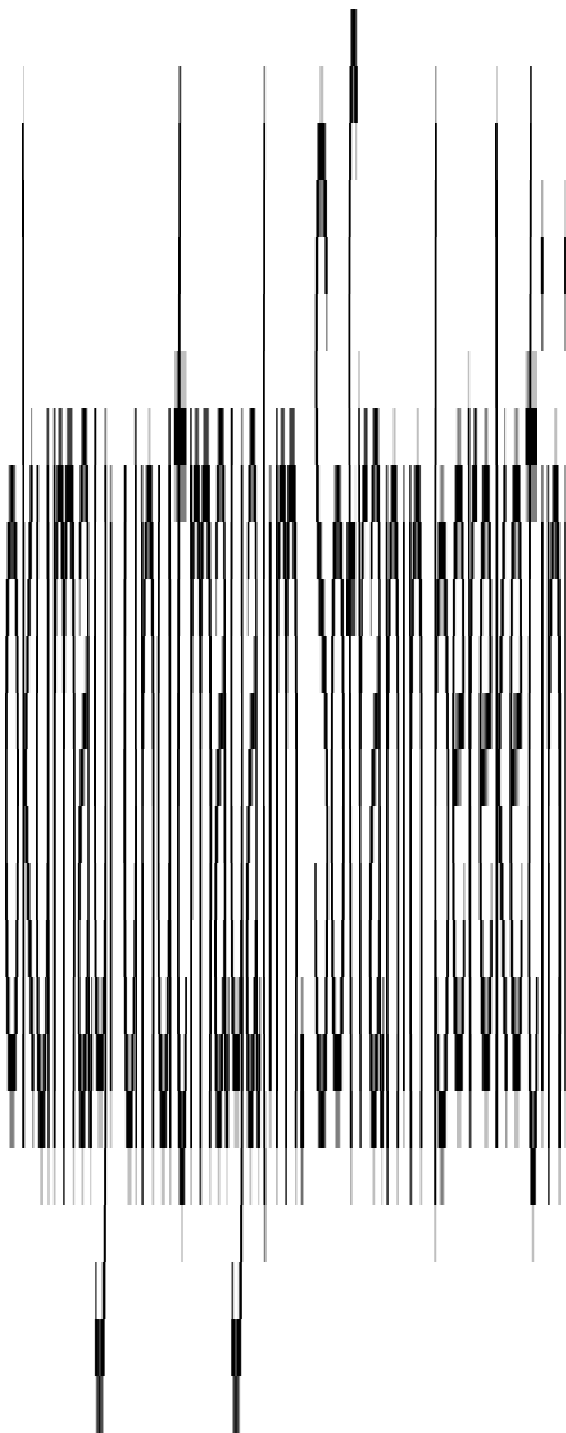


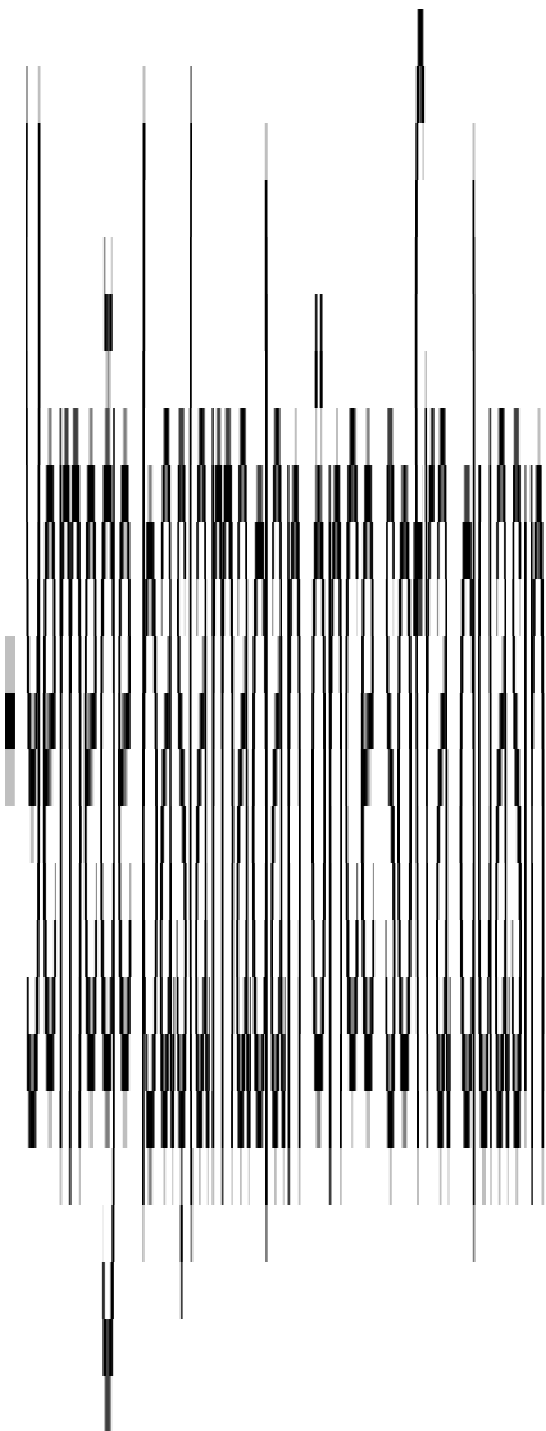


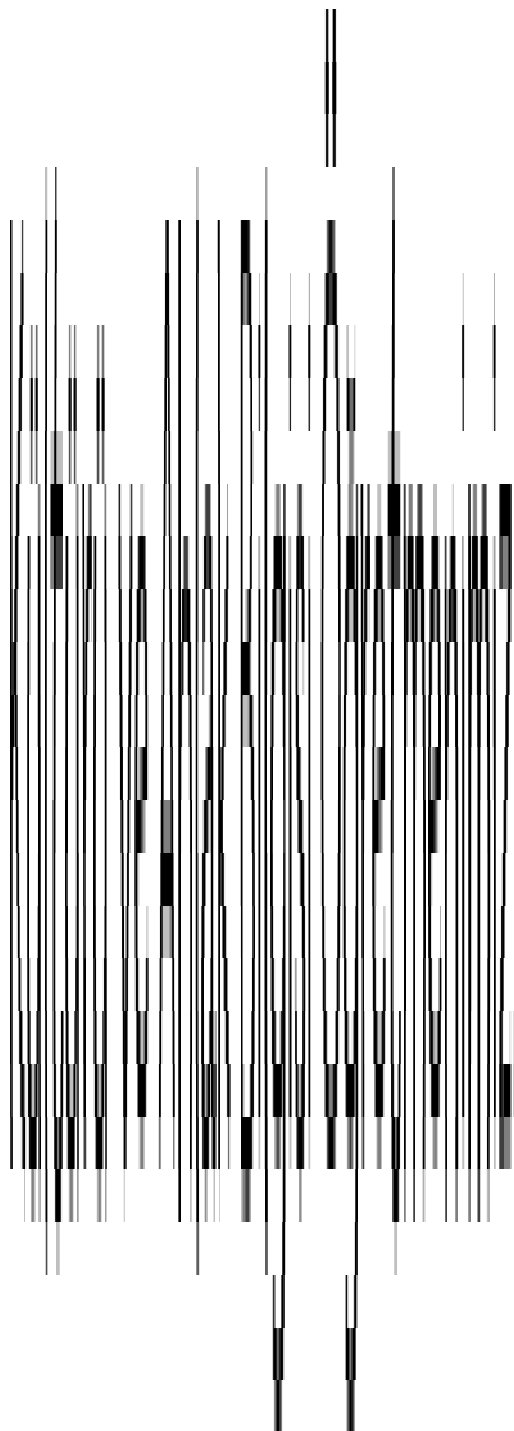


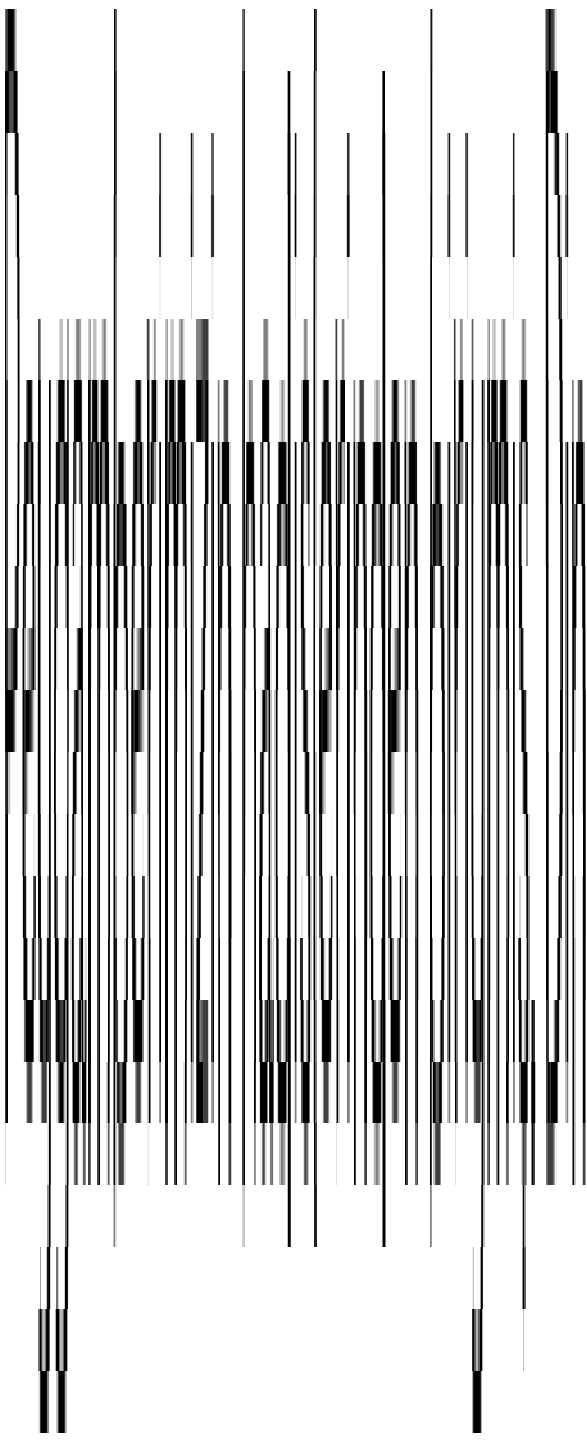


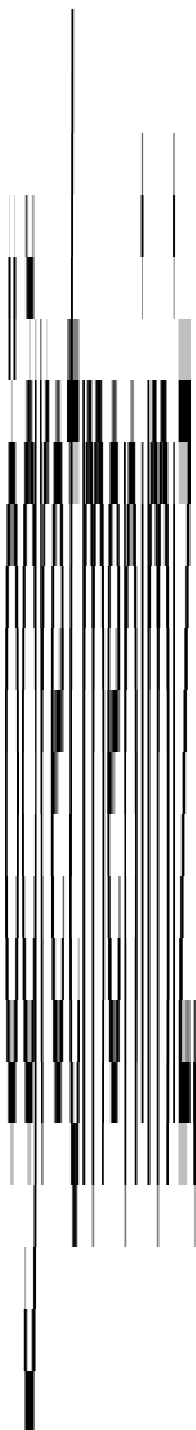


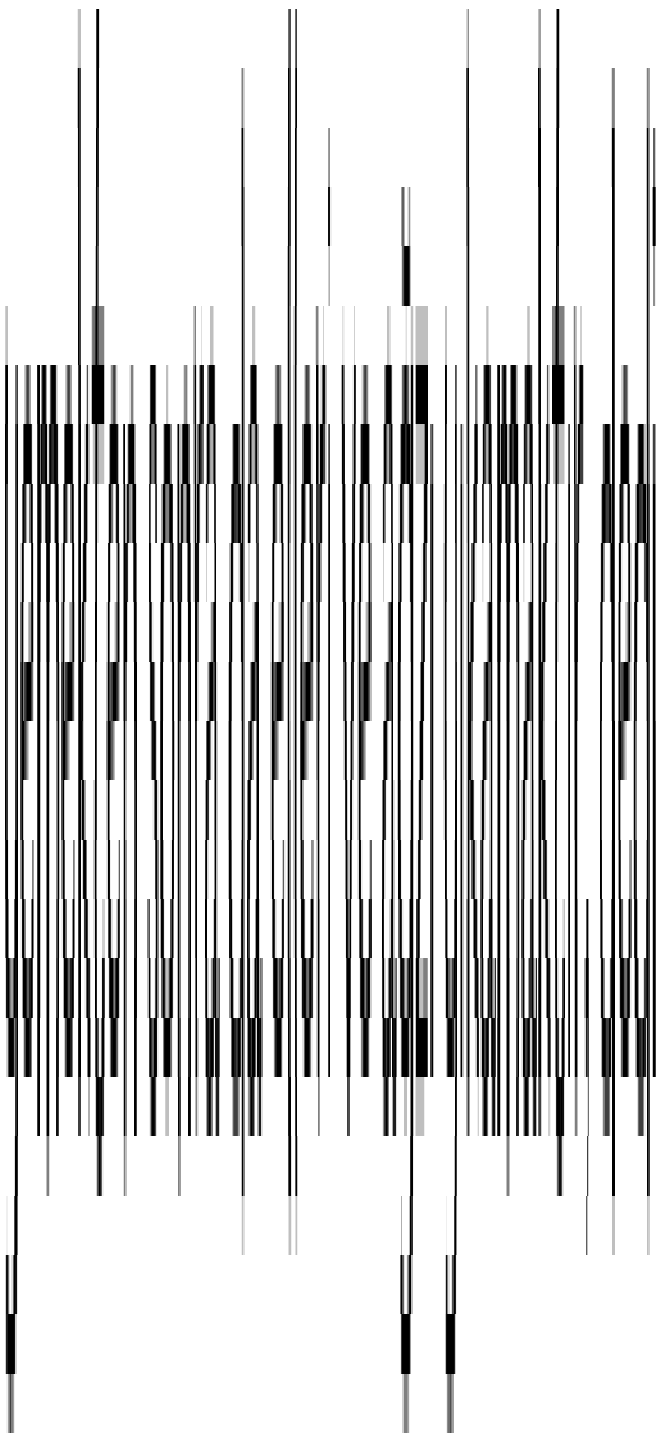


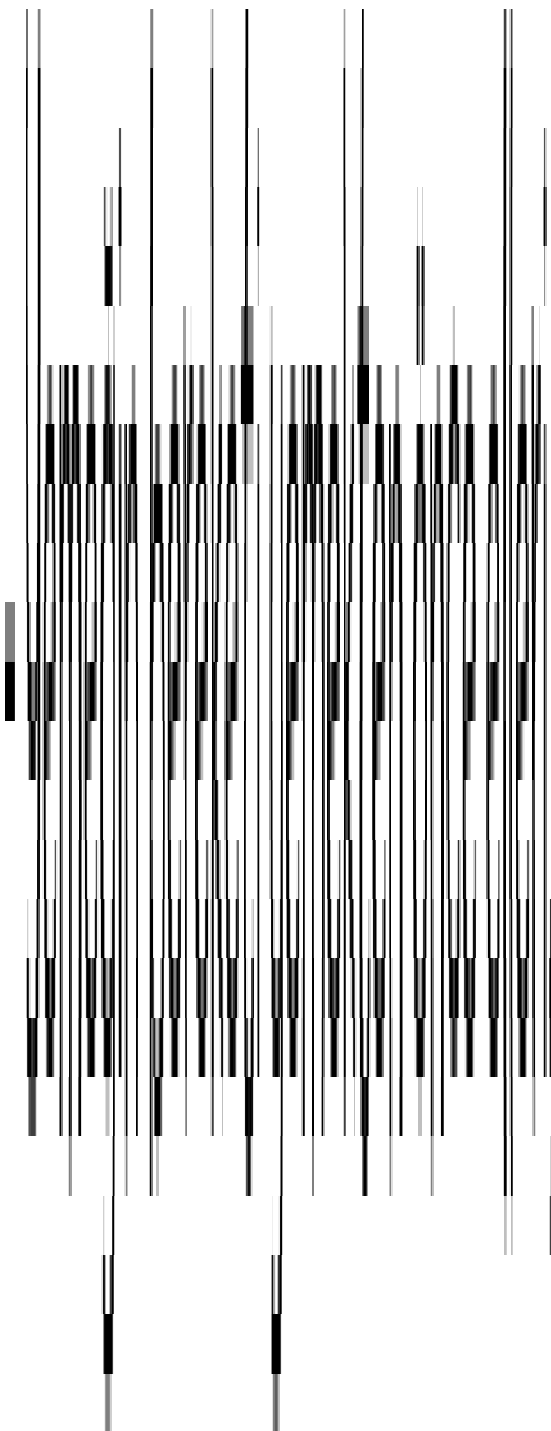


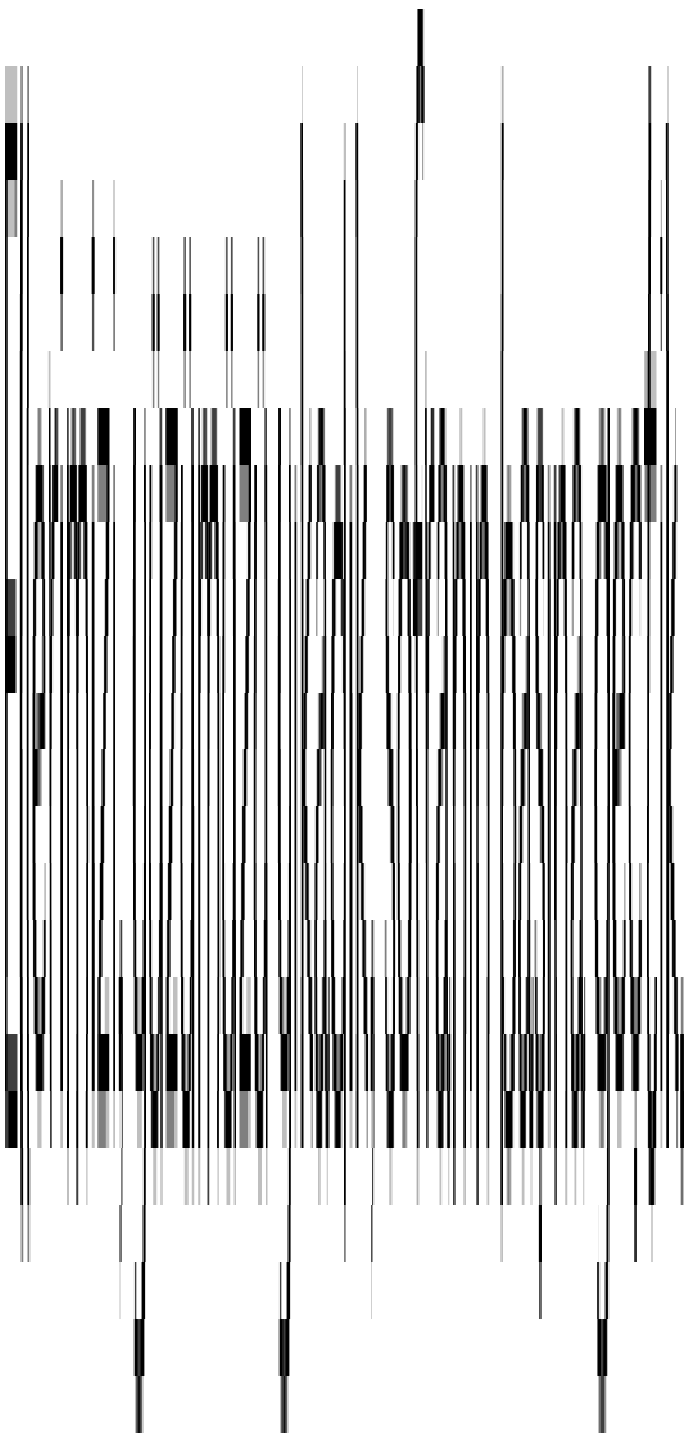


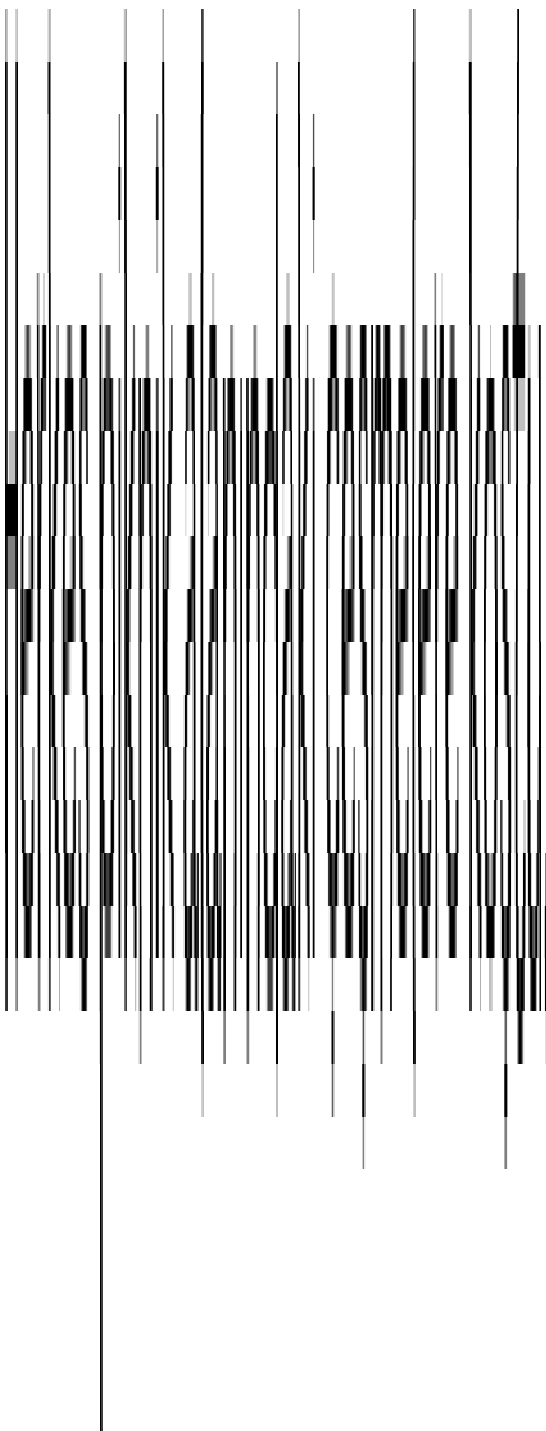




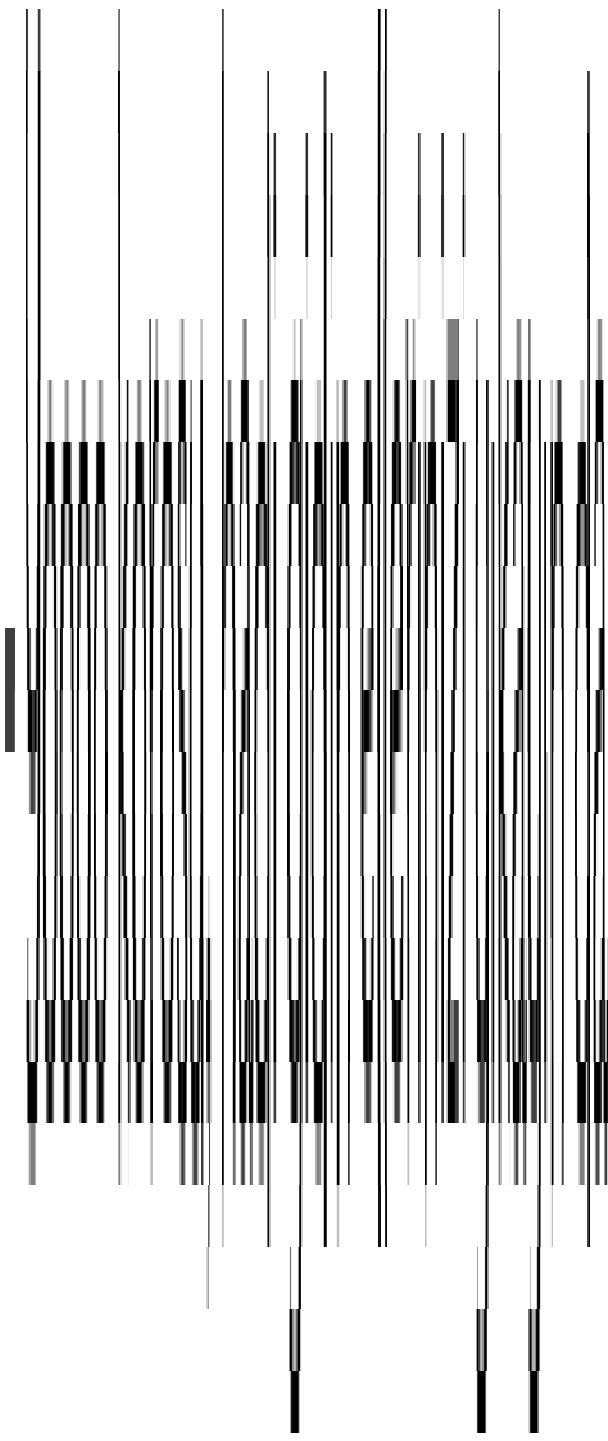


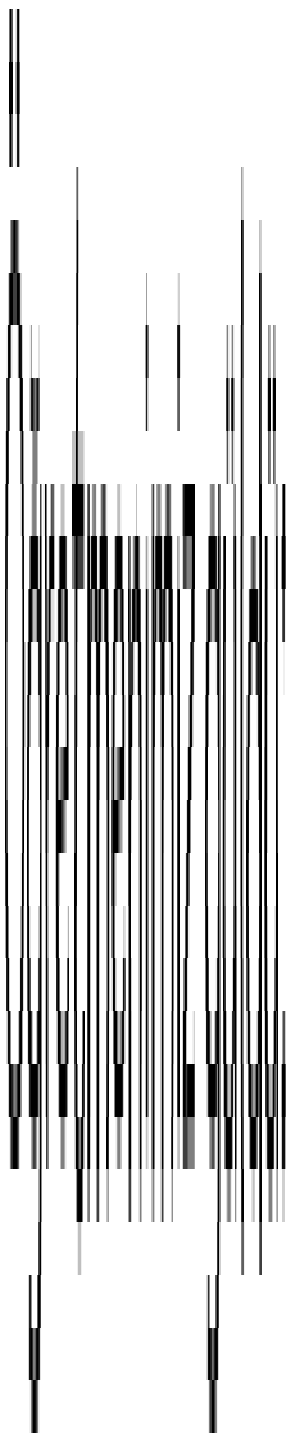


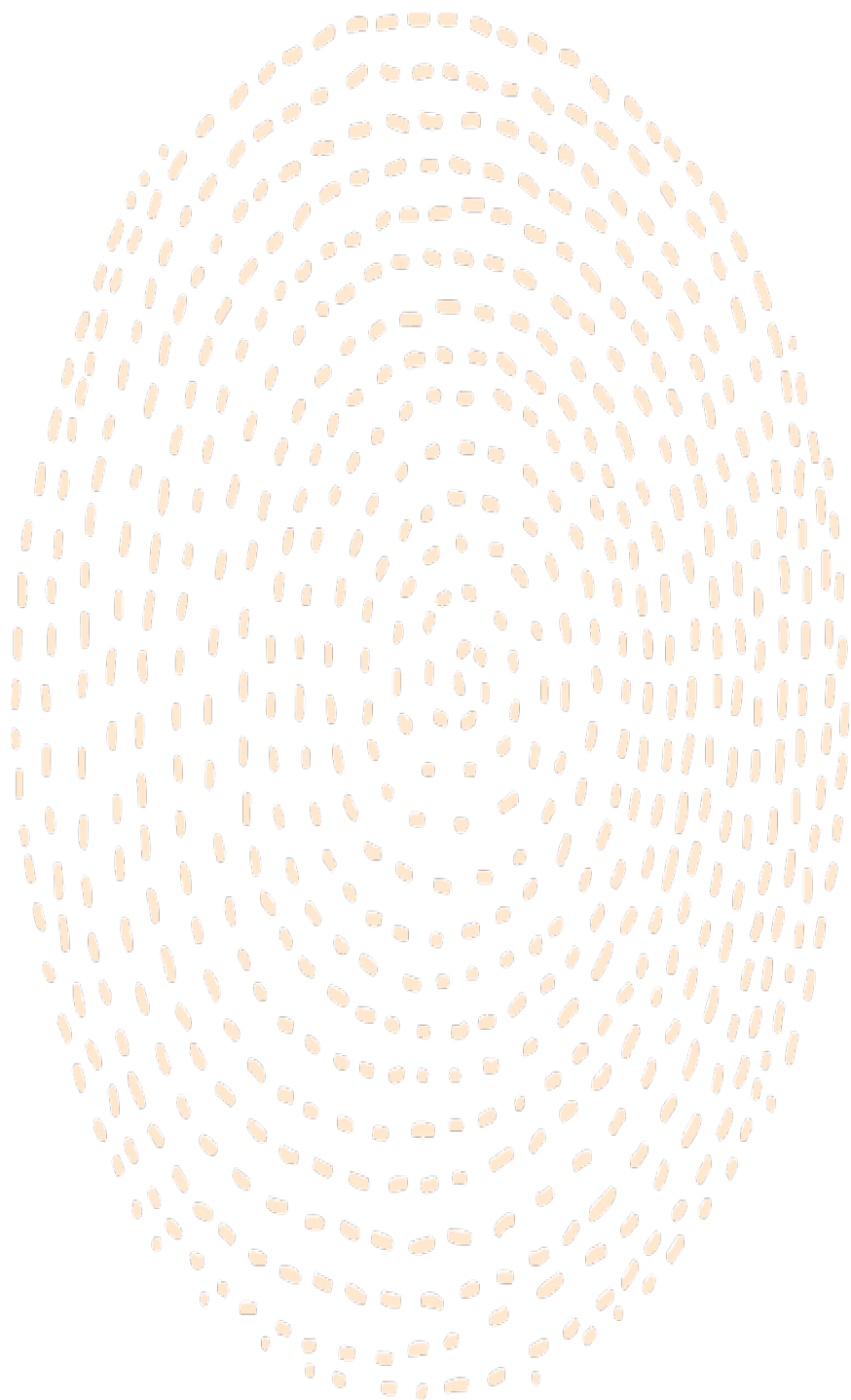


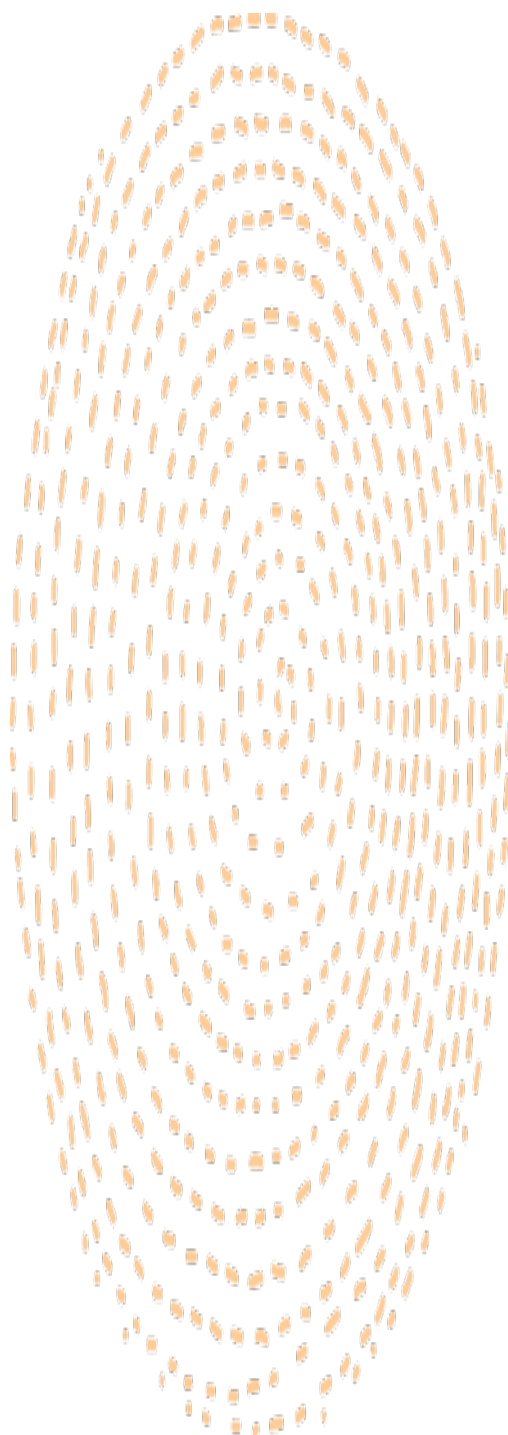




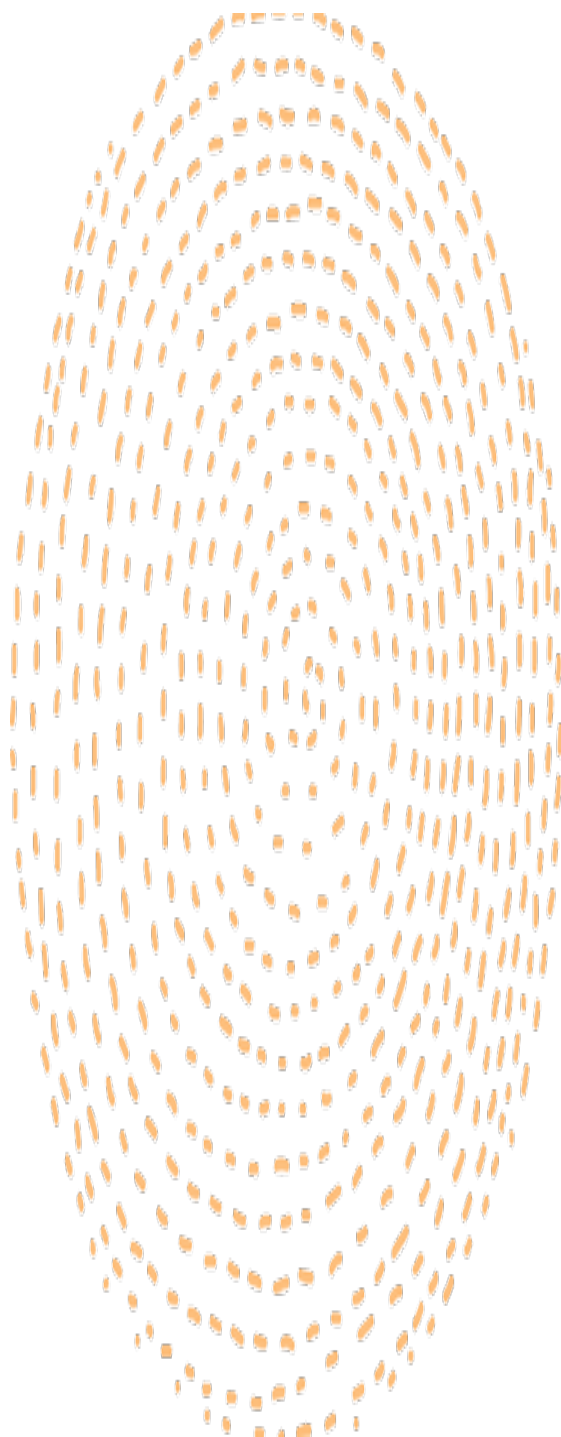












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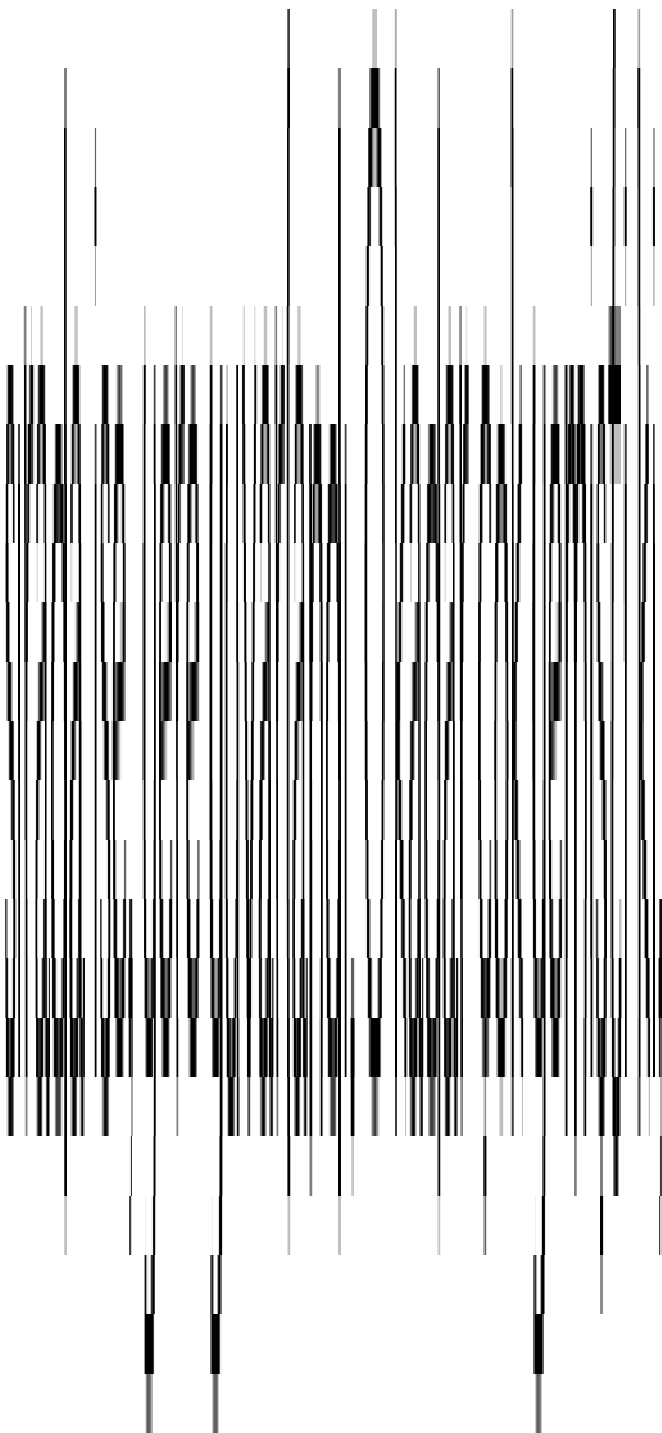
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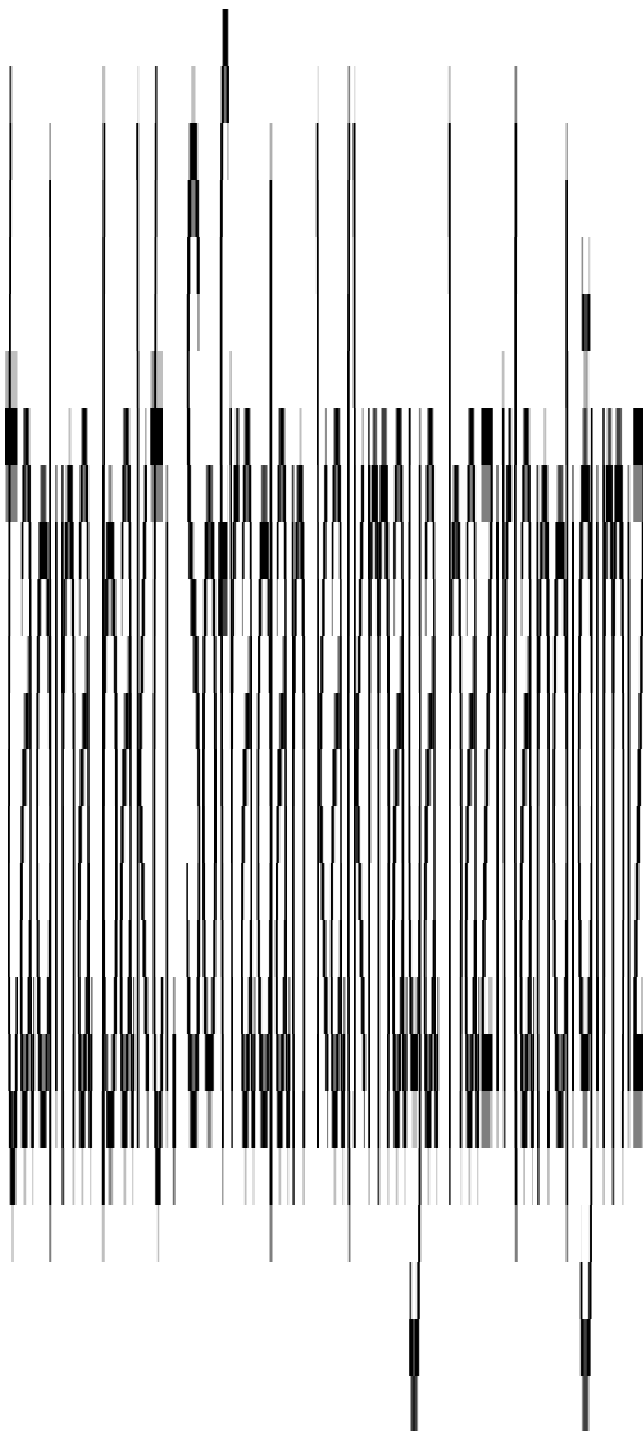
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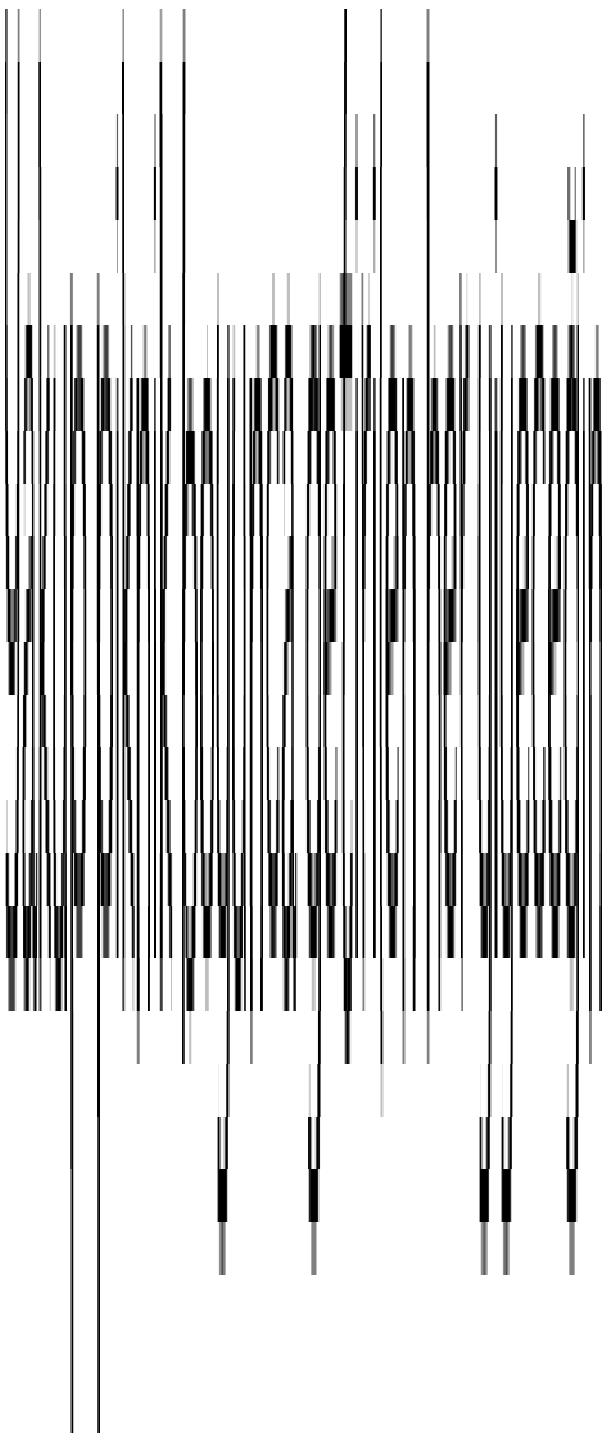
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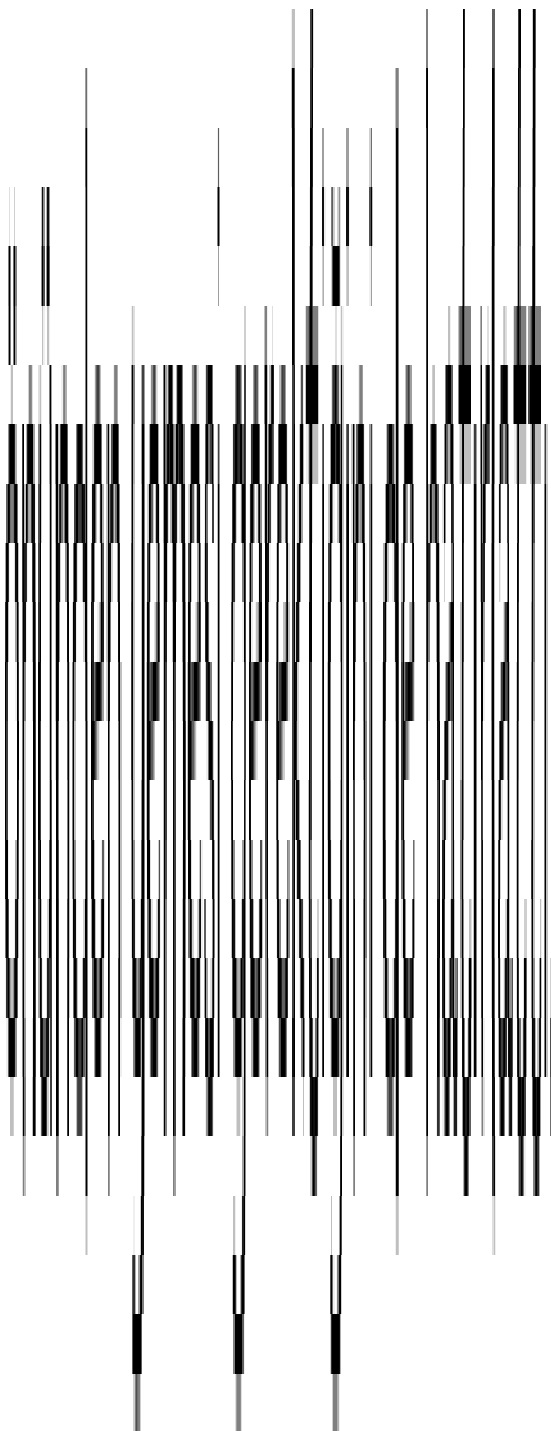
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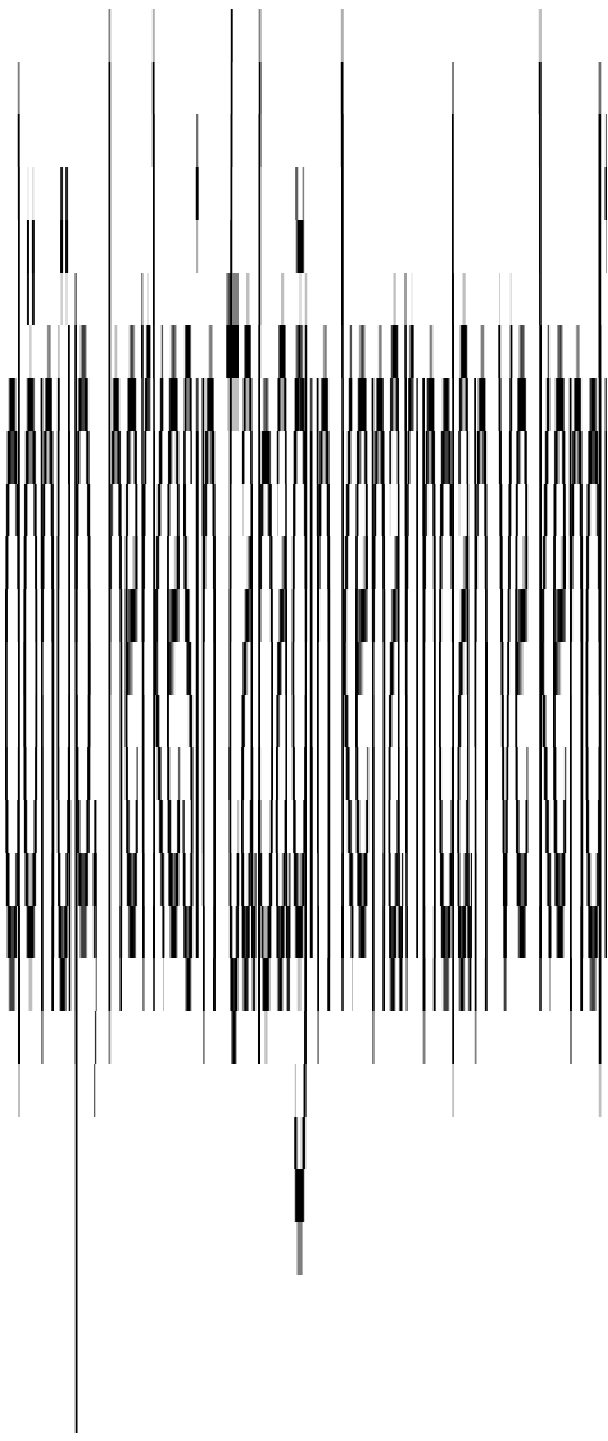
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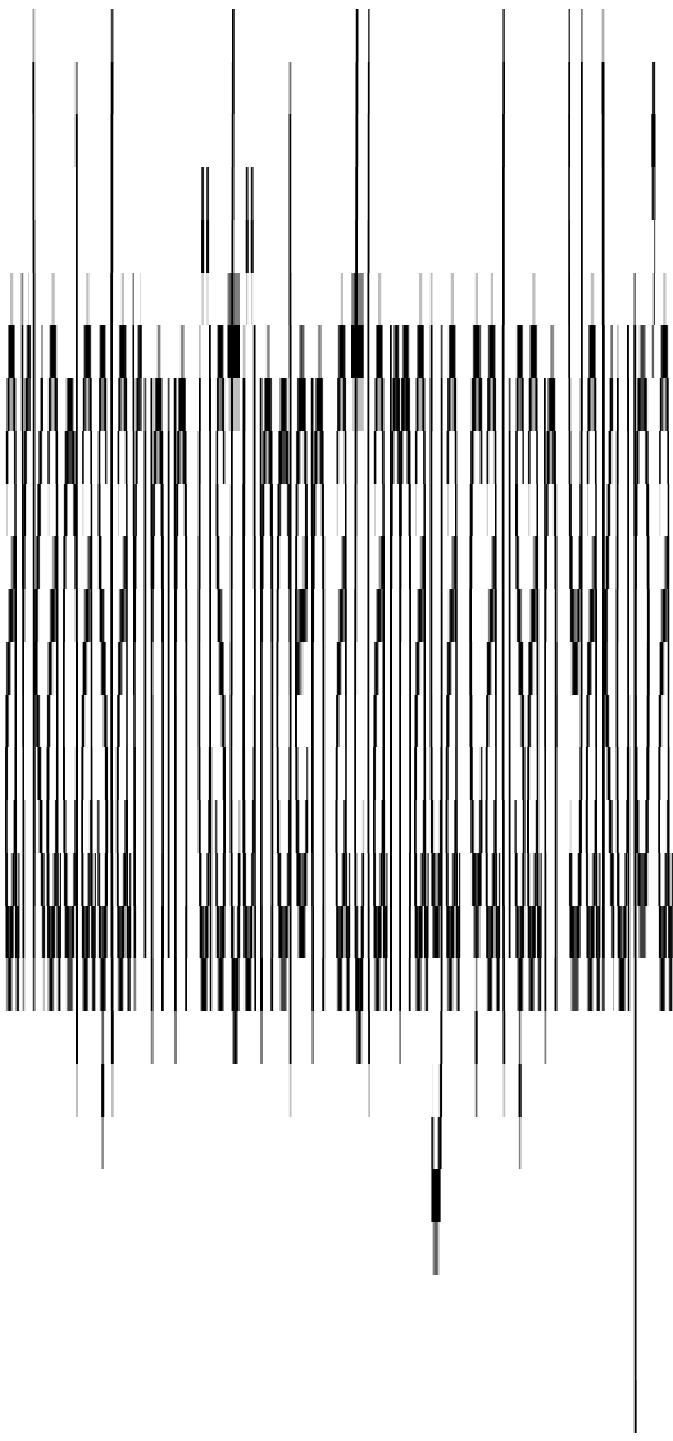


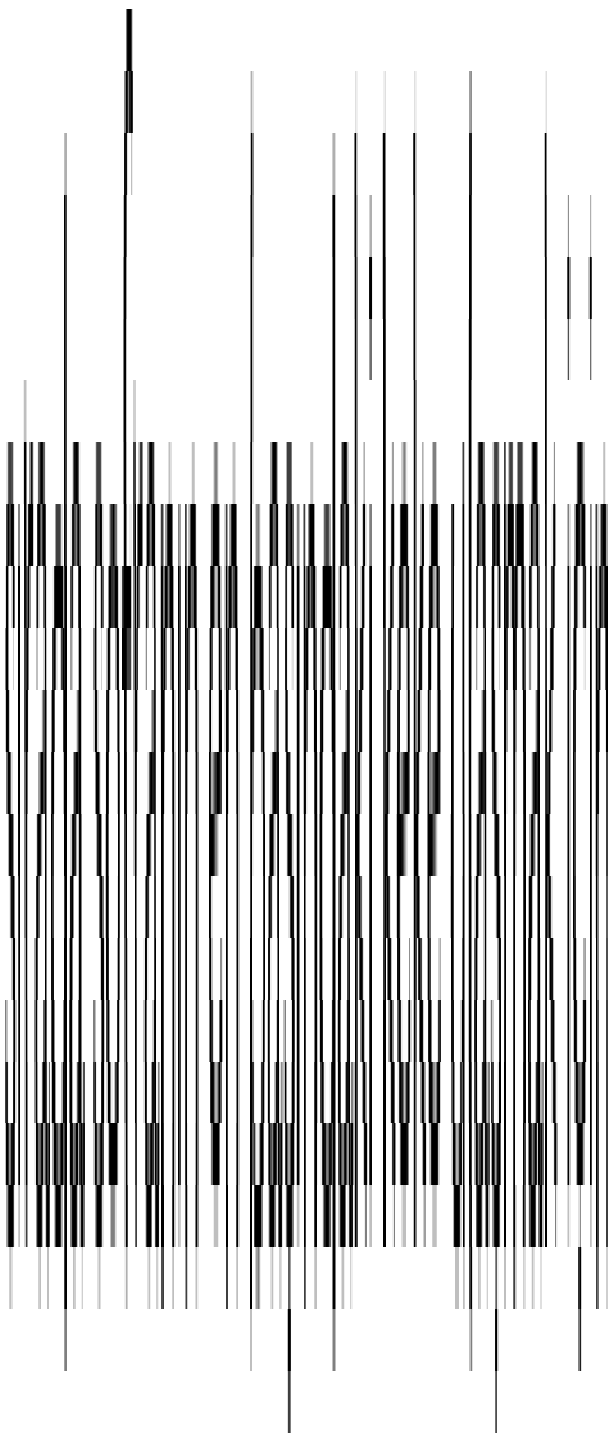


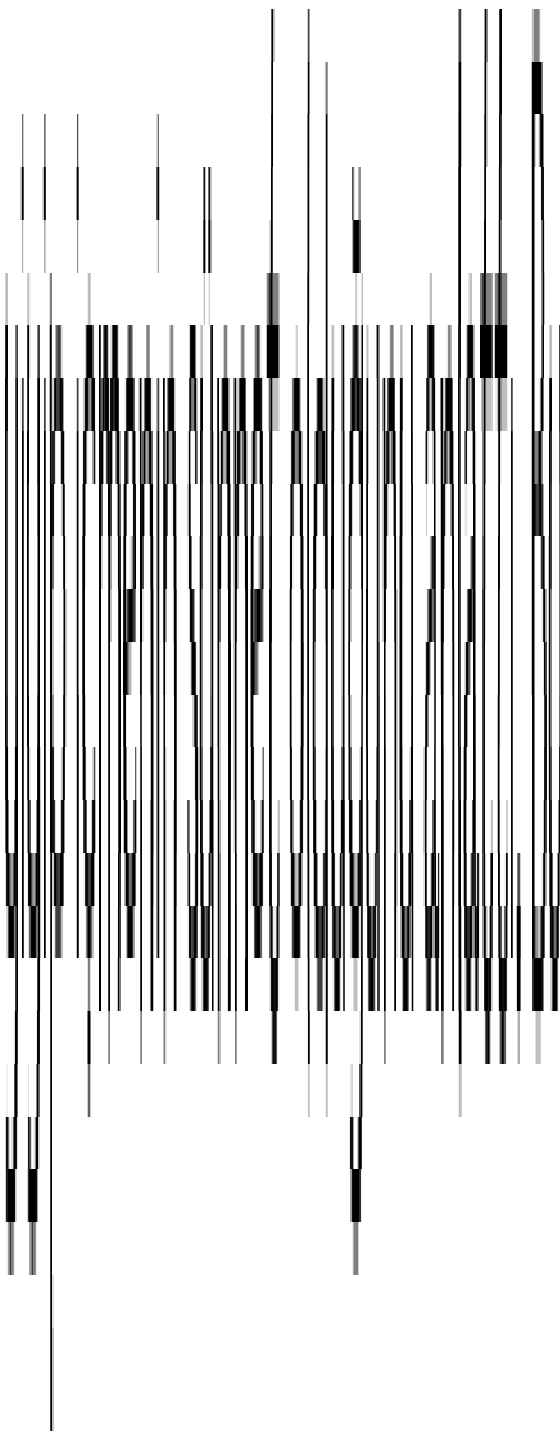


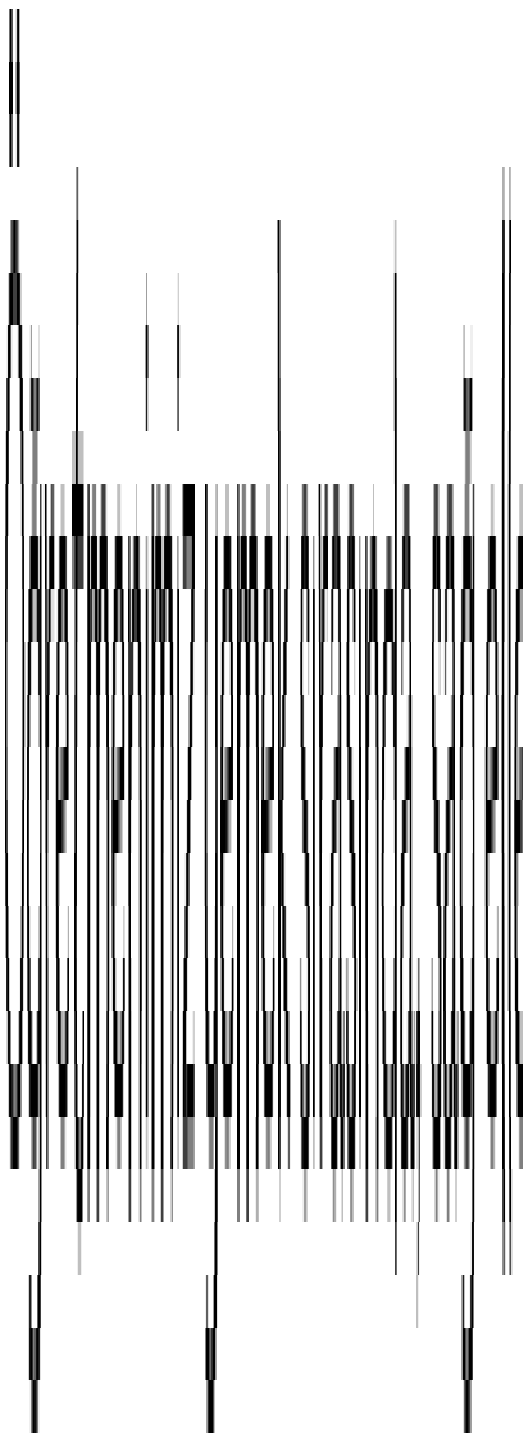


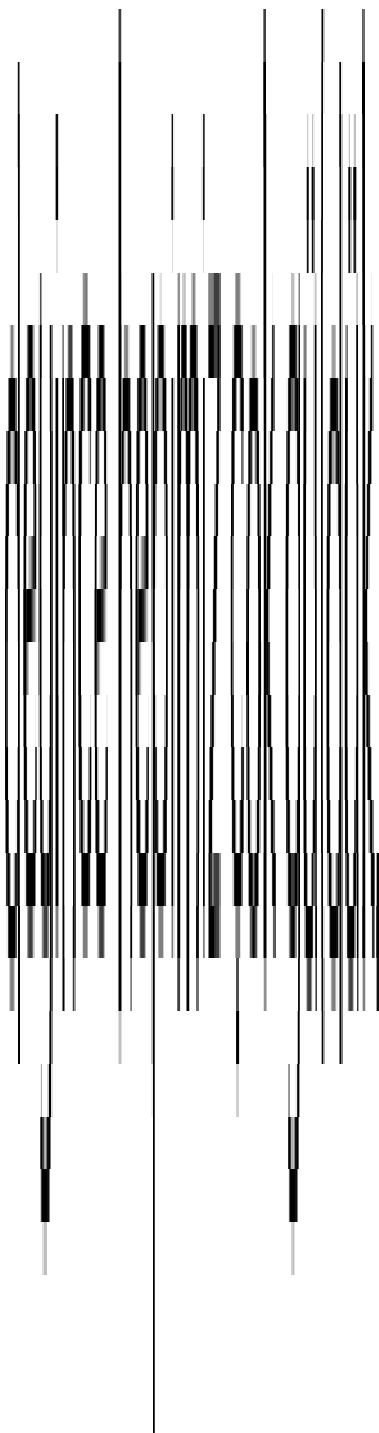


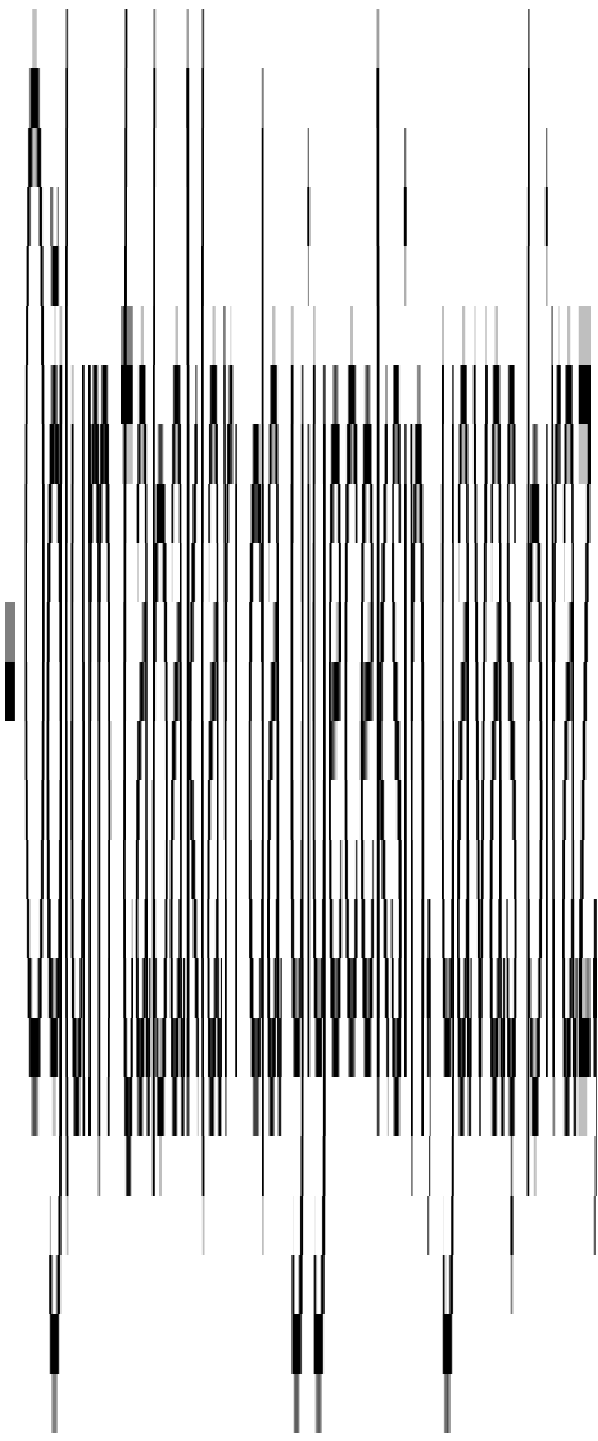


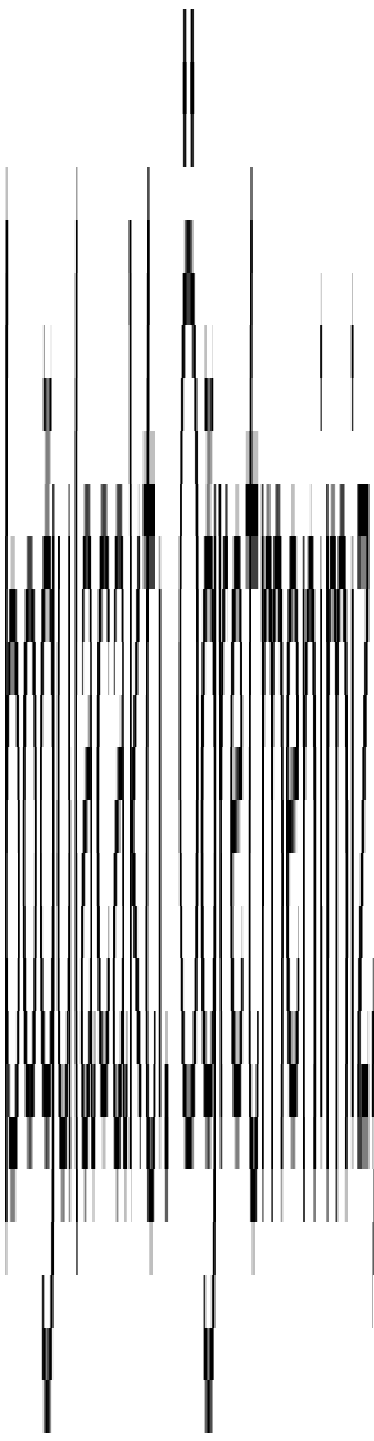


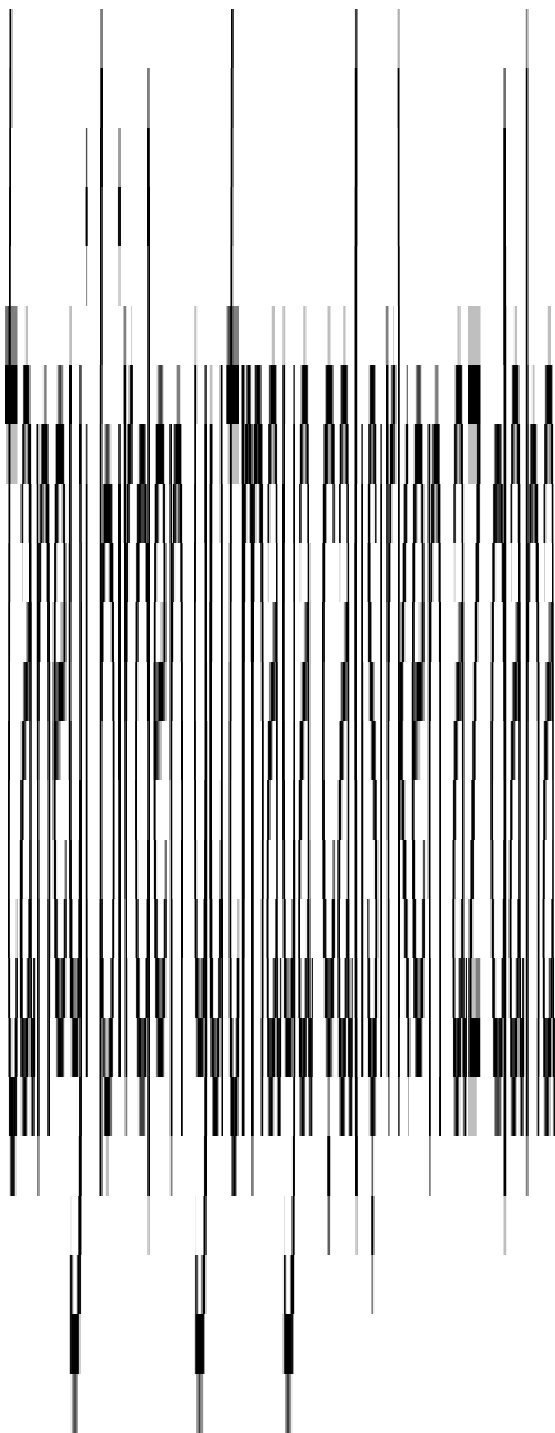


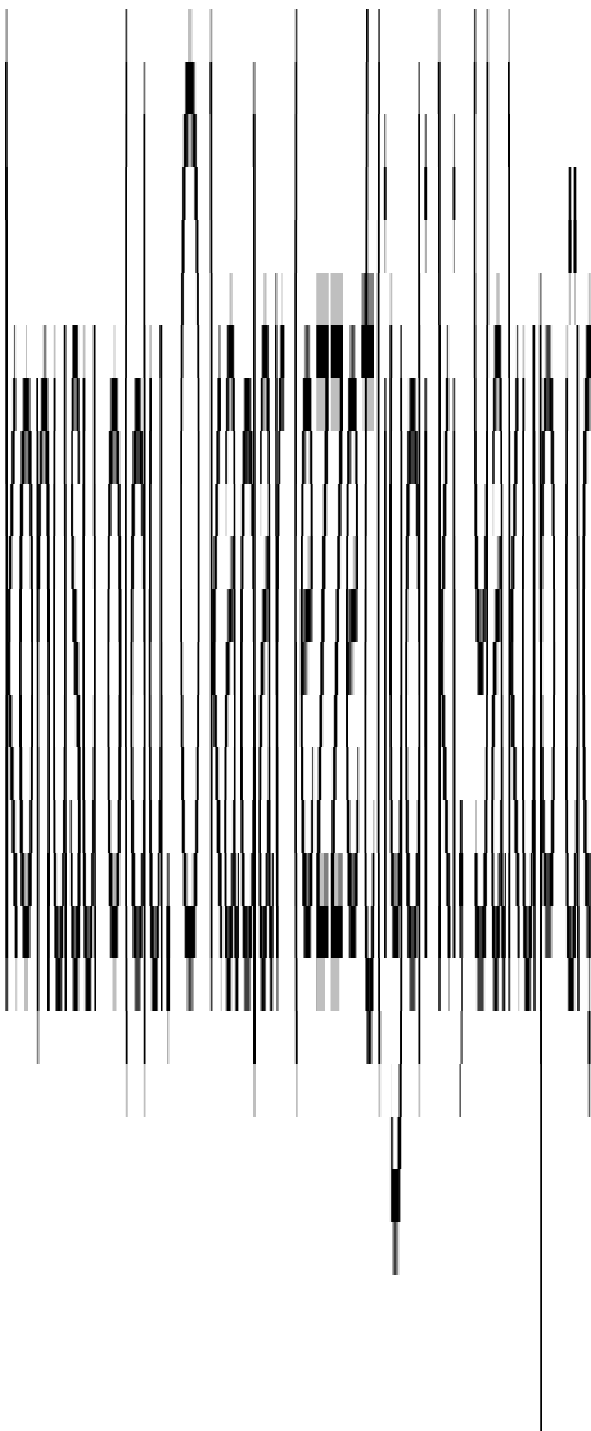


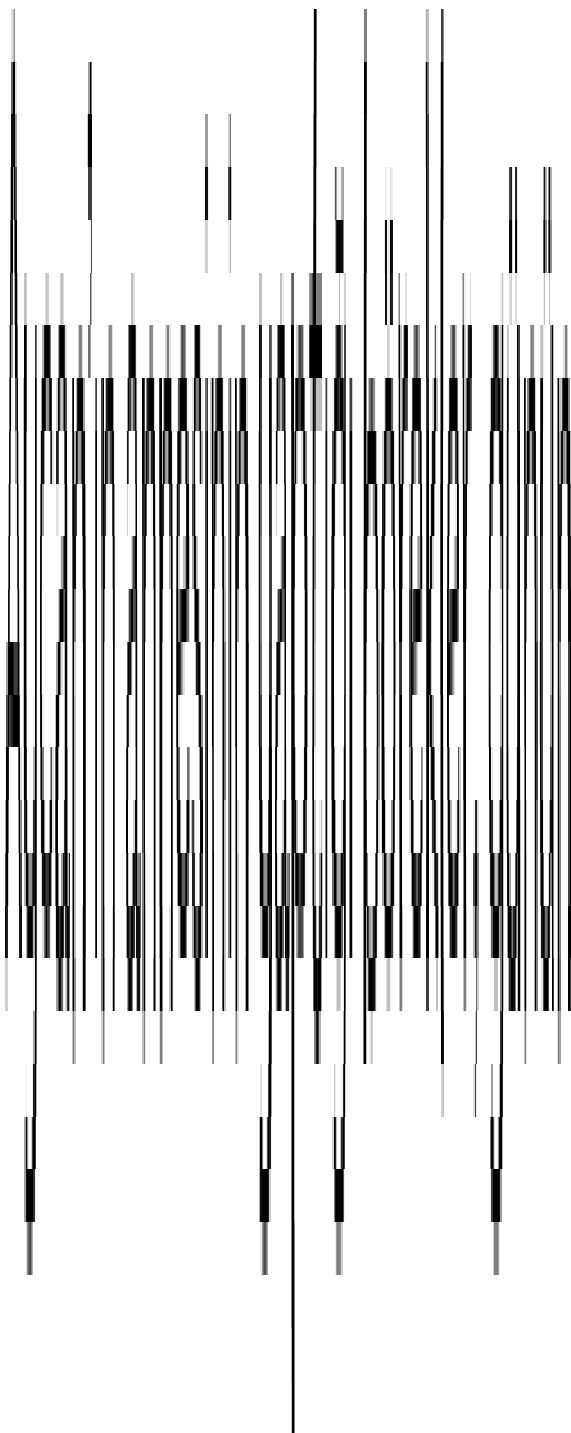


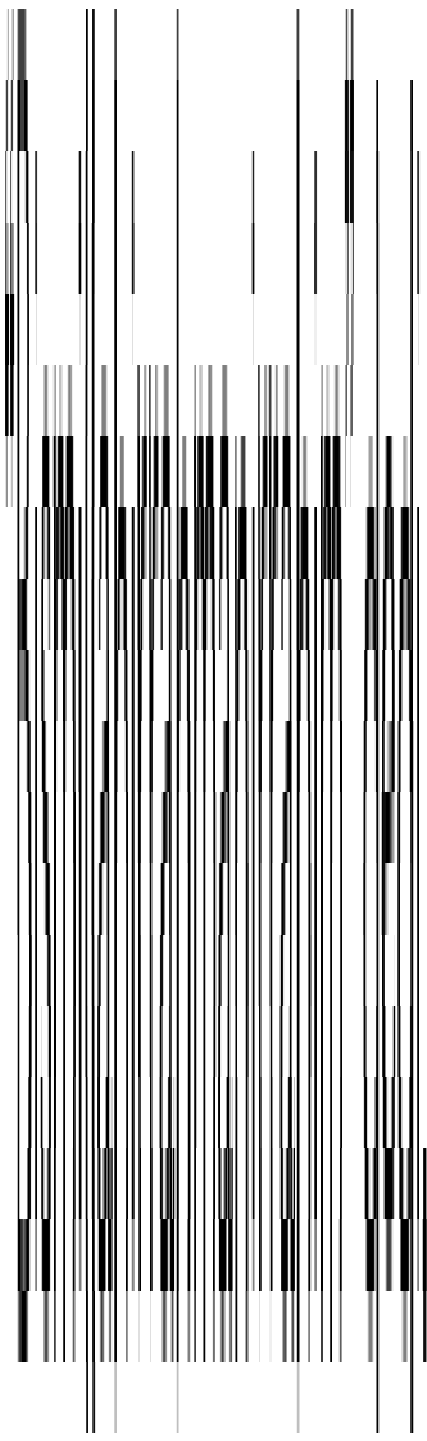


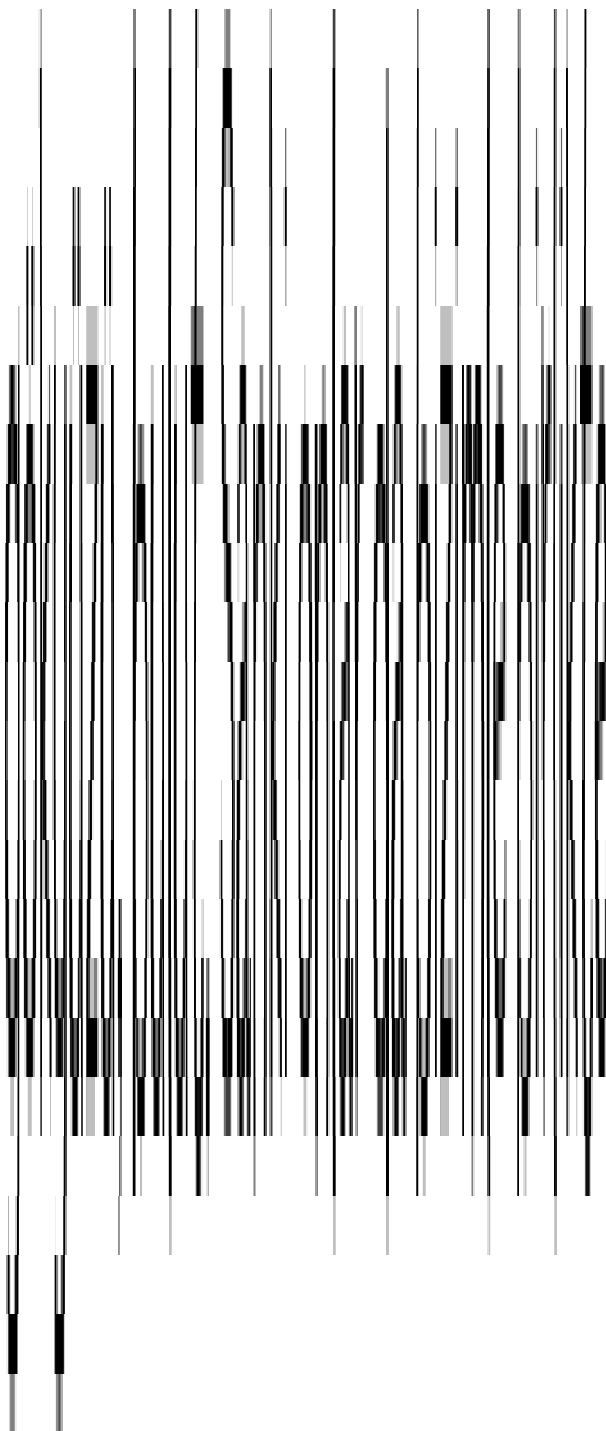


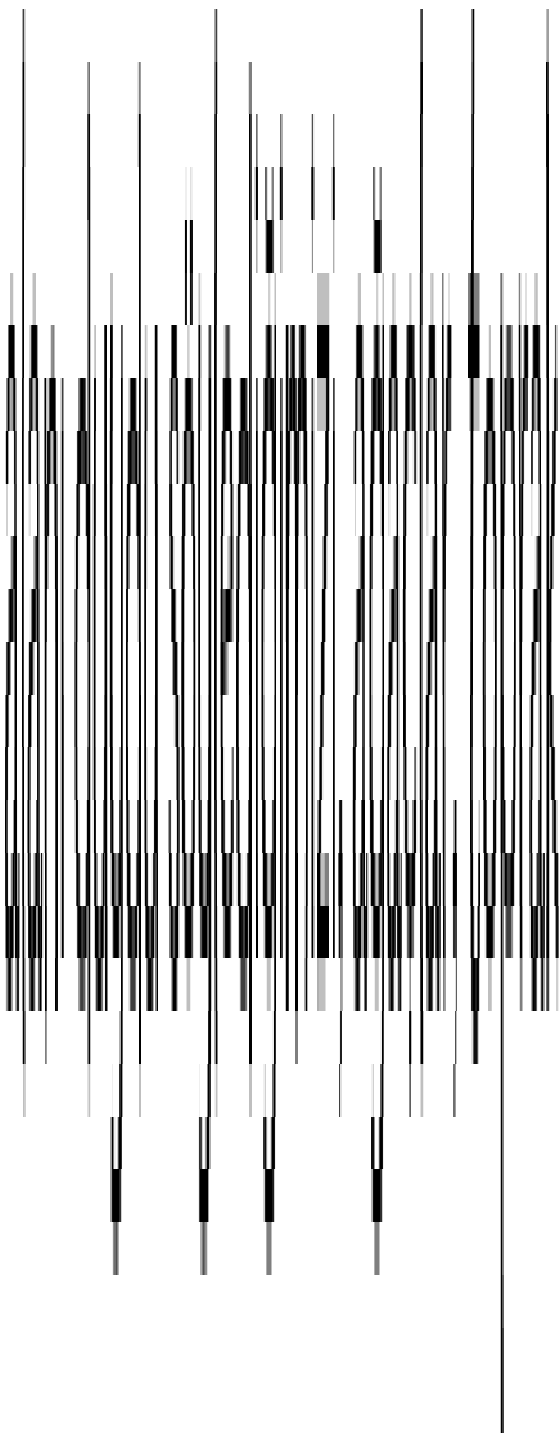


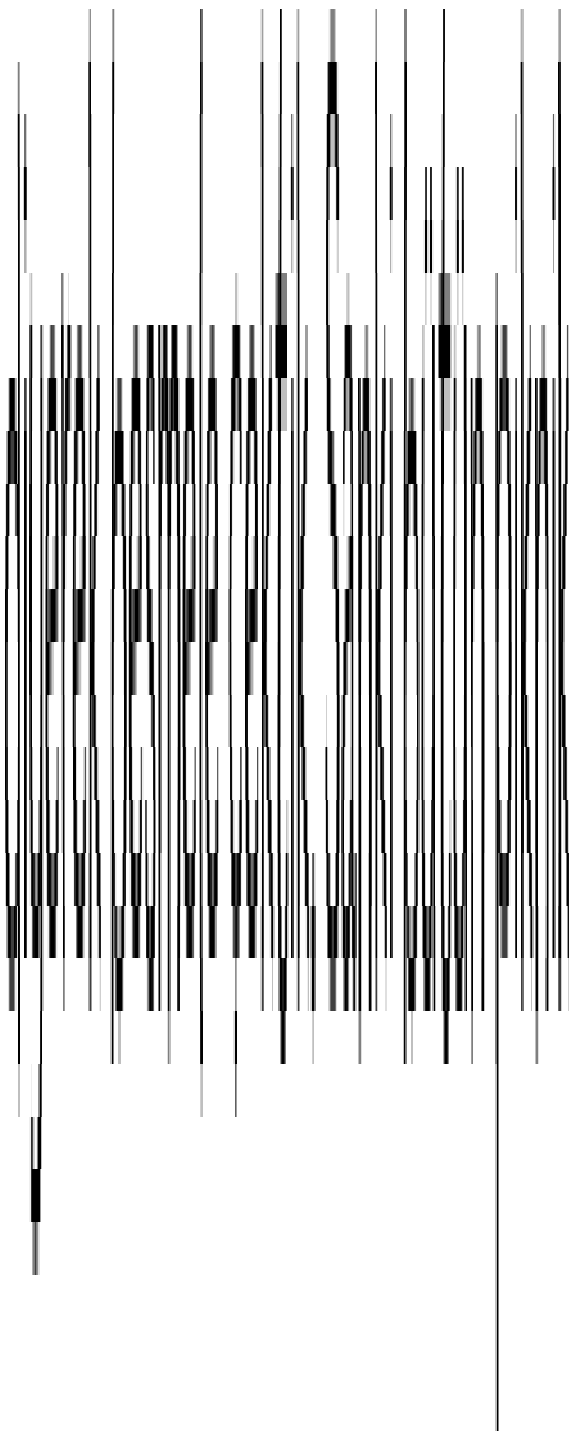


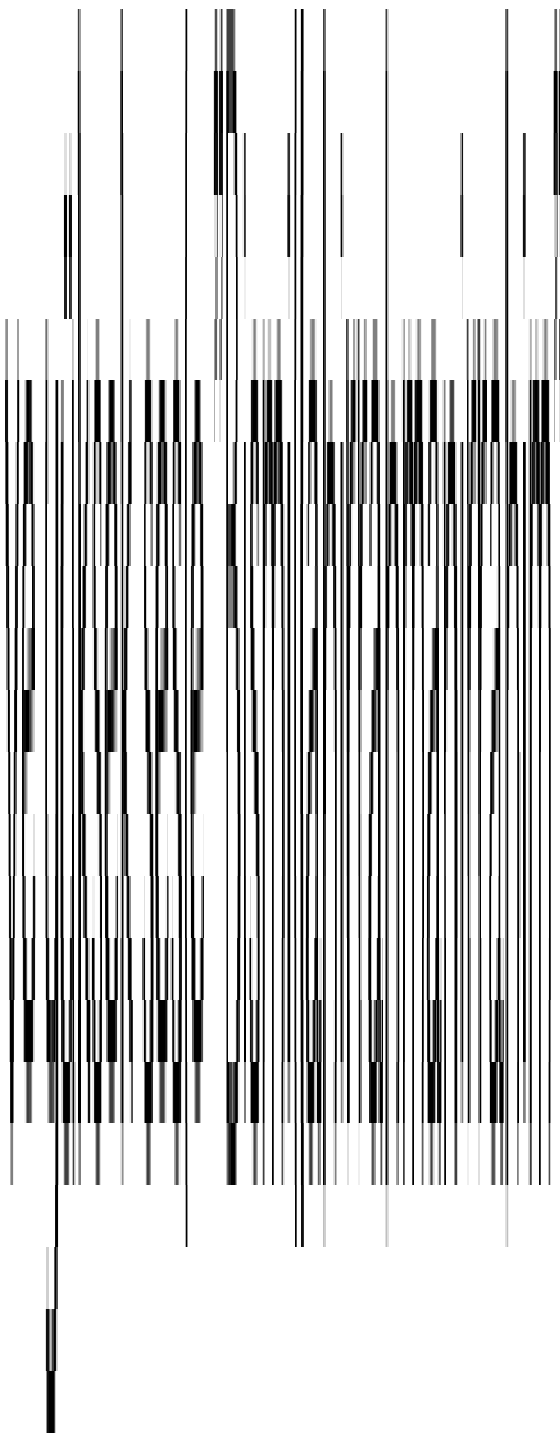


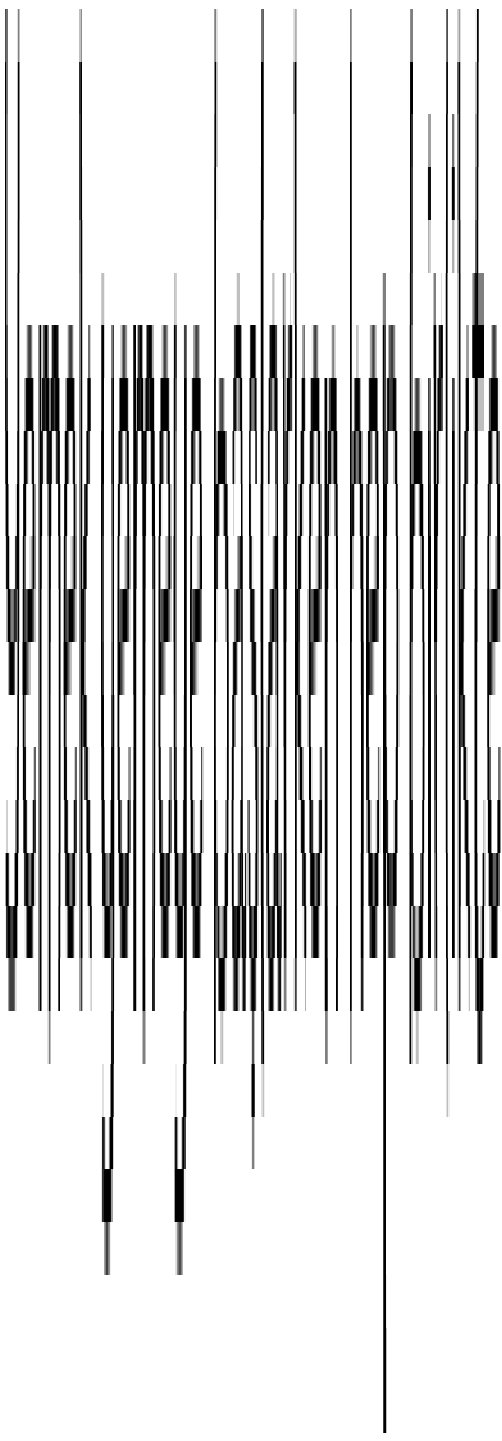


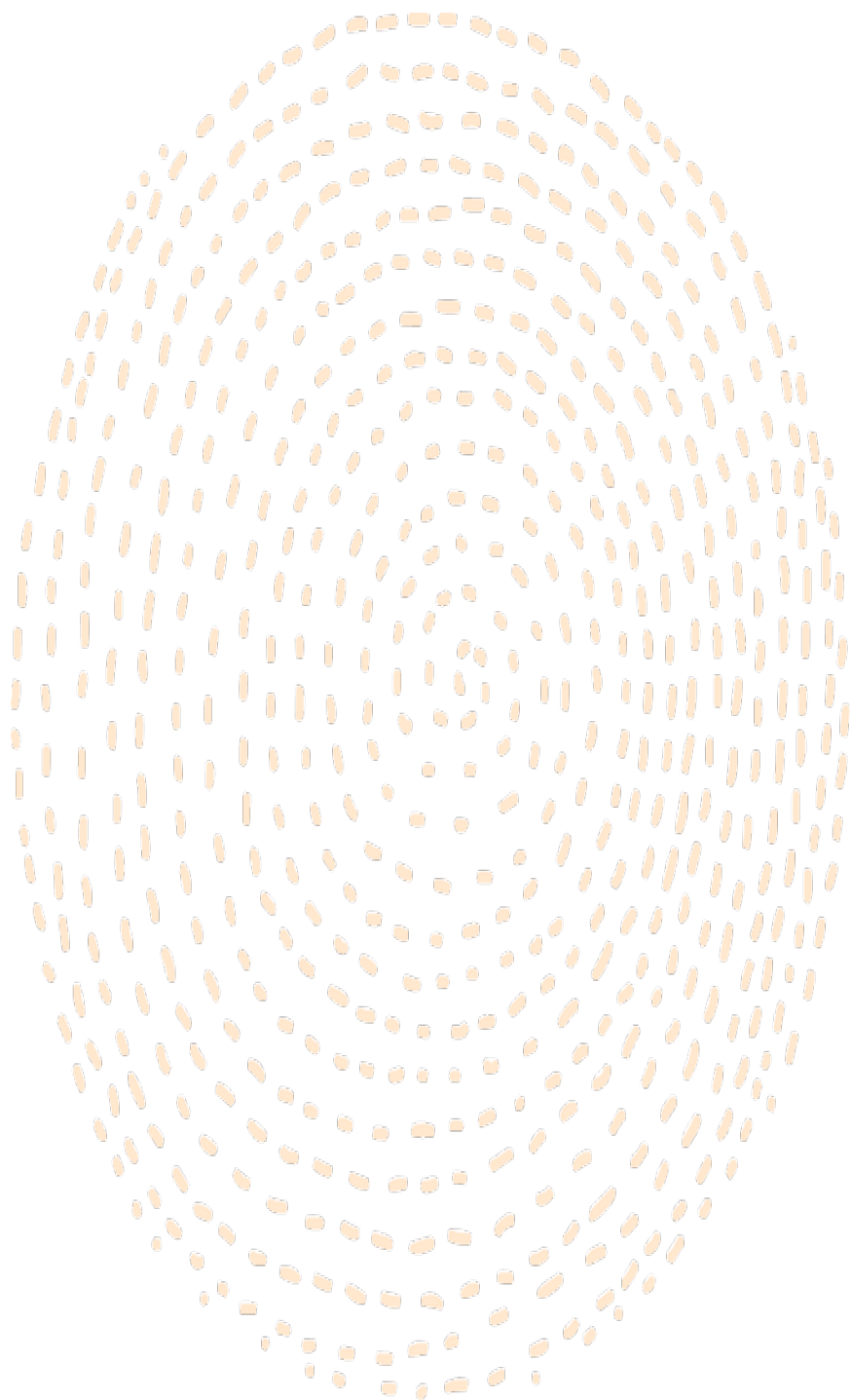


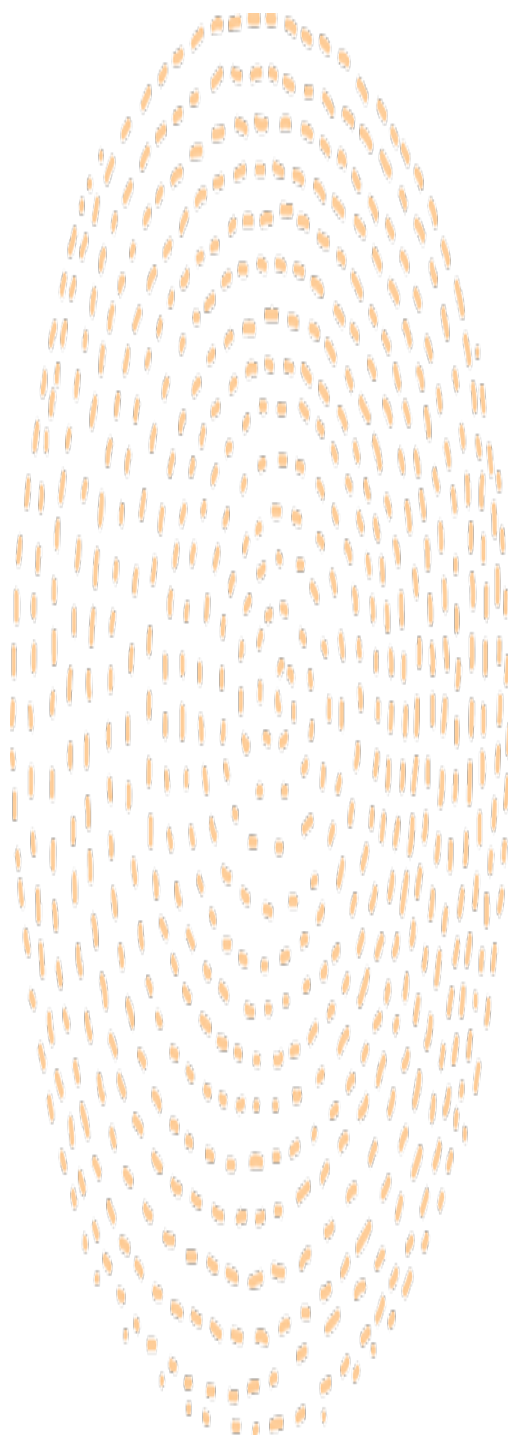












1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on the learning outcomes of students in the field of computer science.

The study is divided into two main sections: a theoretical background and a practical application. The theoretical background section discusses the current state of research in the field of computer science education.

The practical application section describes the design and implementation of the new educational program, as well as the methods used to evaluate its effectiveness.

The results of the study are presented in the following section, which includes a discussion of the findings and their implications for future research and practice.

The study is organized as follows: Chapter 1 provides an overview of the research, Chapter 2 discusses the theoretical background, Chapter 3 describes the practical application, Chapter 4 presents the results, and Chapter 5 concludes the study.

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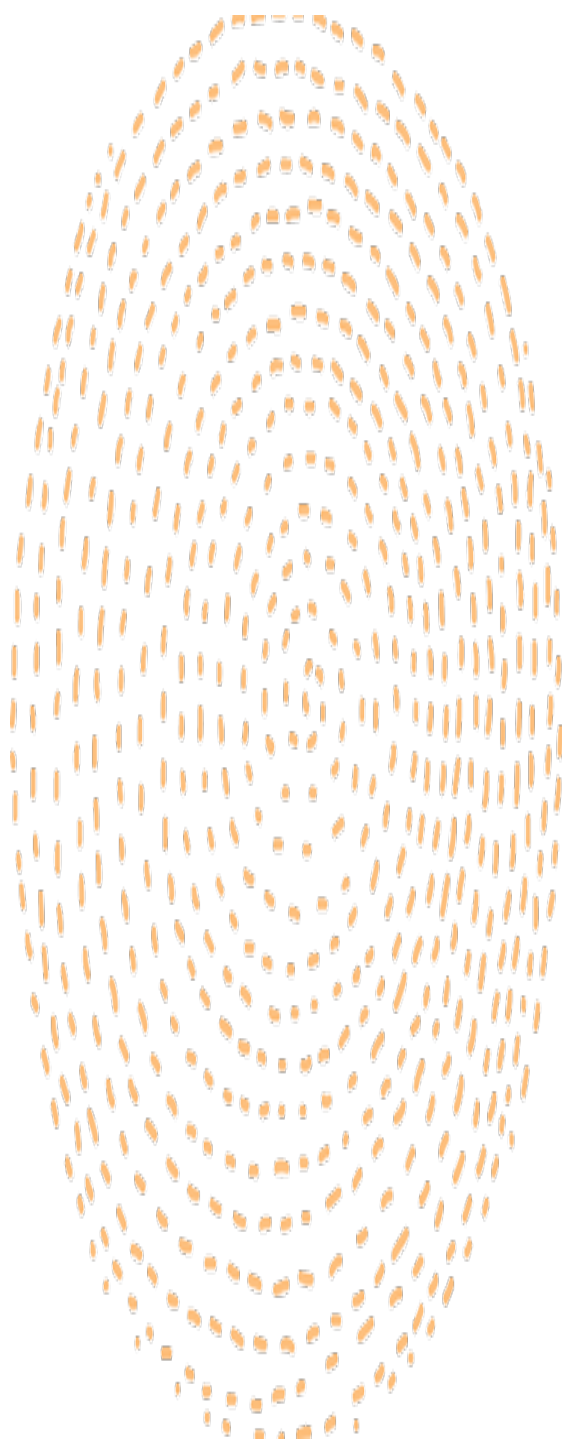
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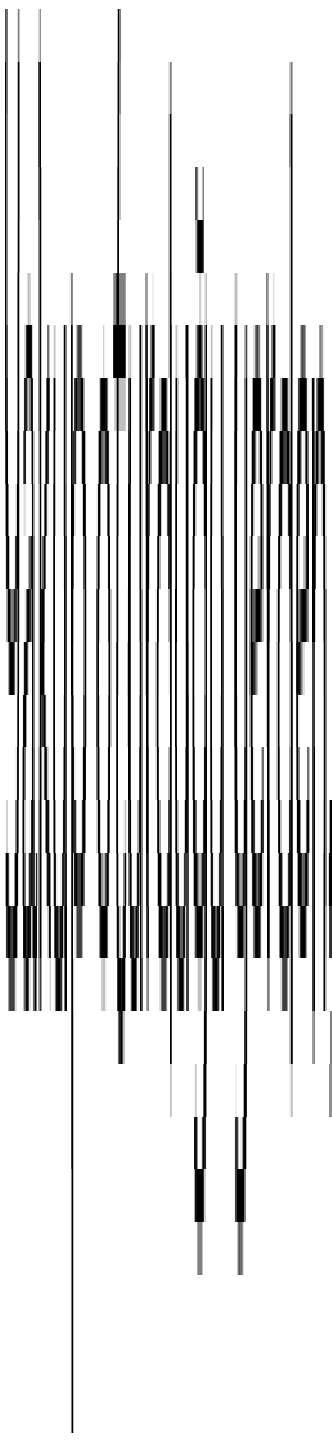
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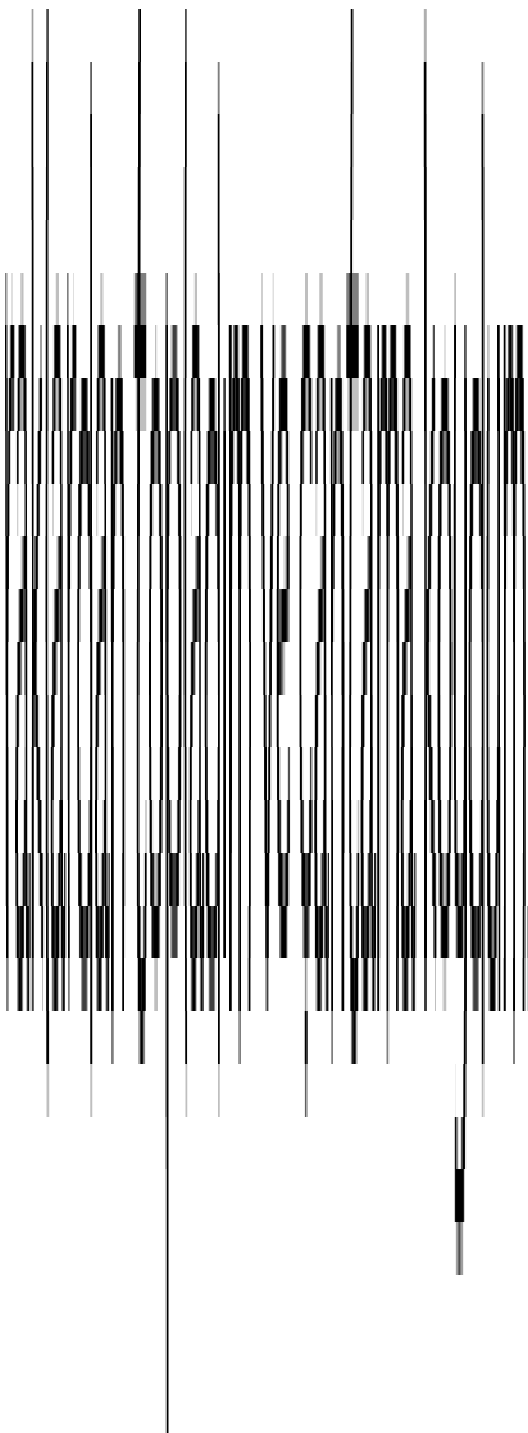
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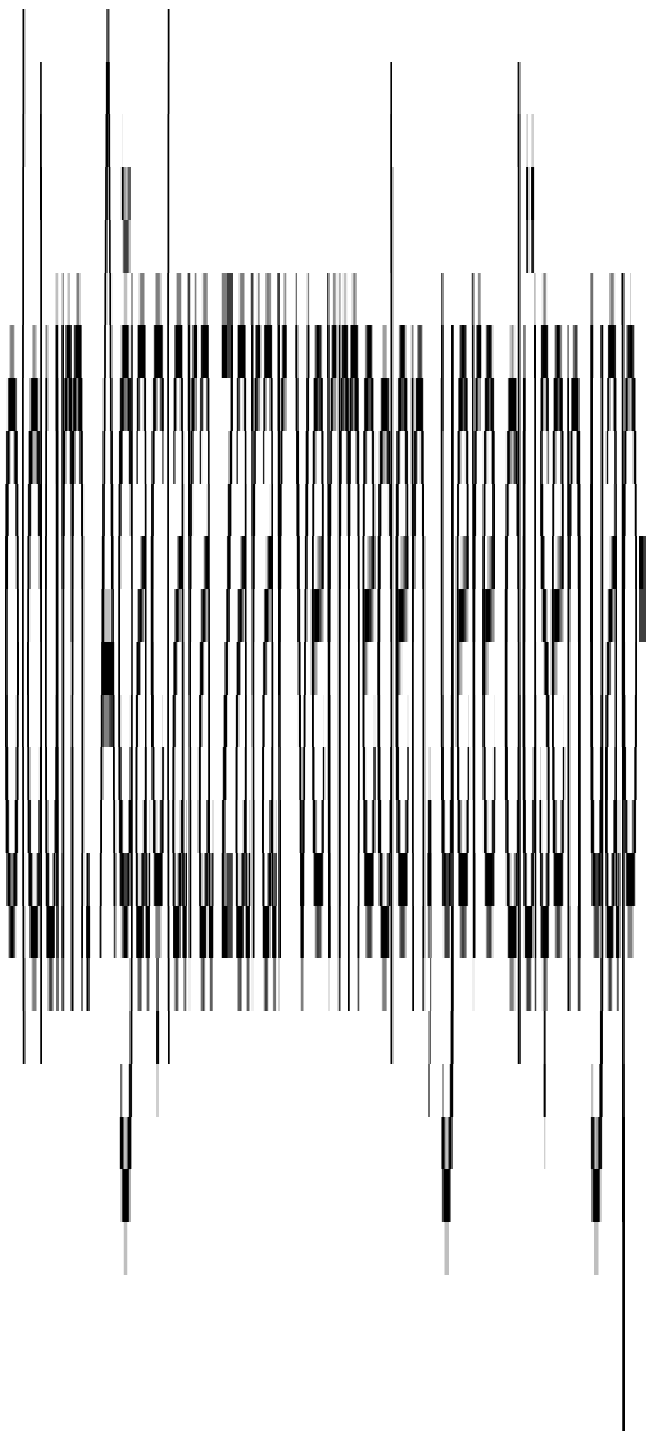
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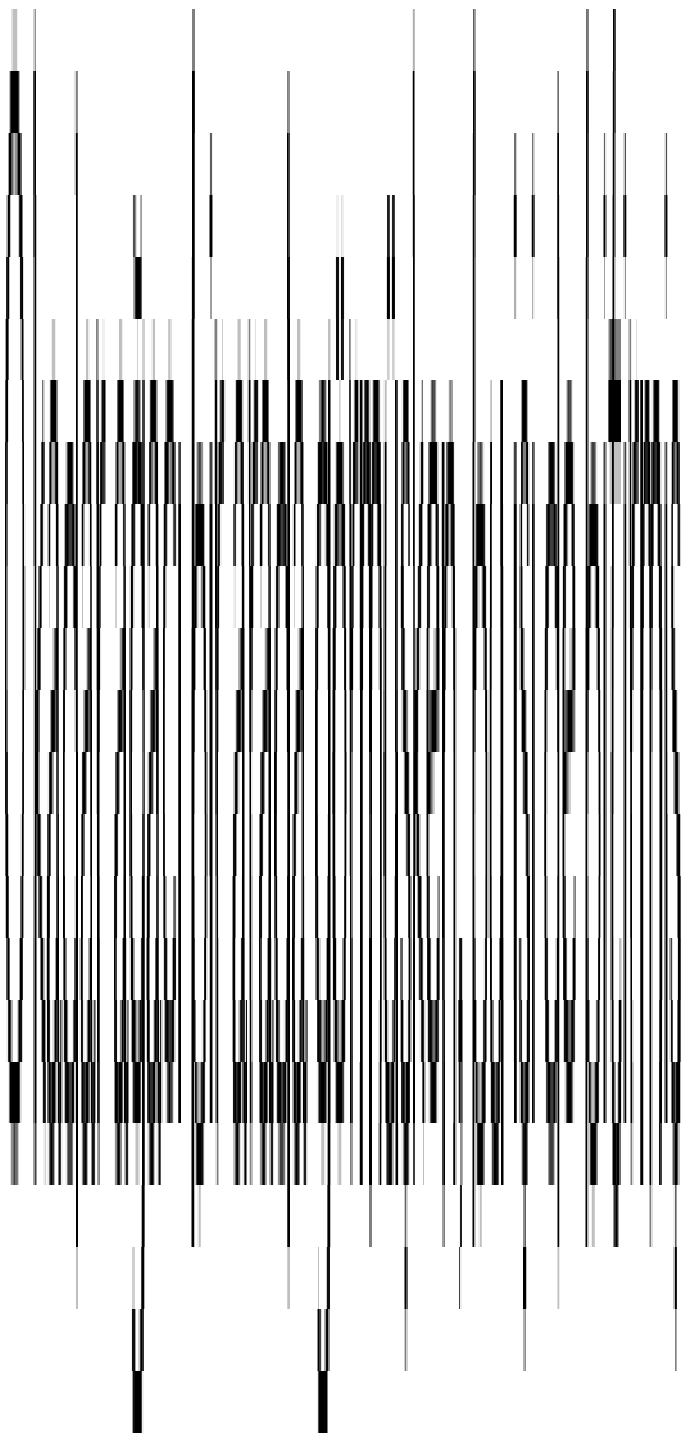


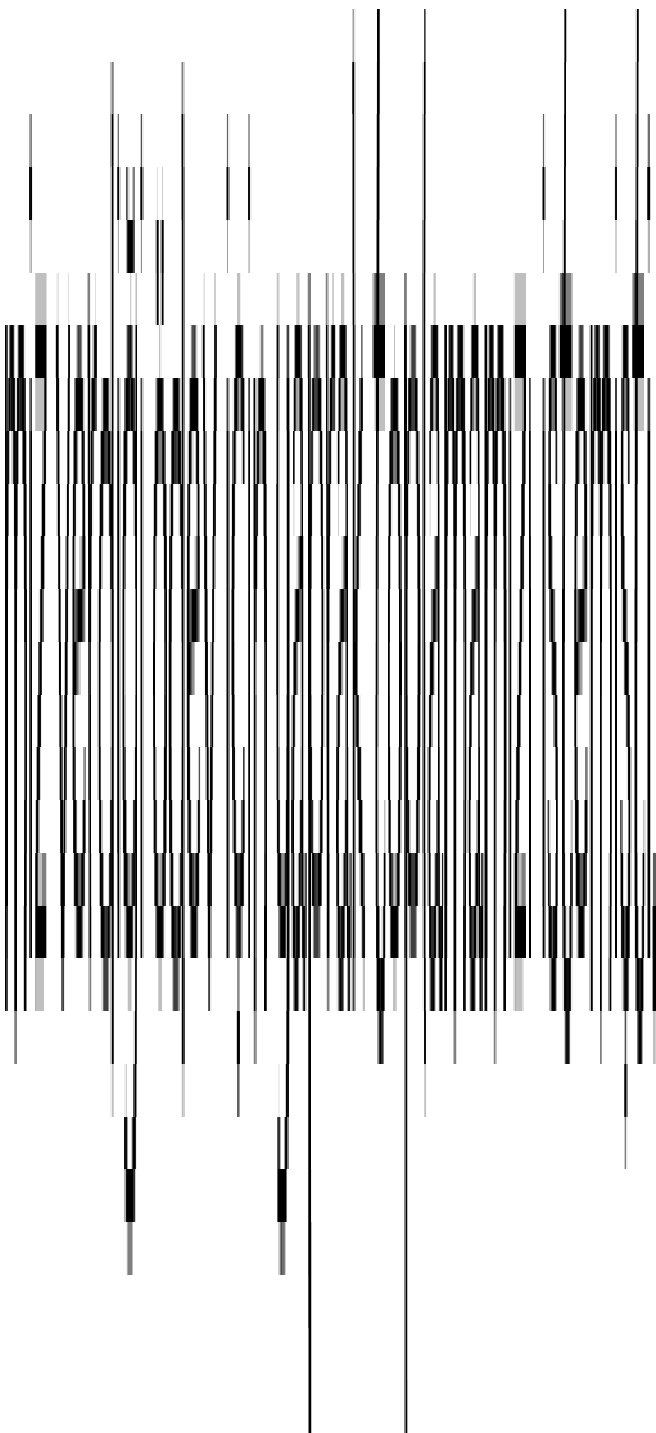


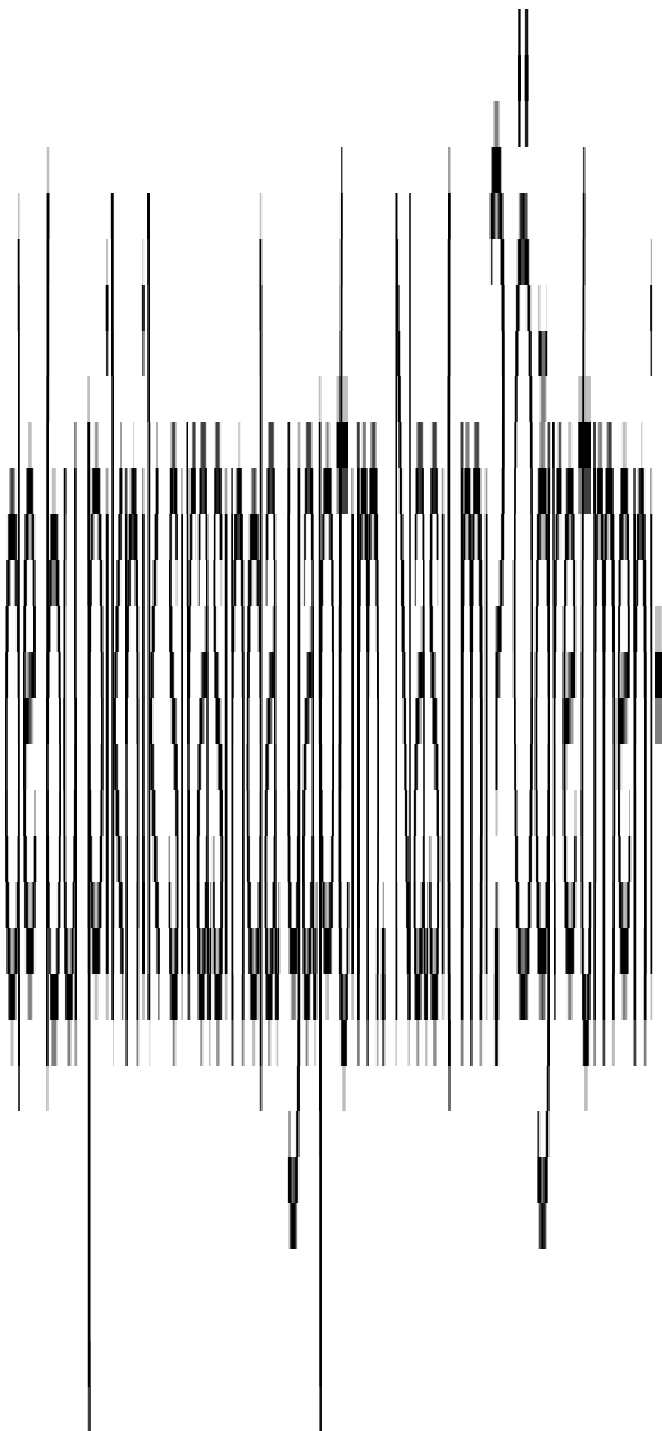


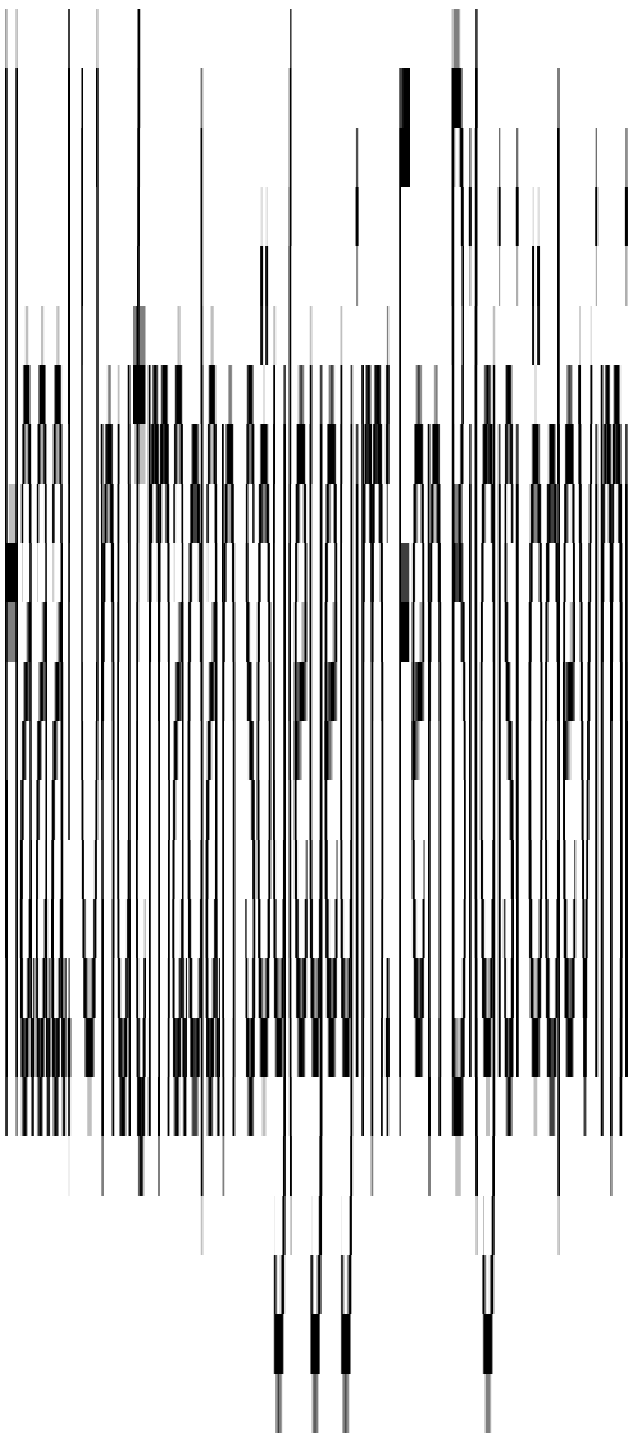


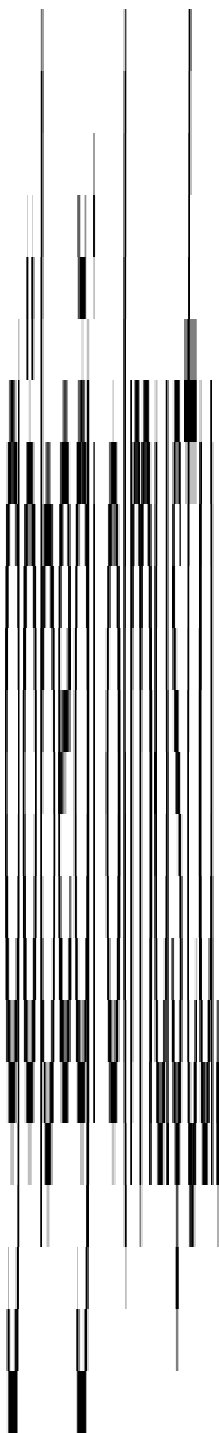


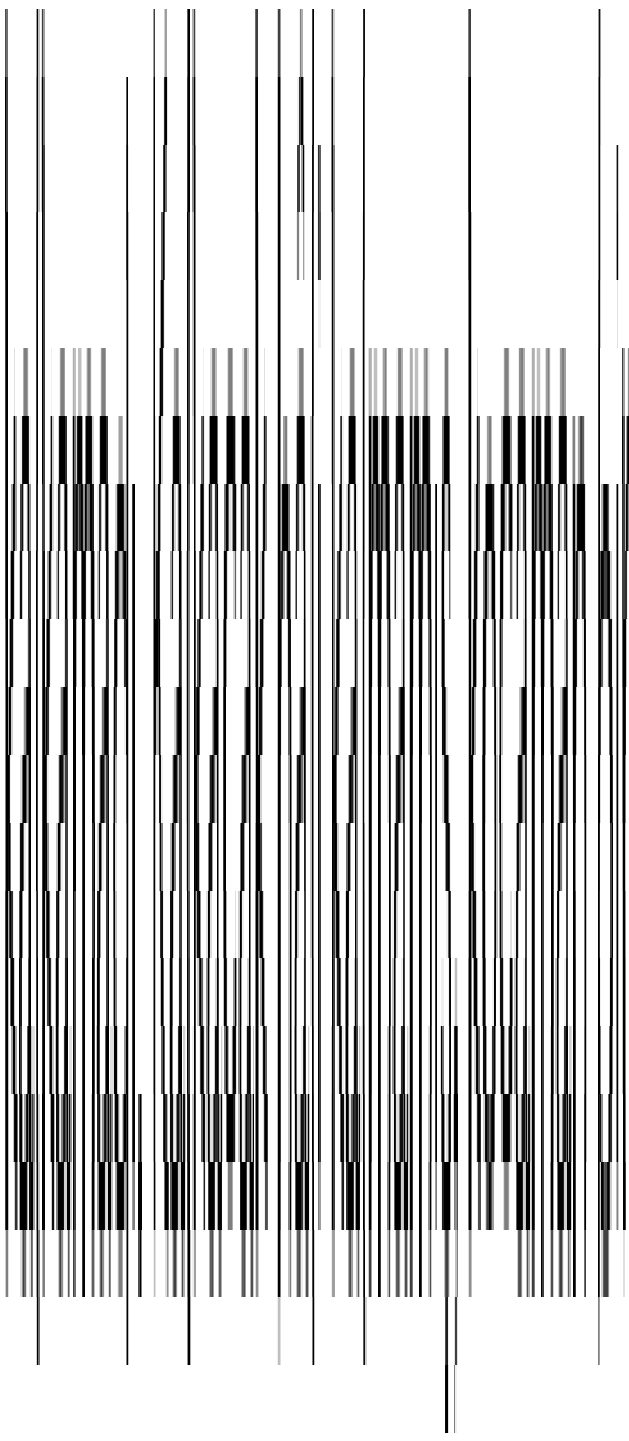


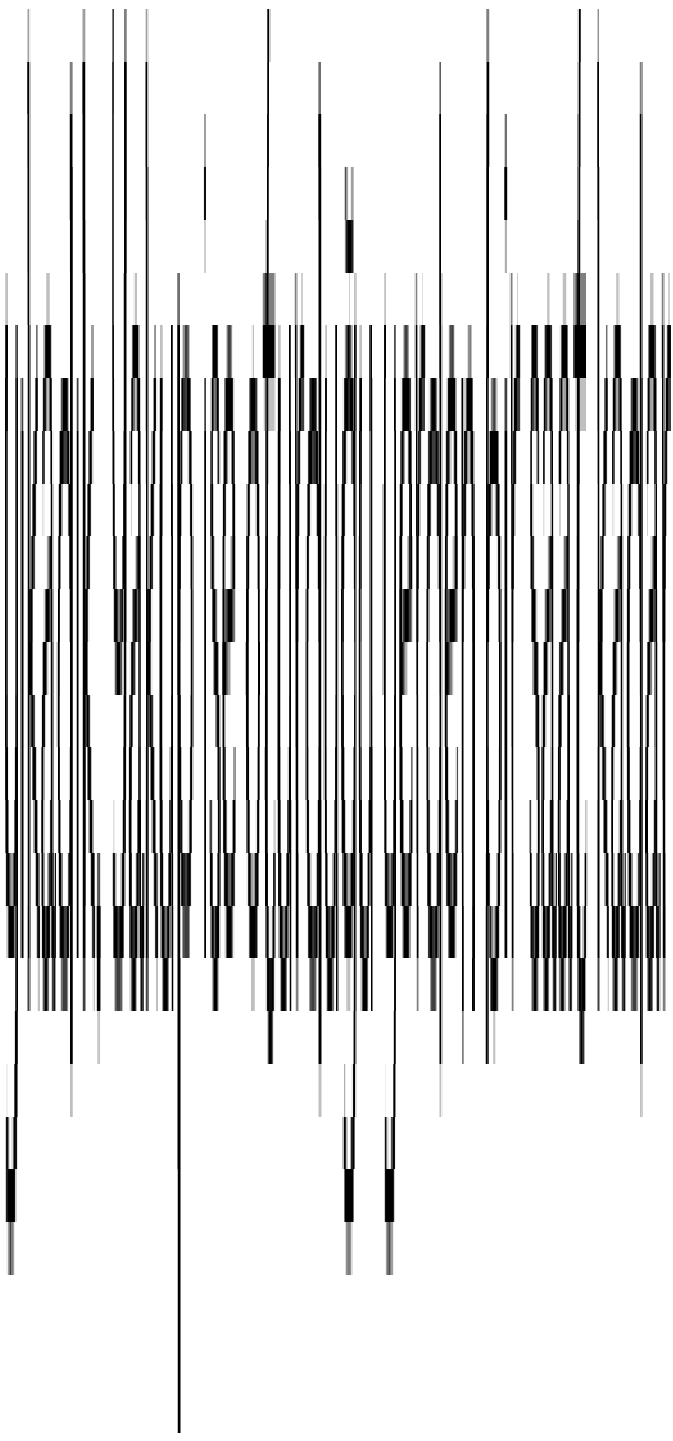


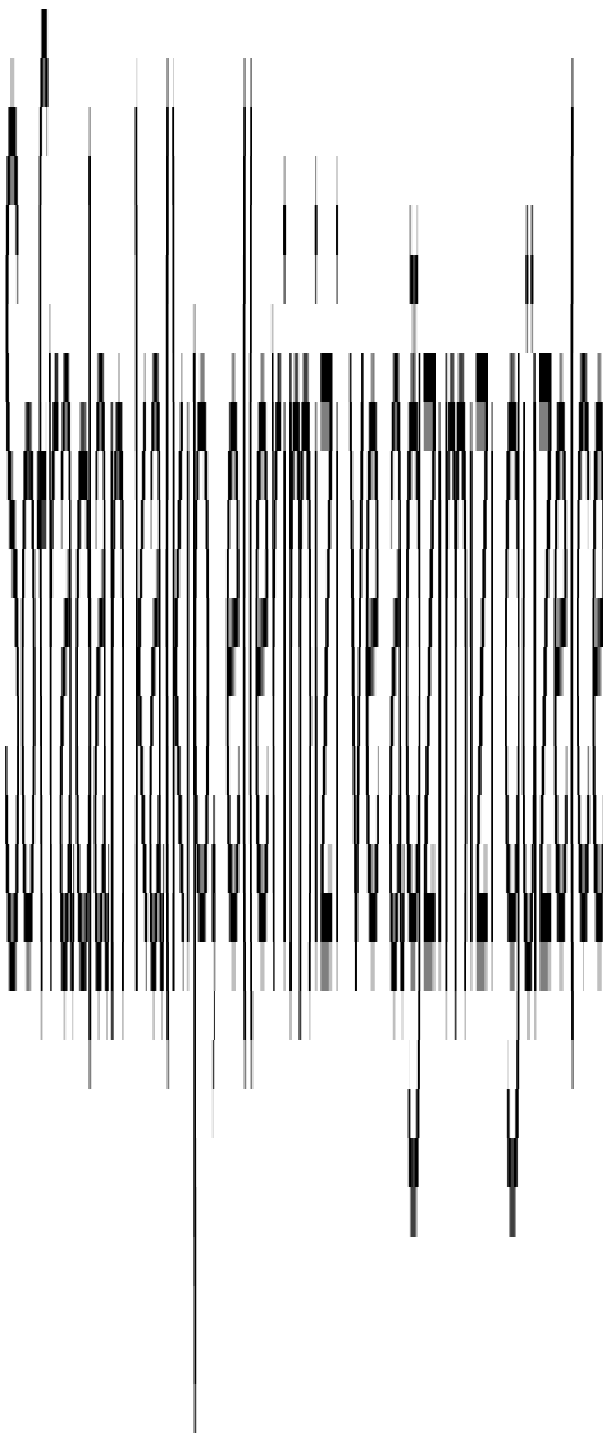


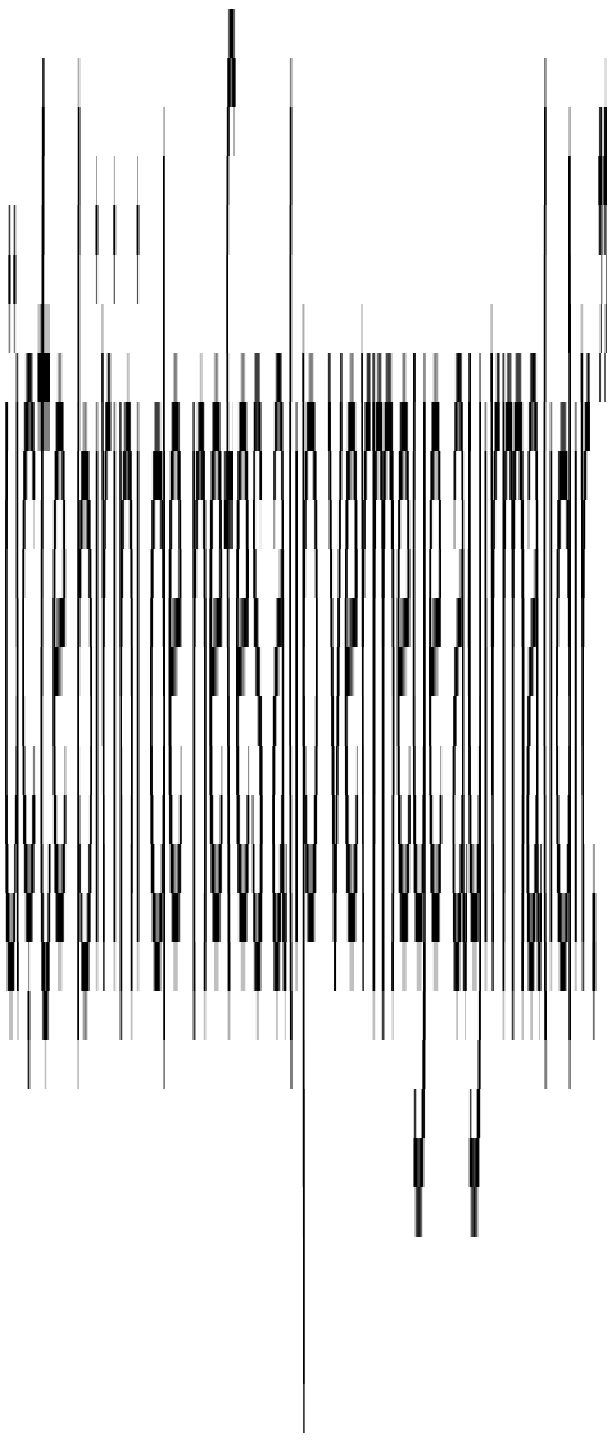


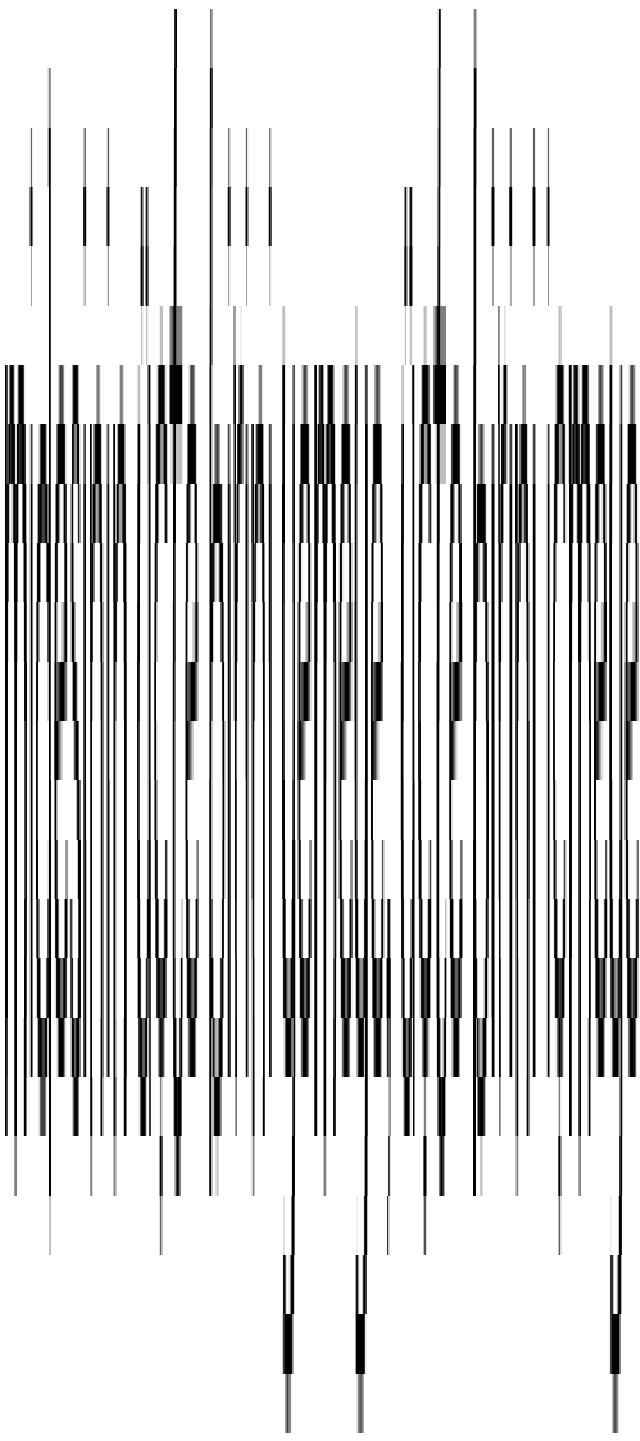


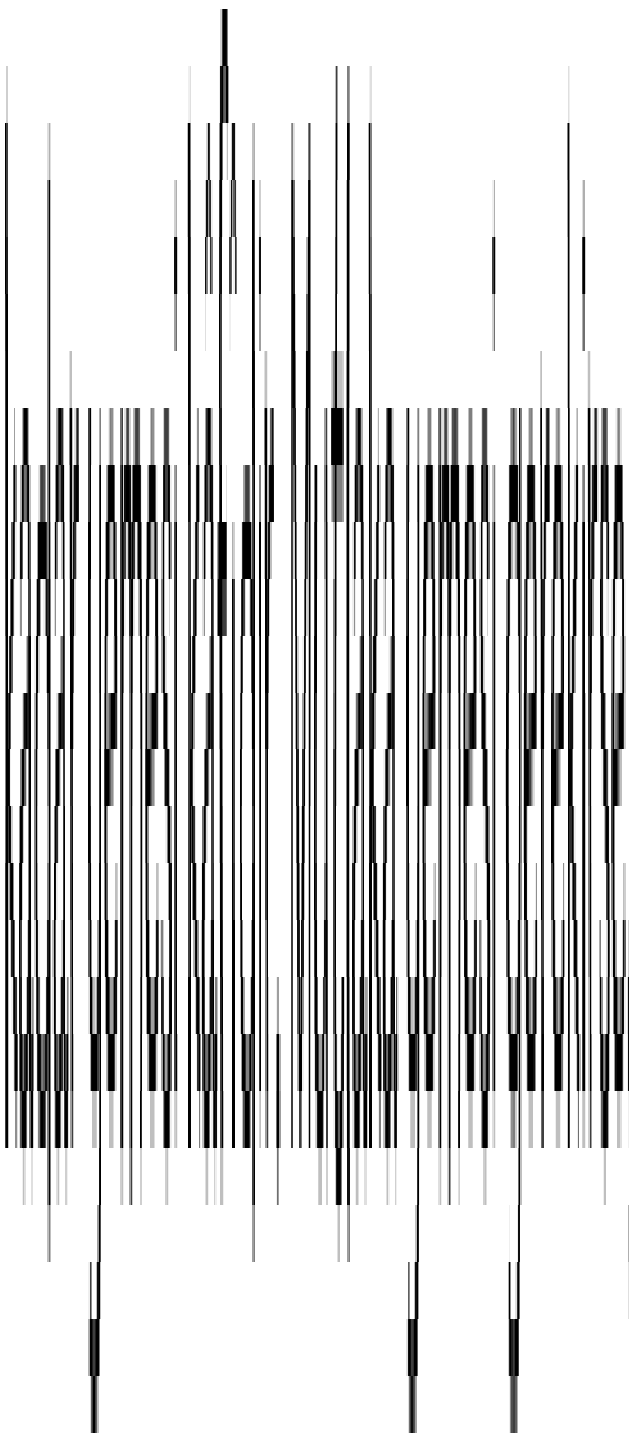


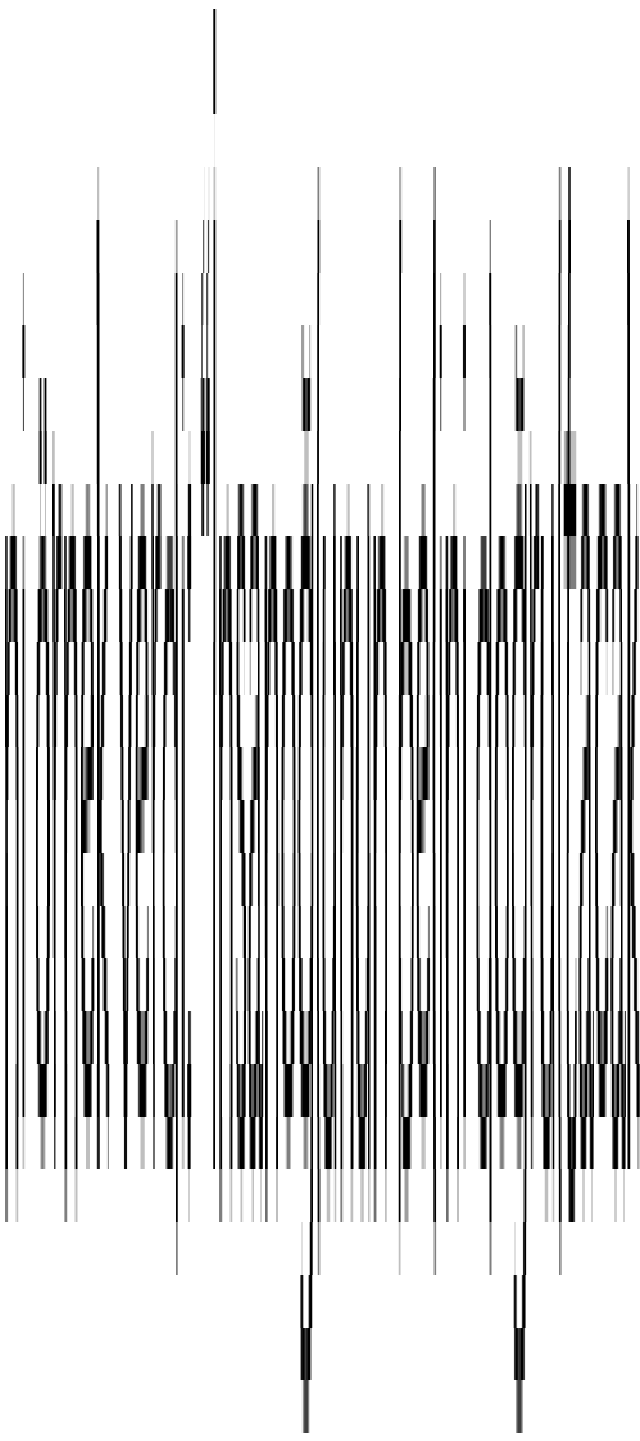


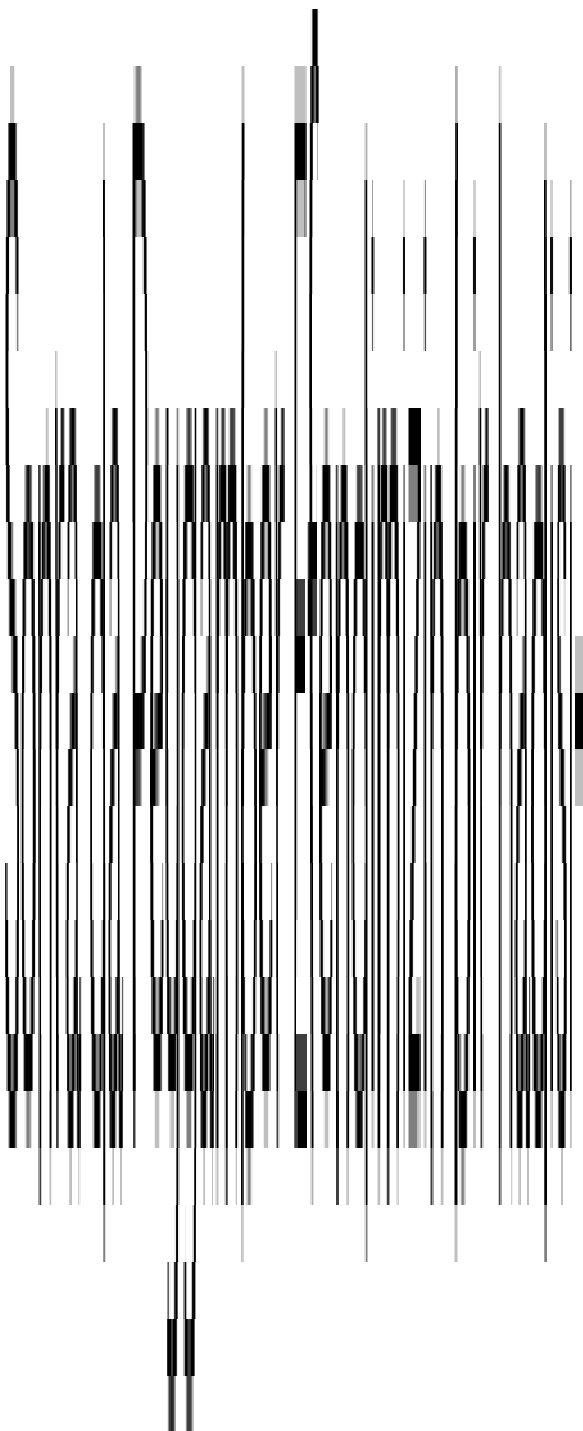


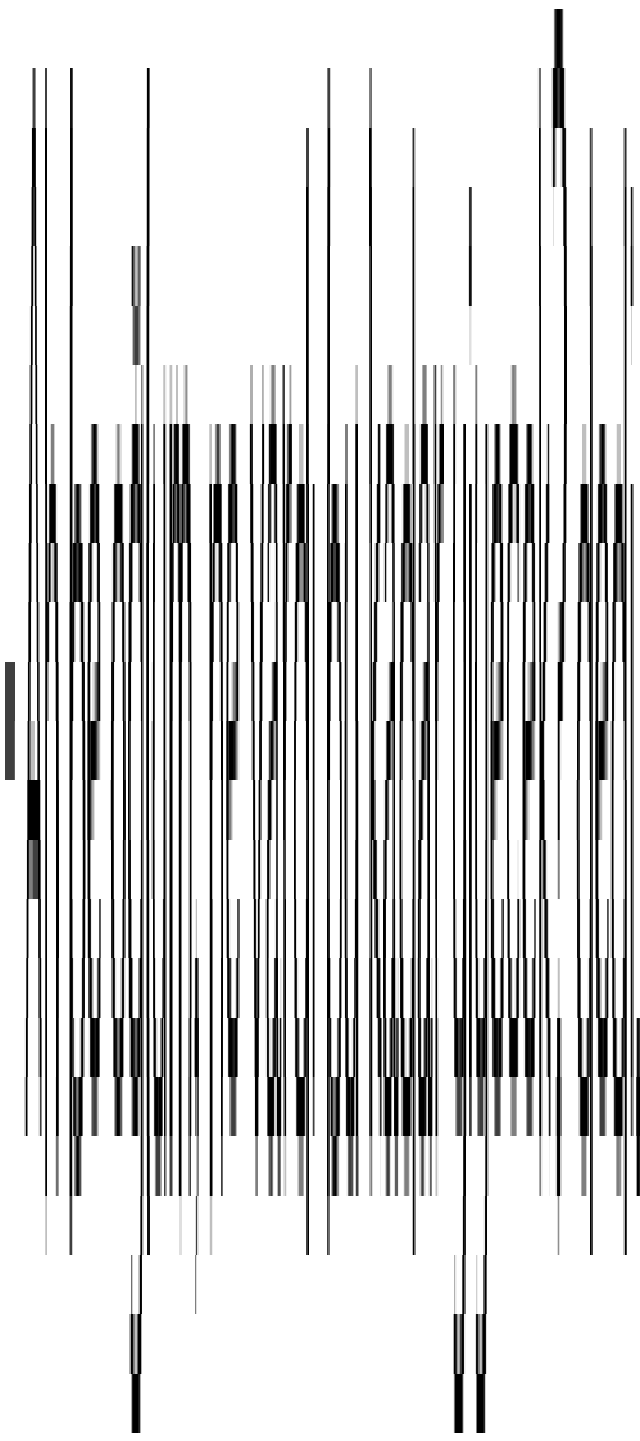


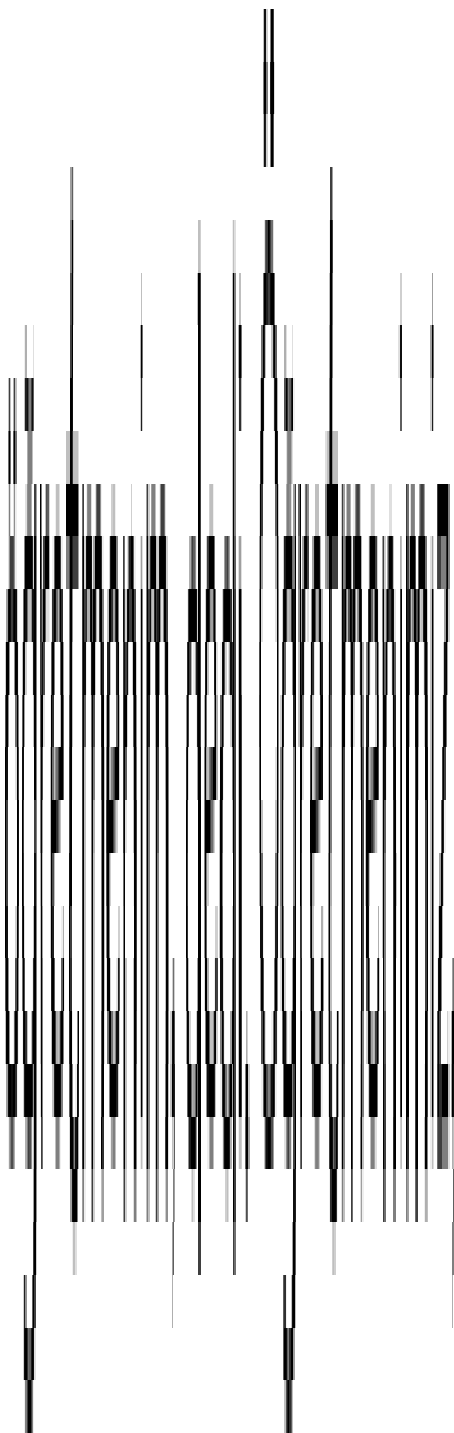


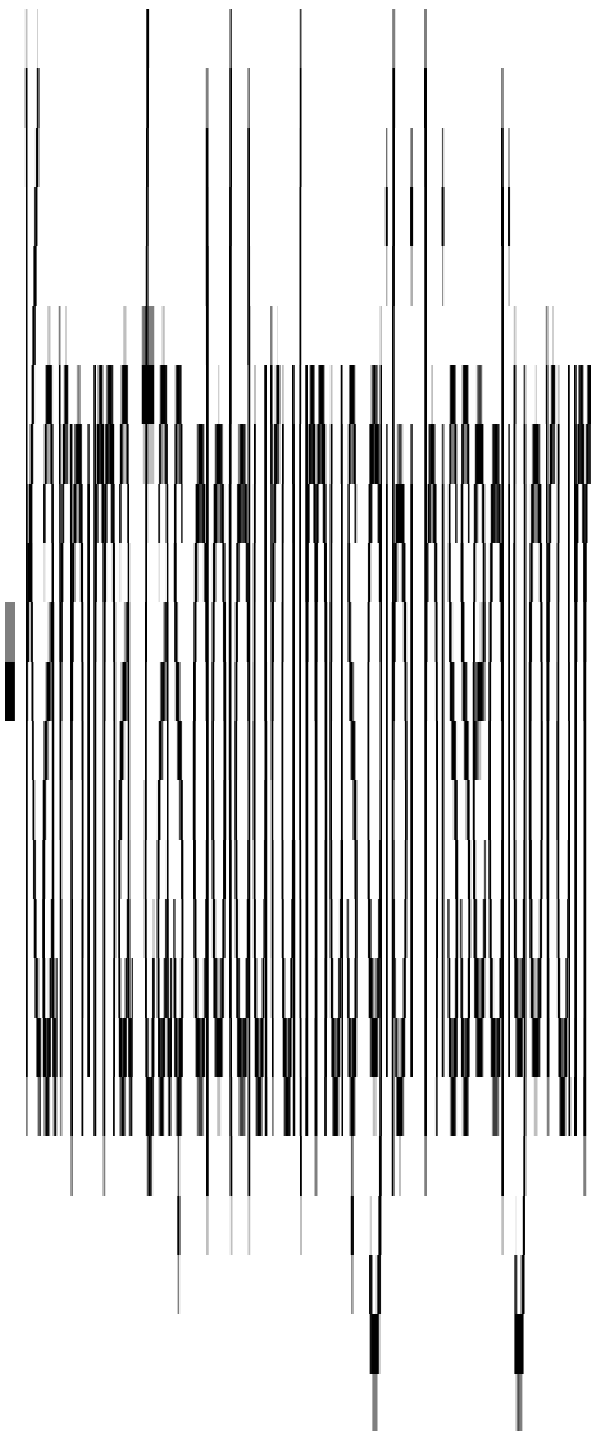


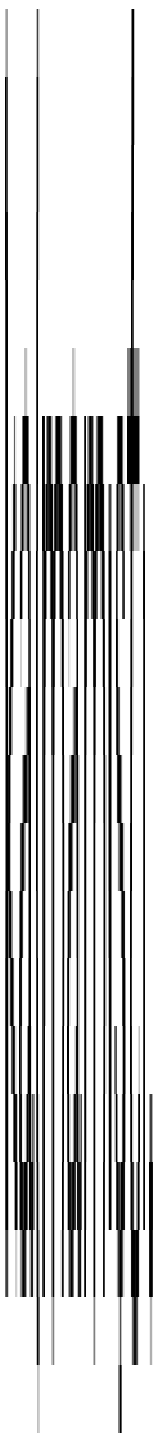


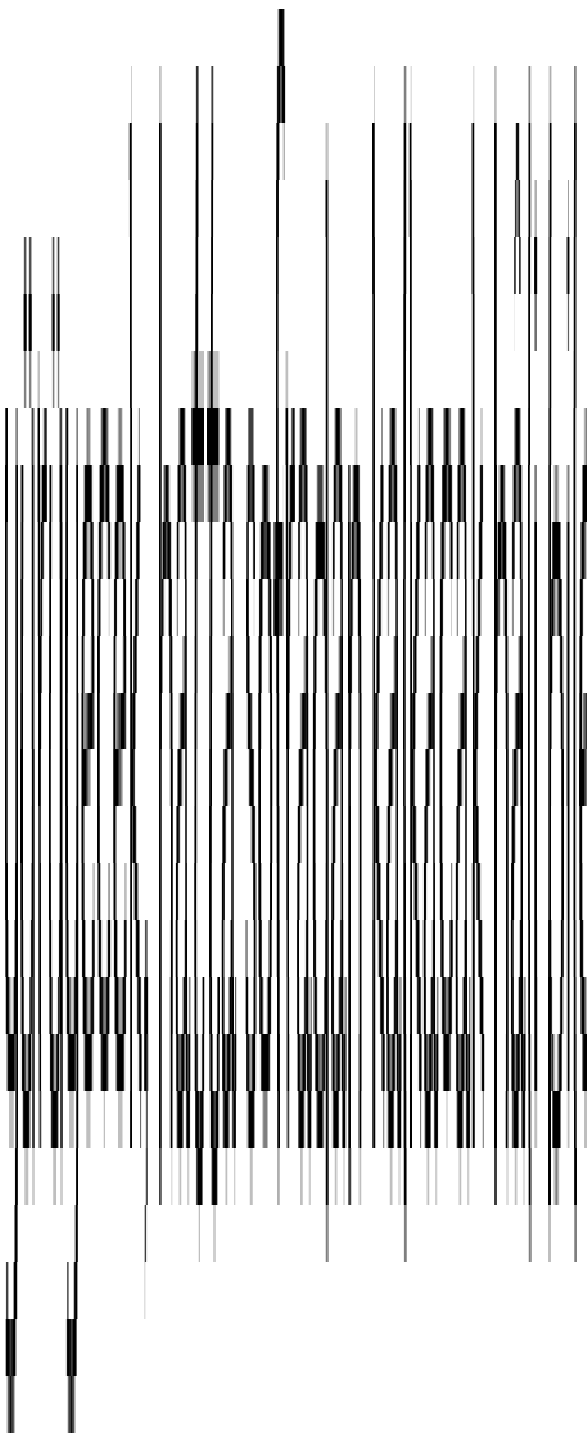


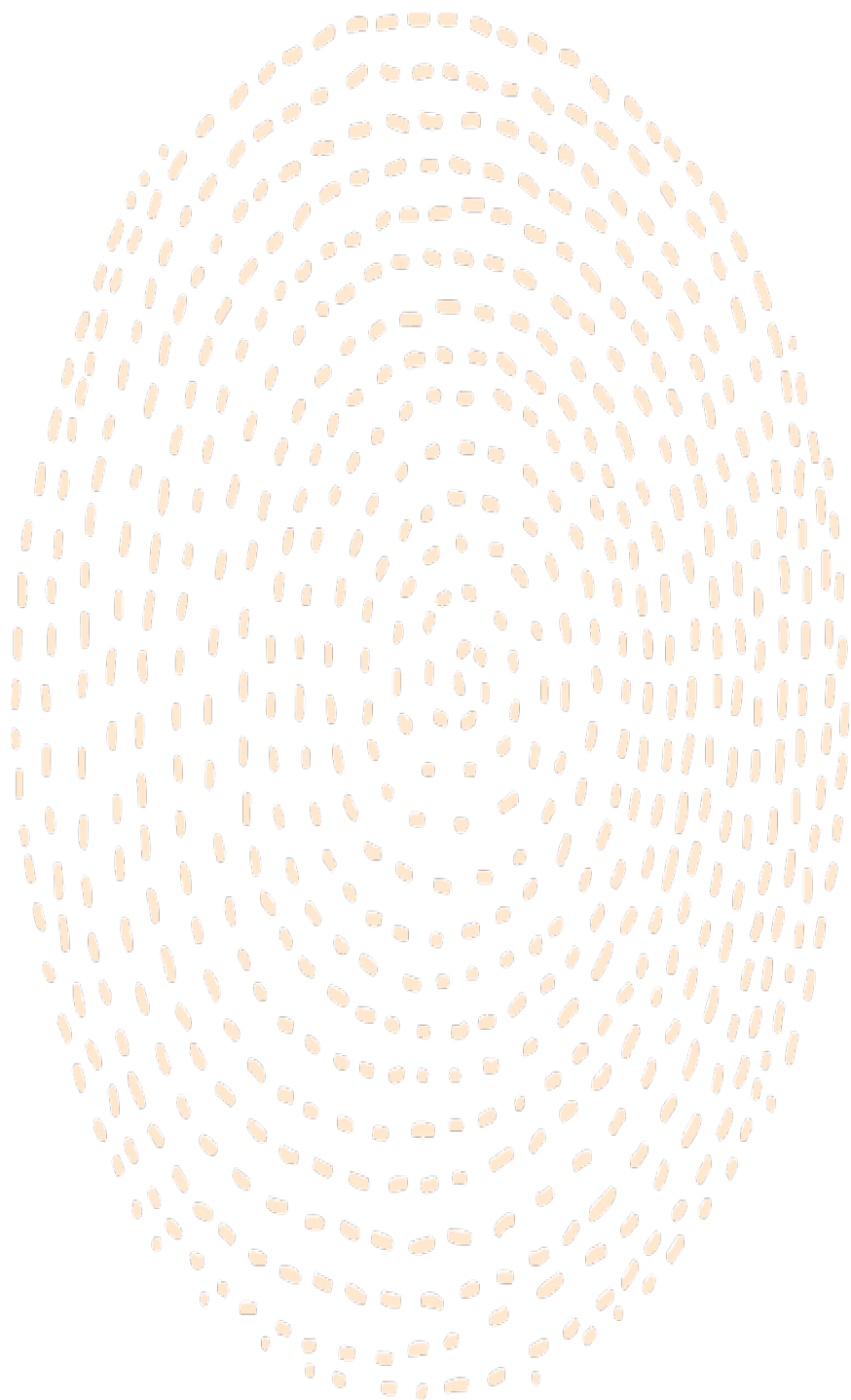


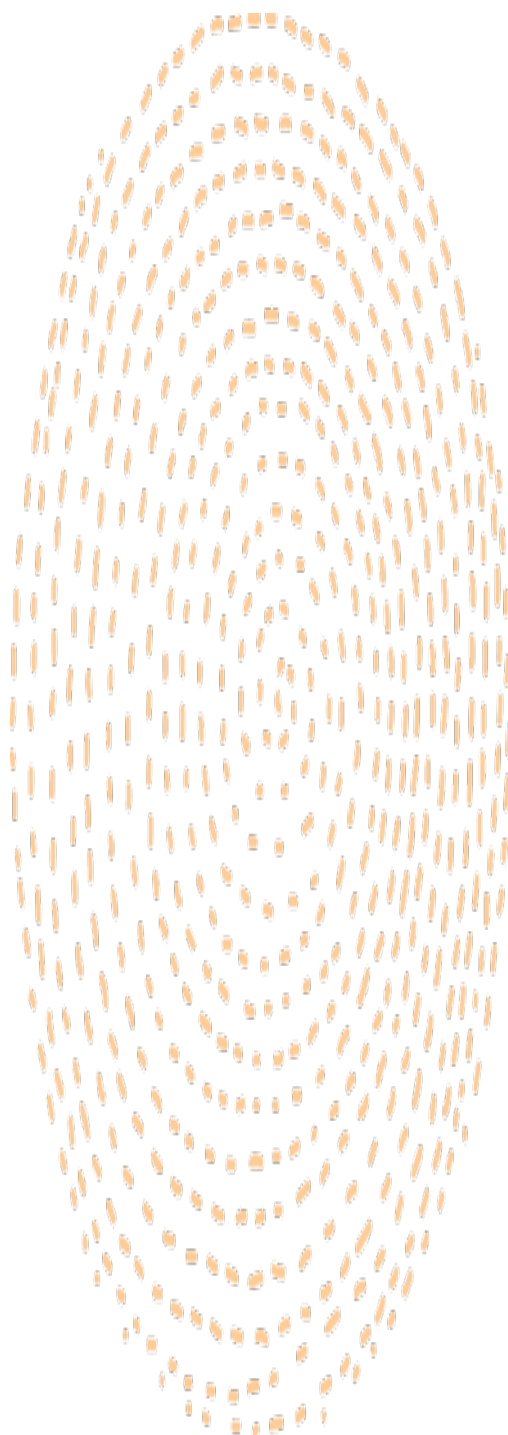




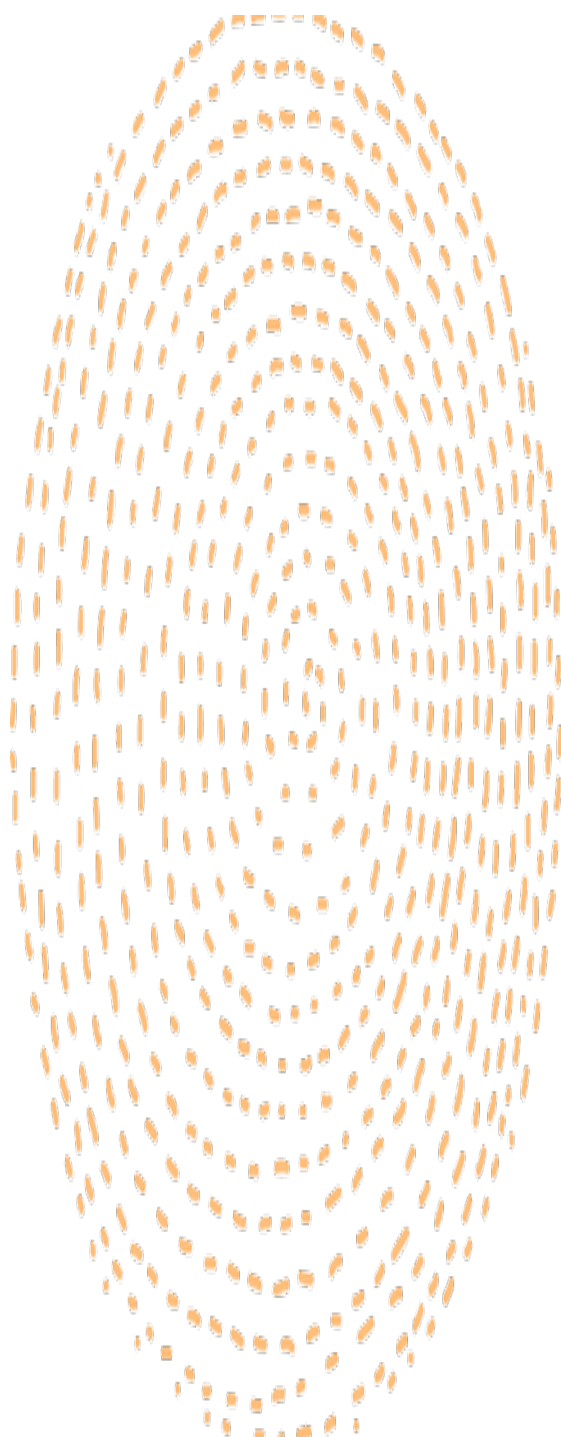




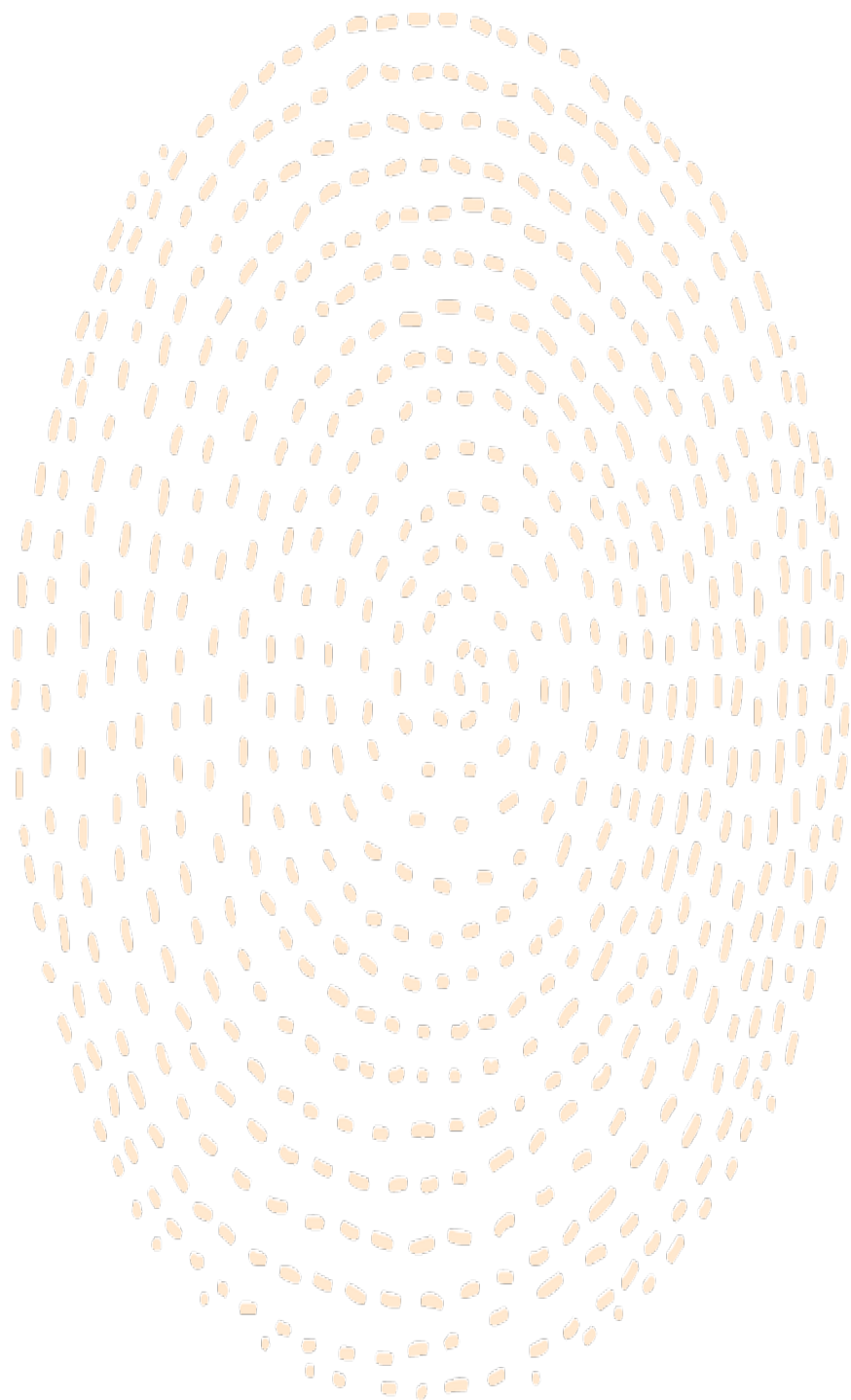


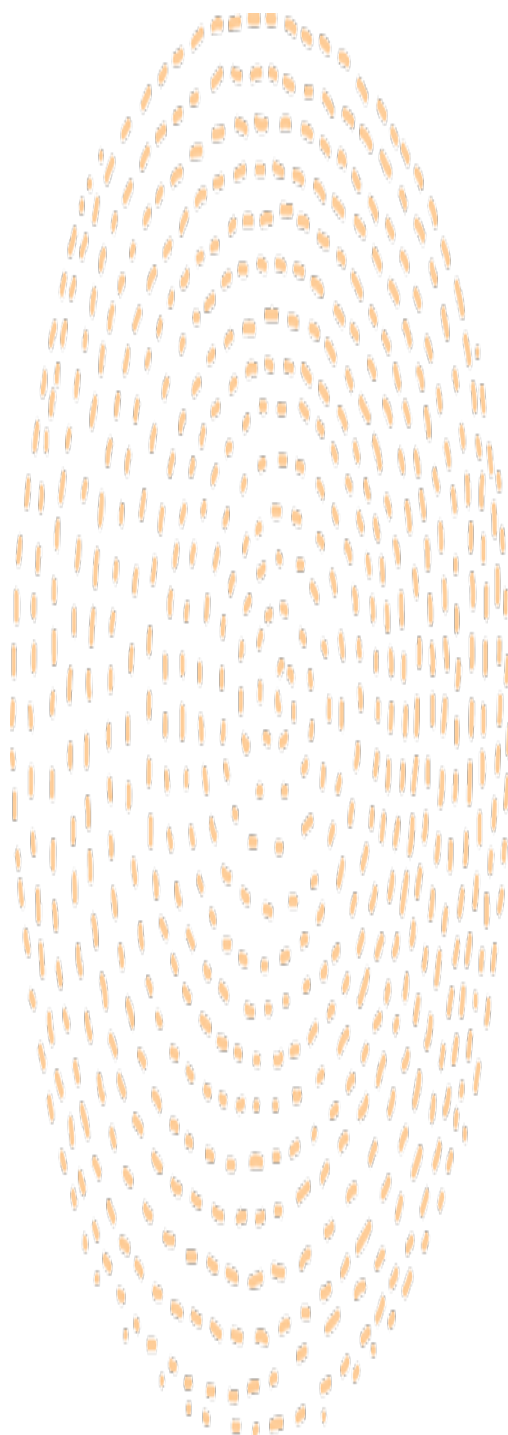












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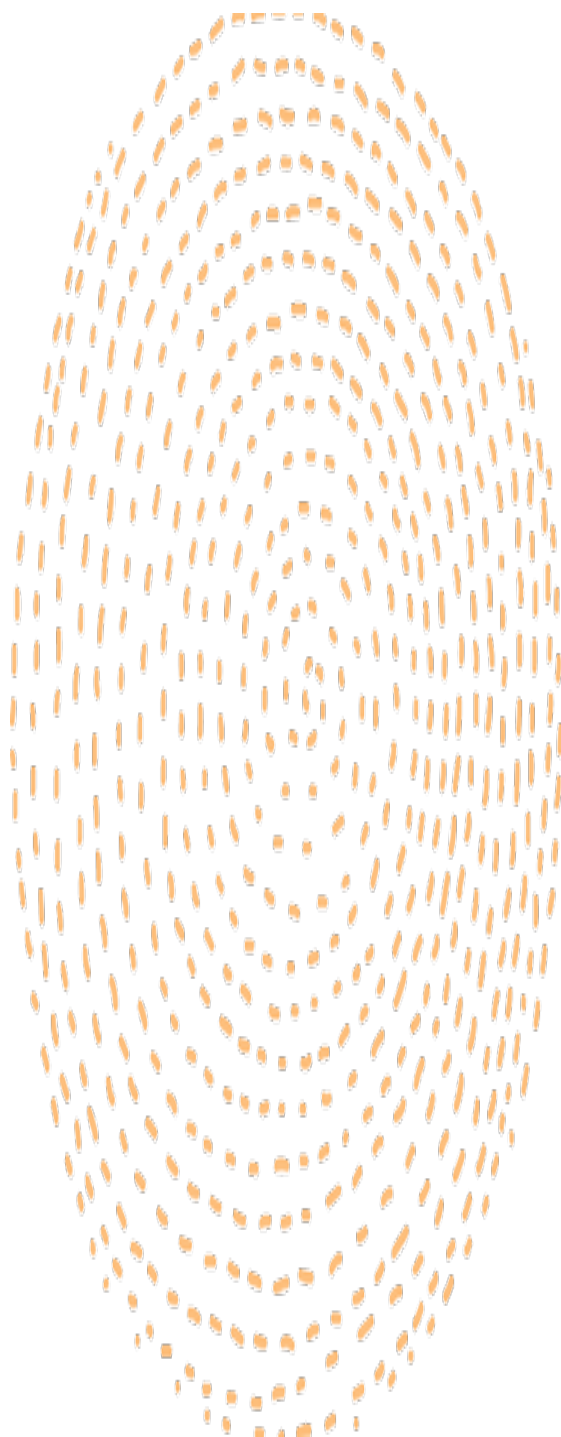
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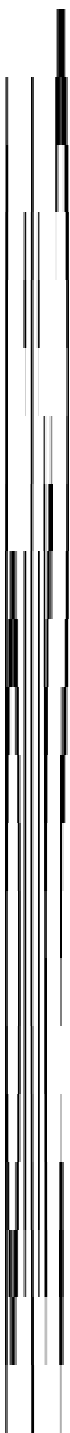
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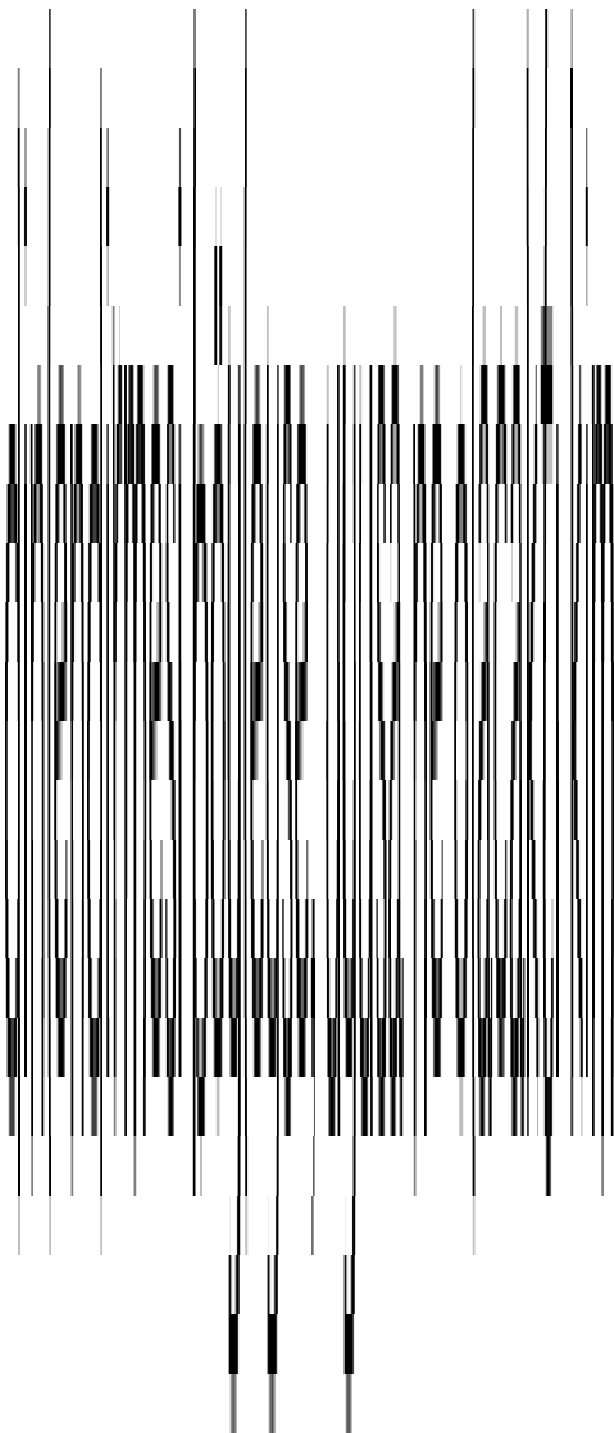
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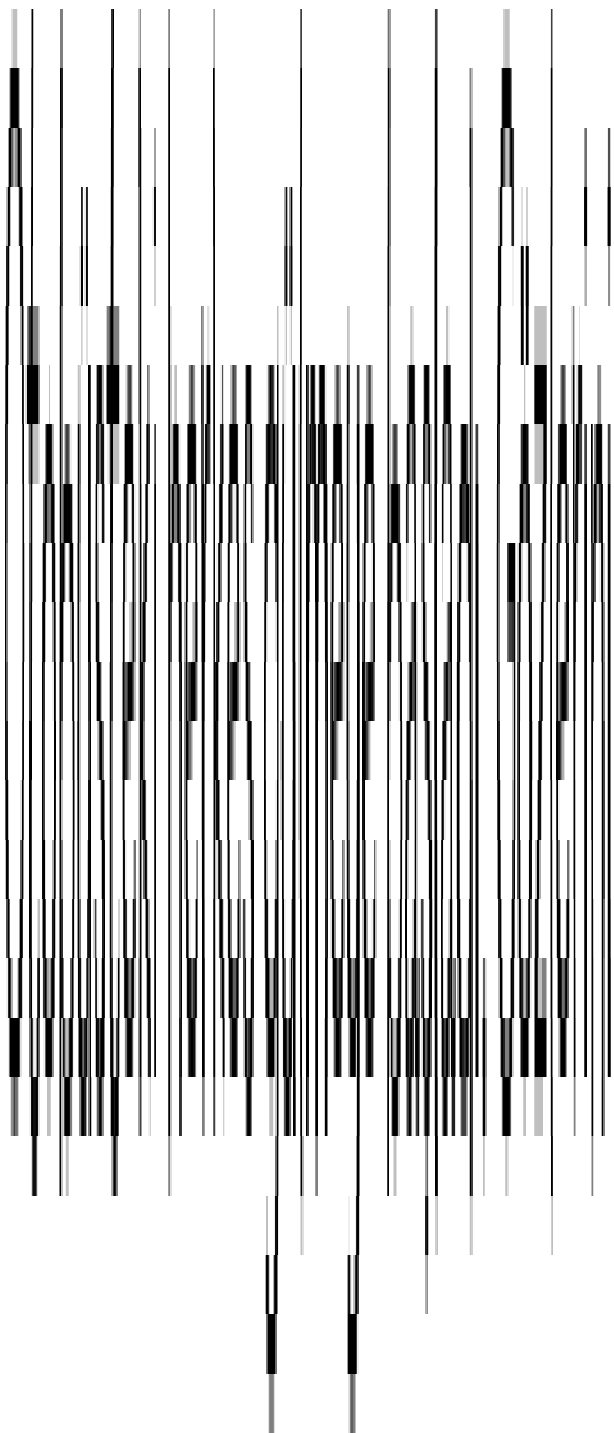
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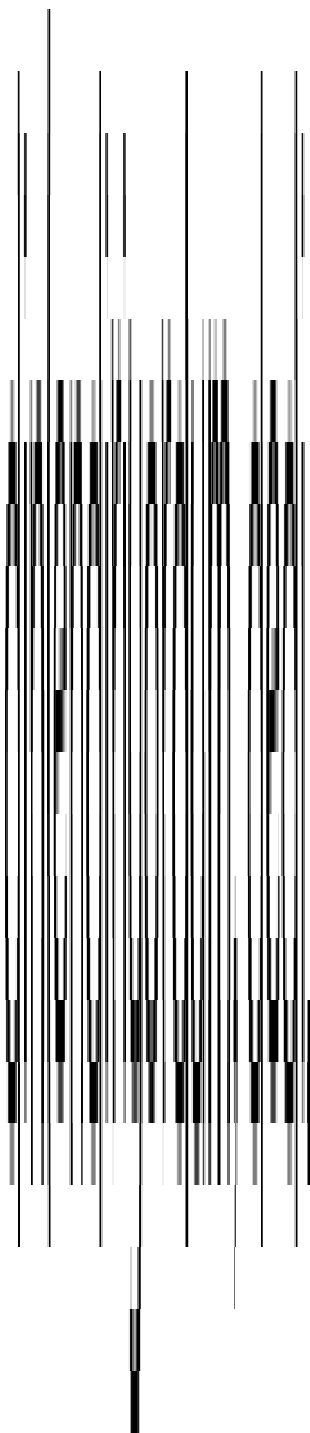


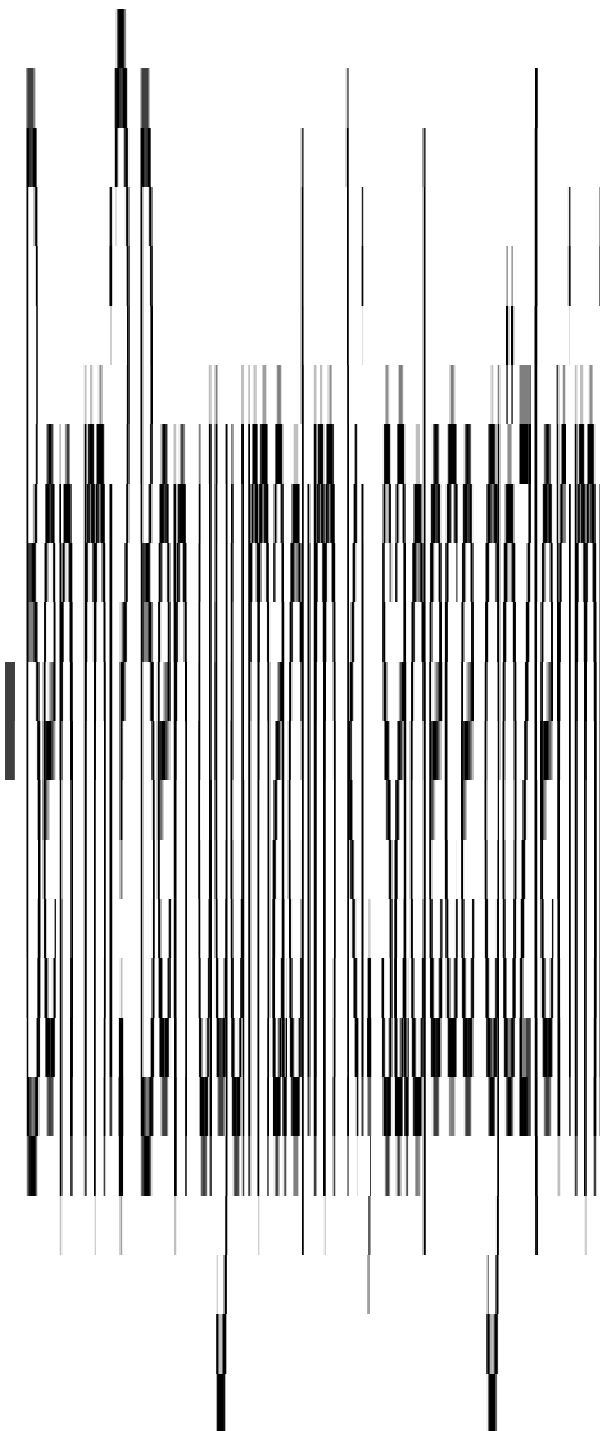


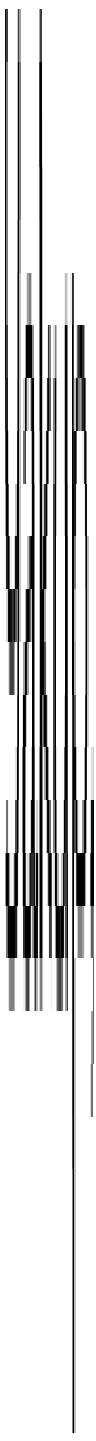


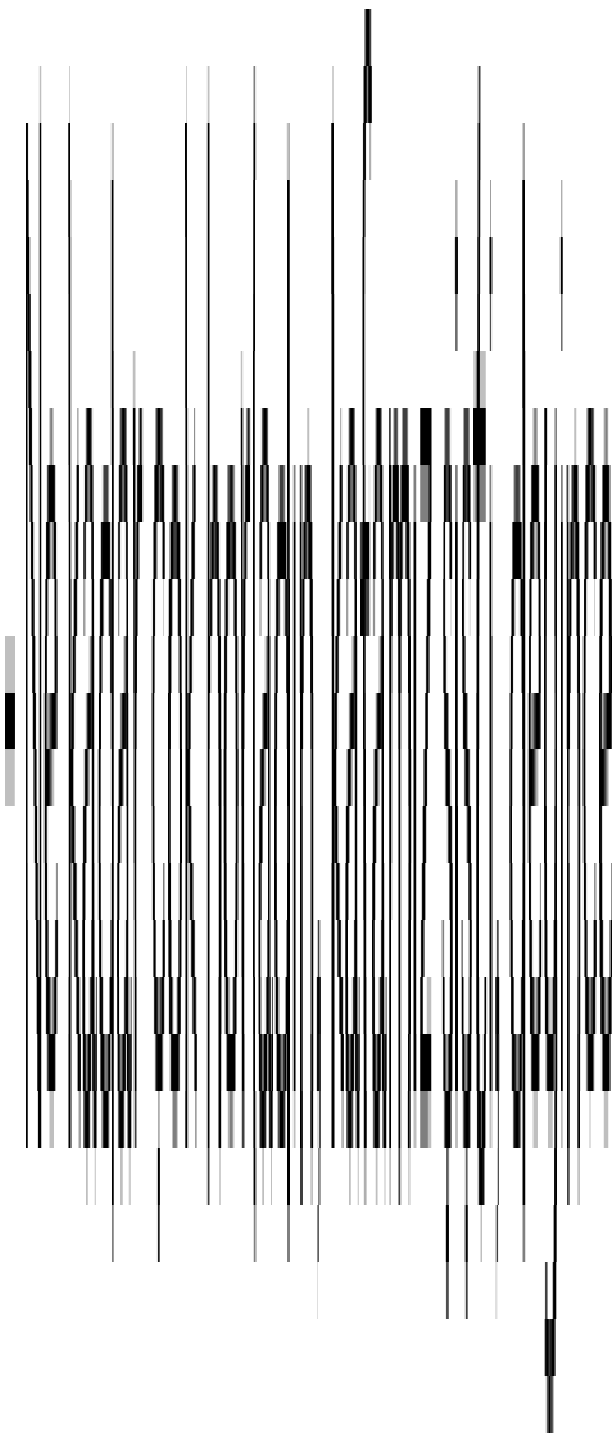


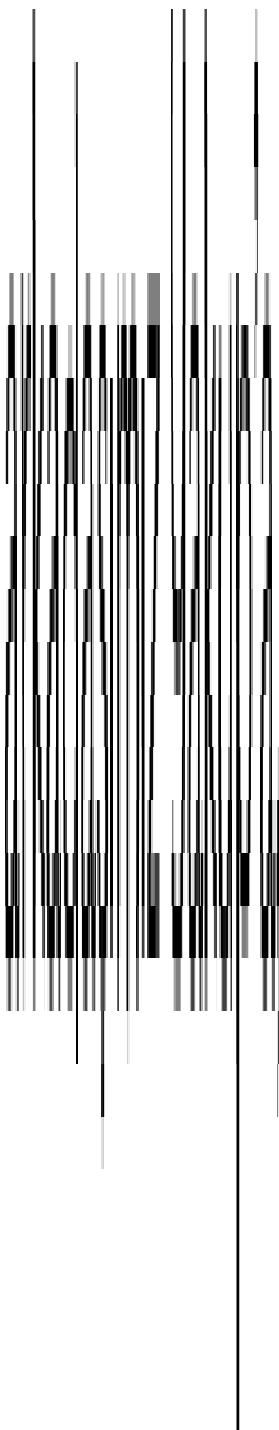


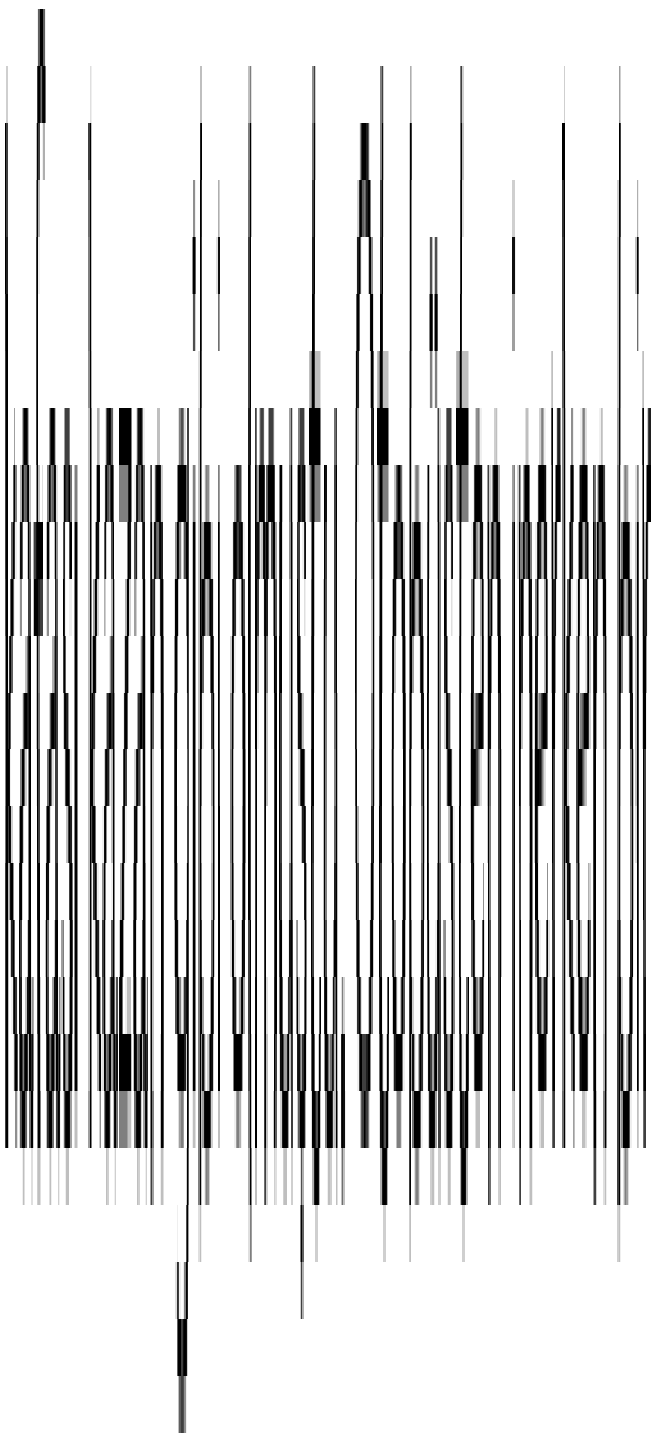


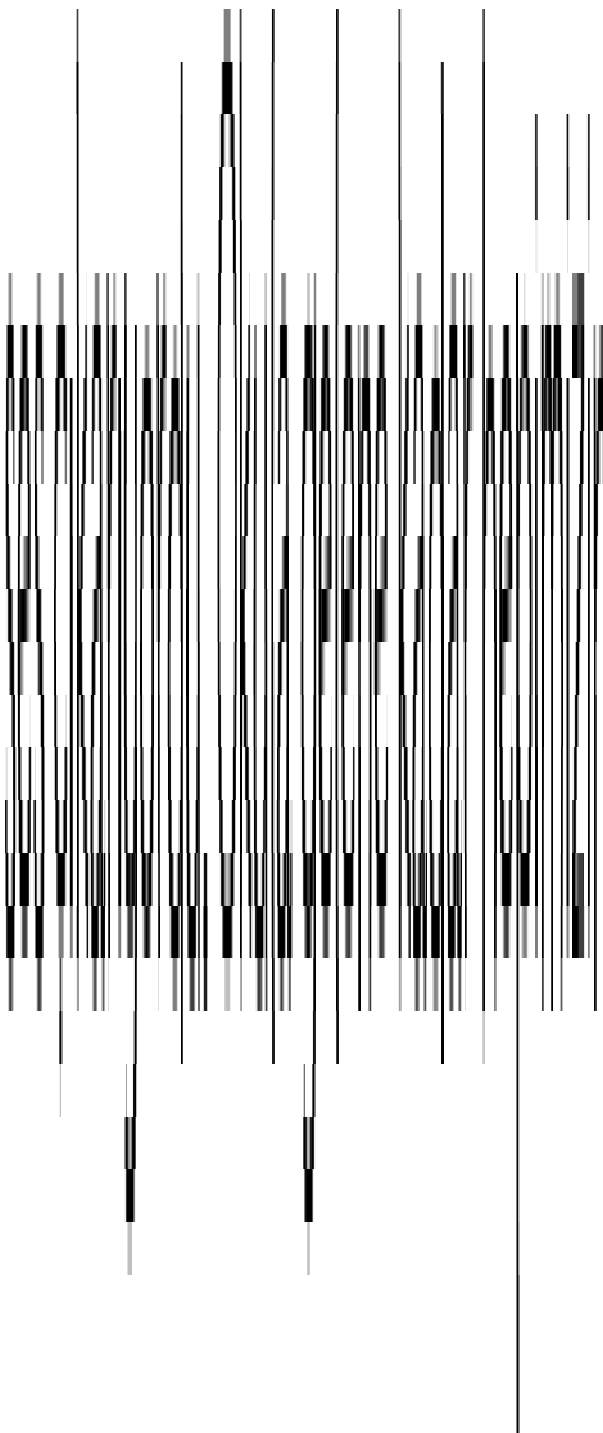


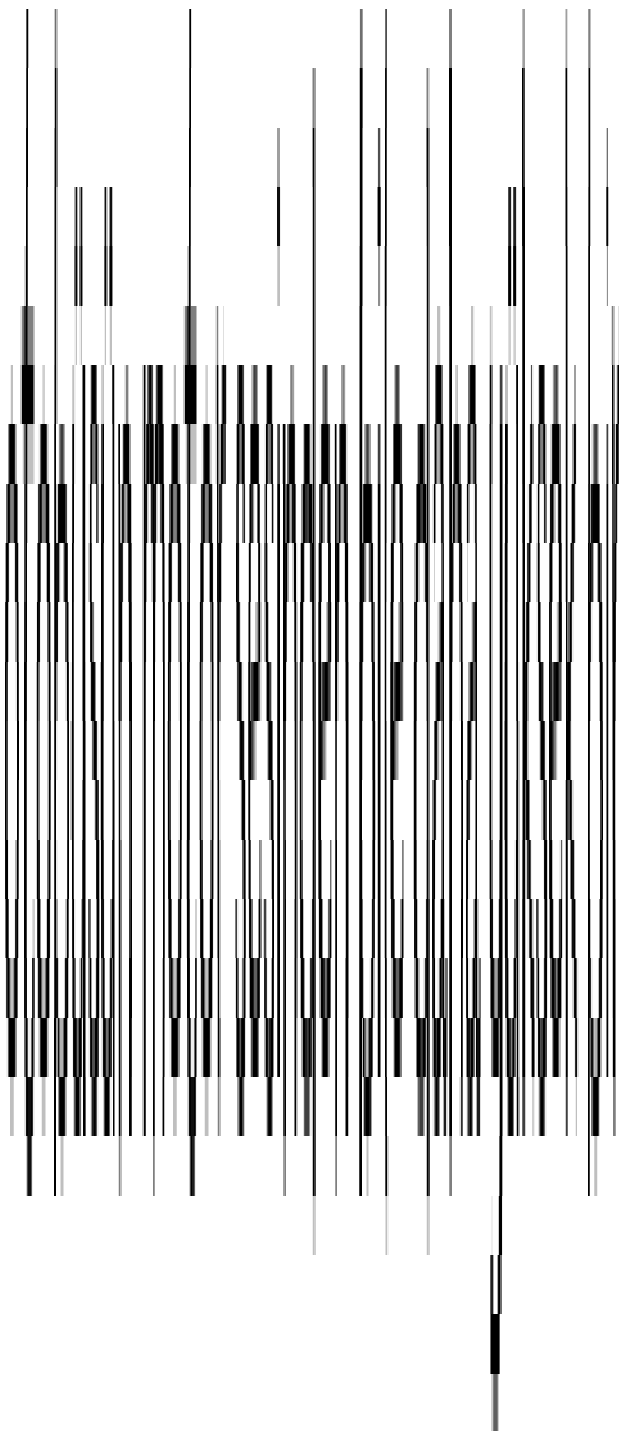


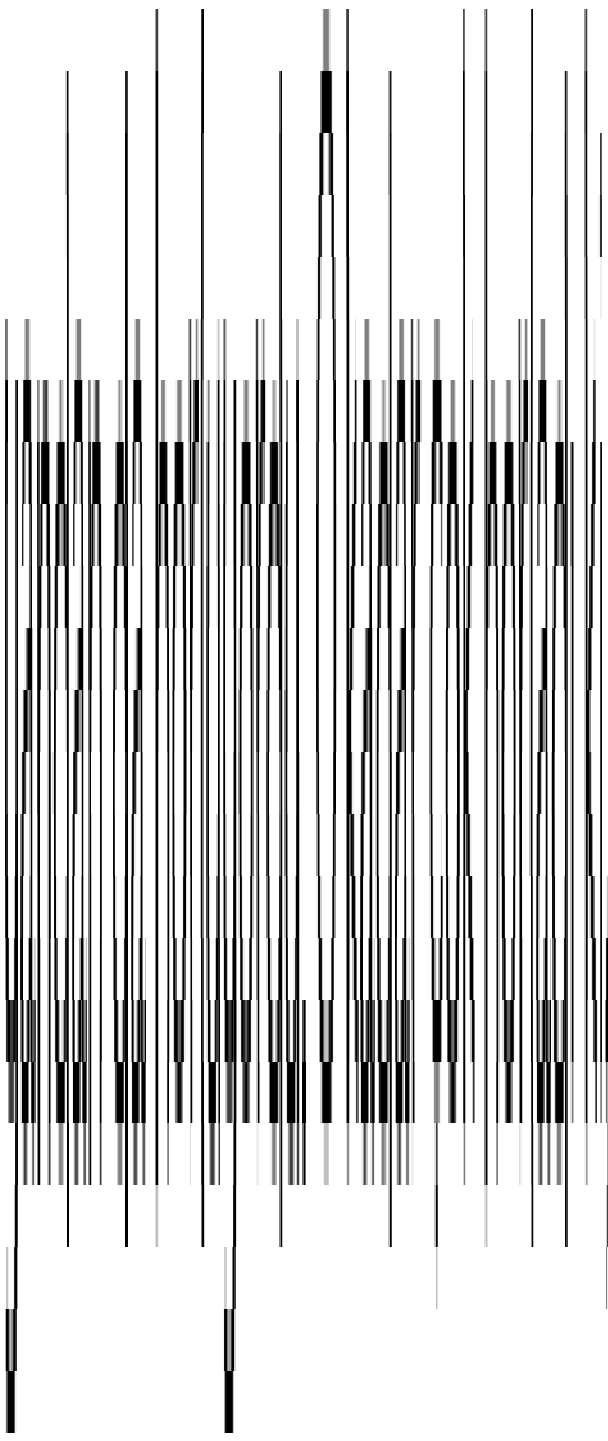


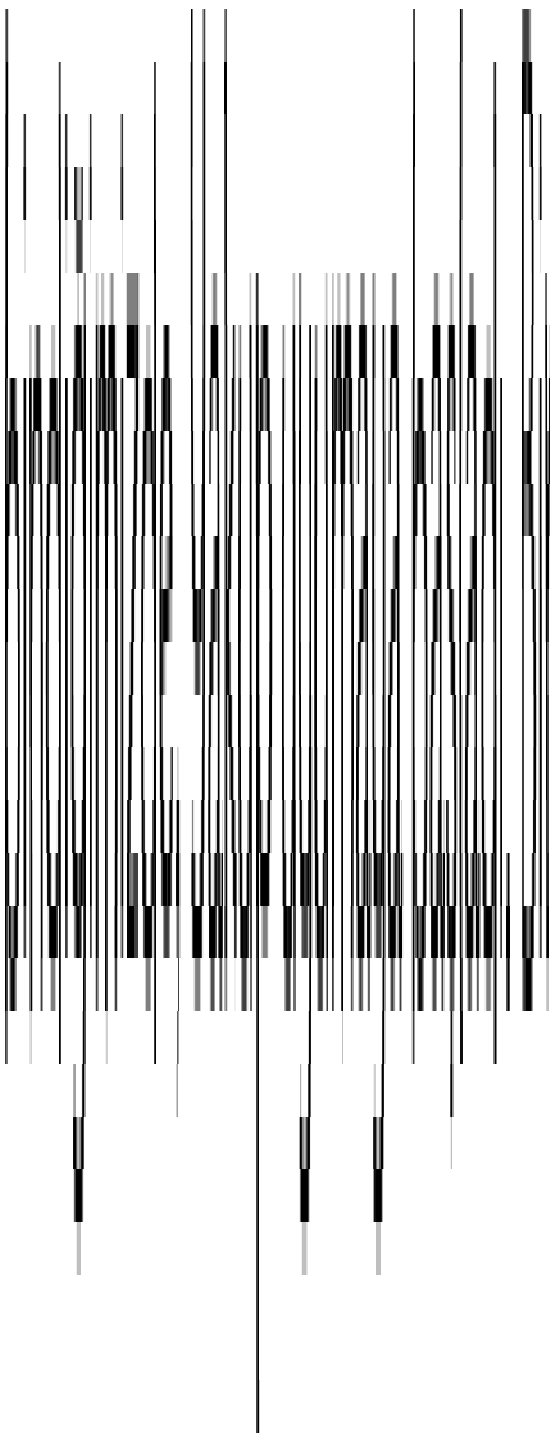


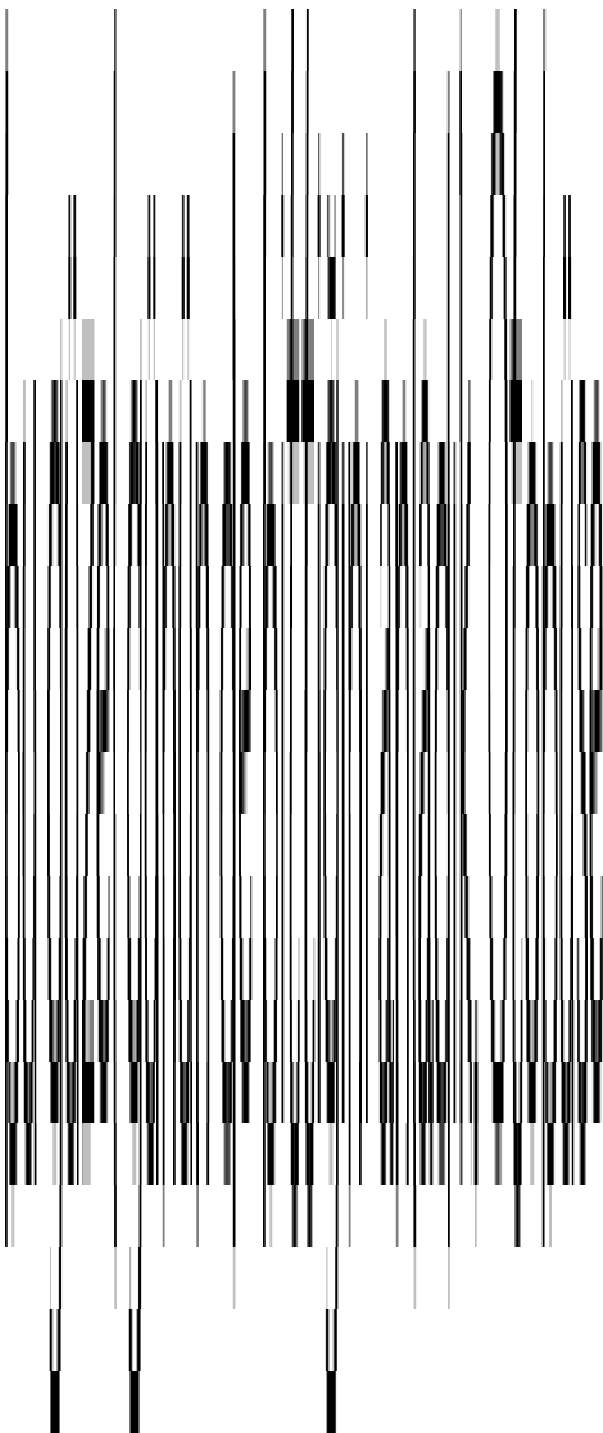


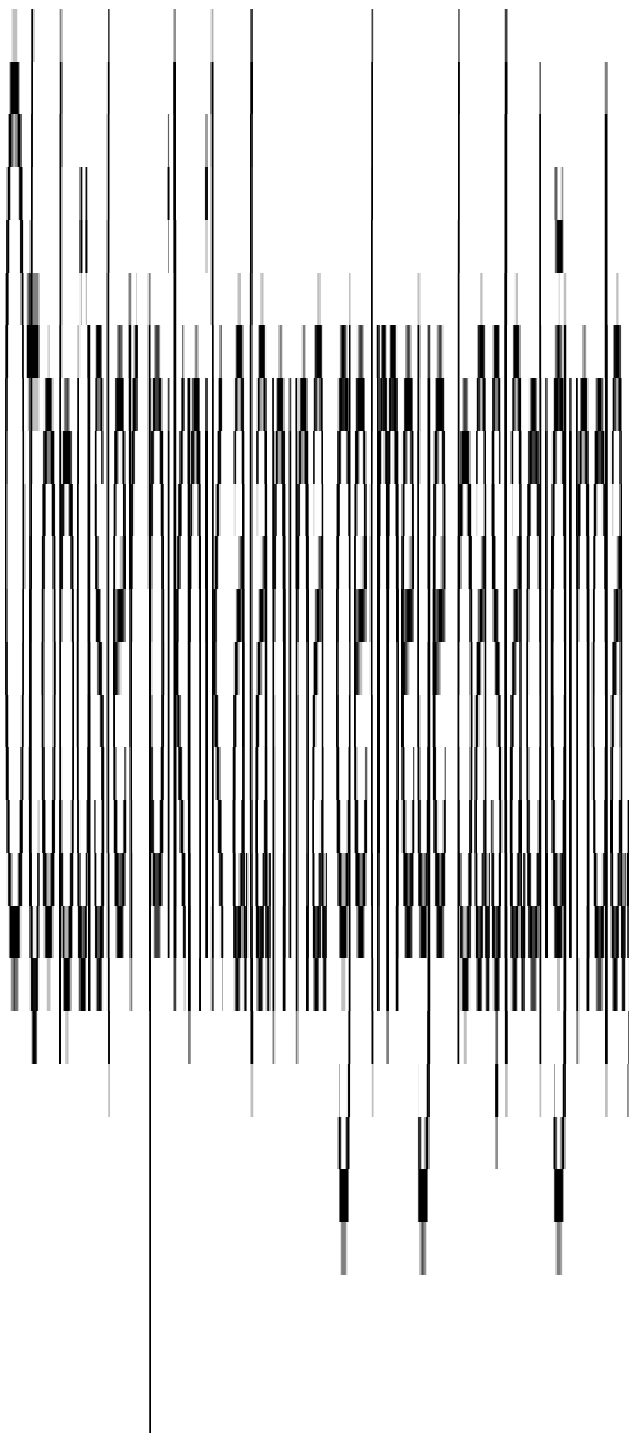


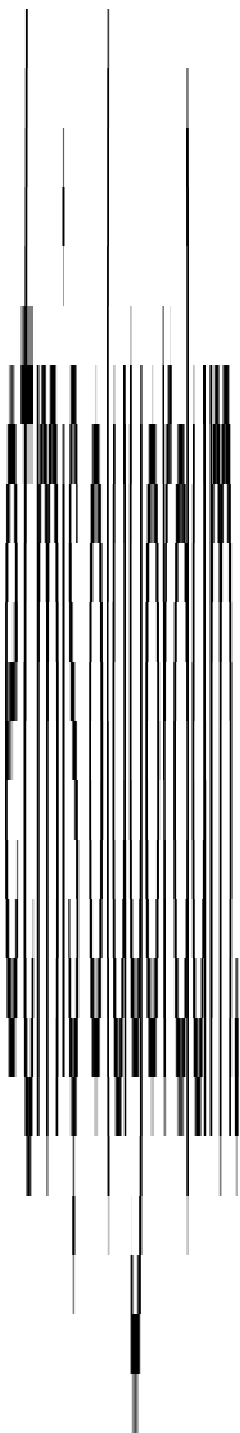


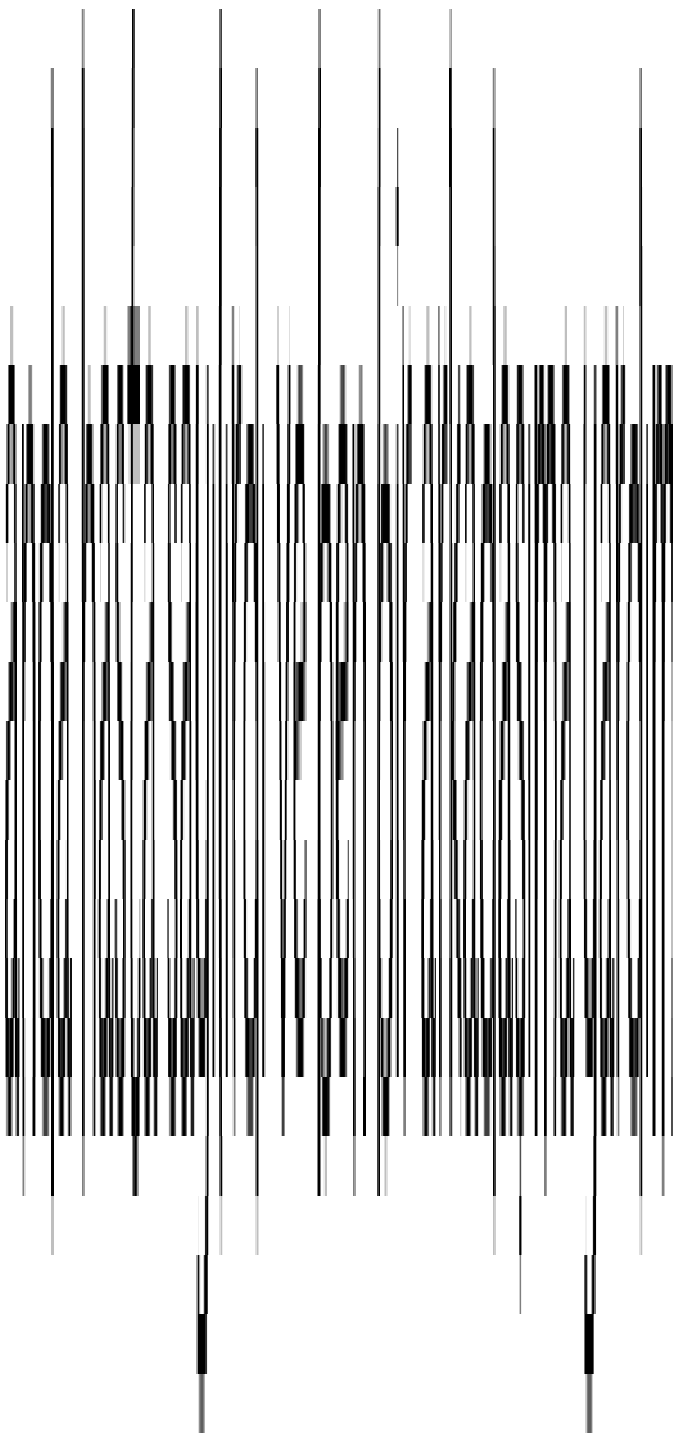


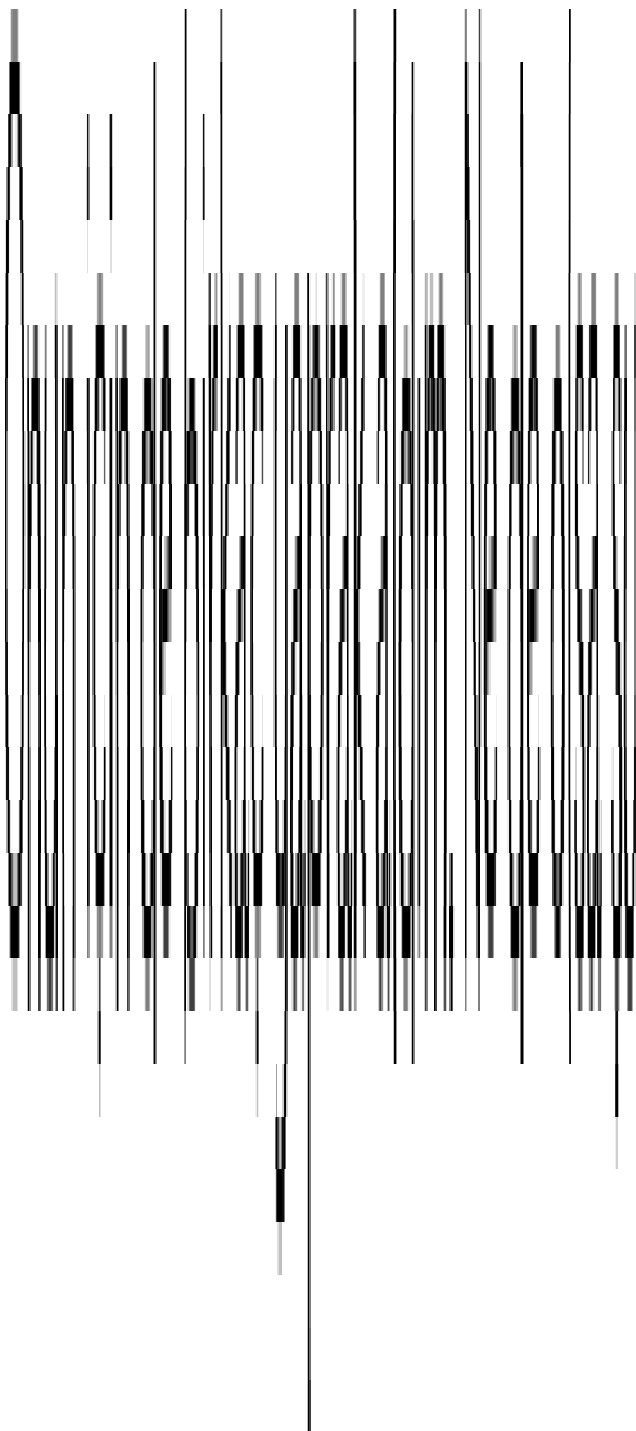


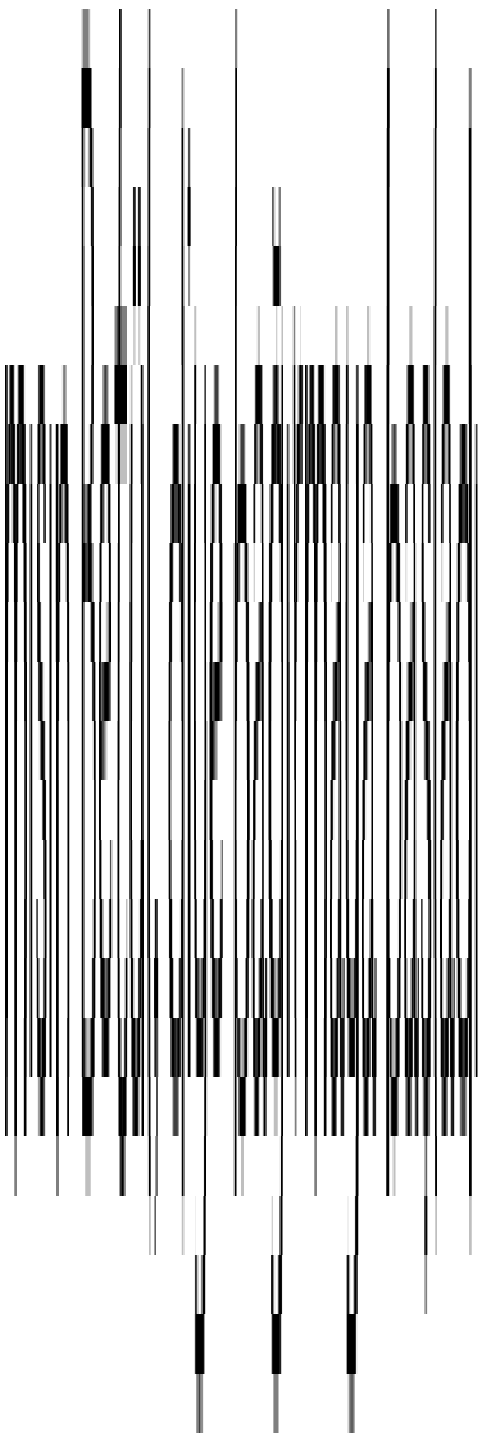


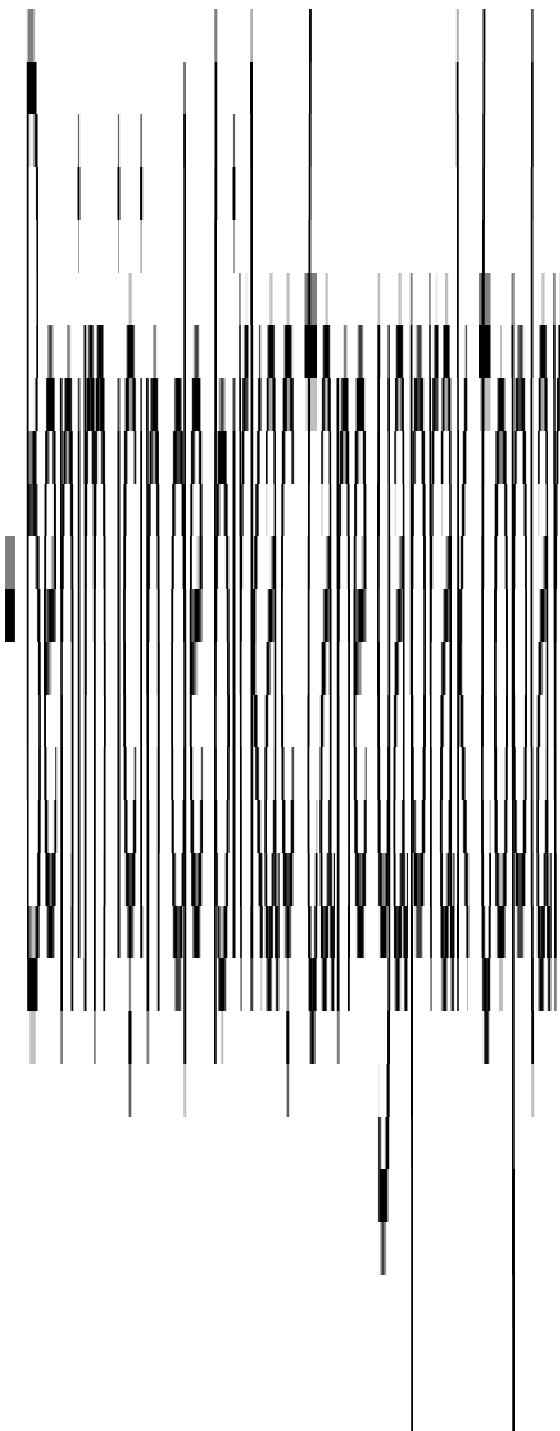


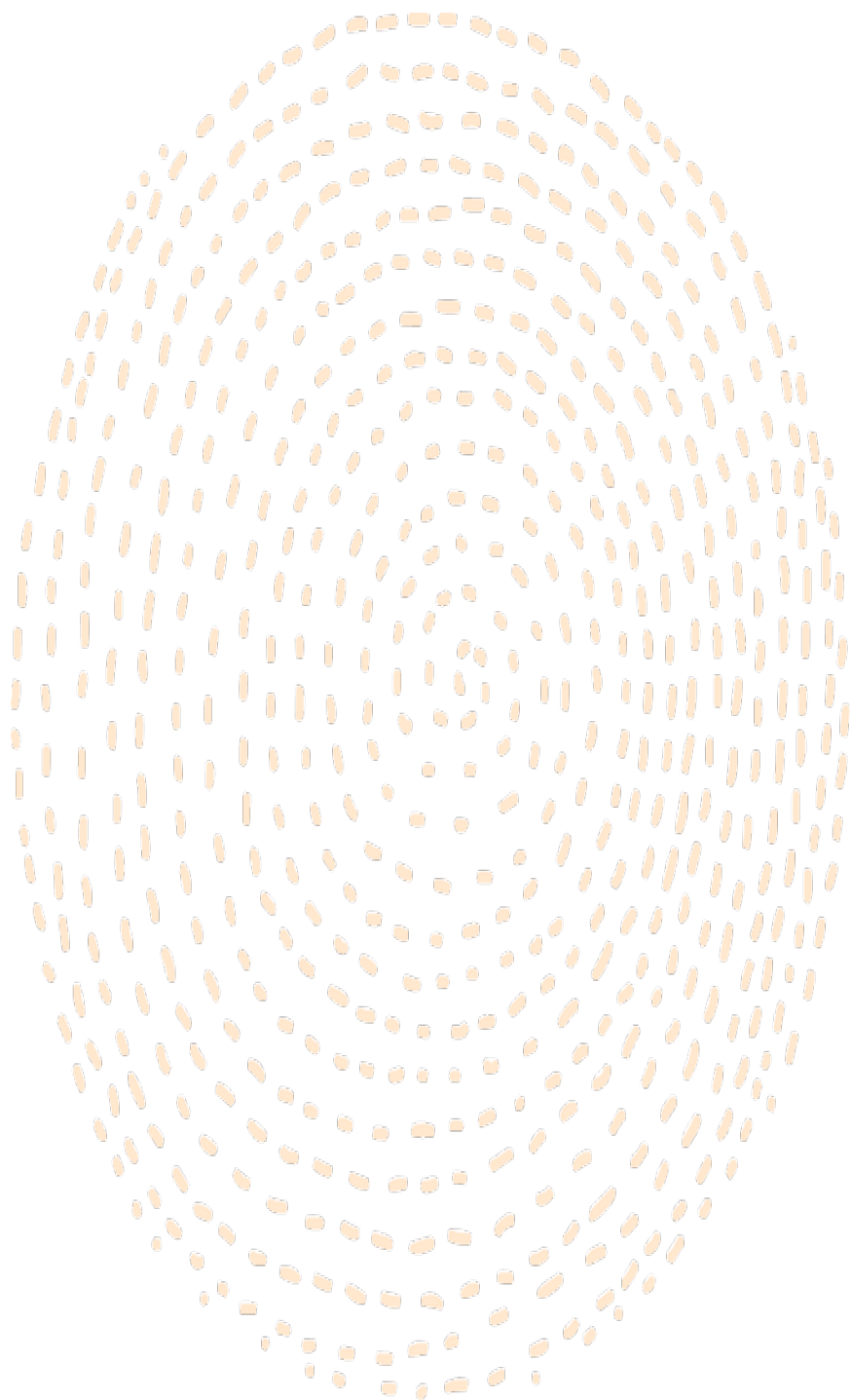


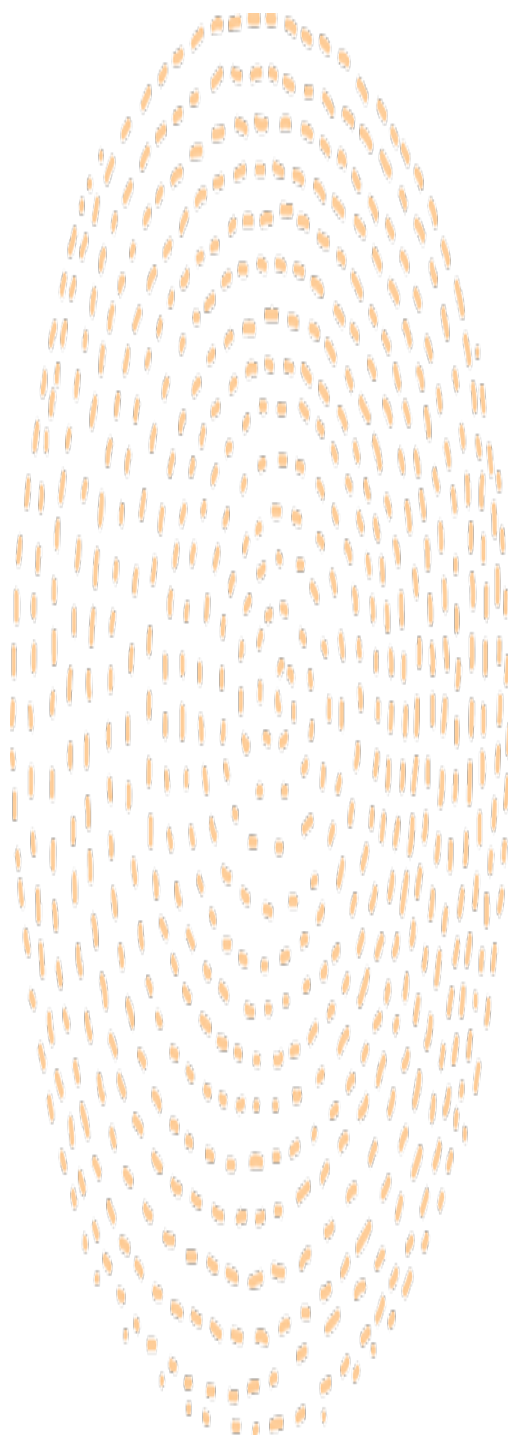












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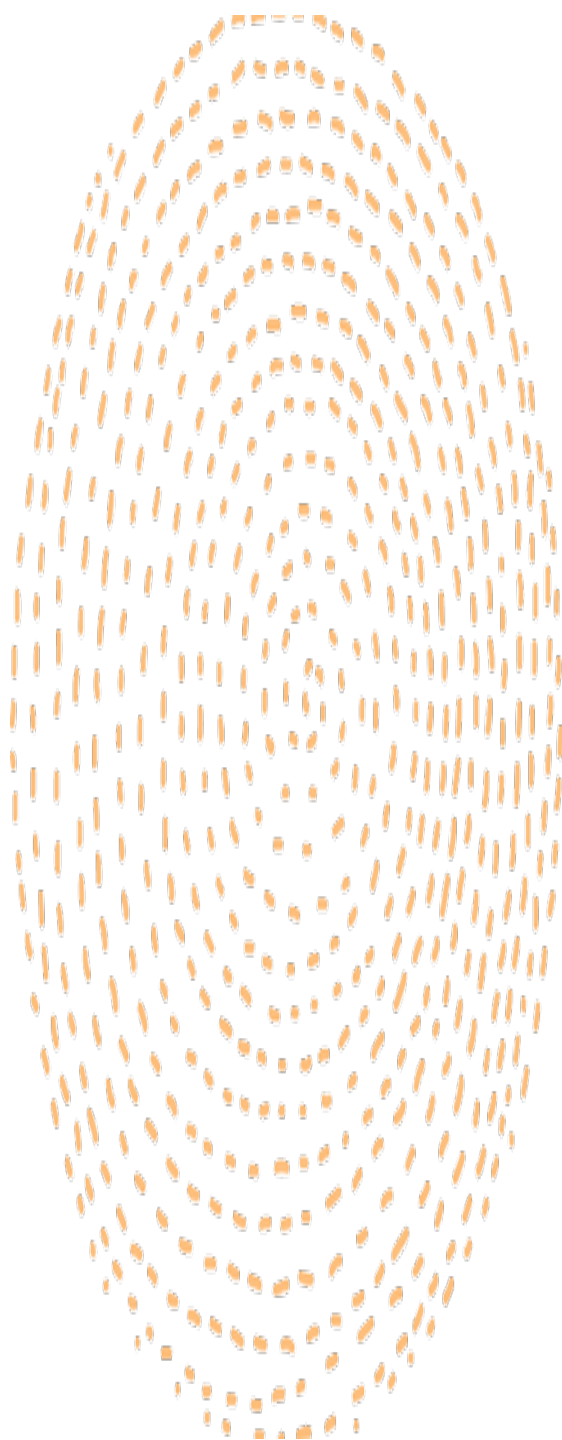
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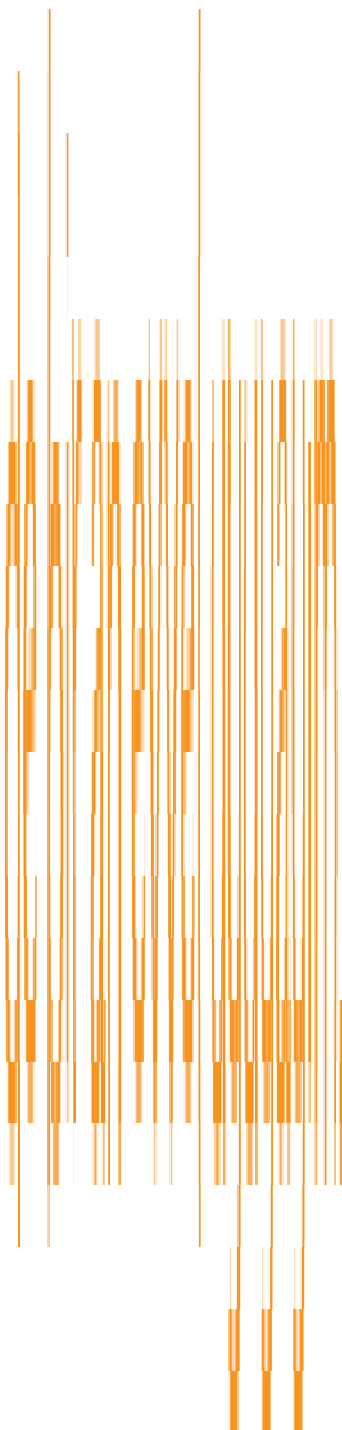
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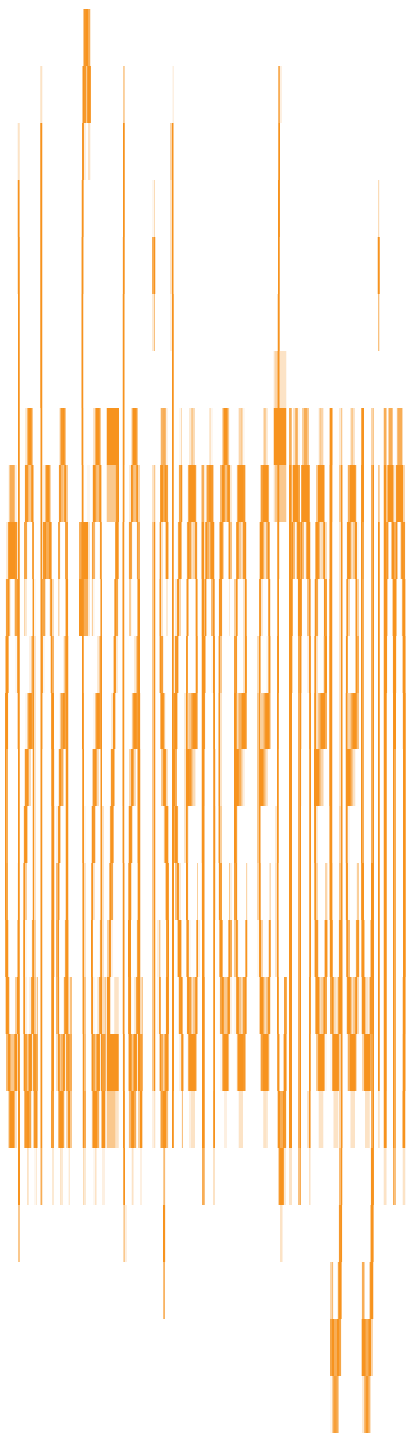


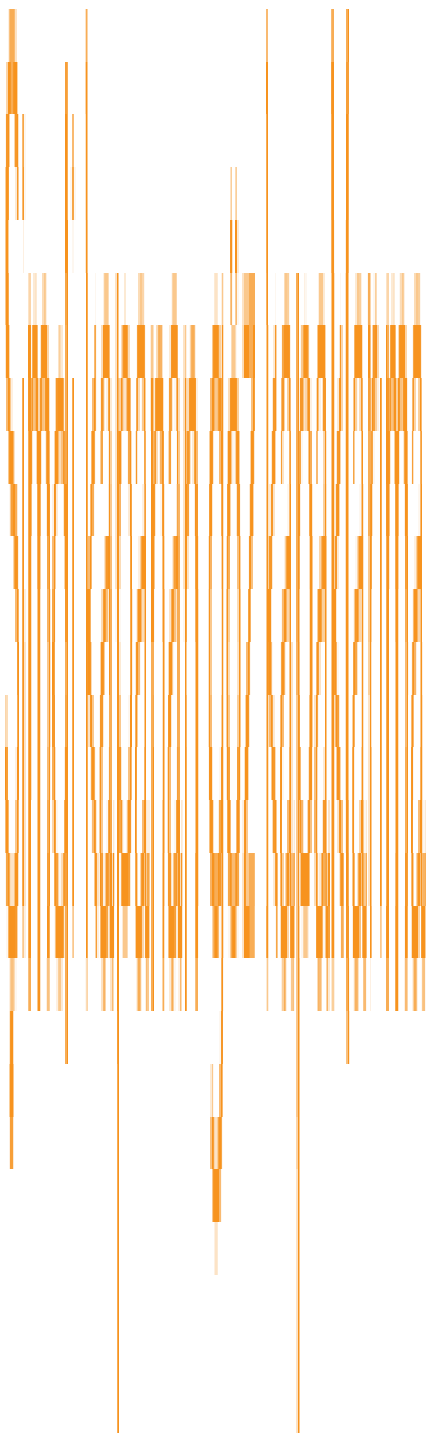


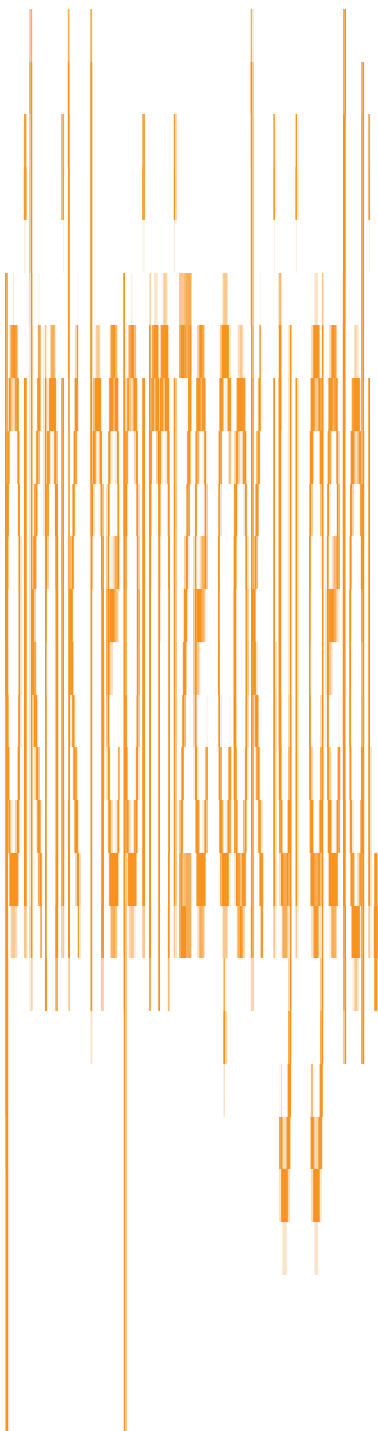


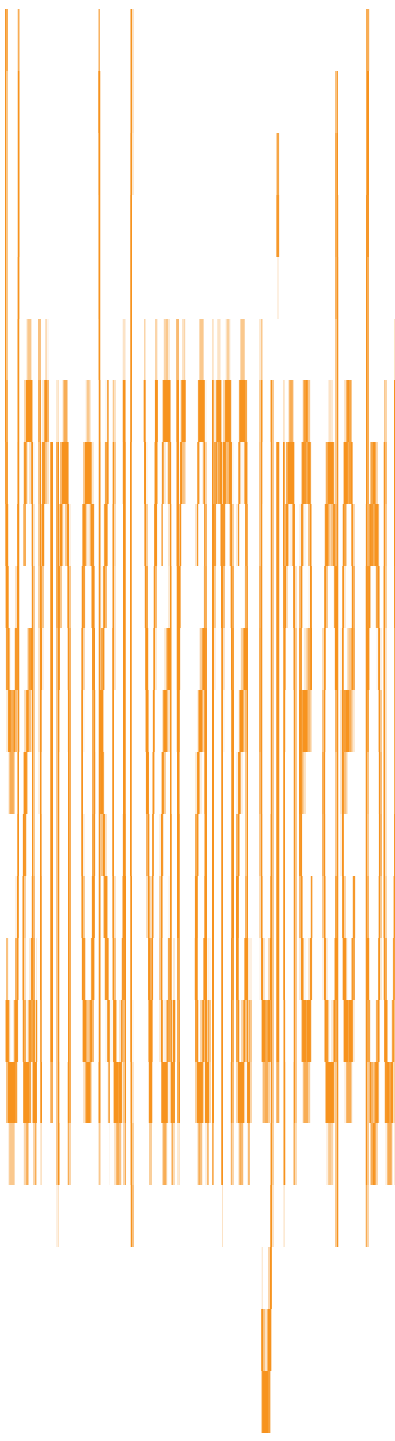


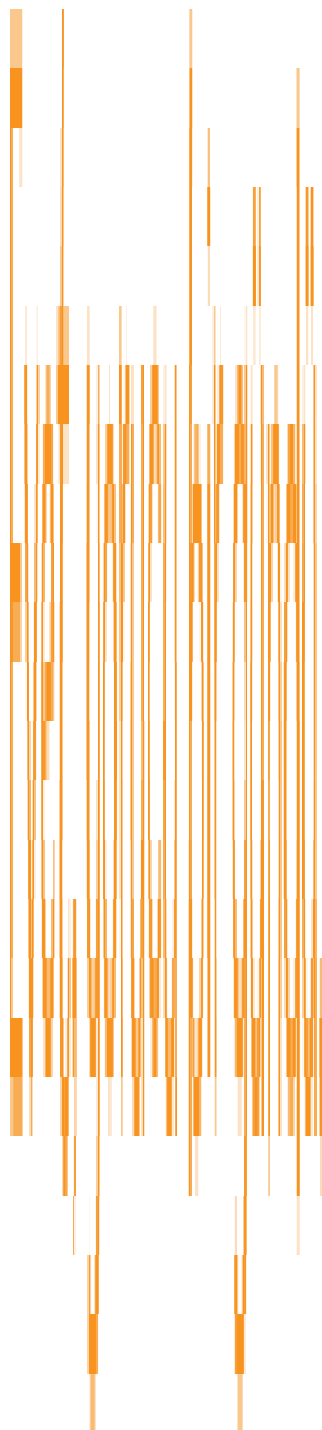


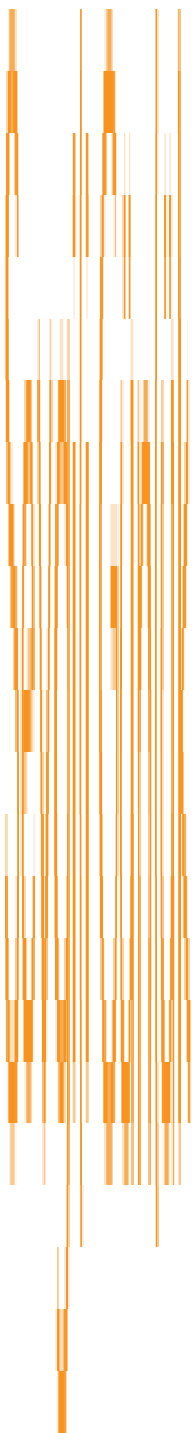




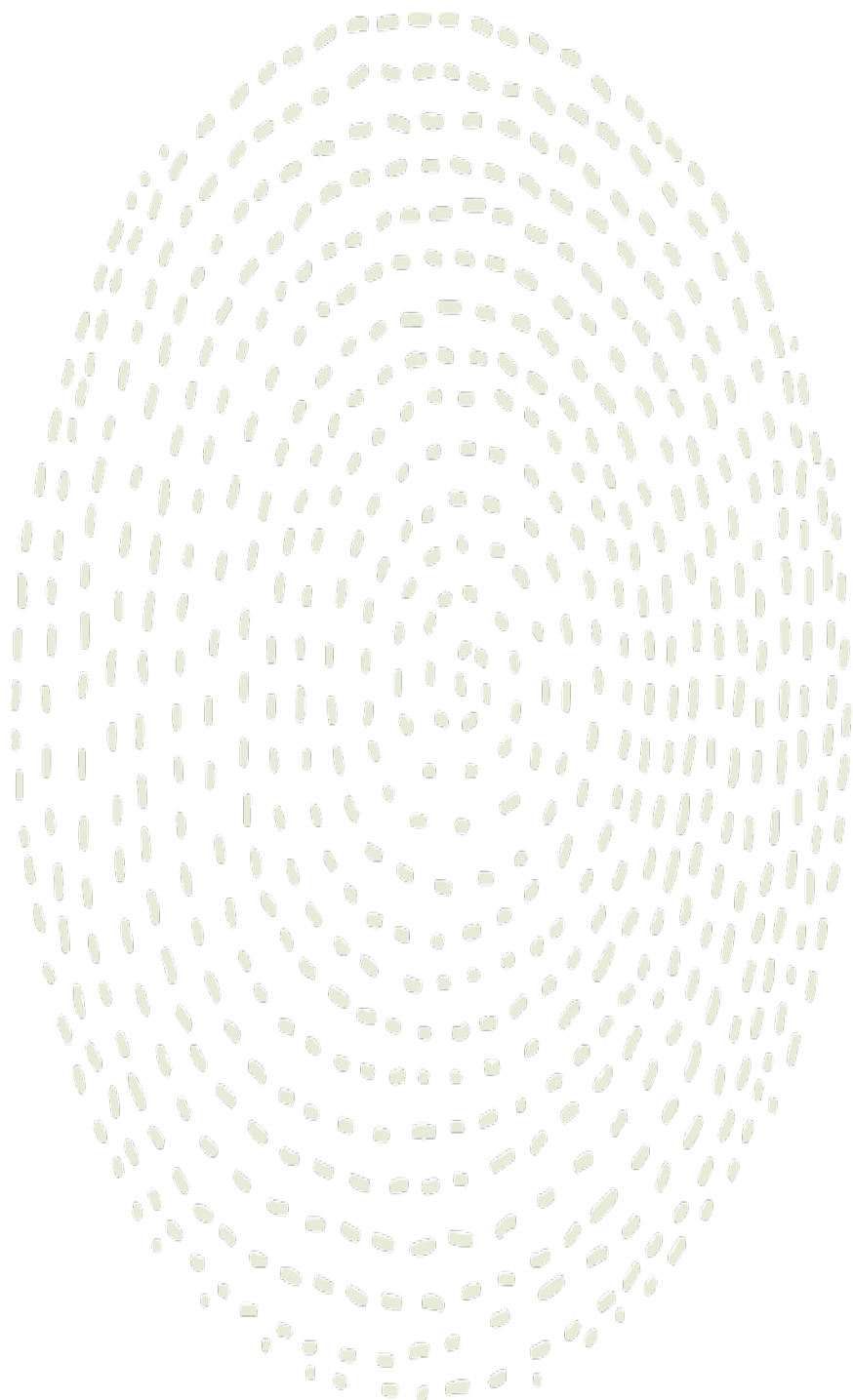


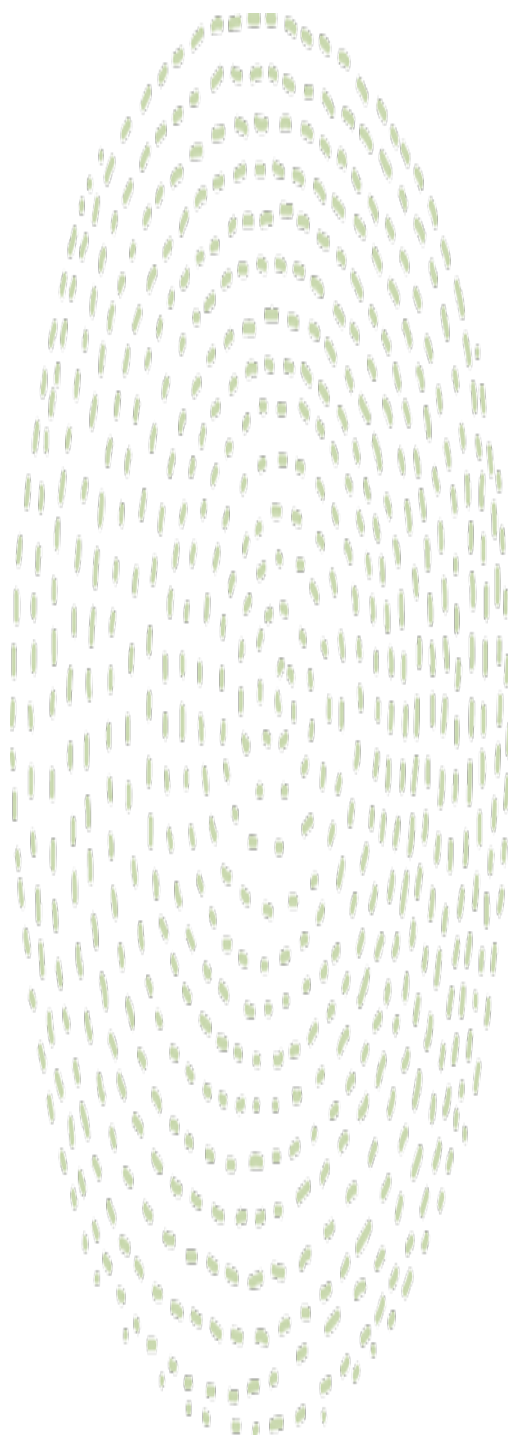




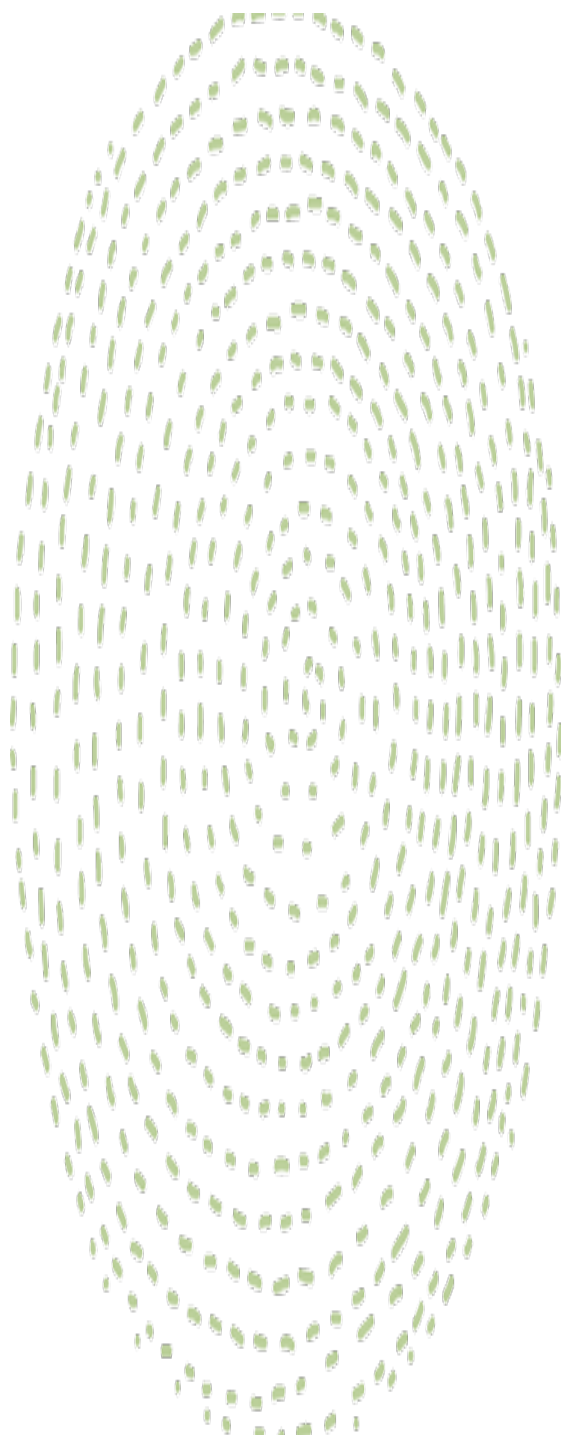


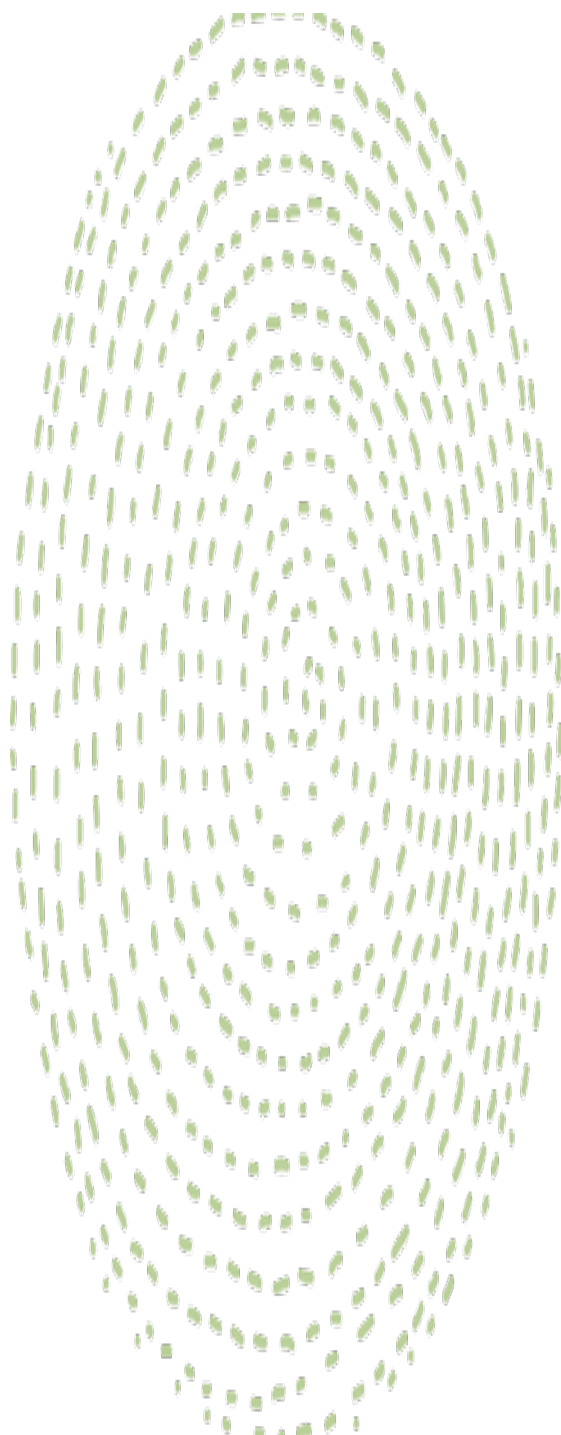












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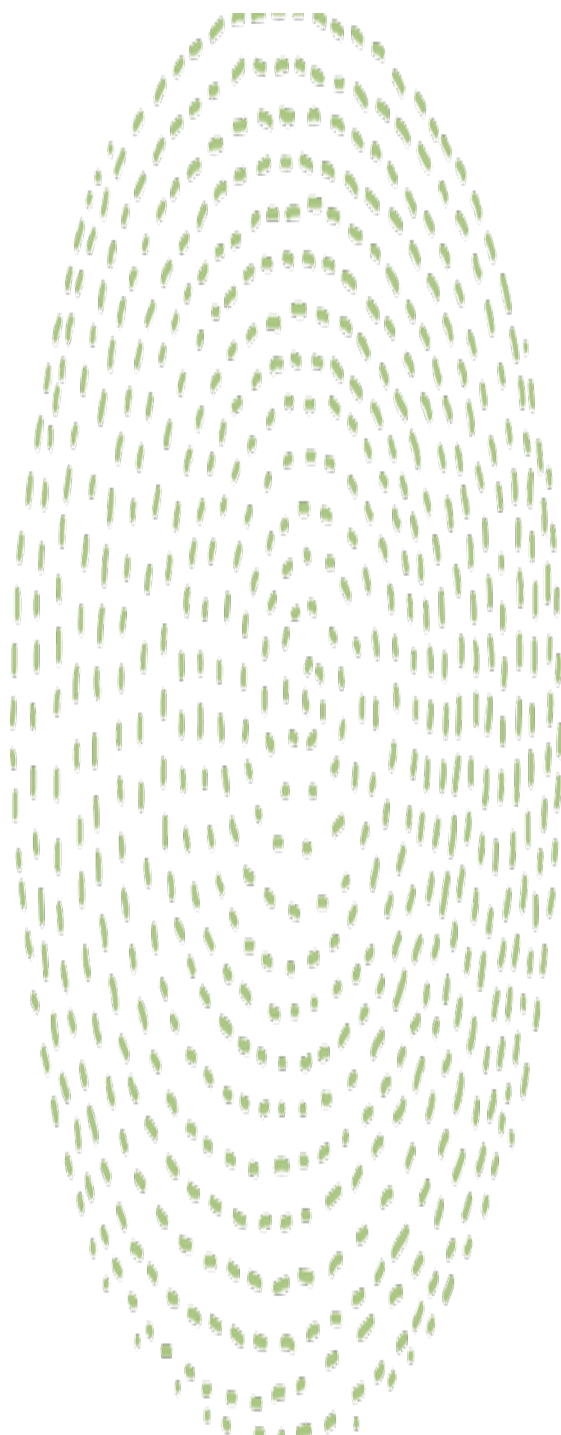
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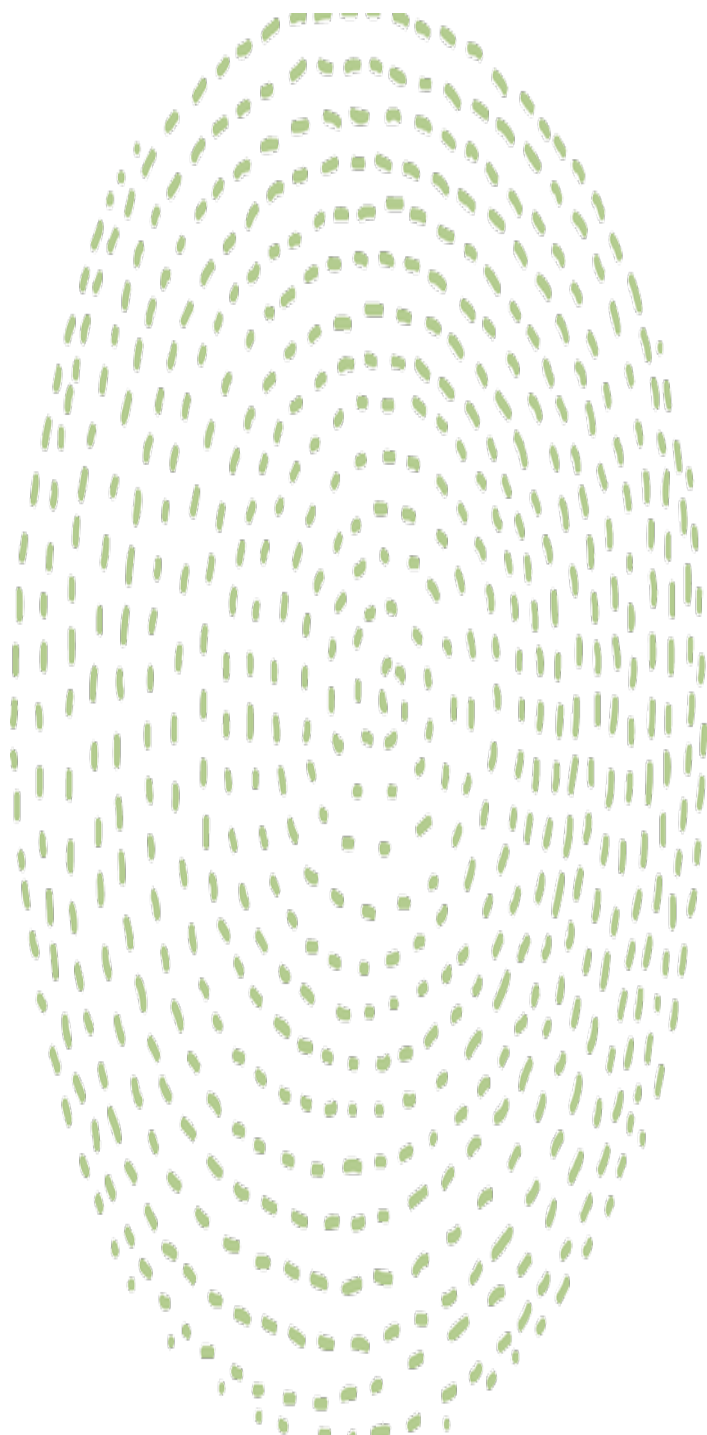
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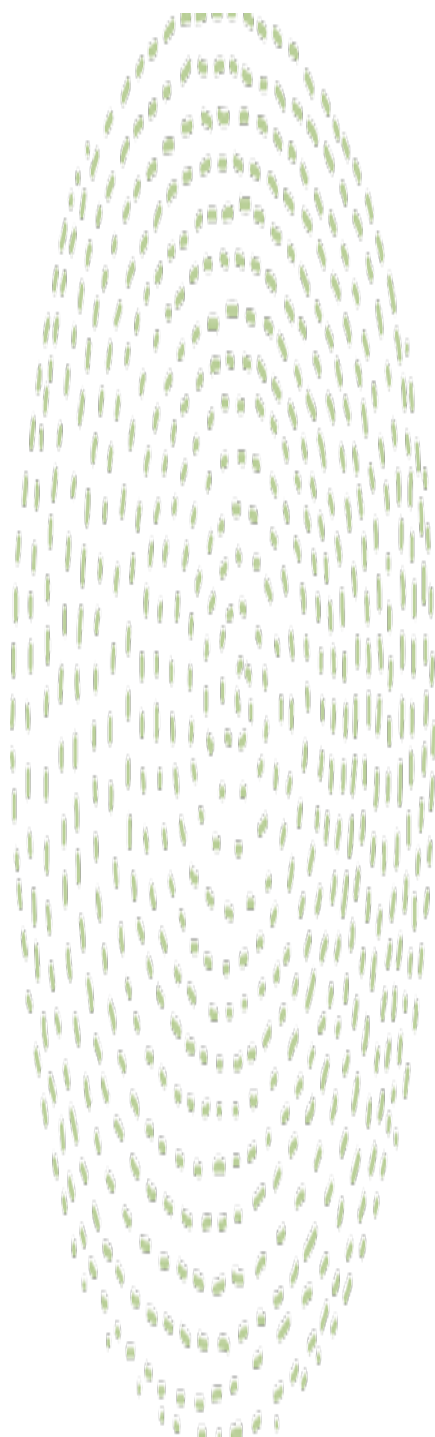
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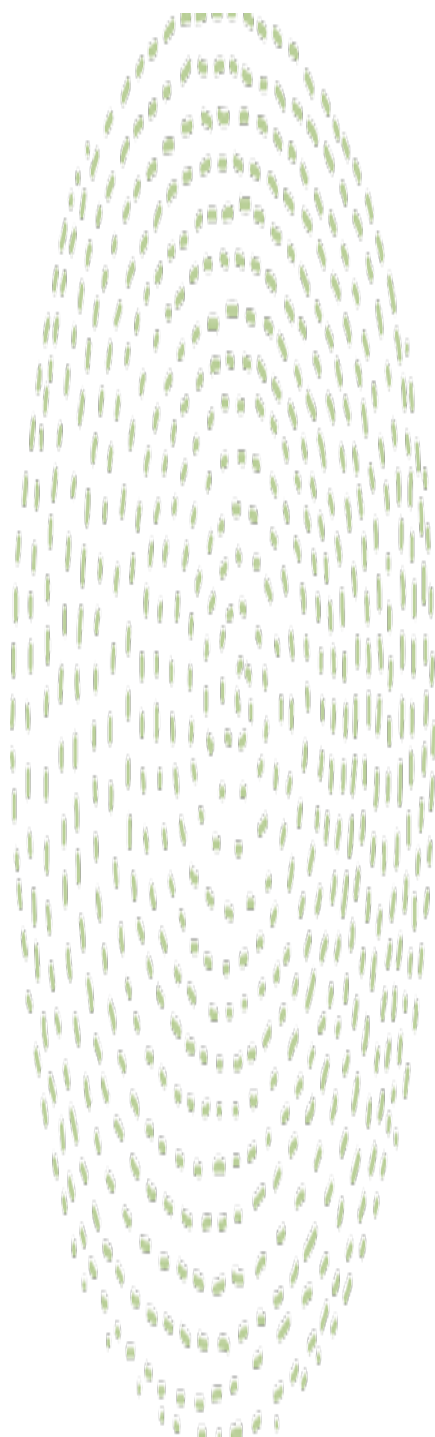
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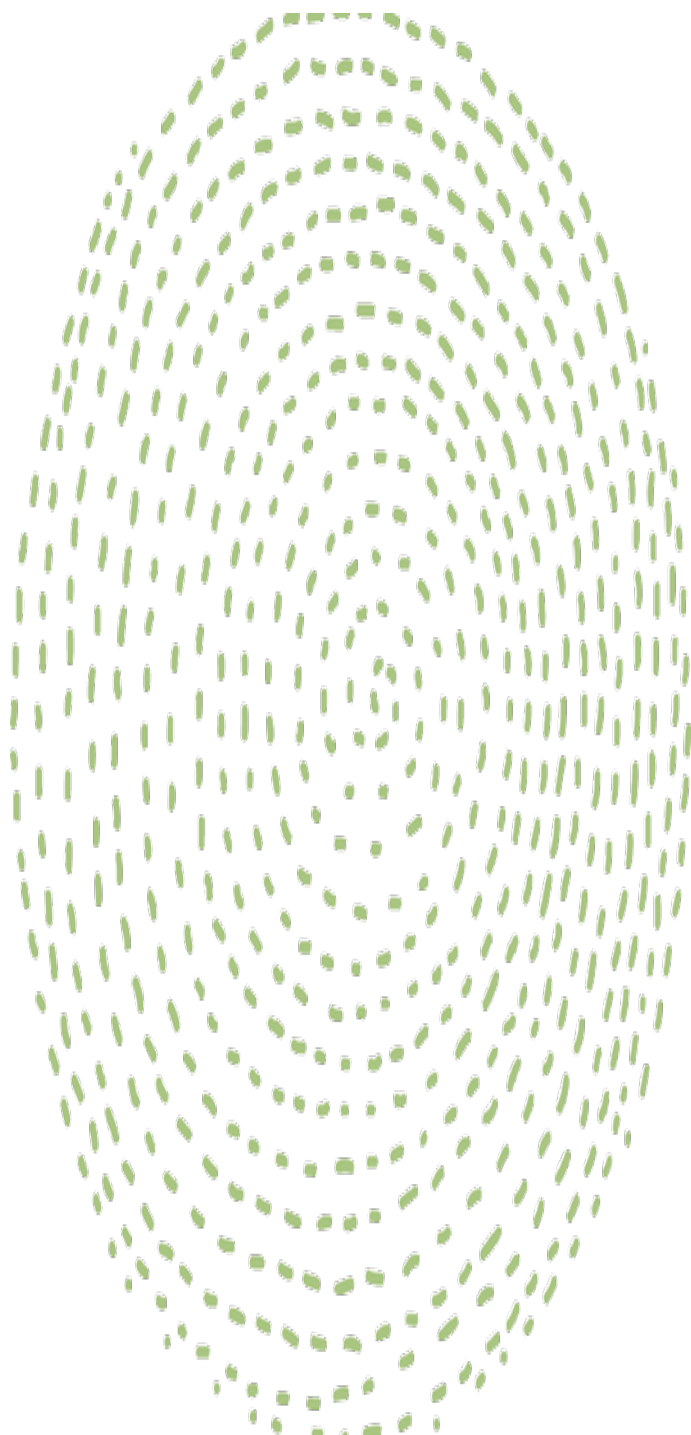
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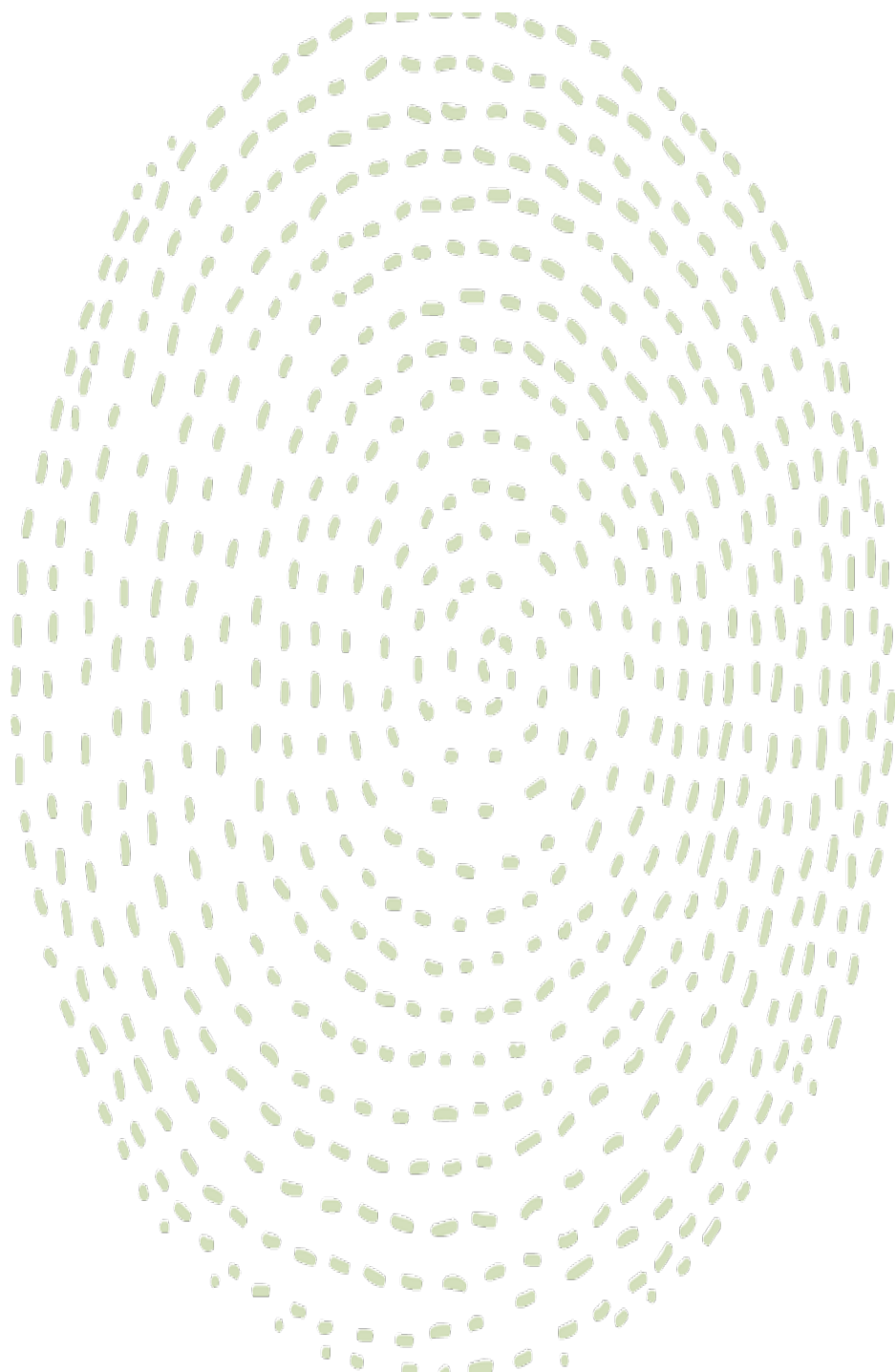


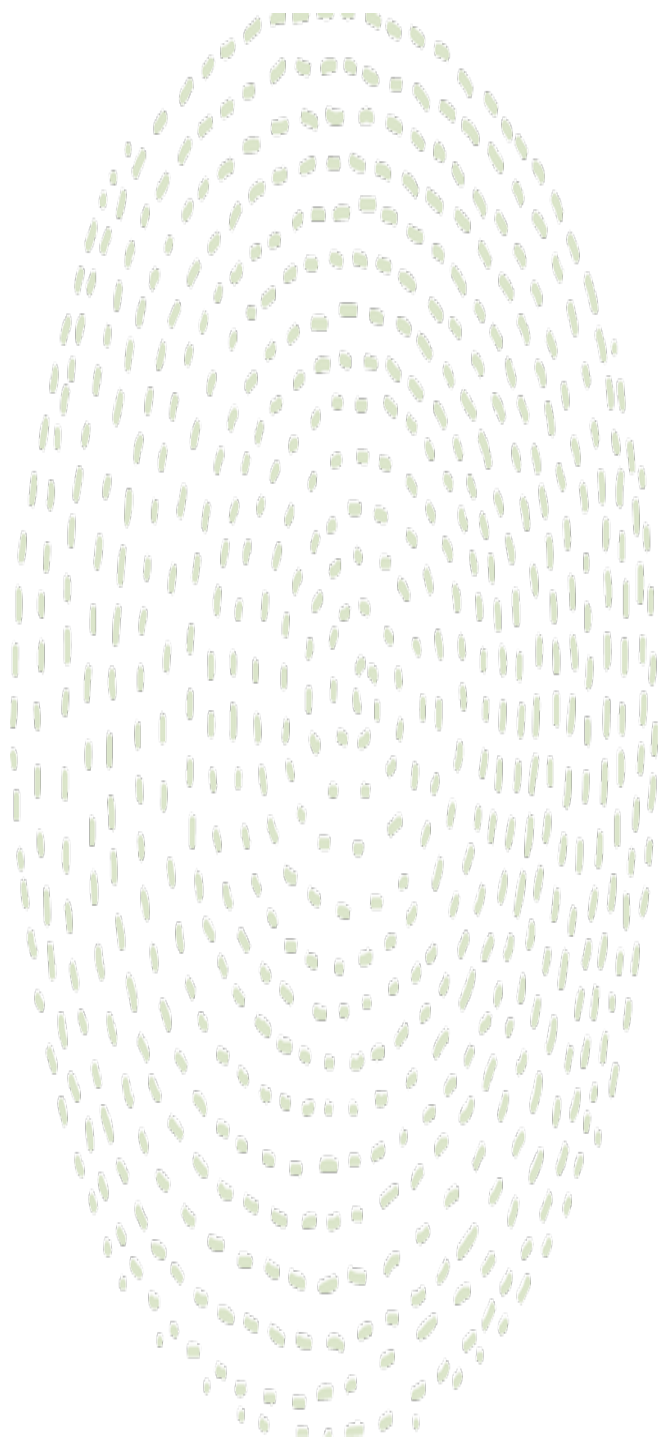


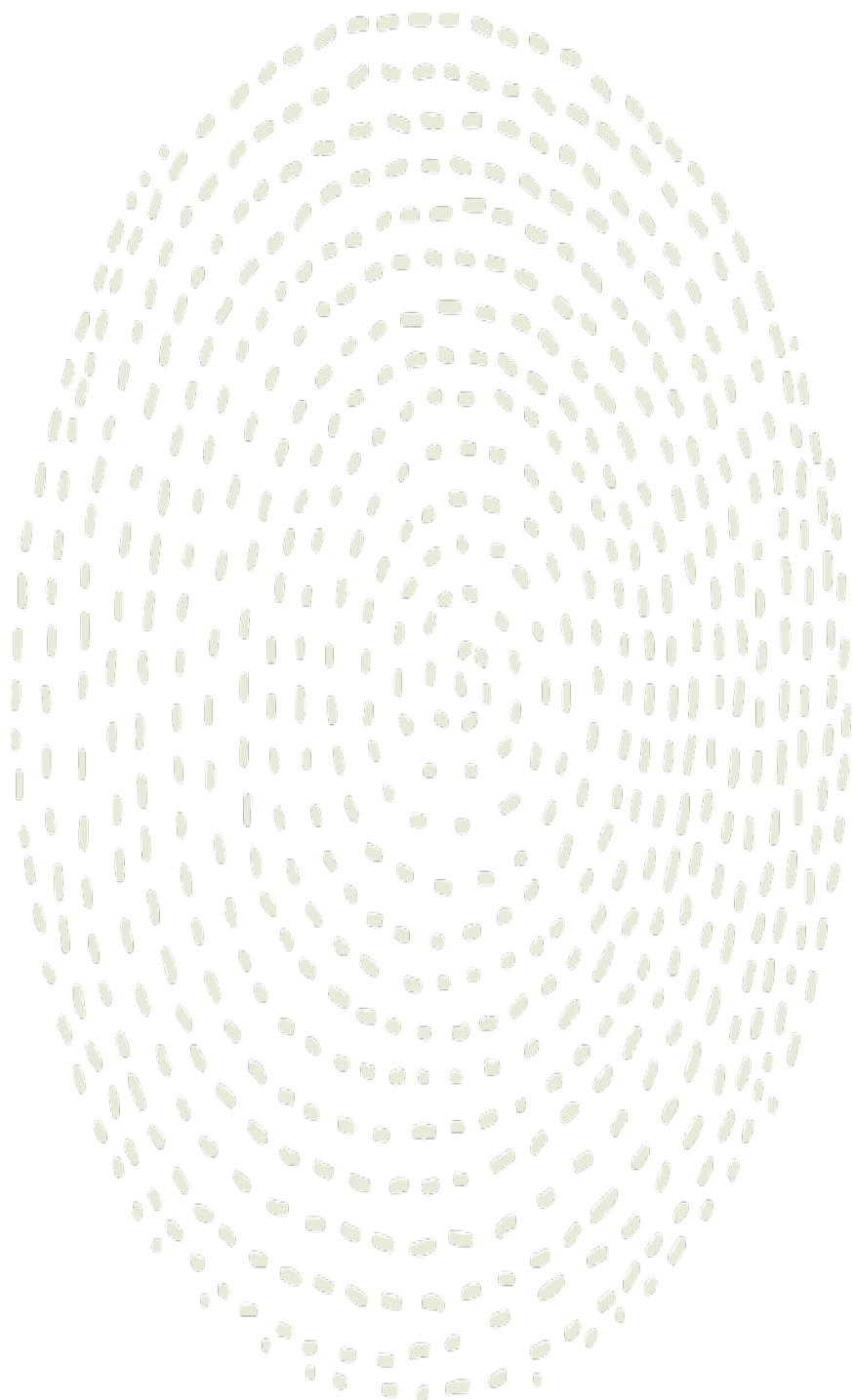


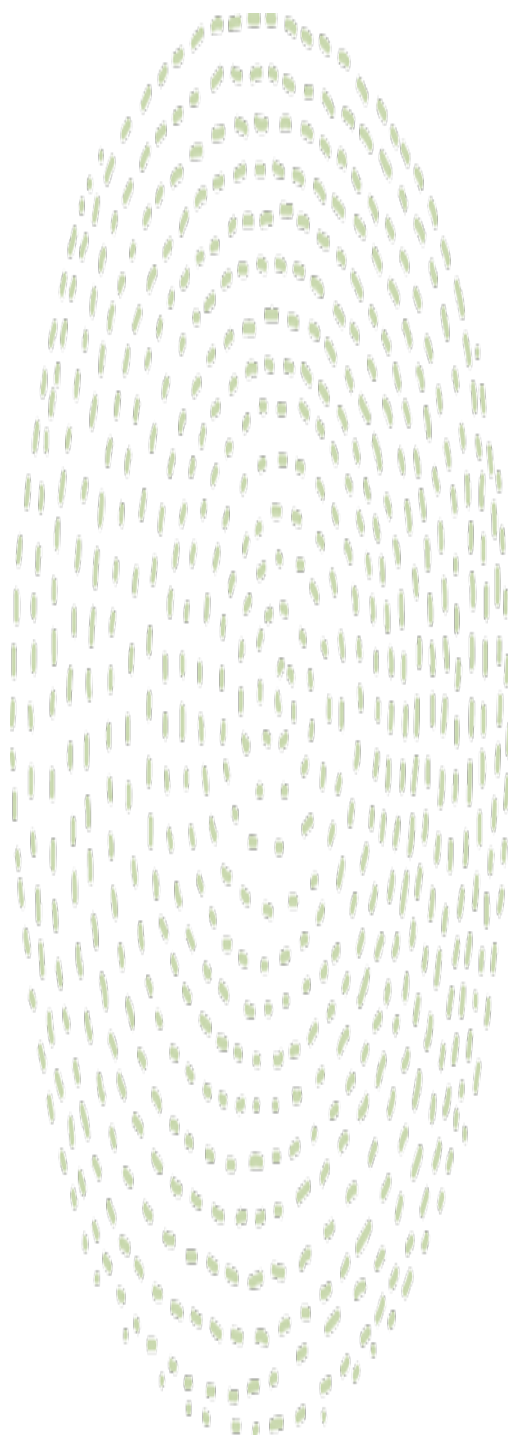




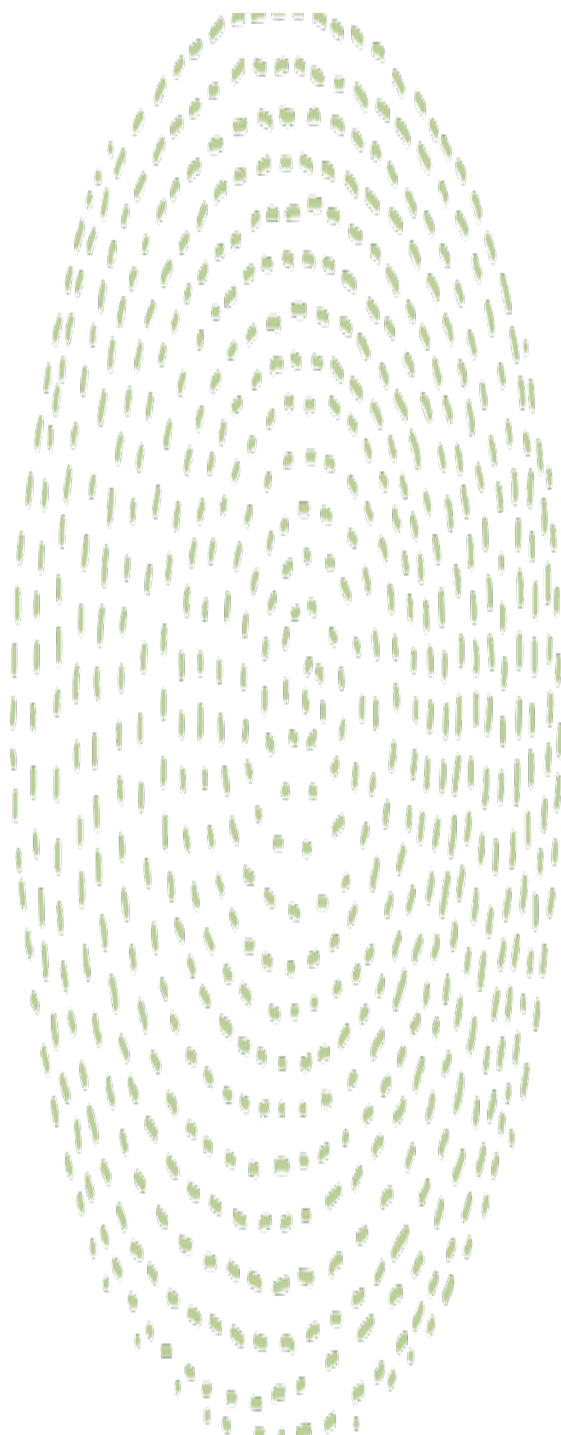


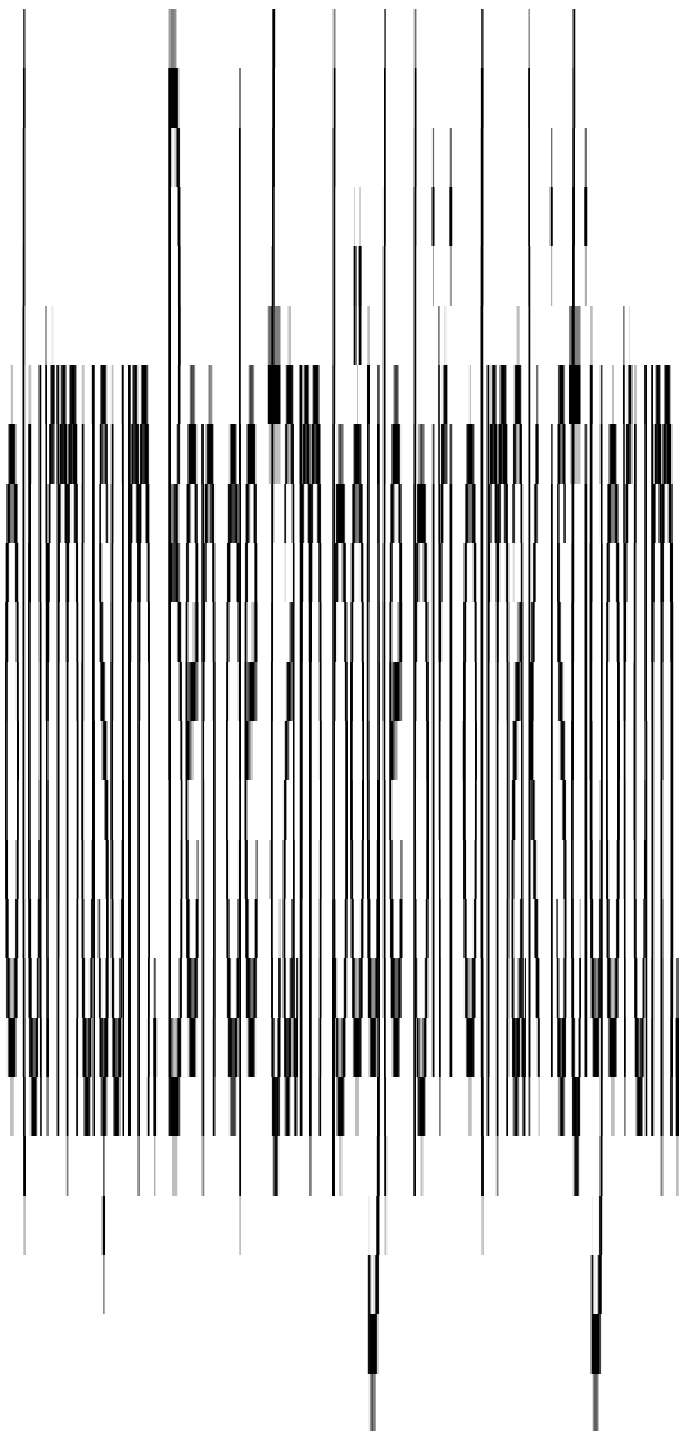


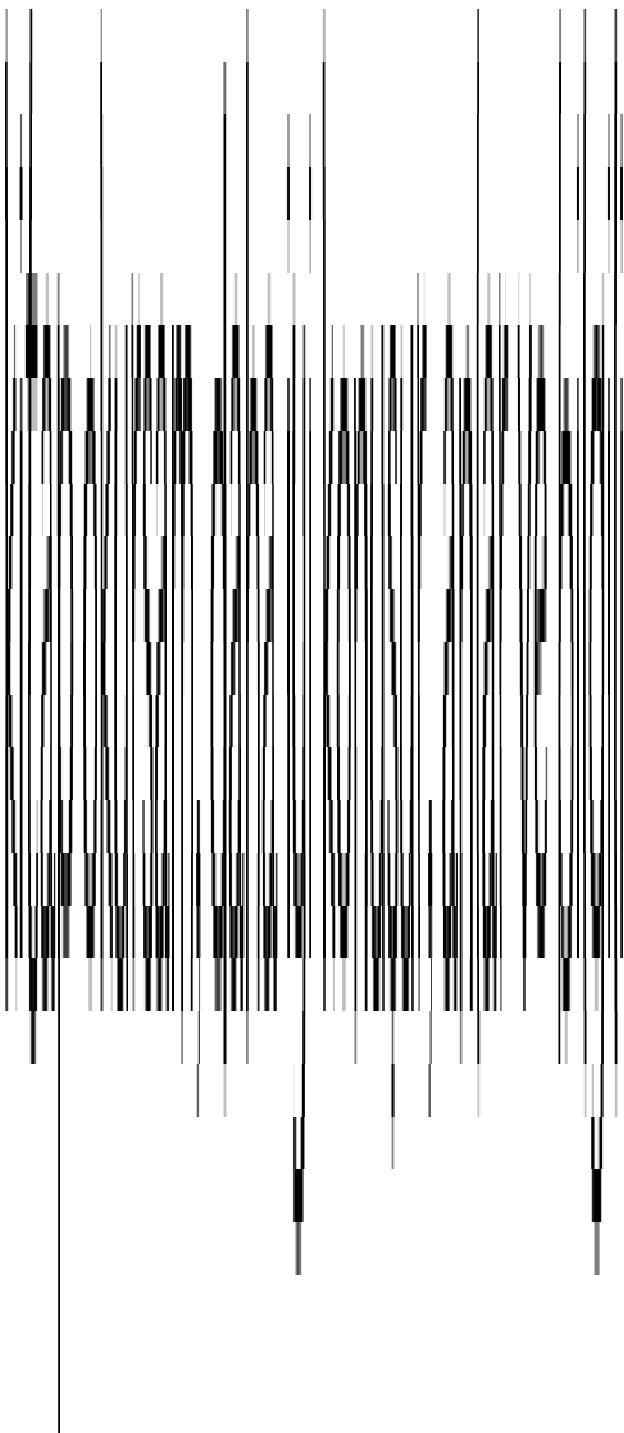


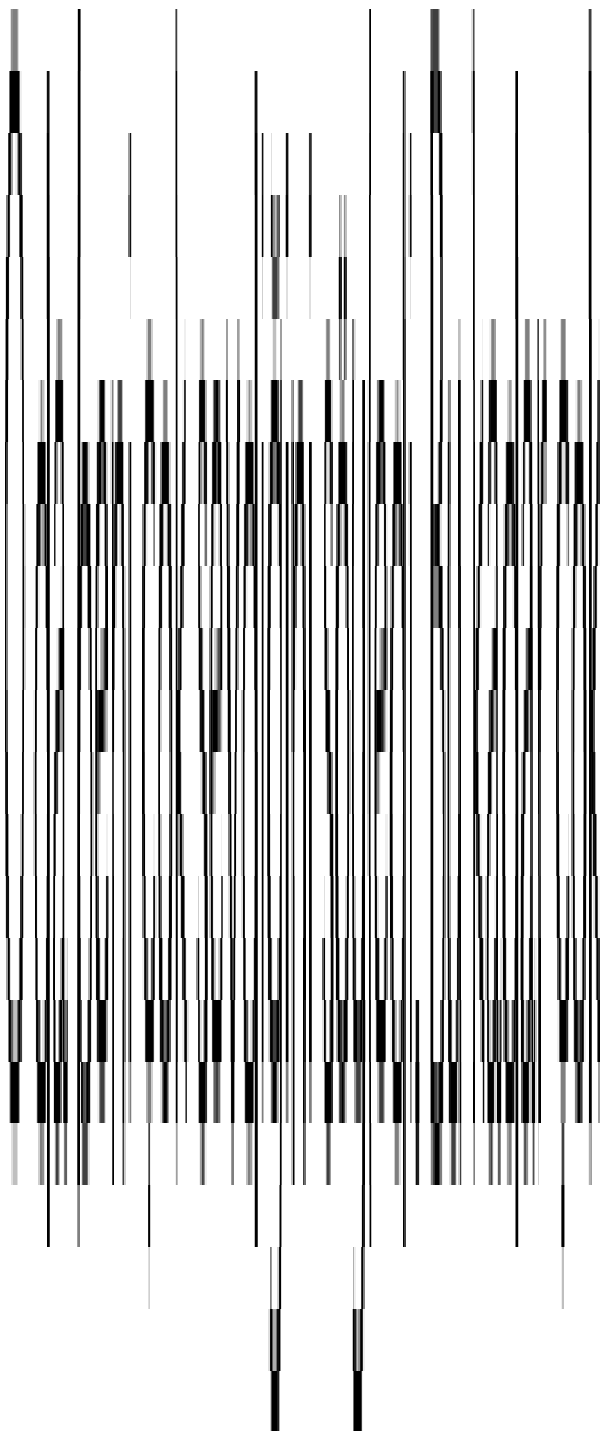


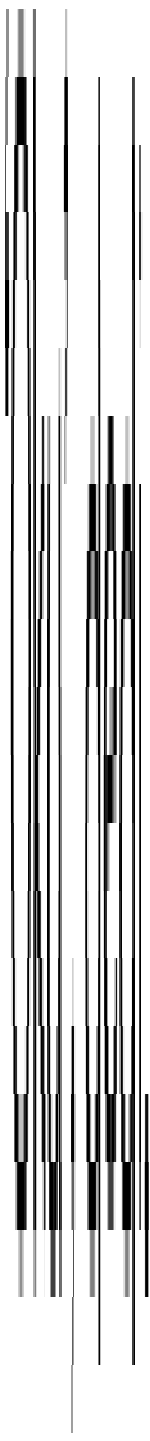


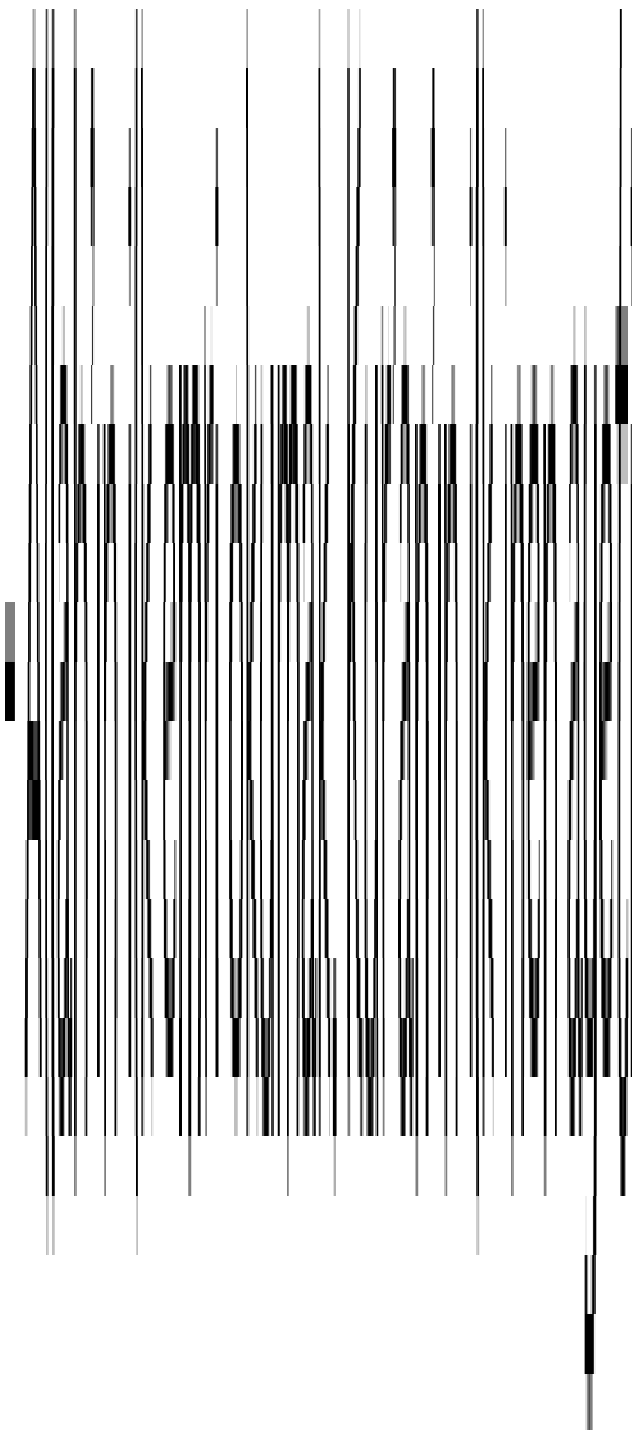


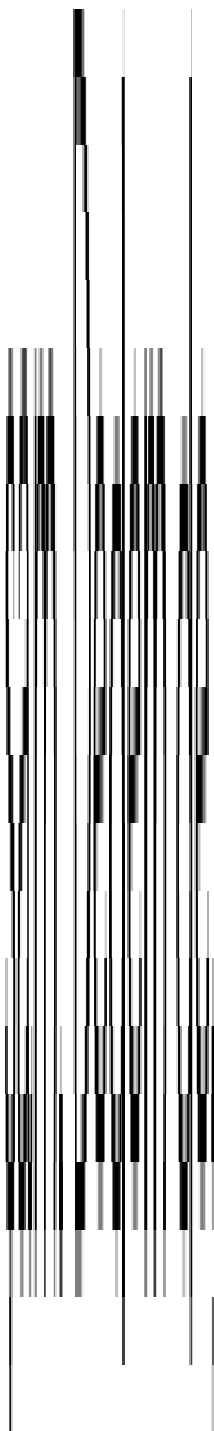


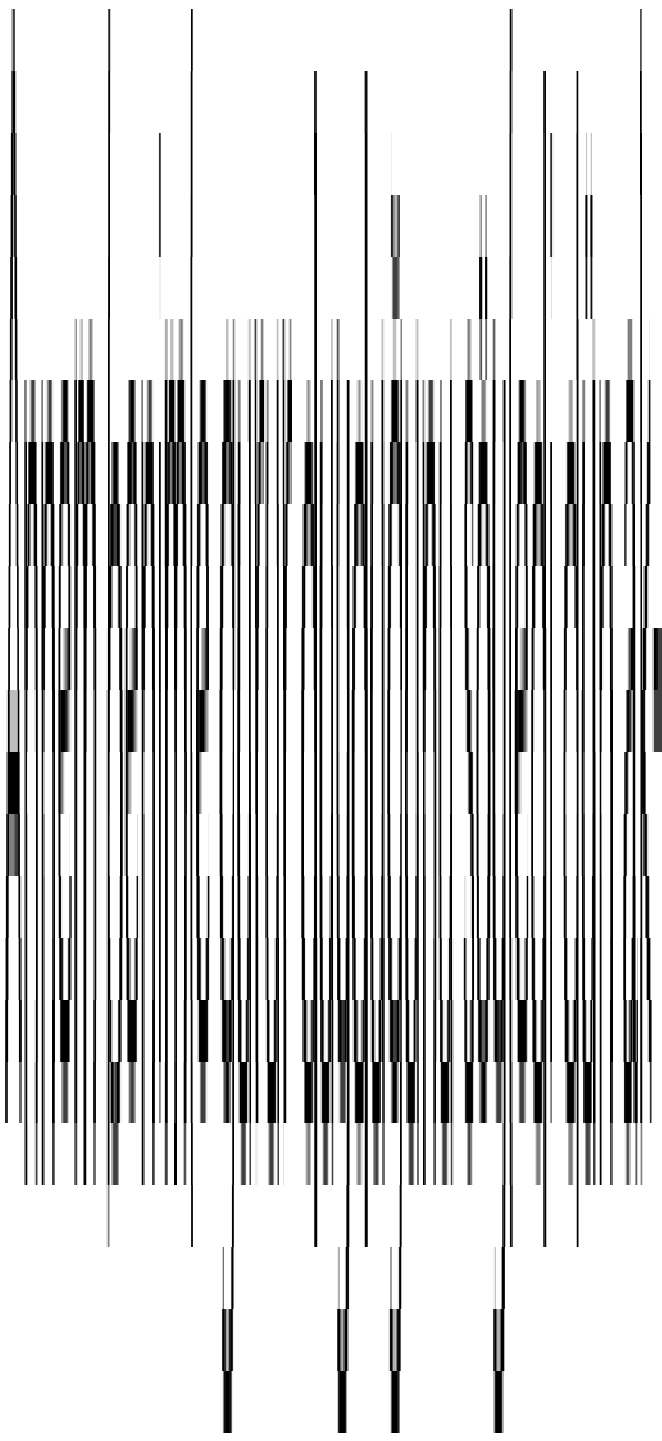


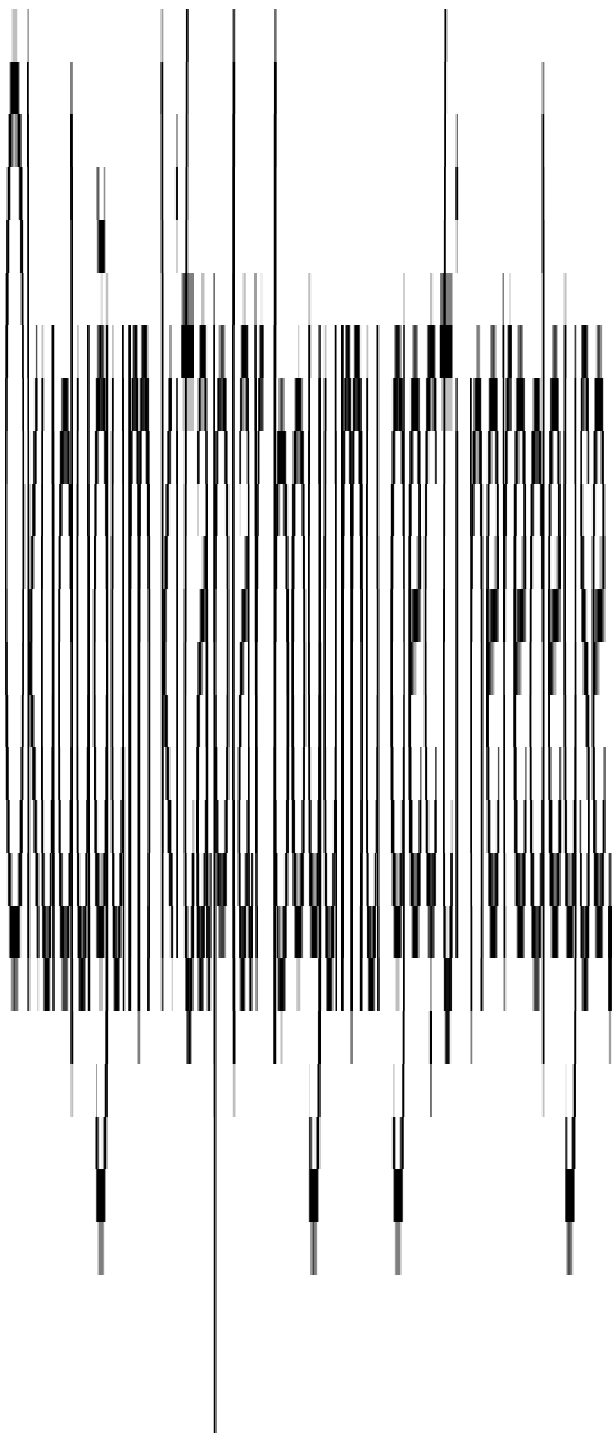


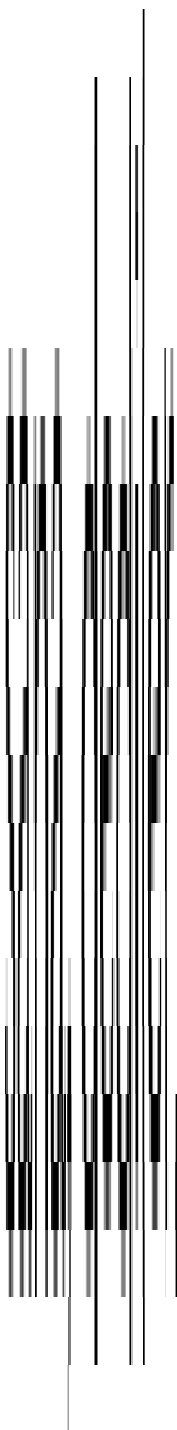


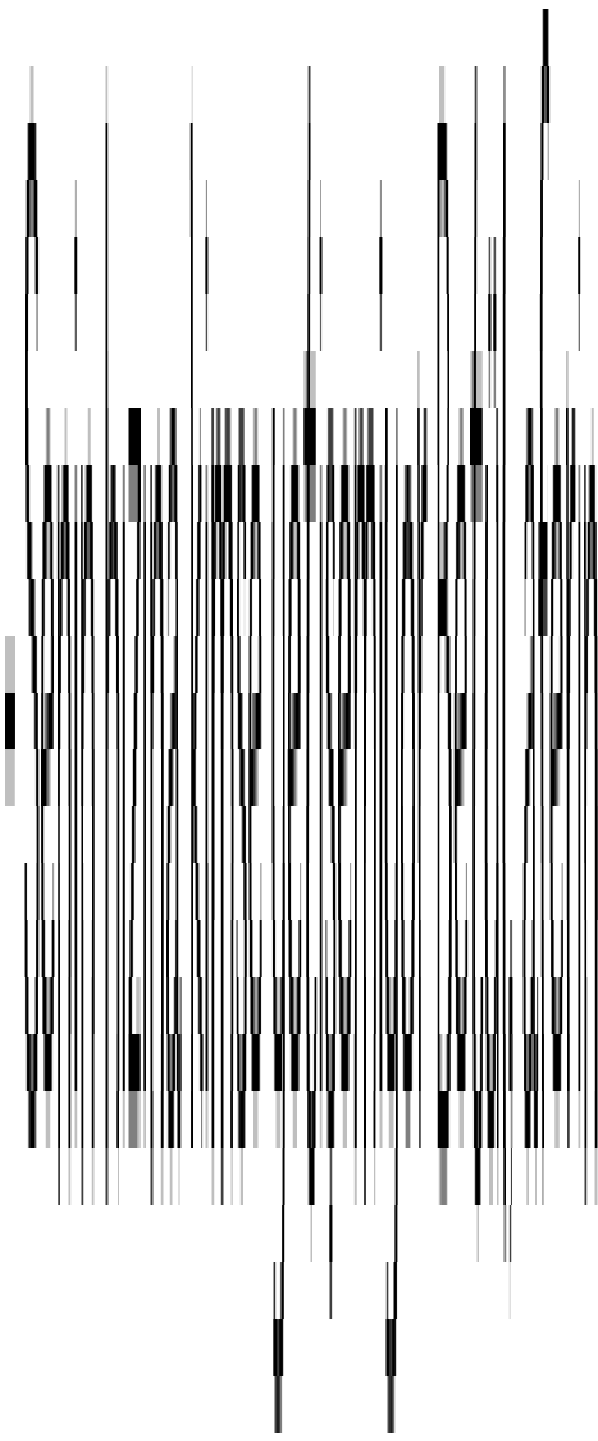


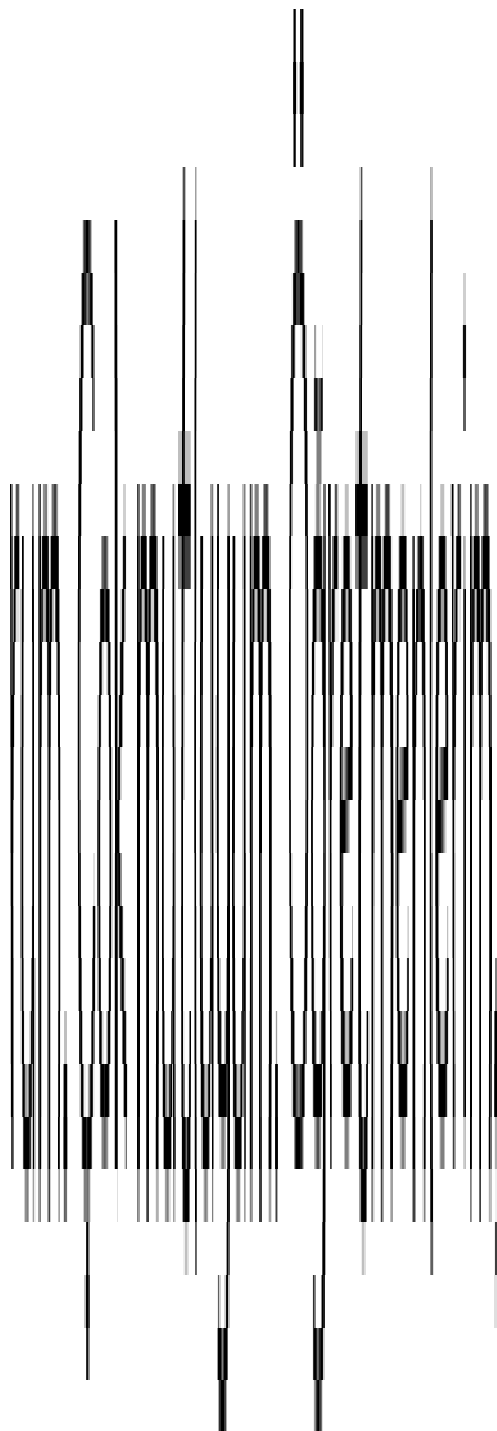


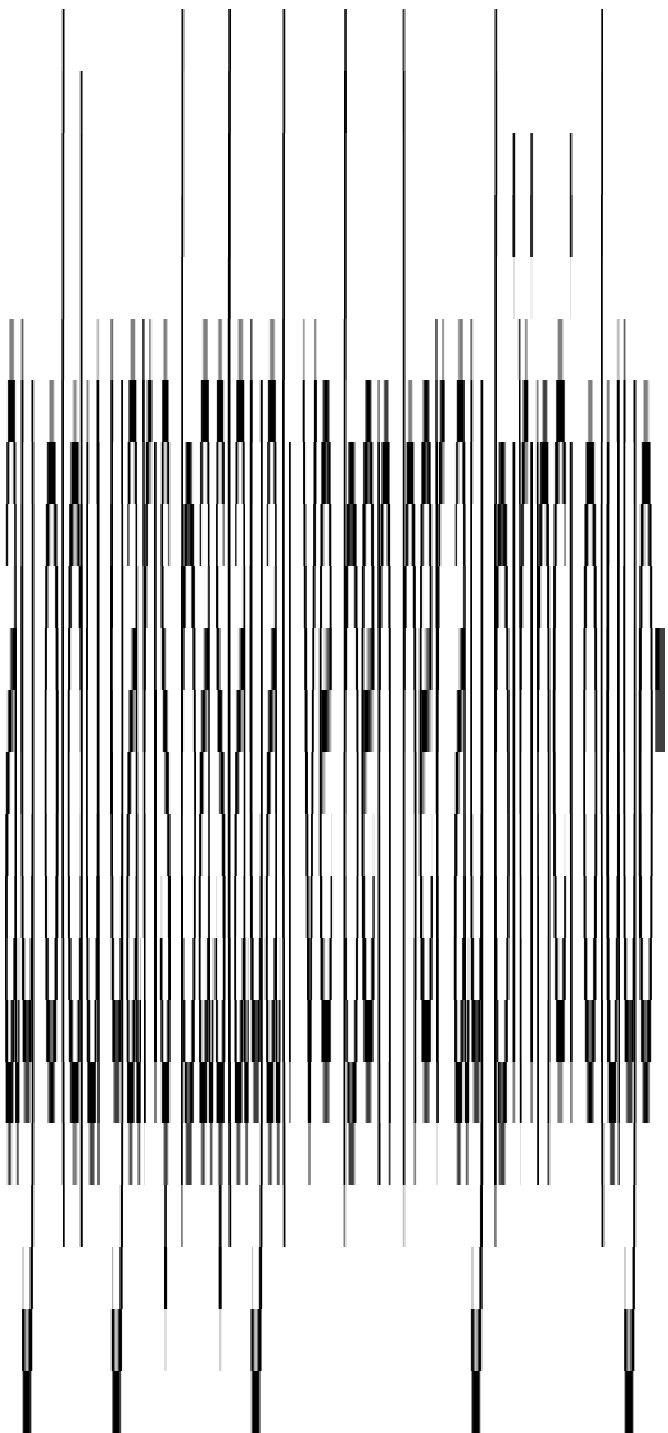


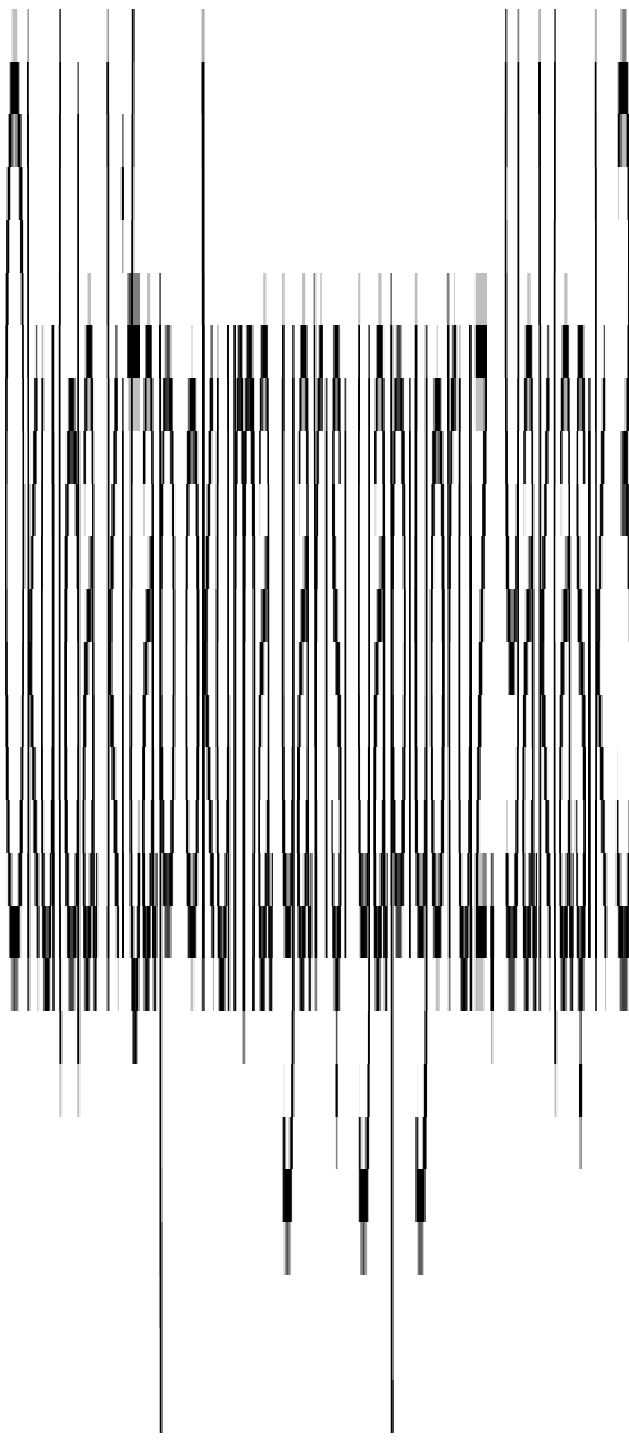


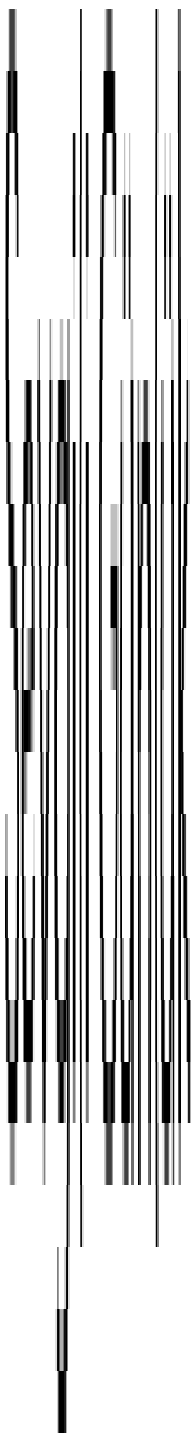


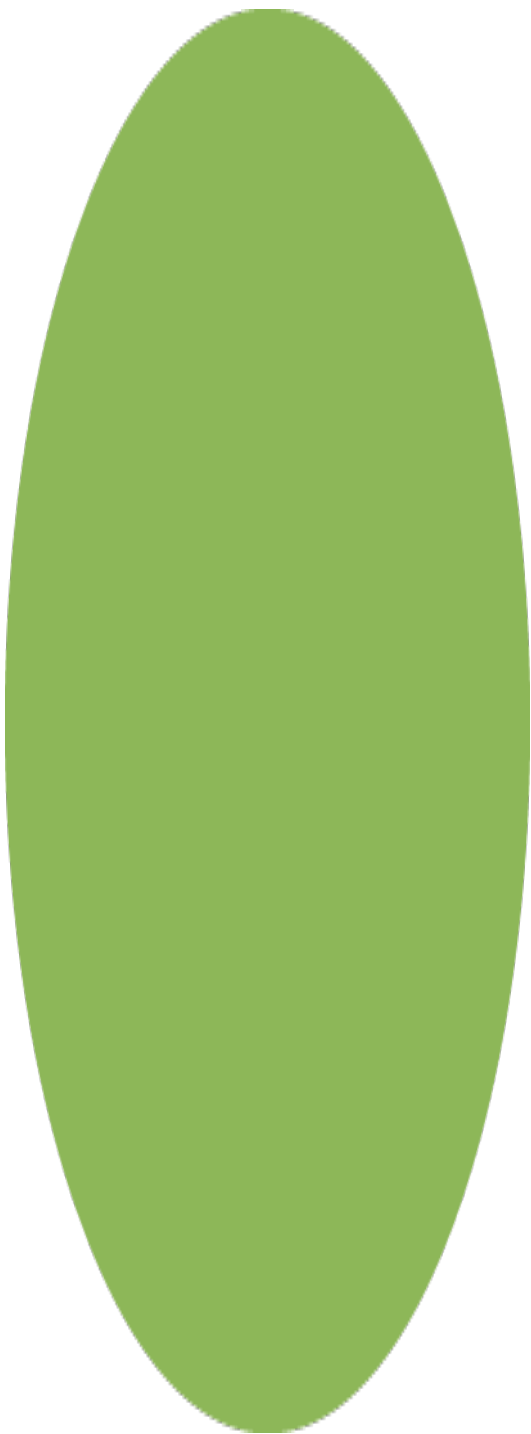


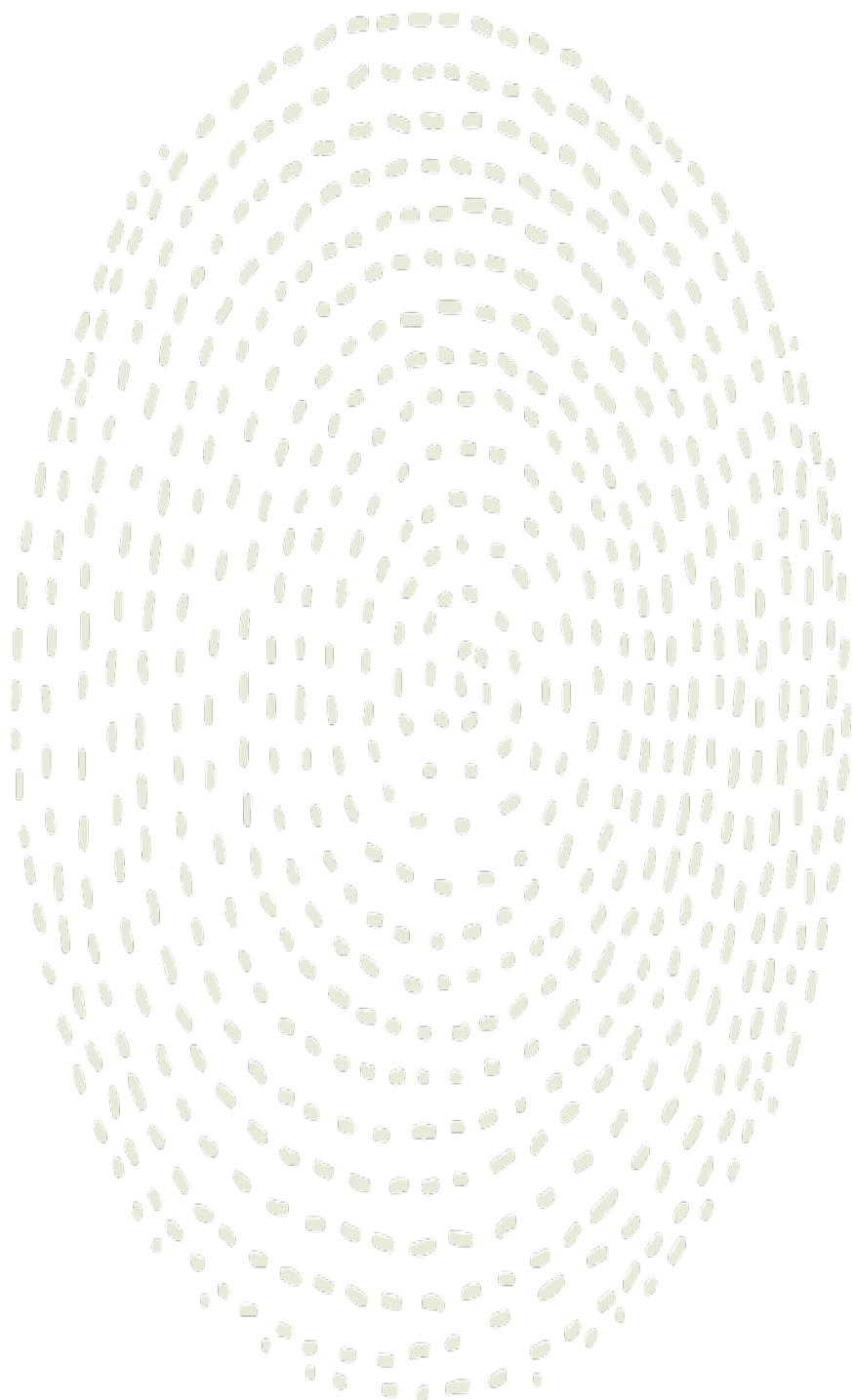


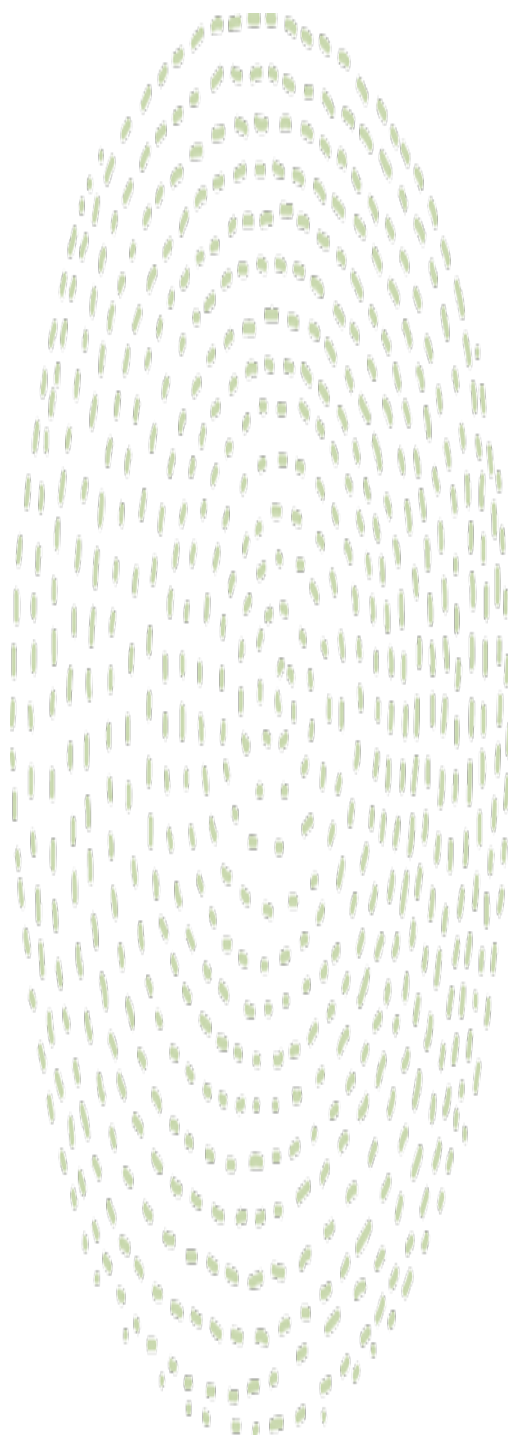




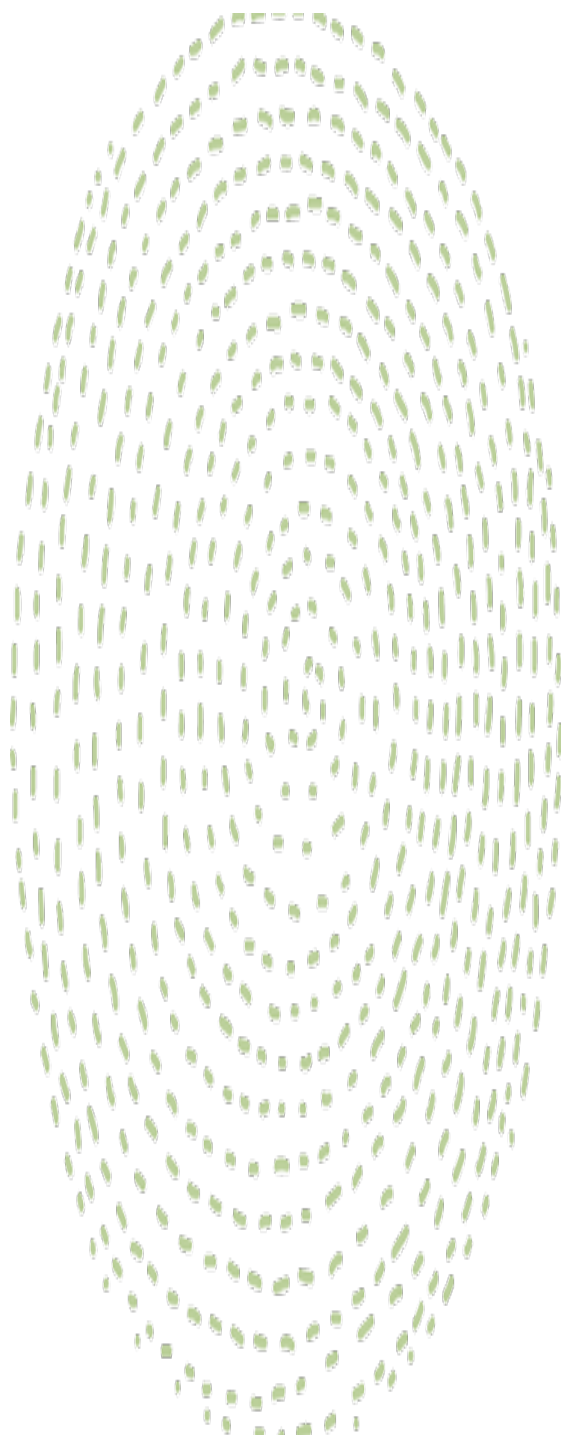












the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million. The number of people who are malnourished has increased from 1.2 billion to 1.5 billion. The number of people who are obese has increased from 100 million to 300 million.

There is a growing awareness of the need to address the problem of malnutrition. The World Health Organization (WHO) has launched a global strategy to reduce malnutrition. The strategy is based on three pillars: (1) improving the quality of food, (2) increasing the availability of food, and (3) improving the access to food. The WHO is working with governments and other organizations to implement this strategy.

There are many reasons why malnutrition is a problem. One reason is that food is not available in all parts of the world. Another reason is that food is not of good quality. A third reason is that people do not have enough money to buy food. A fourth reason is that people do not know how to cook food. A fifth reason is that people do not have access to clean water. A sixth reason is that people do not have access to health care.

There are many ways to address the problem of malnutrition. One way is to improve the quality of food. Another way is to increase the availability of food. A third way is to improve the access to food. A fourth way is to improve the access to clean water. A fifth way is to improve the access to health care. A sixth way is to improve the access to education.

There are many organizations that are working to address the problem of malnutrition. One organization is the World Food Programme (WFP). Another organization is the United Nations Children's Fund (UNICEF). A third organization is the International Fund for Agricultural Development (IFAD). A fourth organization is the World Bank. A fifth organization is the World Health Organization (WHO). A sixth organization is the Food and Agriculture Organization (FAO).

There are many things that we can do to help address the problem of malnutrition. One thing is to donate money to one of the organizations that are working to address the problem. Another thing is to volunteer our time. A third thing is to buy food from local farmers. A fourth thing is to eat healthy food. A fifth thing is to drink clean water. A sixth thing is to get a health check-up.

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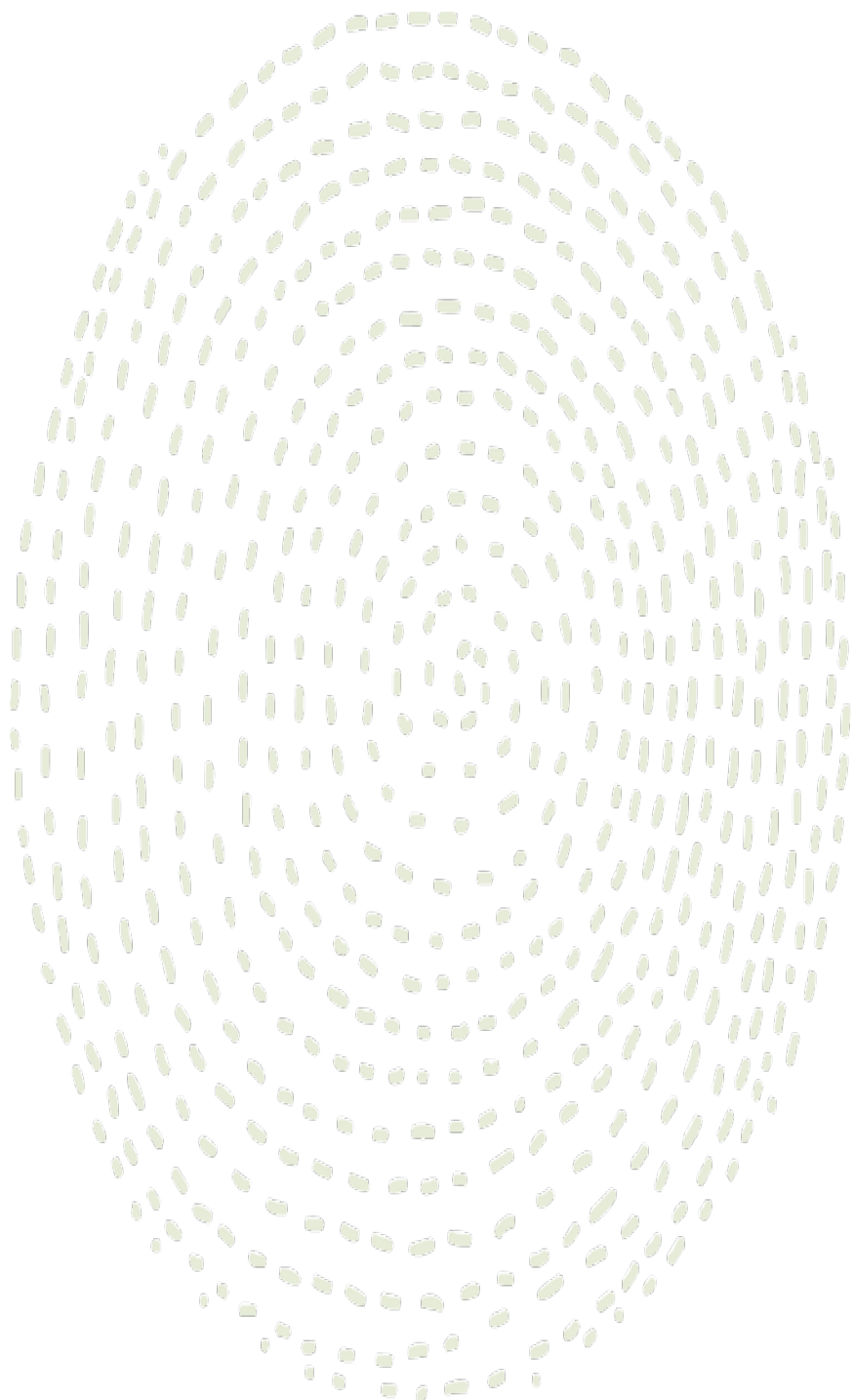
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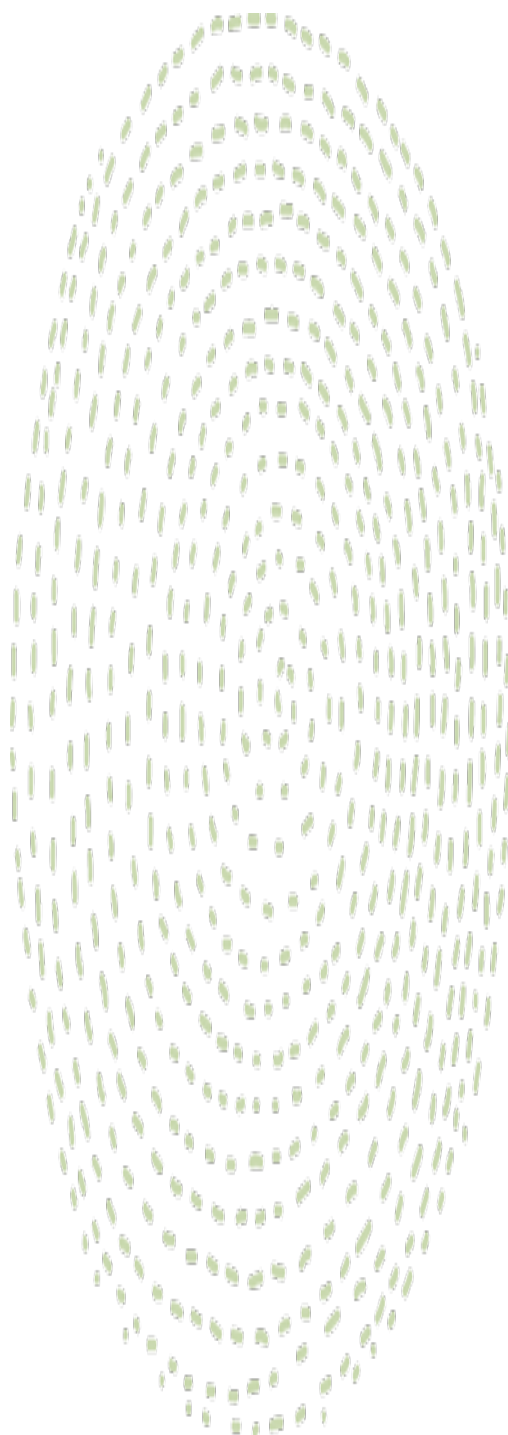
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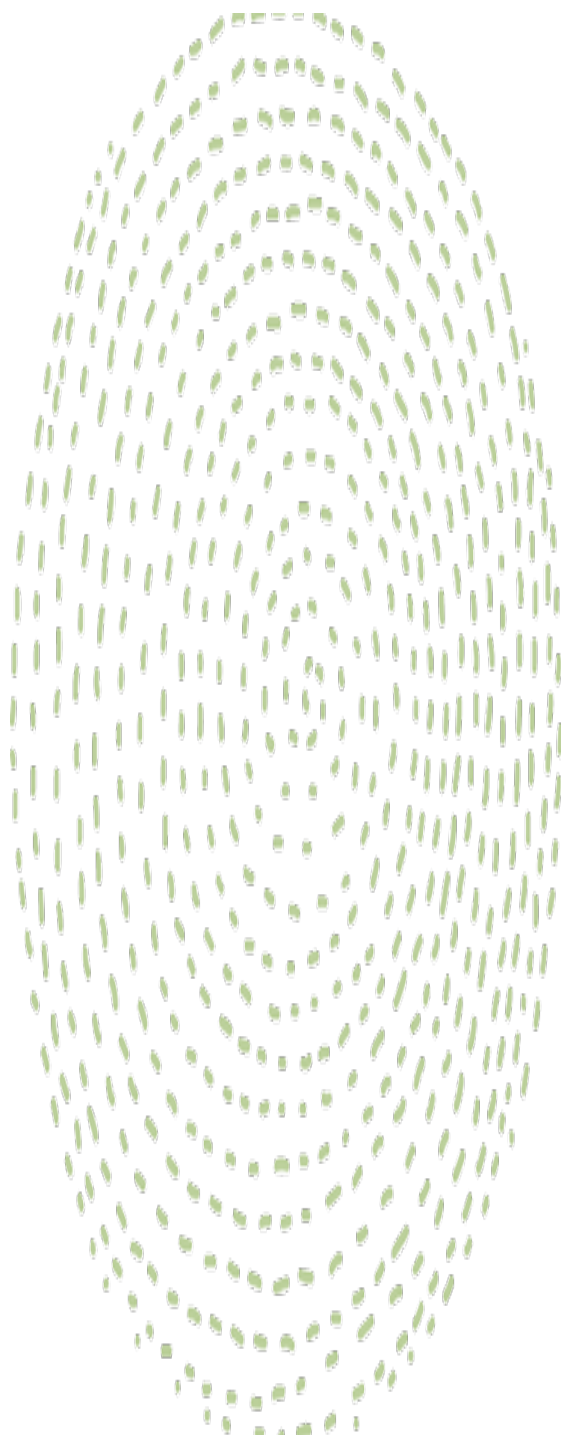








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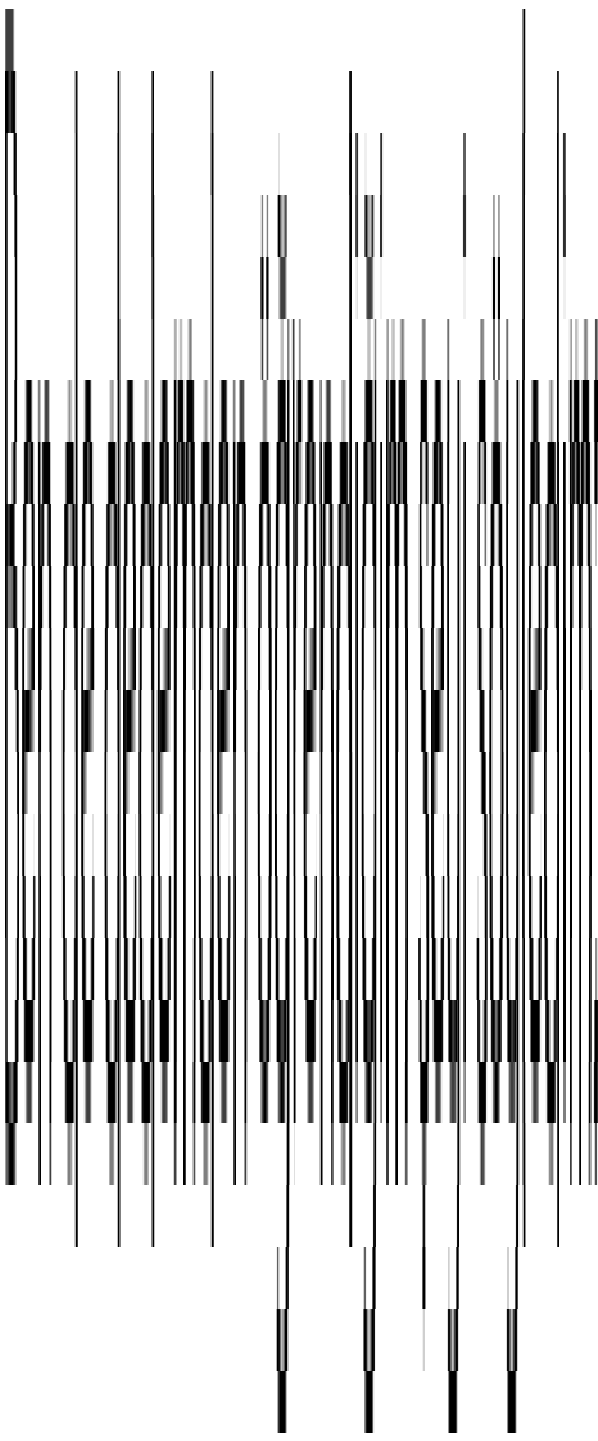
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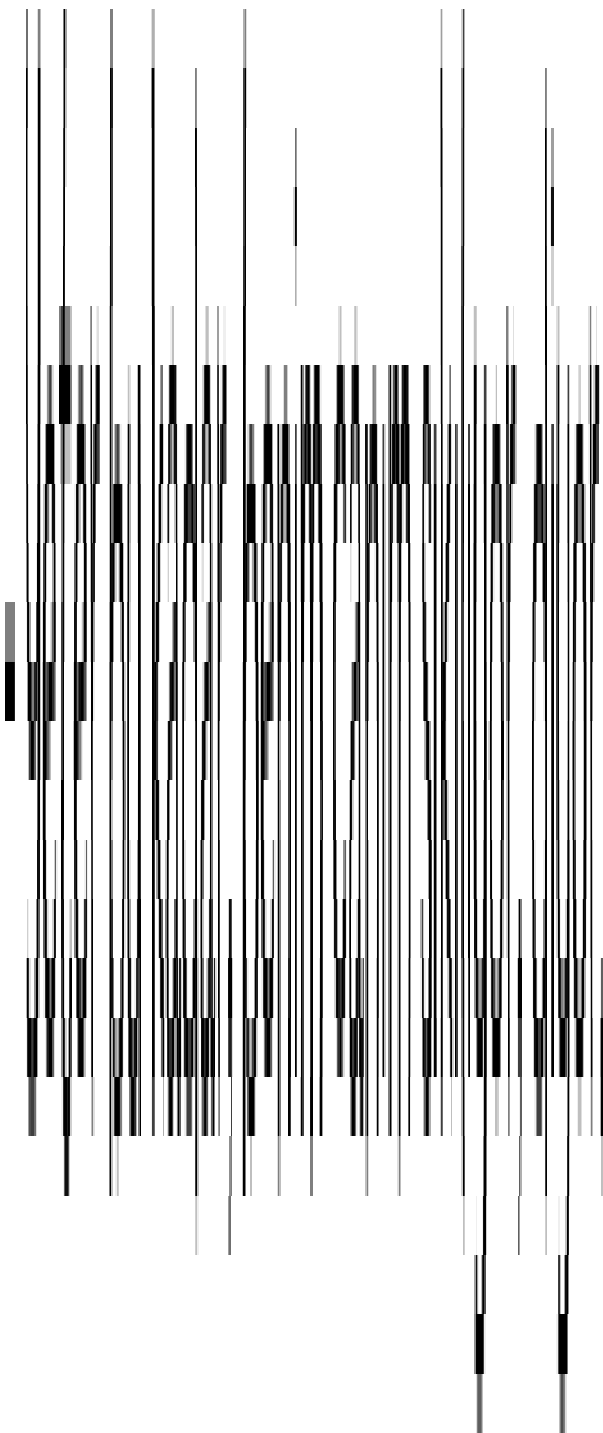
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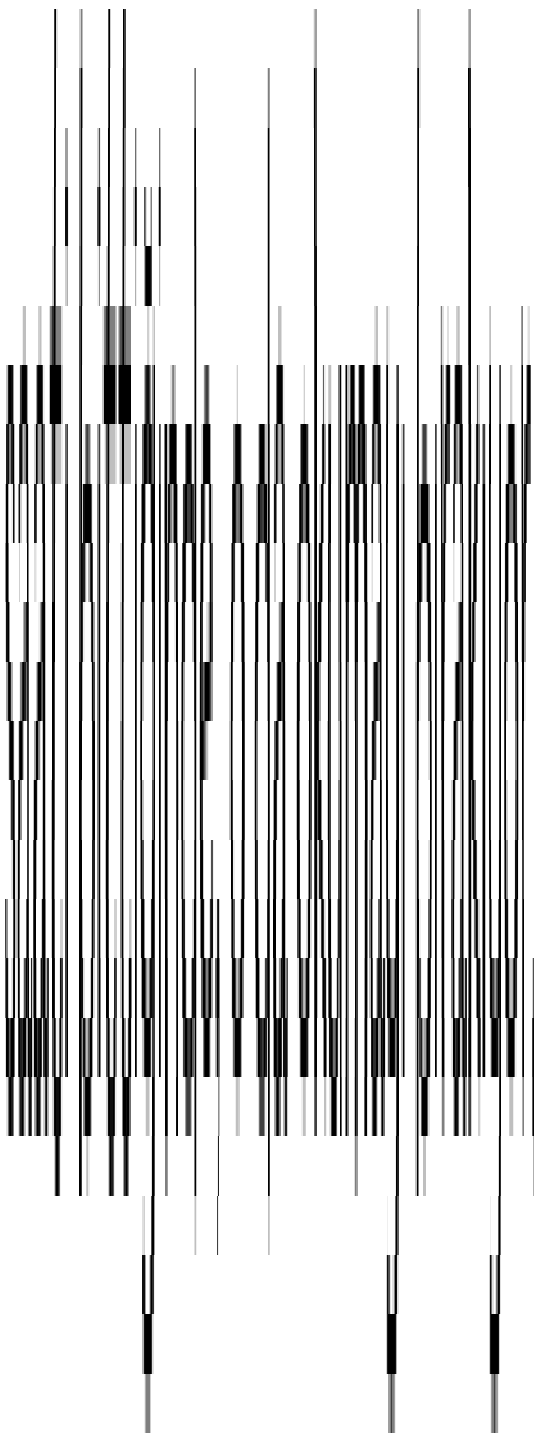
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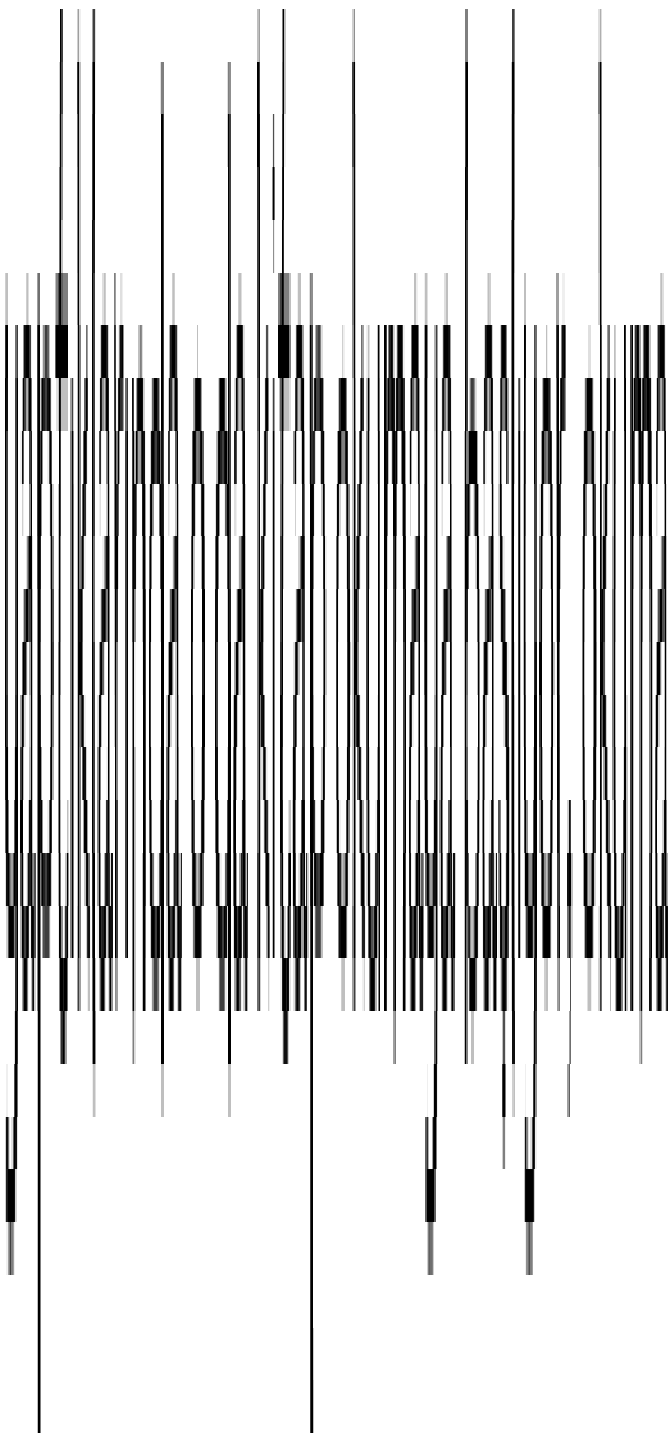
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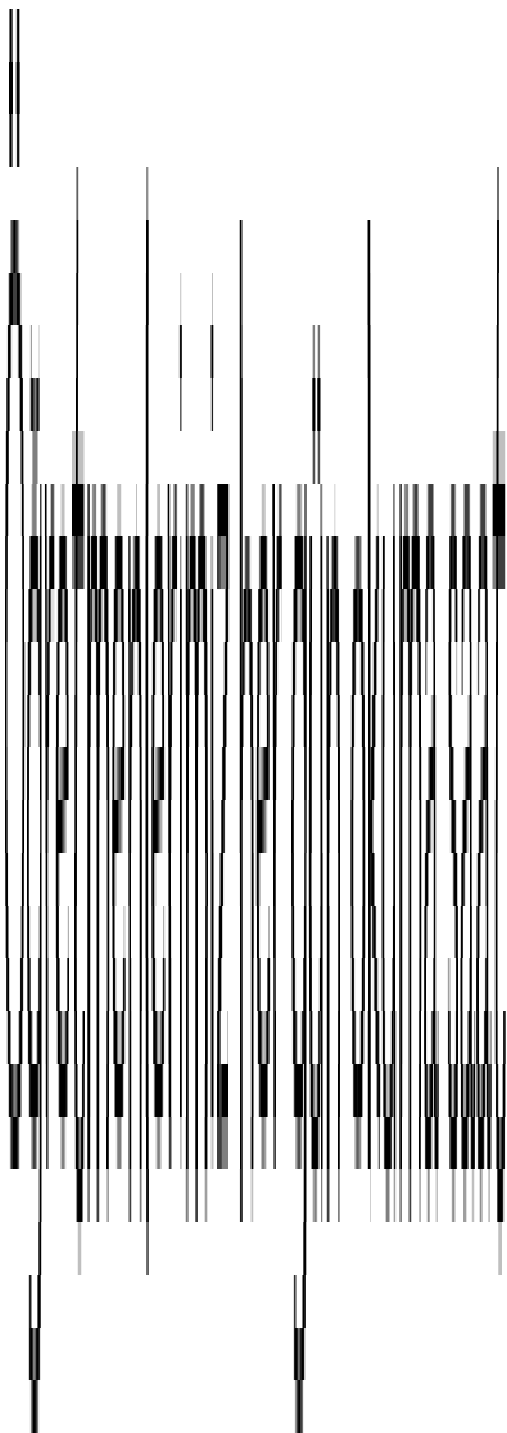
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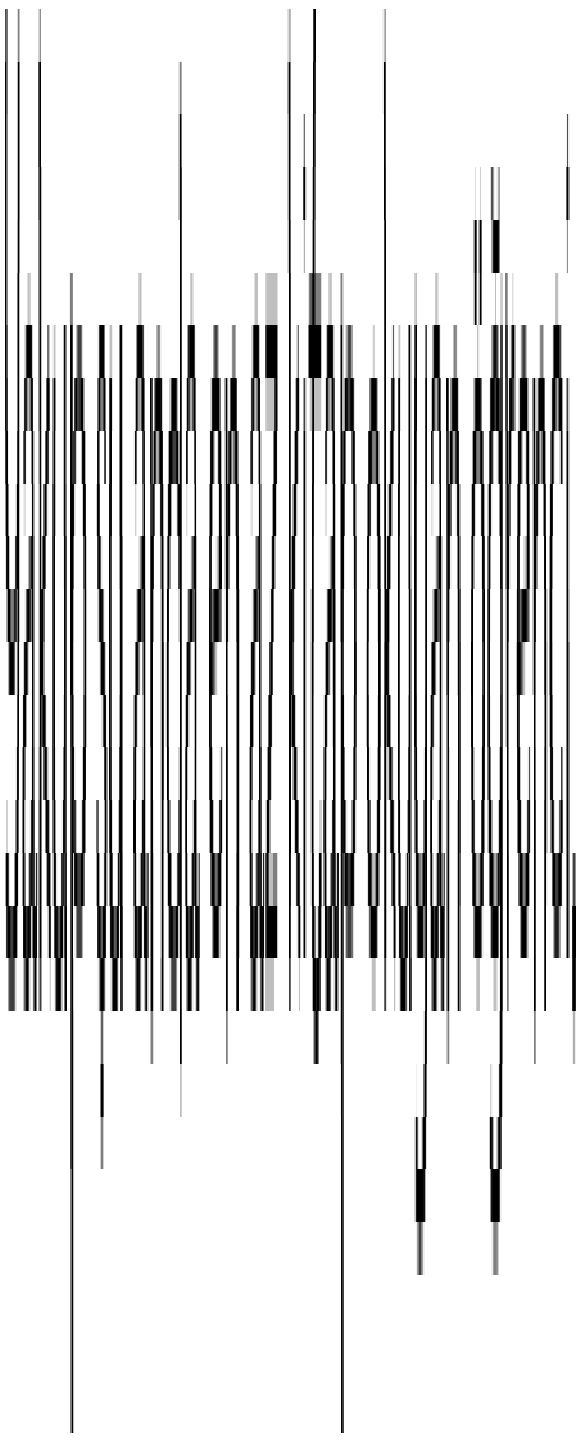


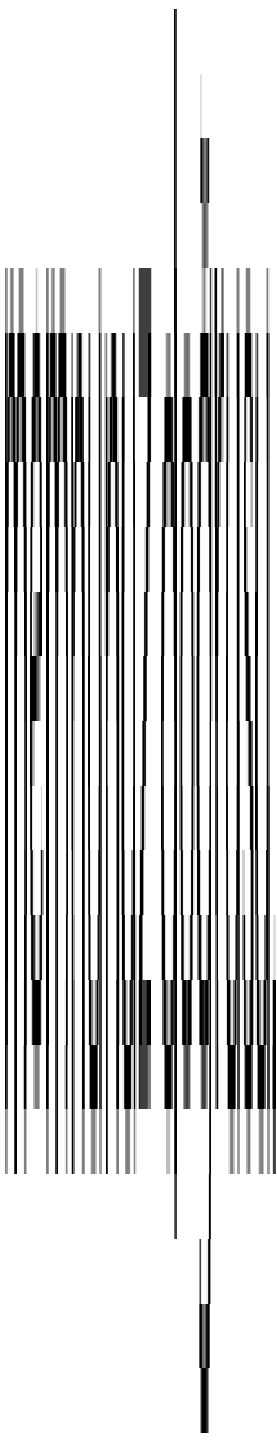


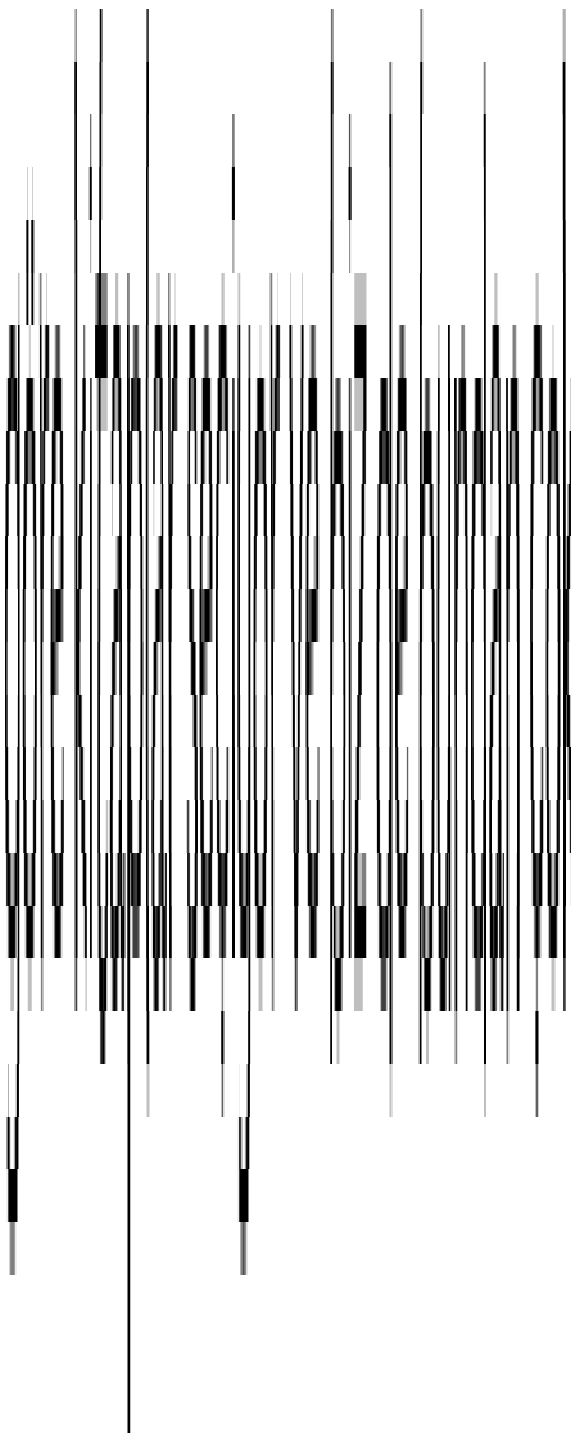


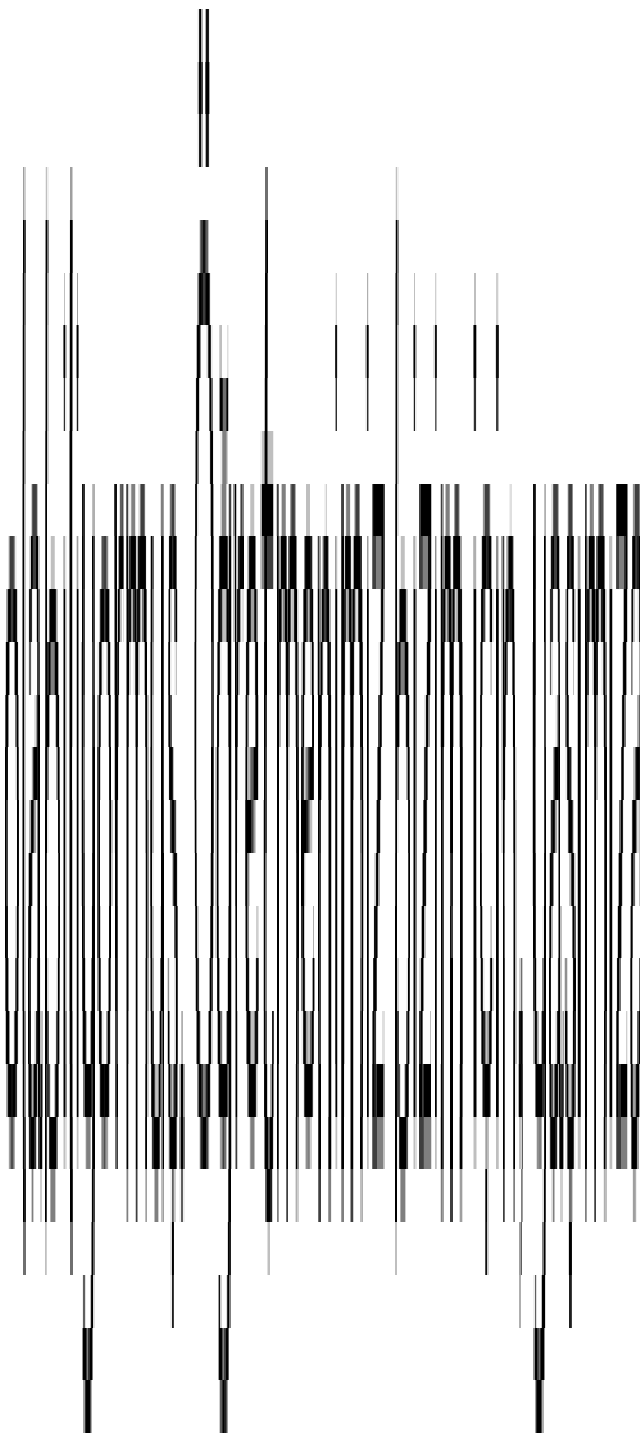


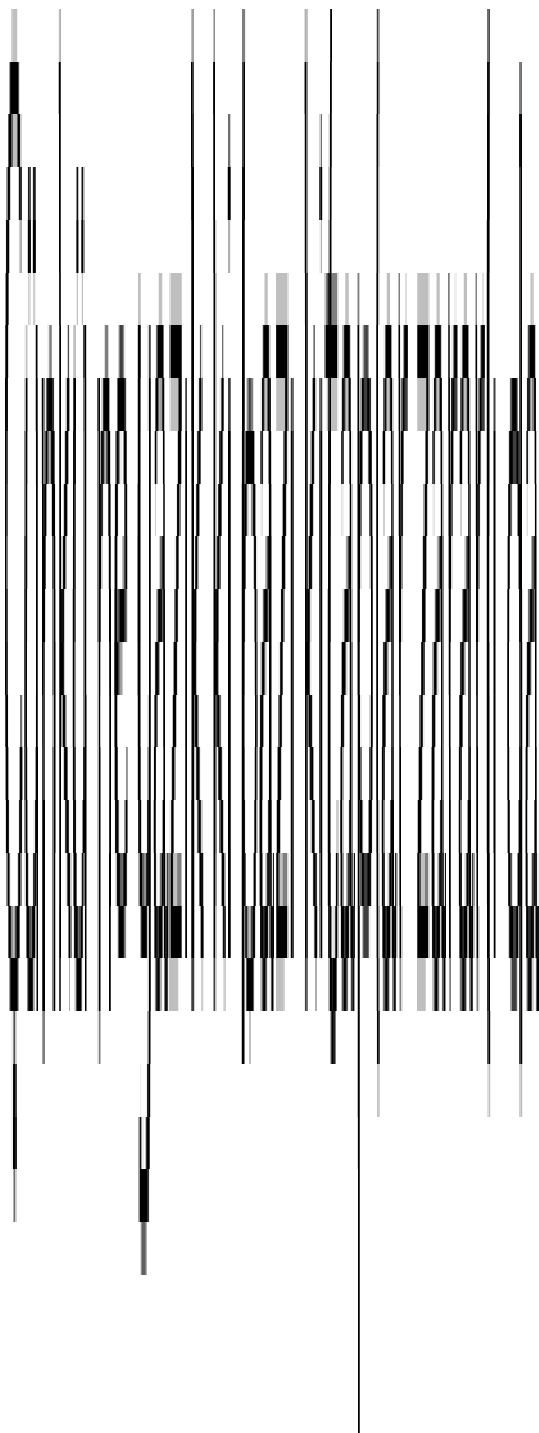


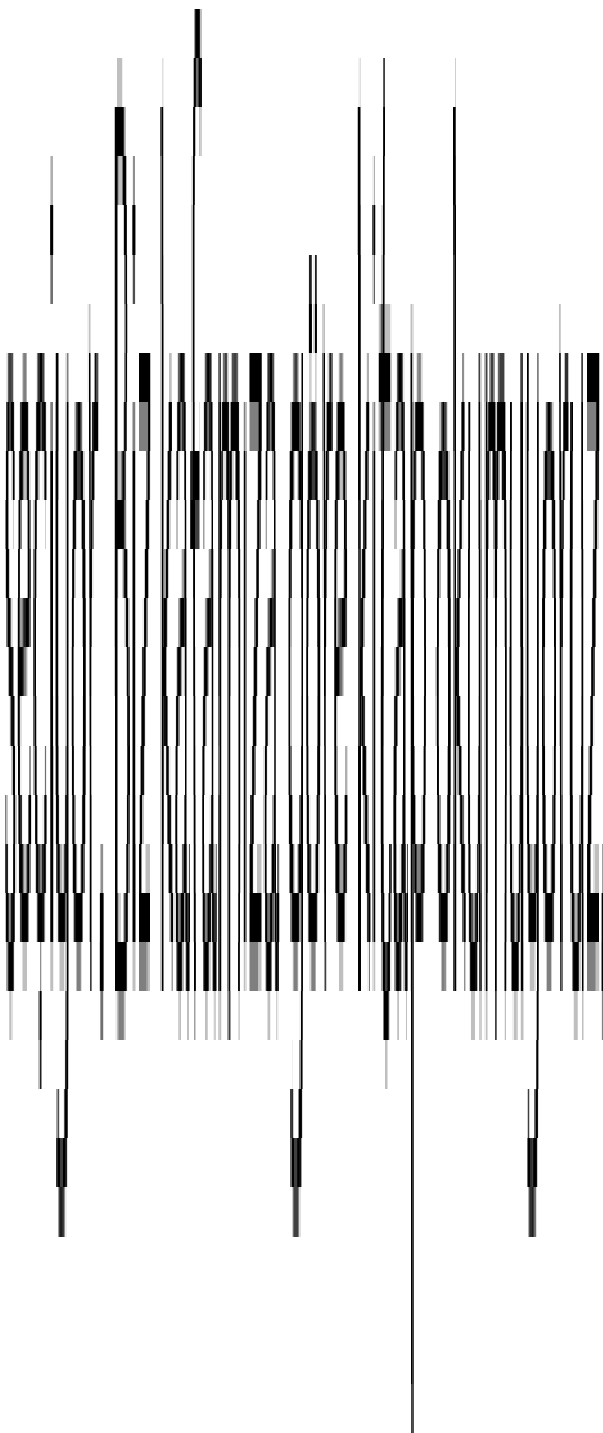


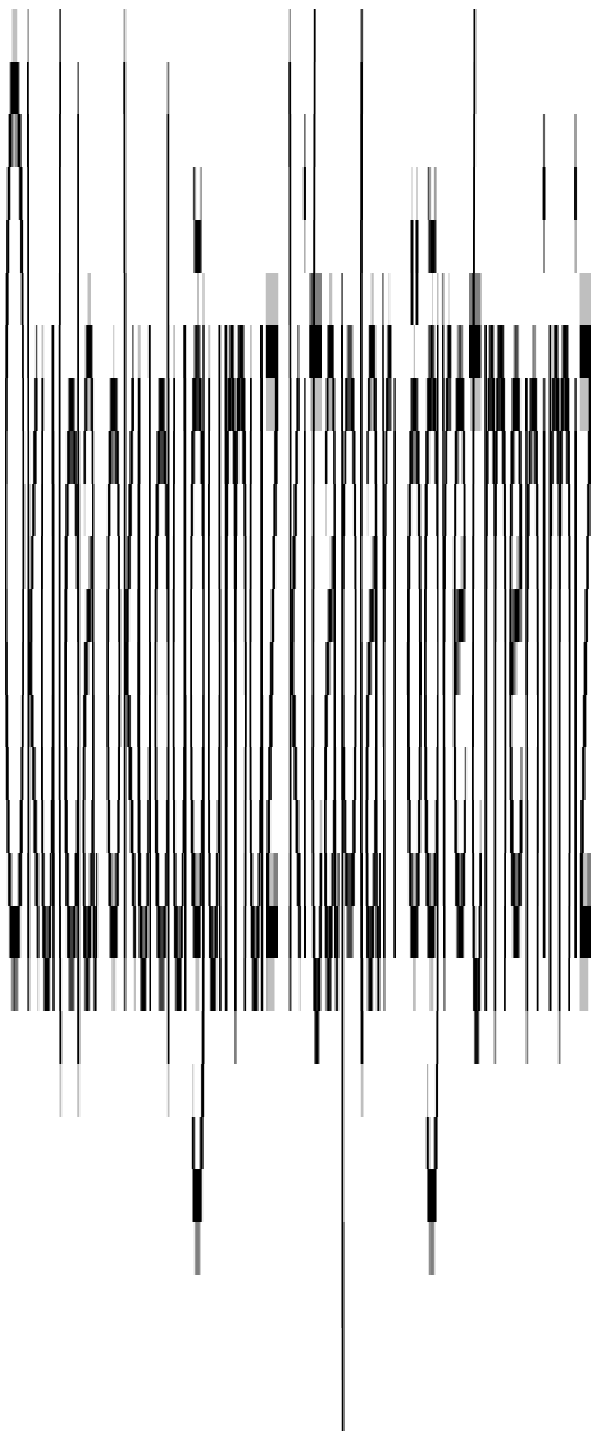












the 1990s, the number of people with a diagnosis of schizophrenia has increased in the United Kingdom (Meltzer 1998). The prevalence of schizophrenia in the United Kingdom is estimated to be 1.2% (Meltzer 1998). The prevalence of schizophrenia in the United States is estimated to be 1.1% (Meltzer 1998).

There is a growing awareness of the need to improve the lives of people with schizophrenia. The World Health Organization (WHO) has developed a set of guidelines for the management of schizophrenia (WHO 1993). The guidelines recommend that people with schizophrenia should be treated with a combination of medication and psychosocial interventions. The guidelines also recommend that people with schizophrenia should be treated in a community setting, rather than in a hospital. The guidelines also recommend that people with schizophrenia should be treated by a multidisciplinary team, including doctors, nurses, social workers, and psychologists.

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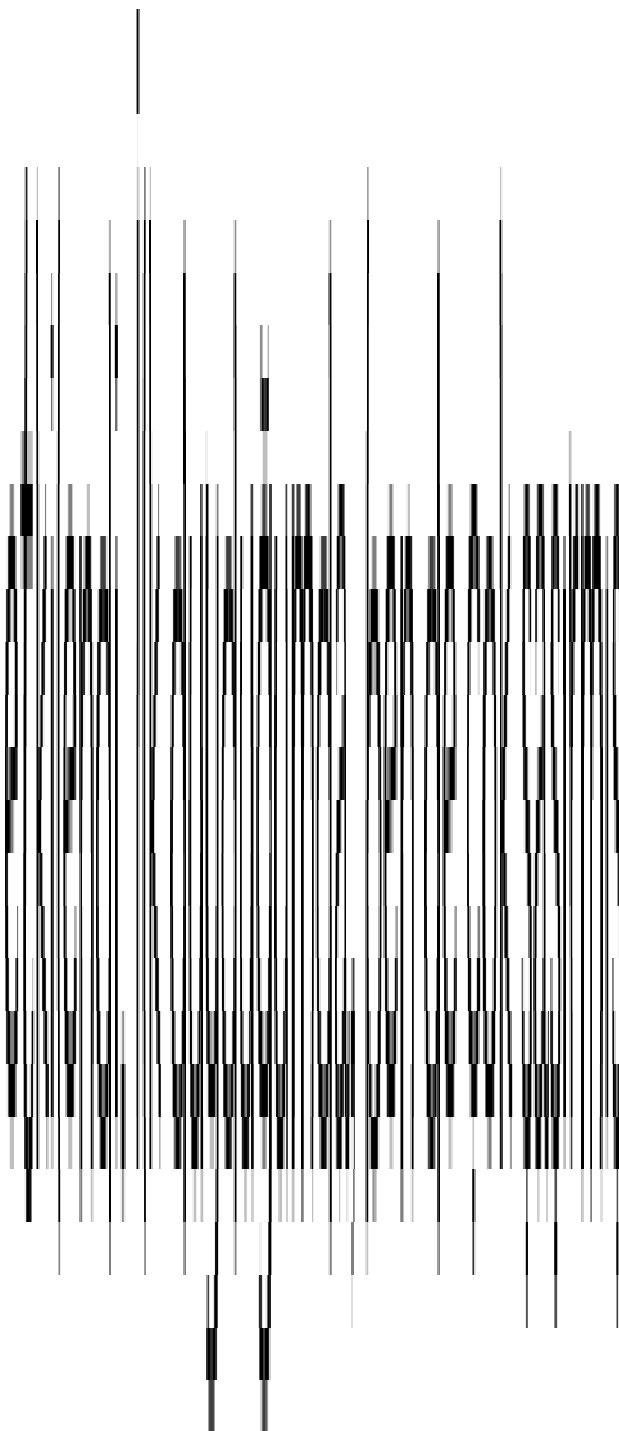
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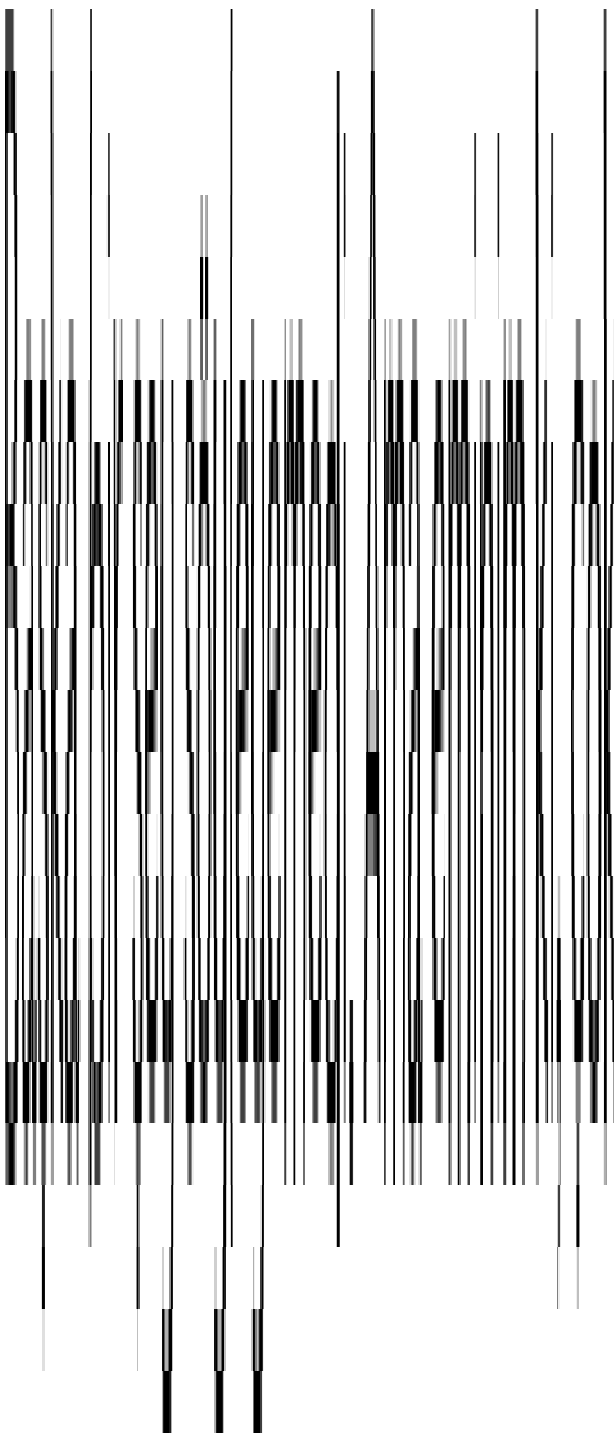
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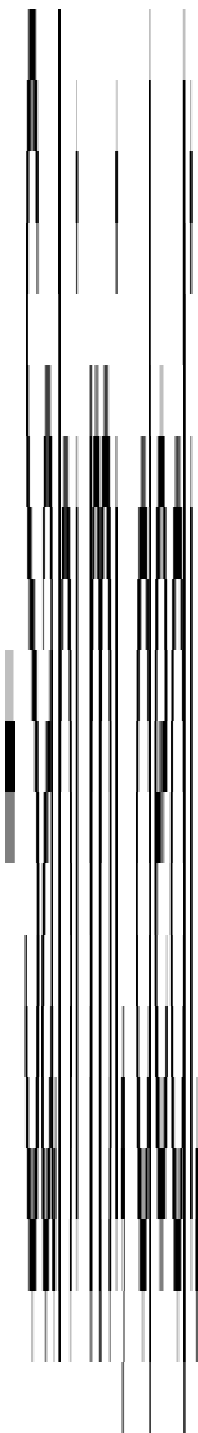
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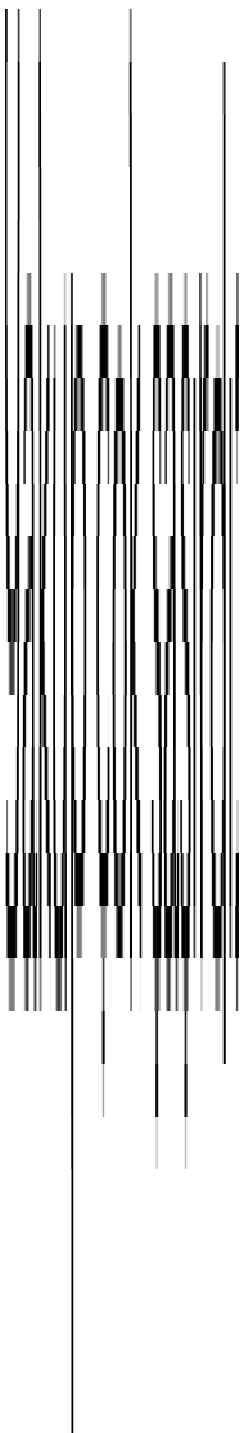
The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in diverse cultural settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local researchers and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that their research does not cause harm or exploitation. The paper concludes by noting that while cross-cultural research presents many challenges, it is also a valuable way to gain a deeper understanding of the world and to develop more effective educational practices.



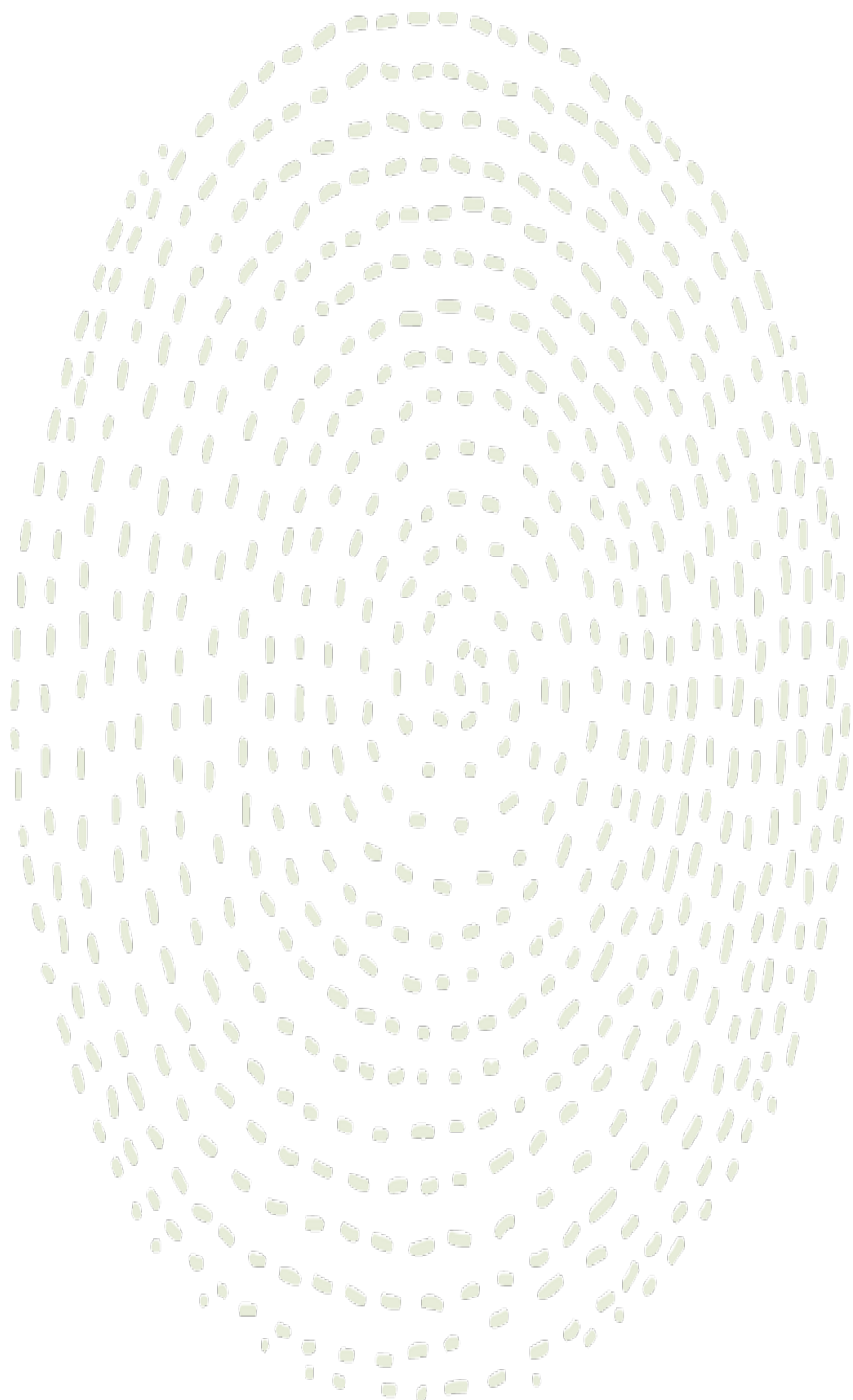


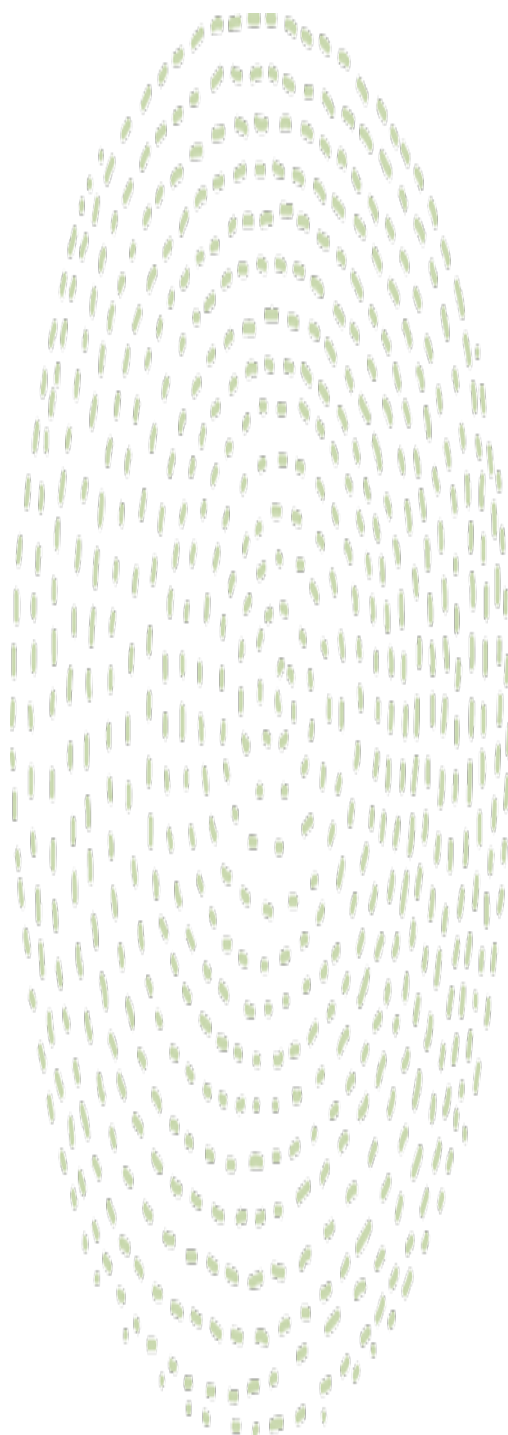




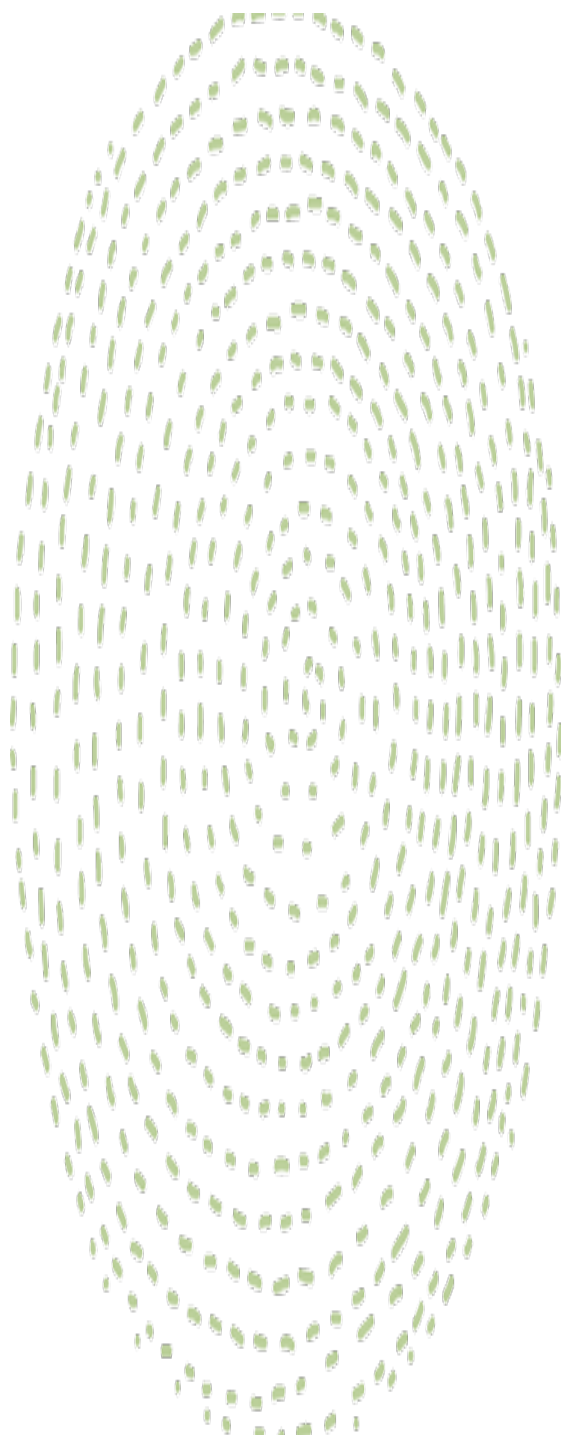


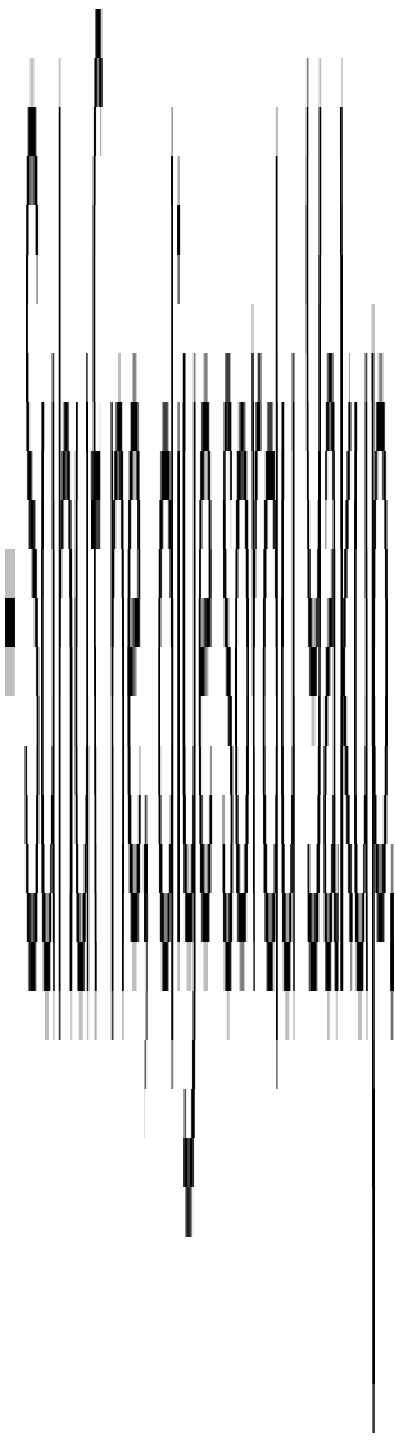


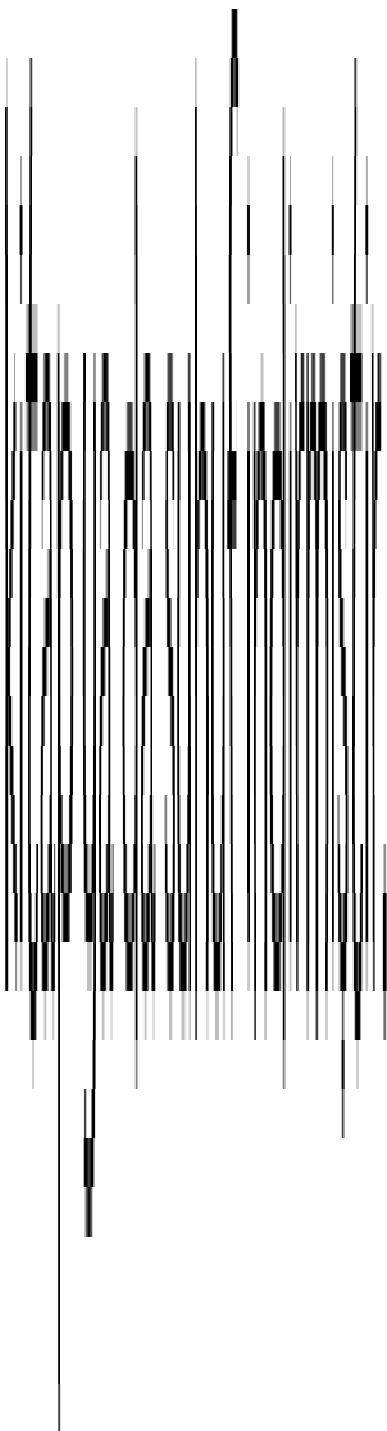


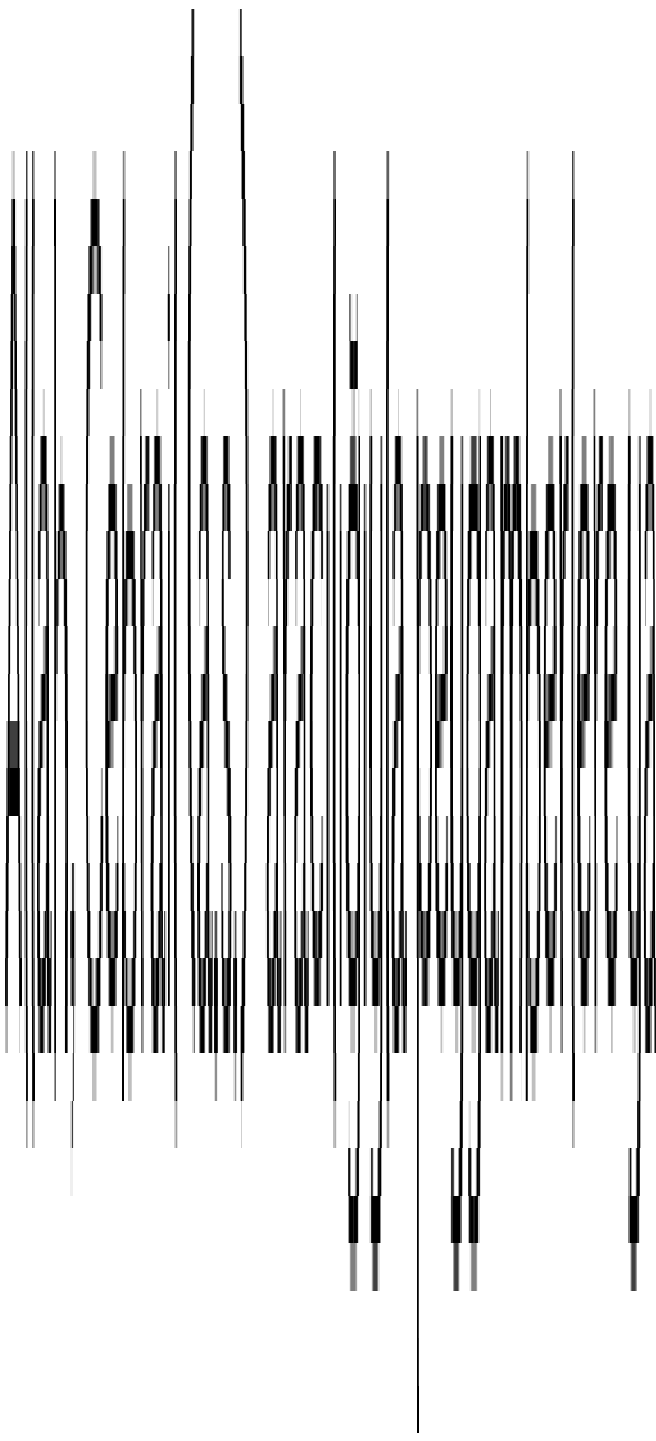


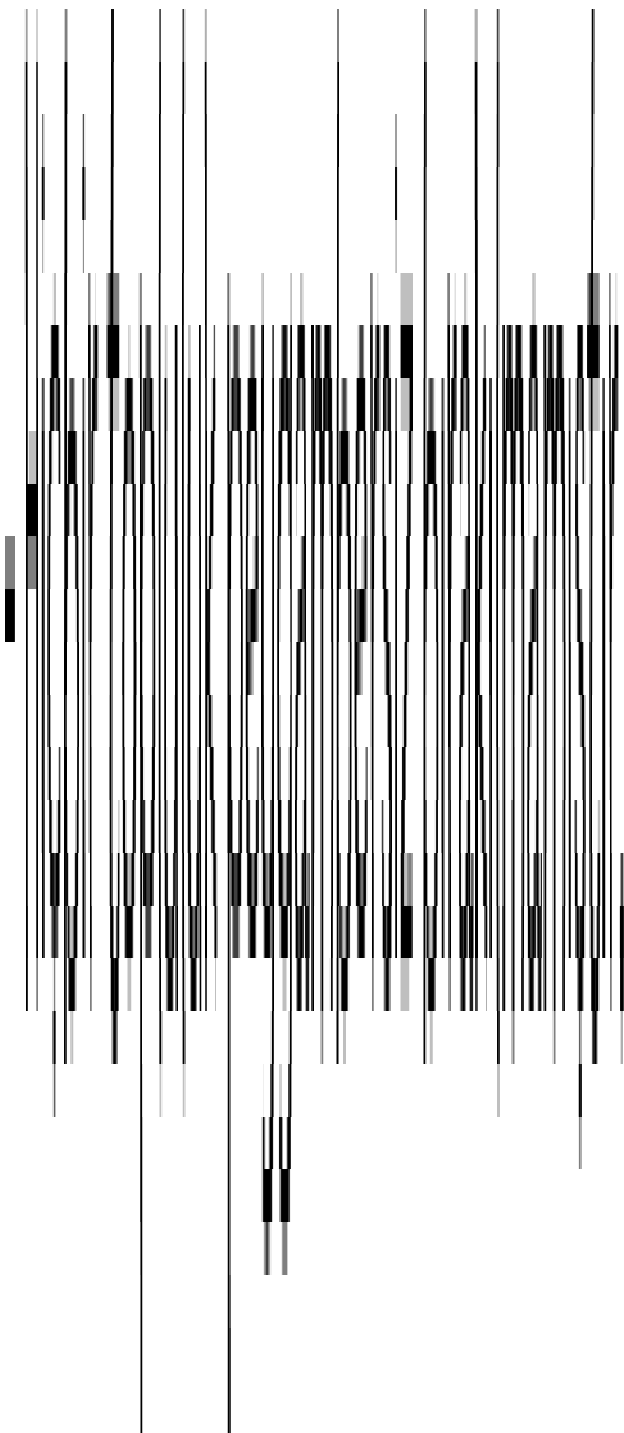


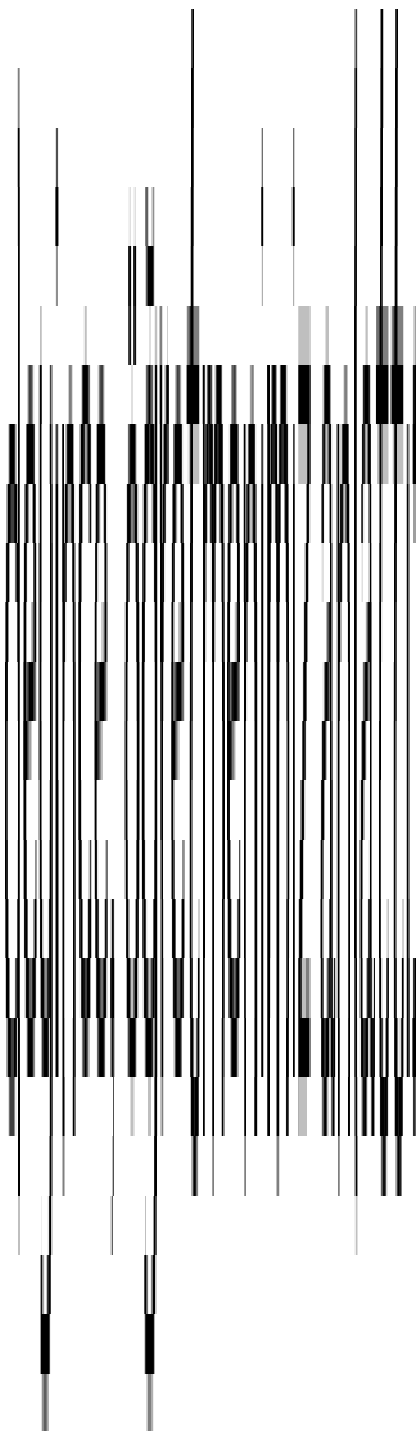


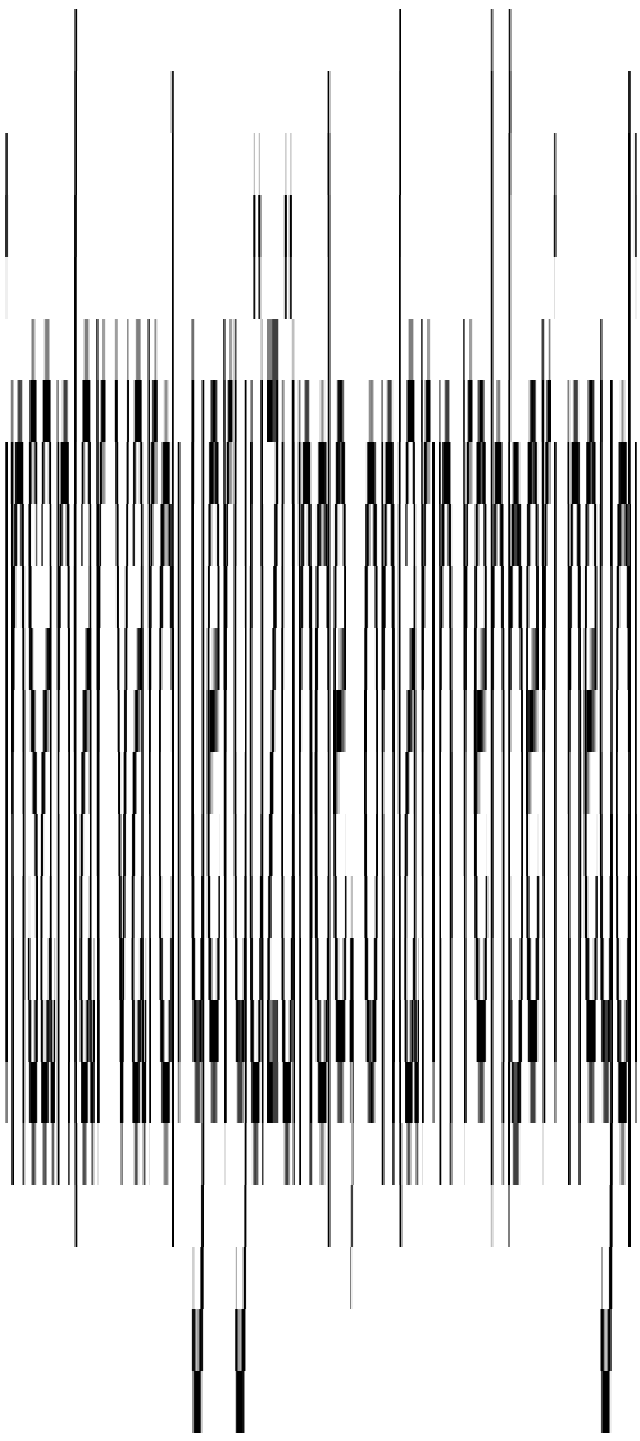


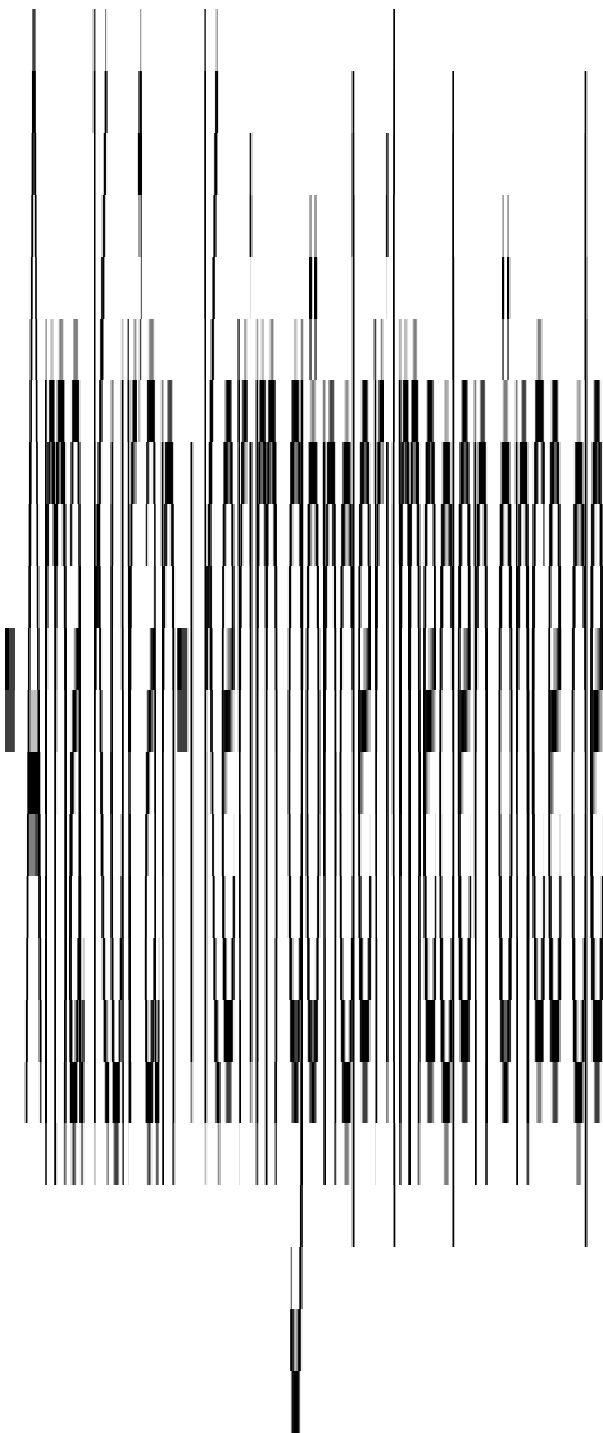


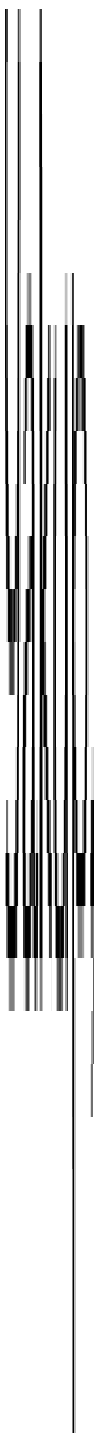


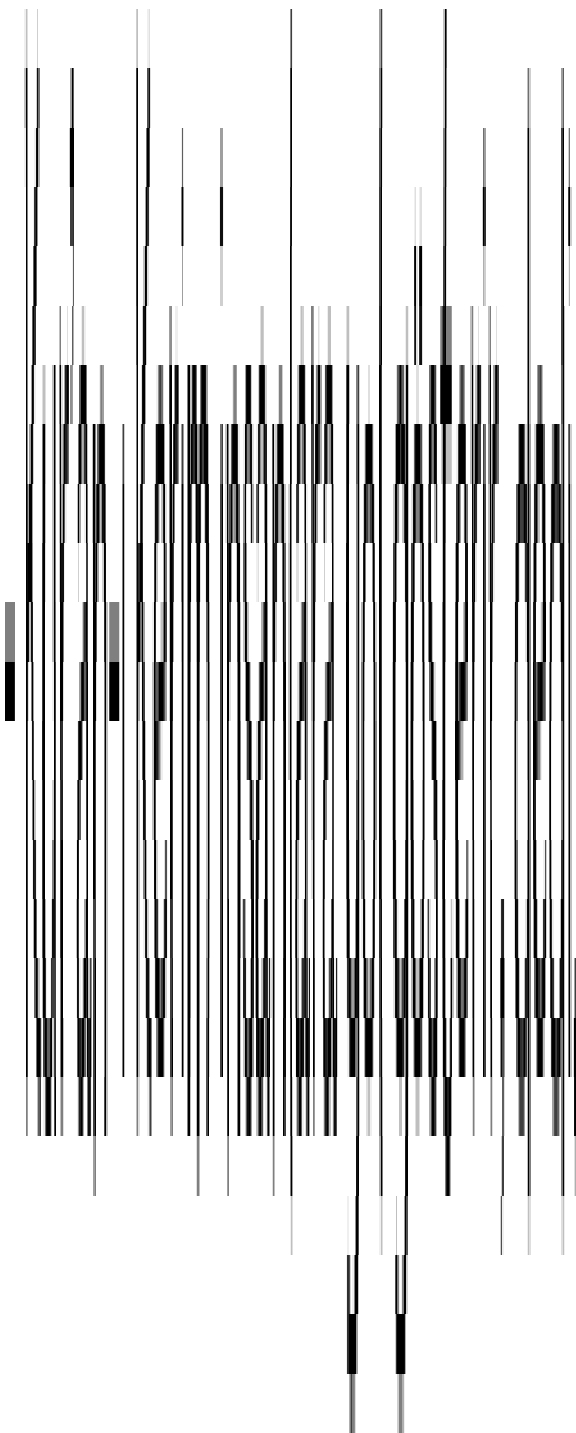


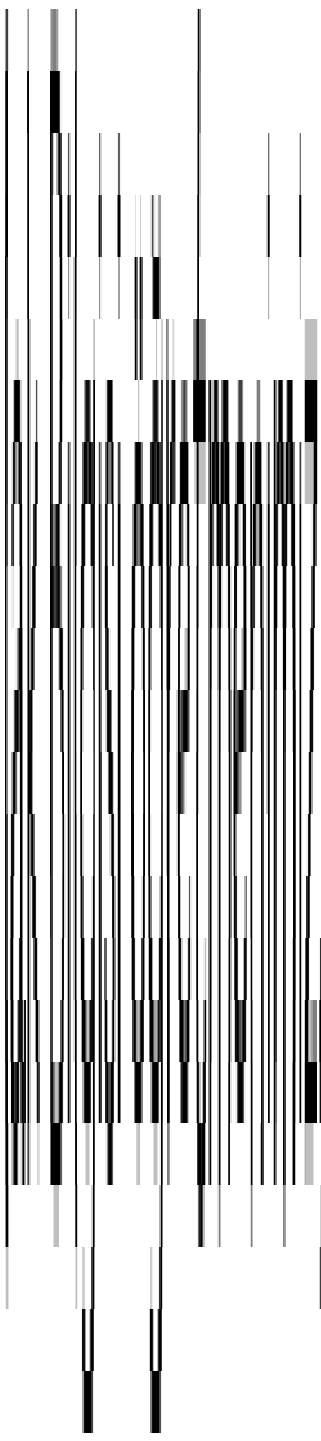


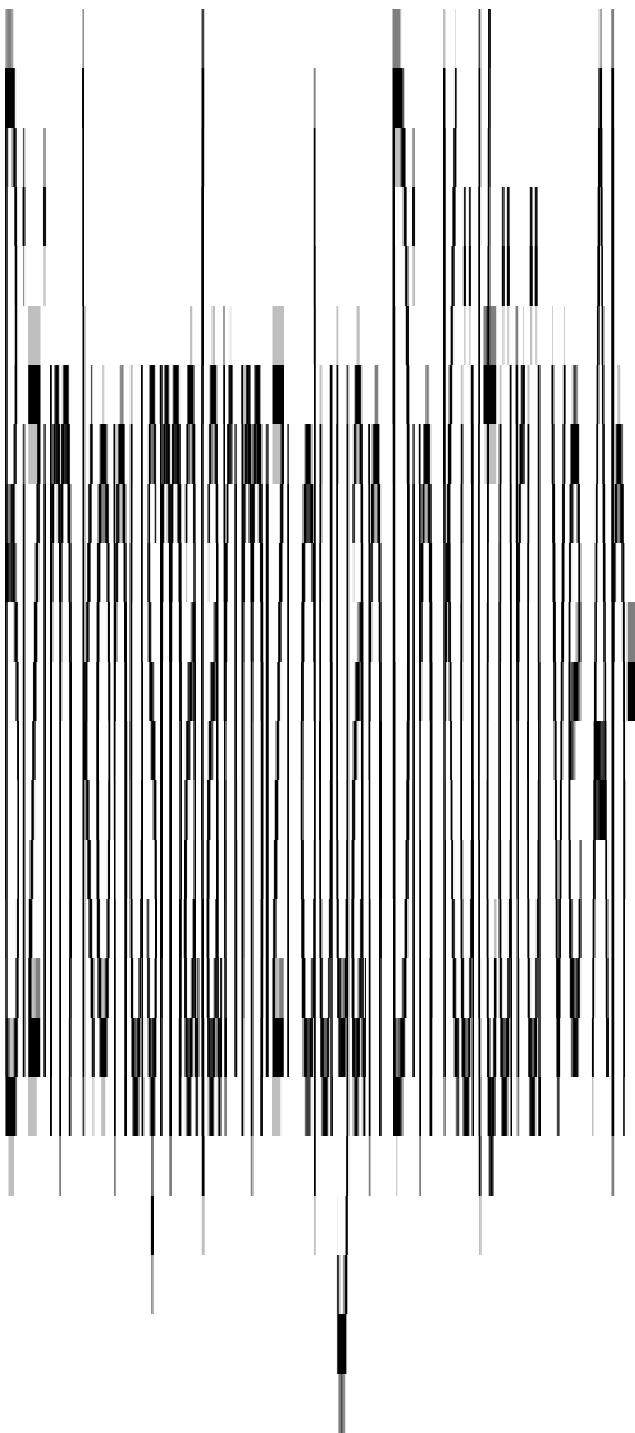


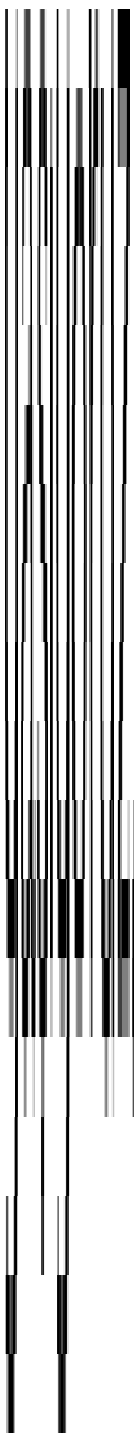


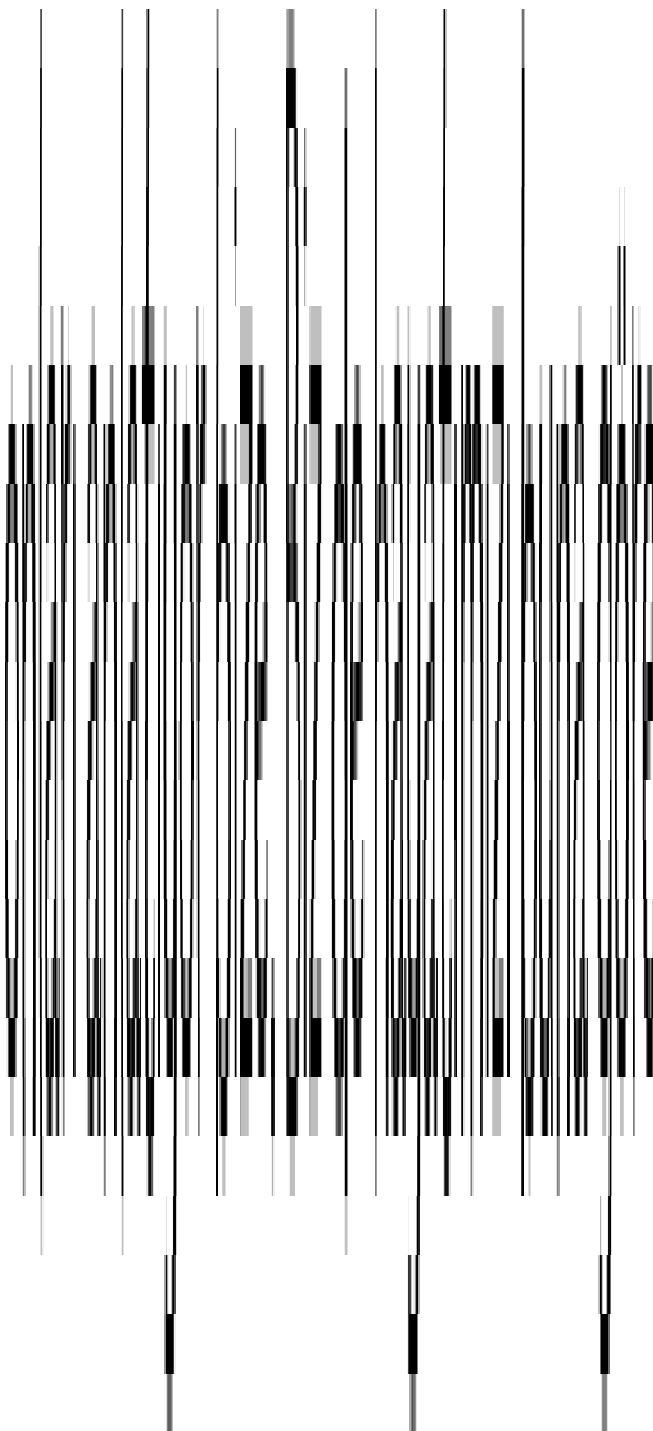


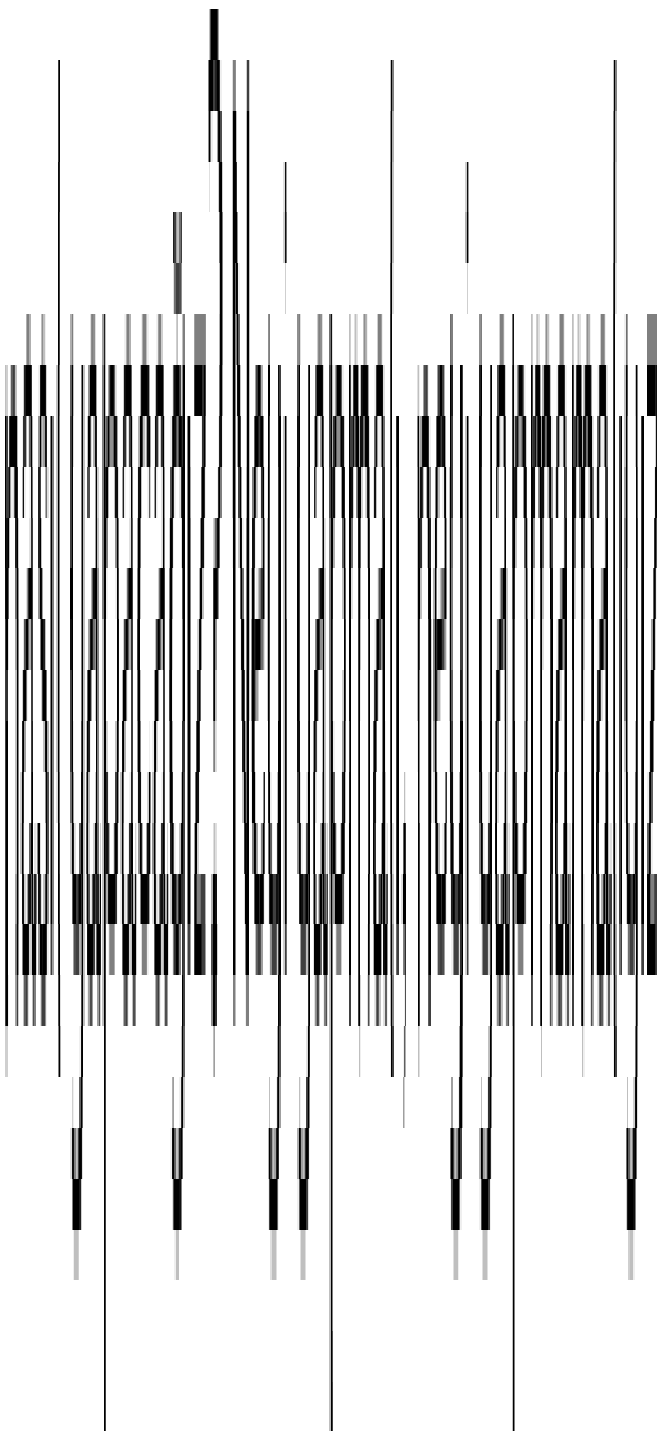


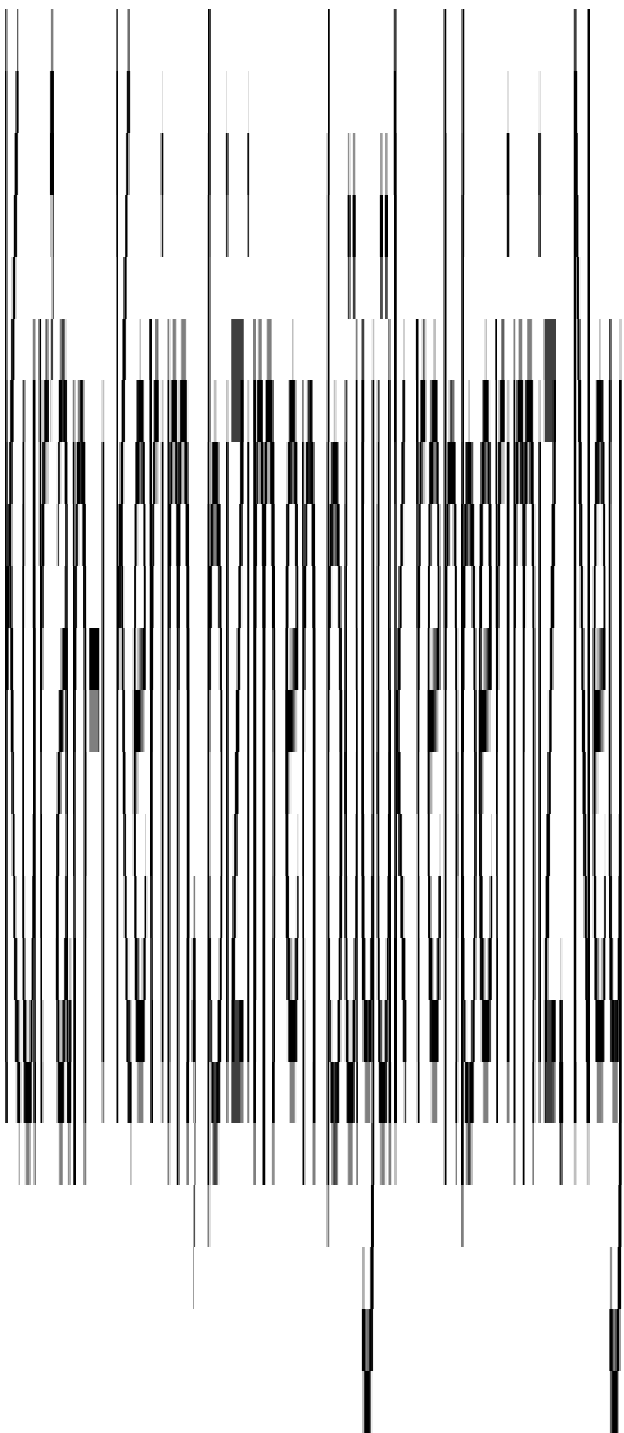


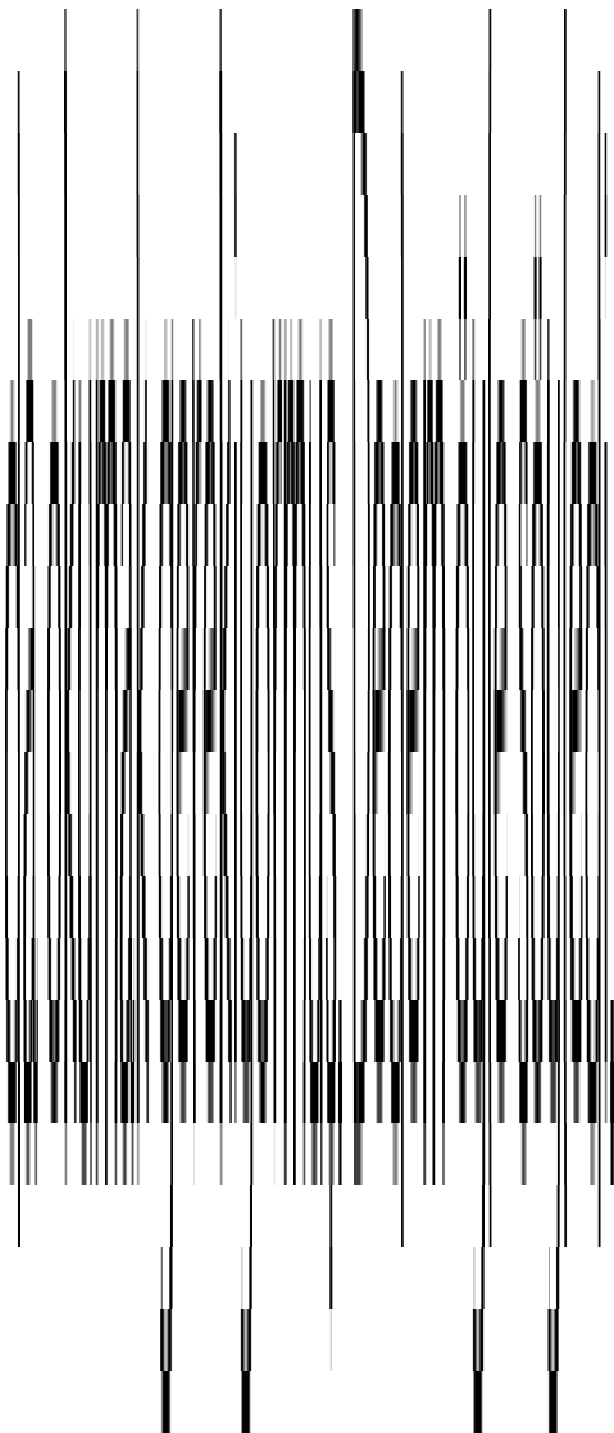


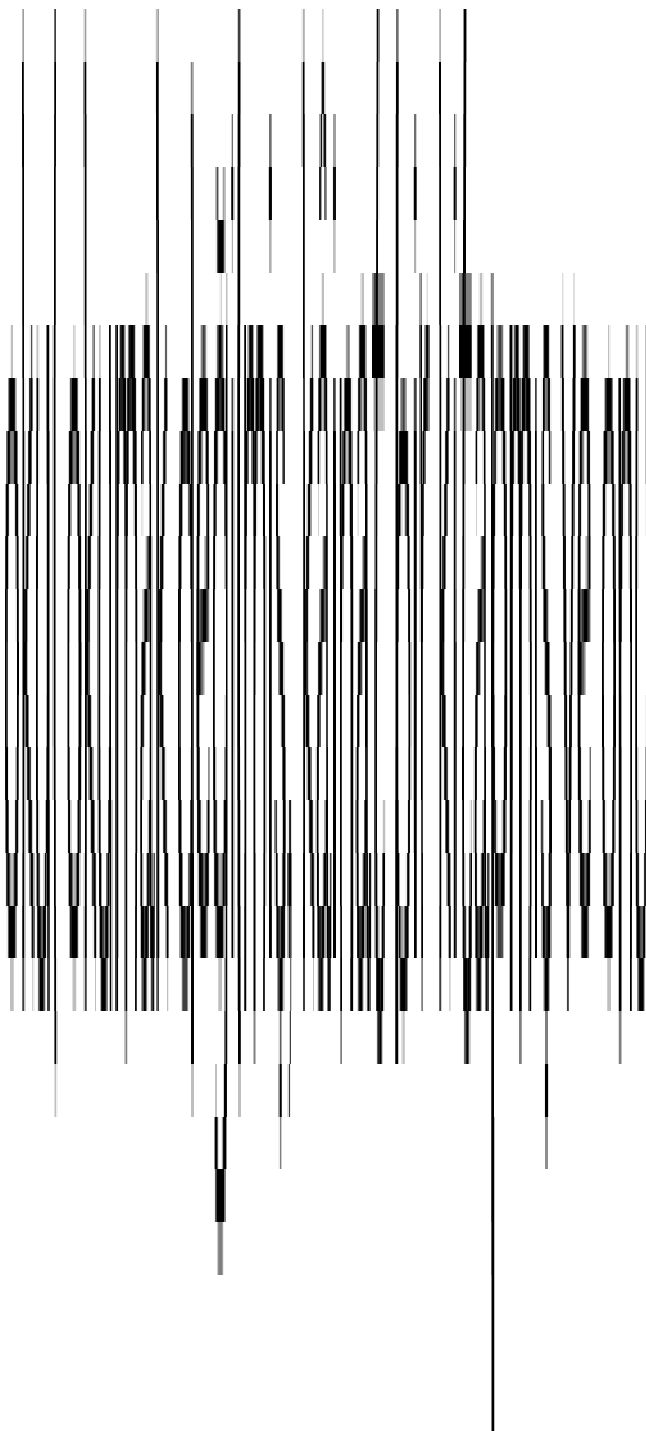


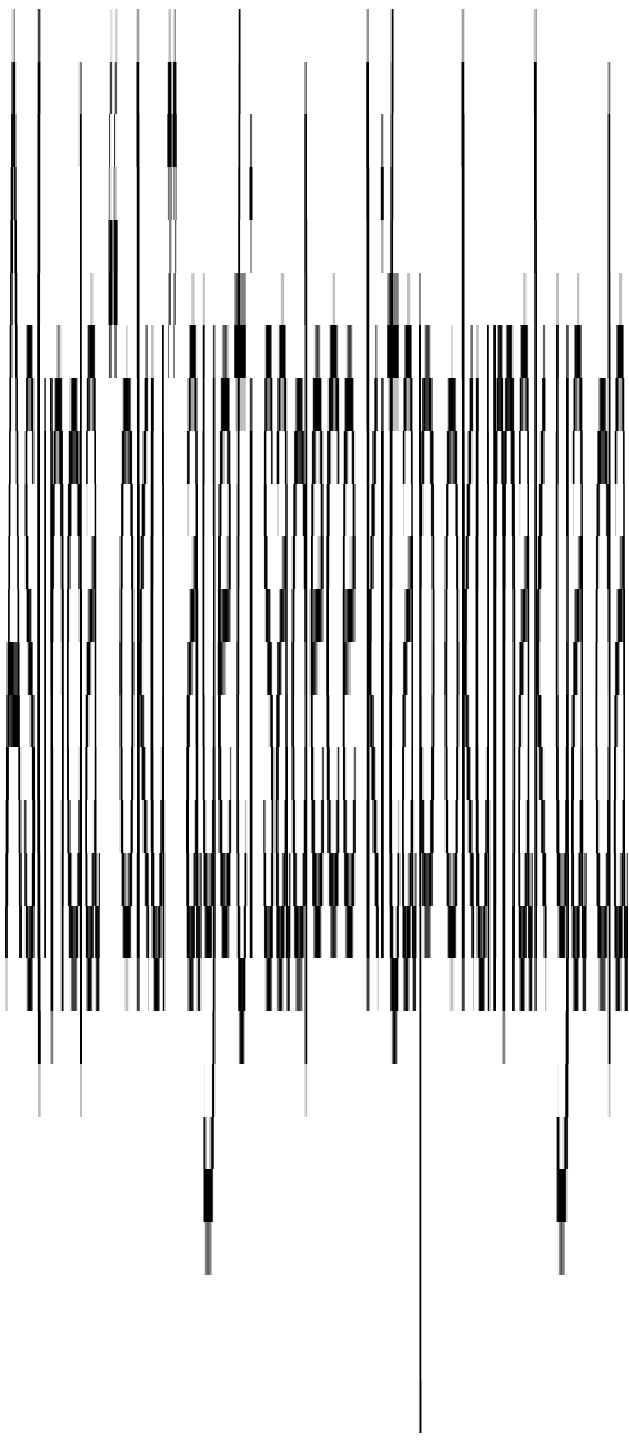


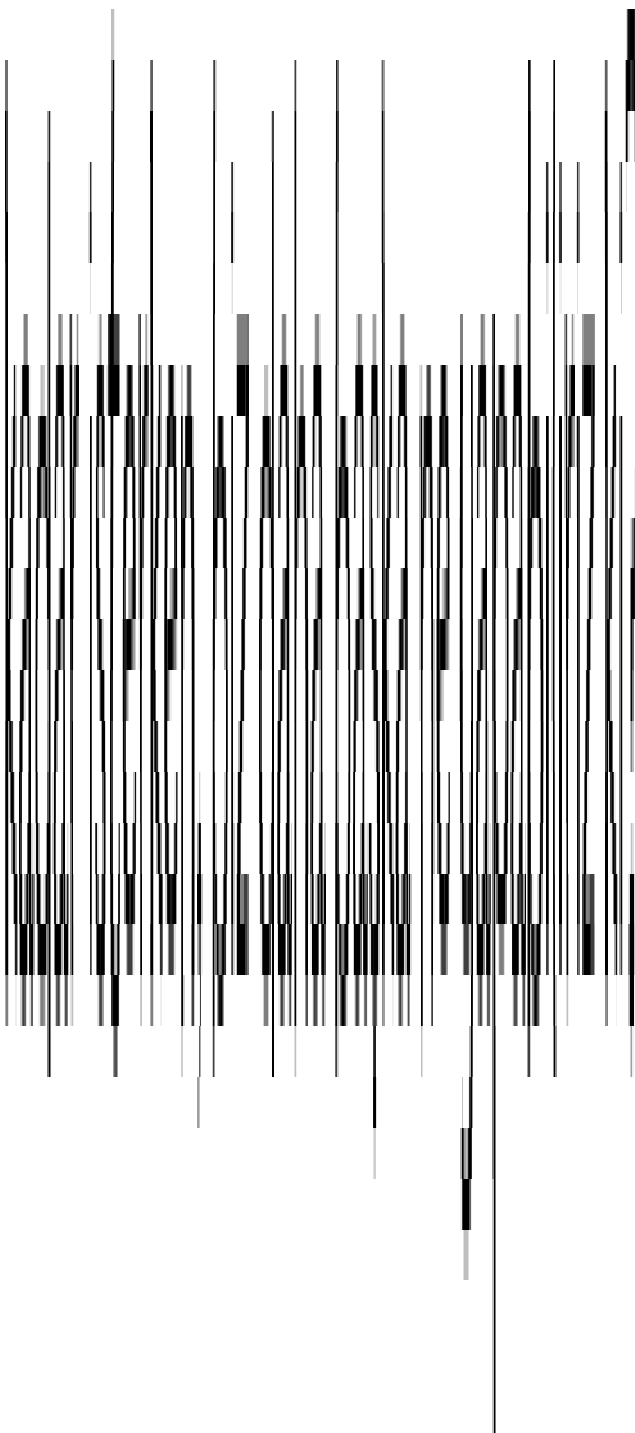


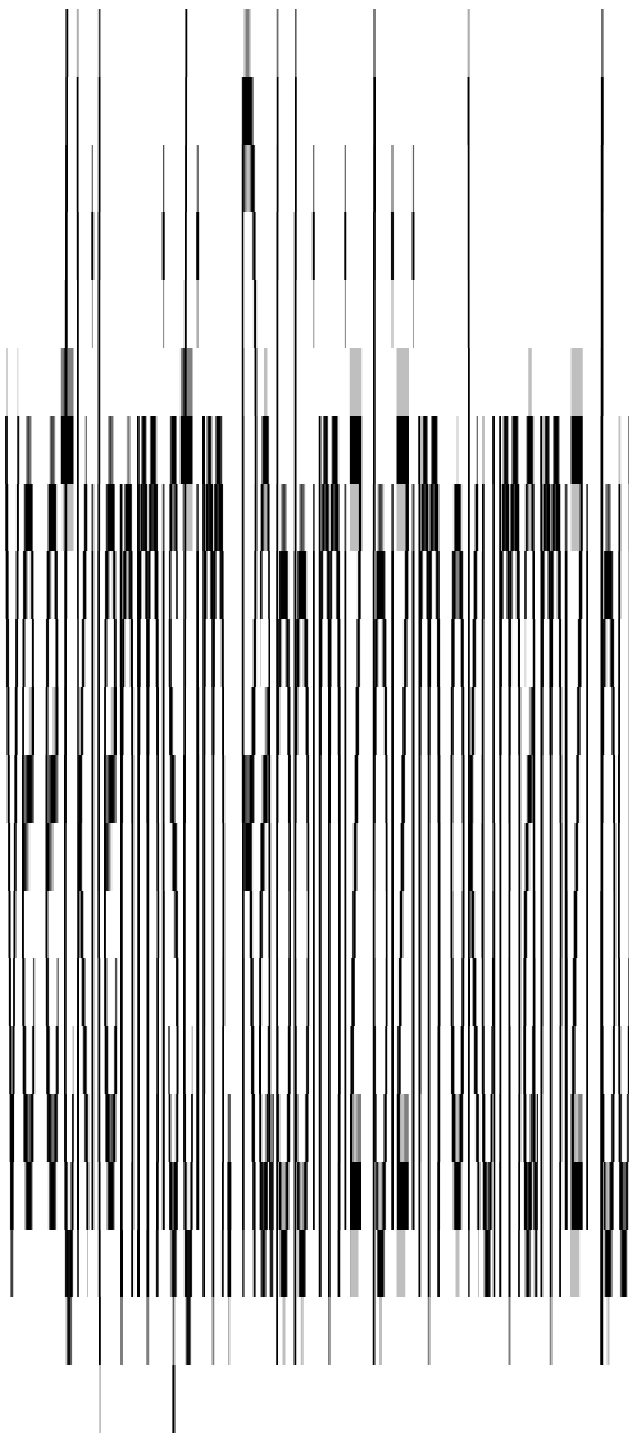


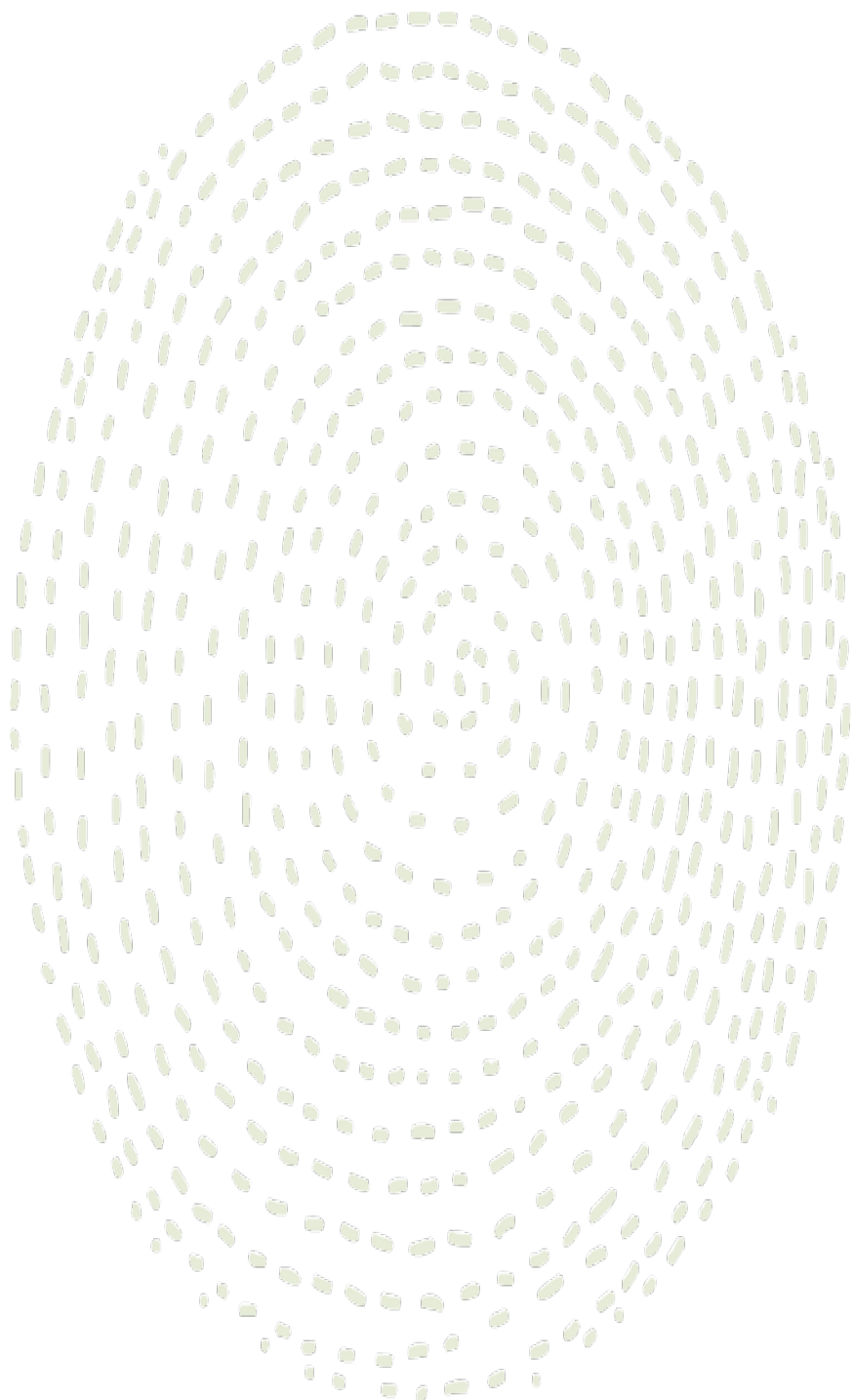


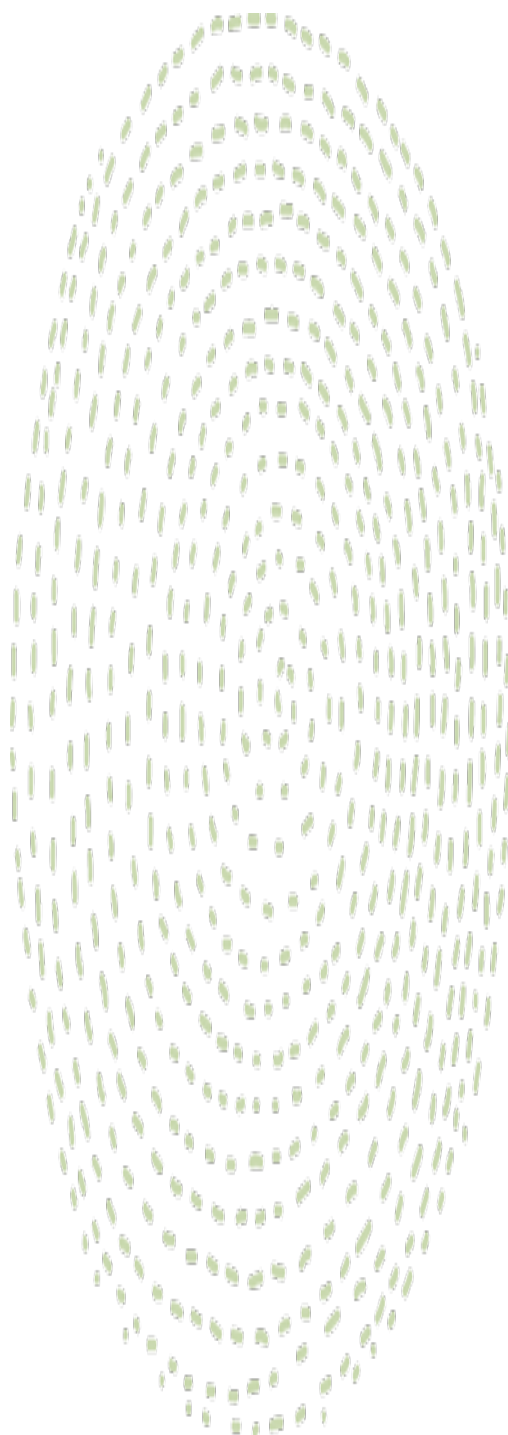




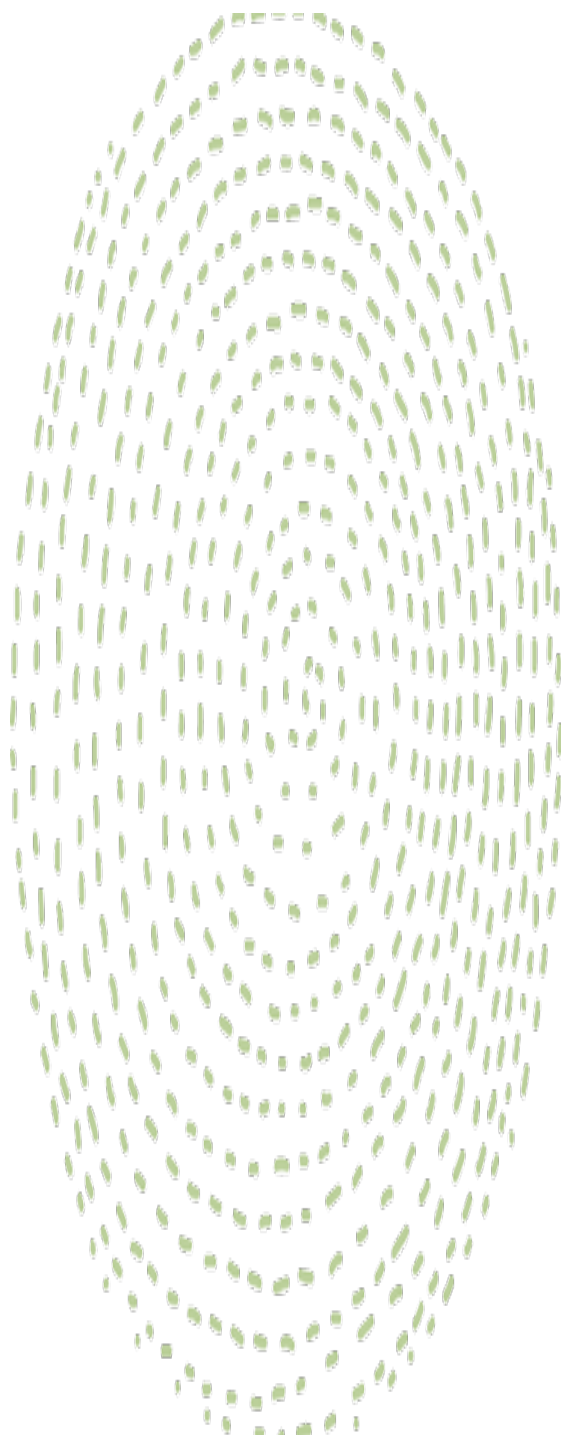


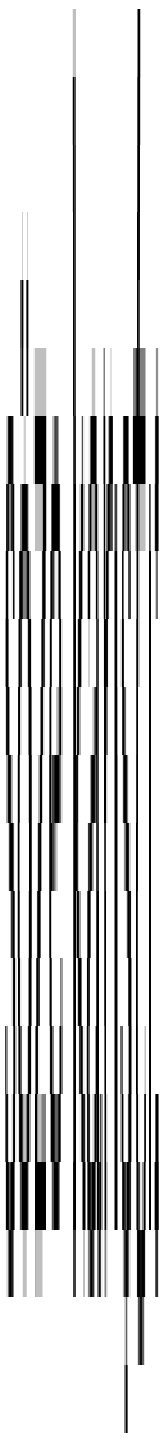


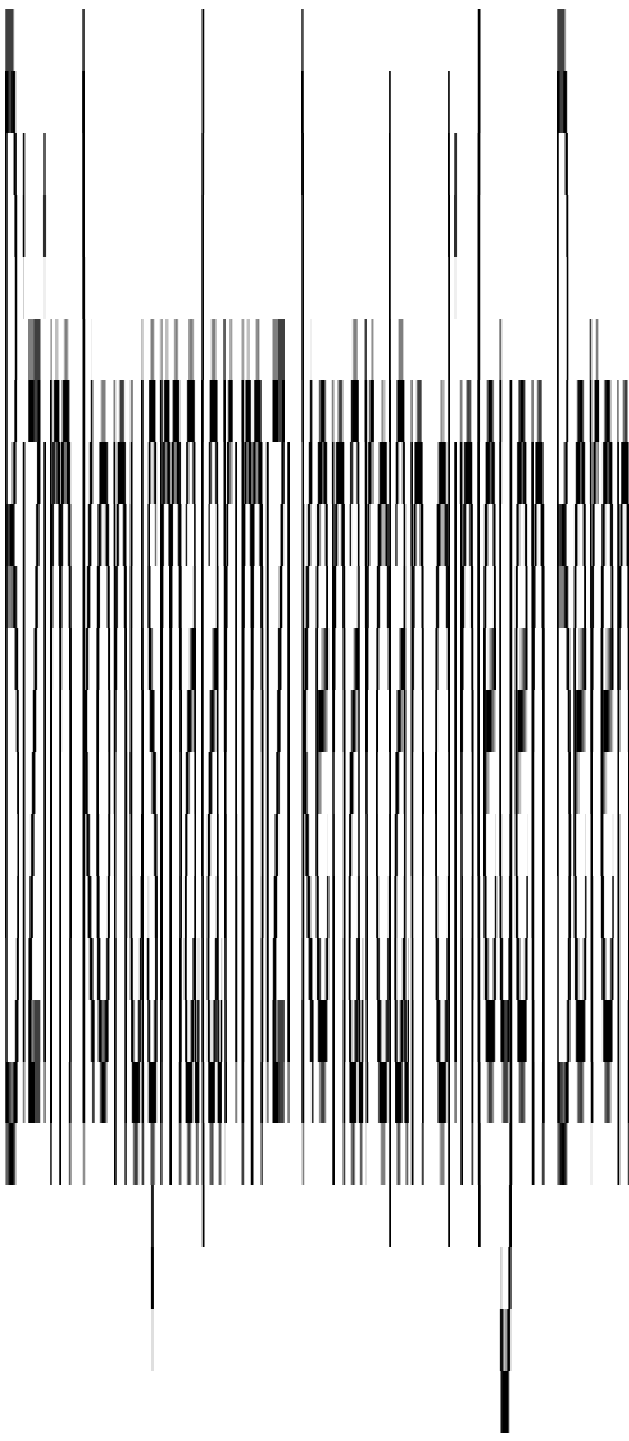


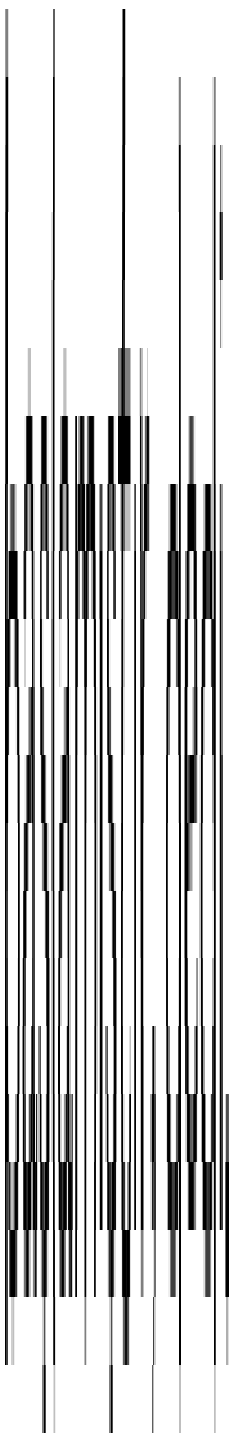


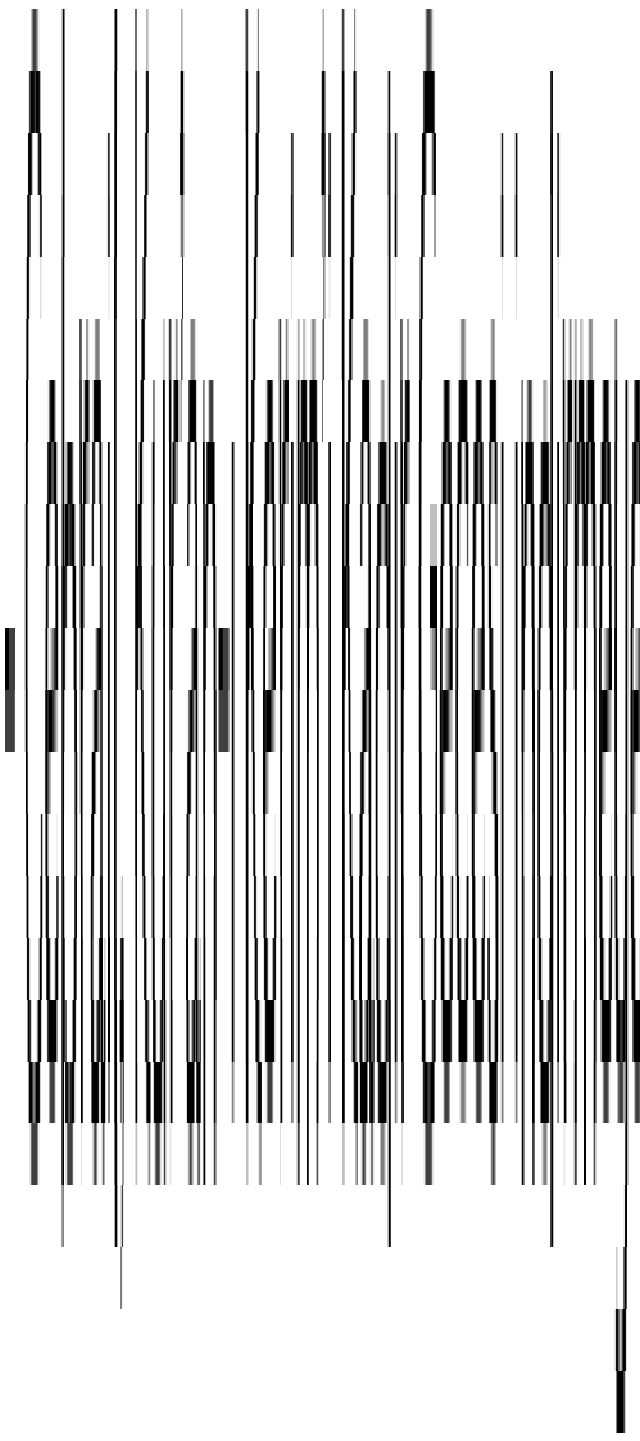
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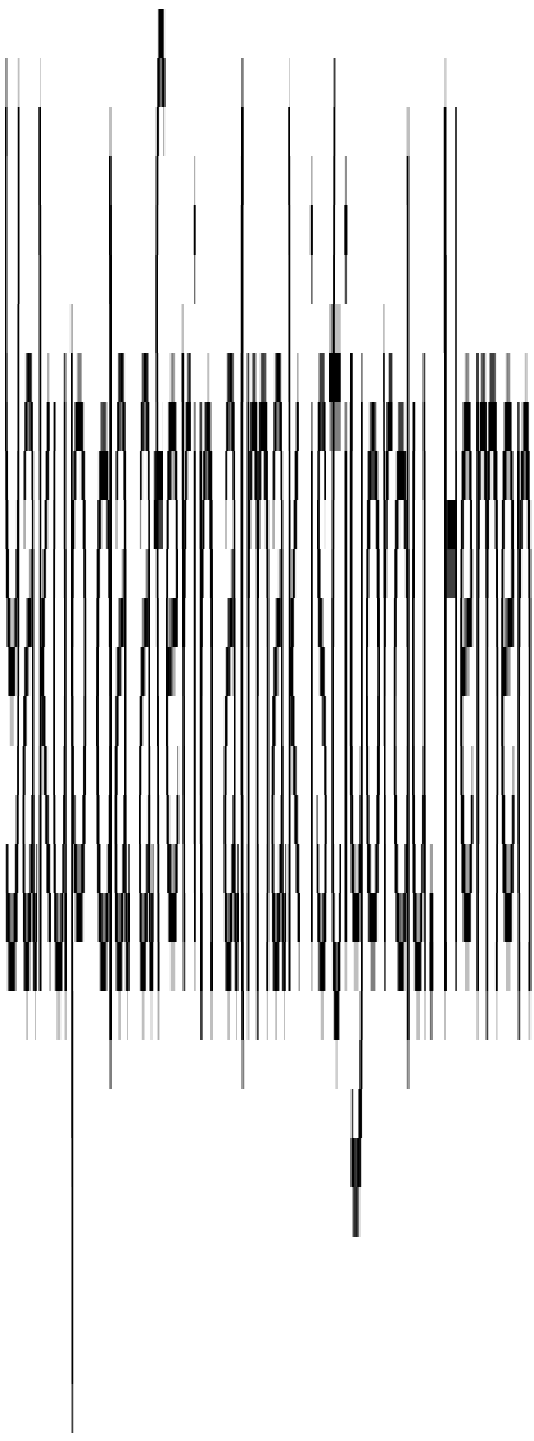


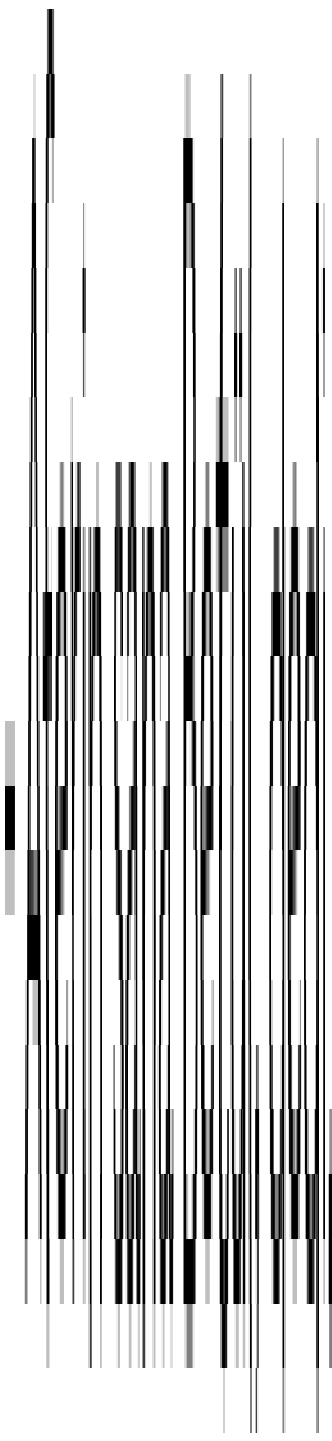


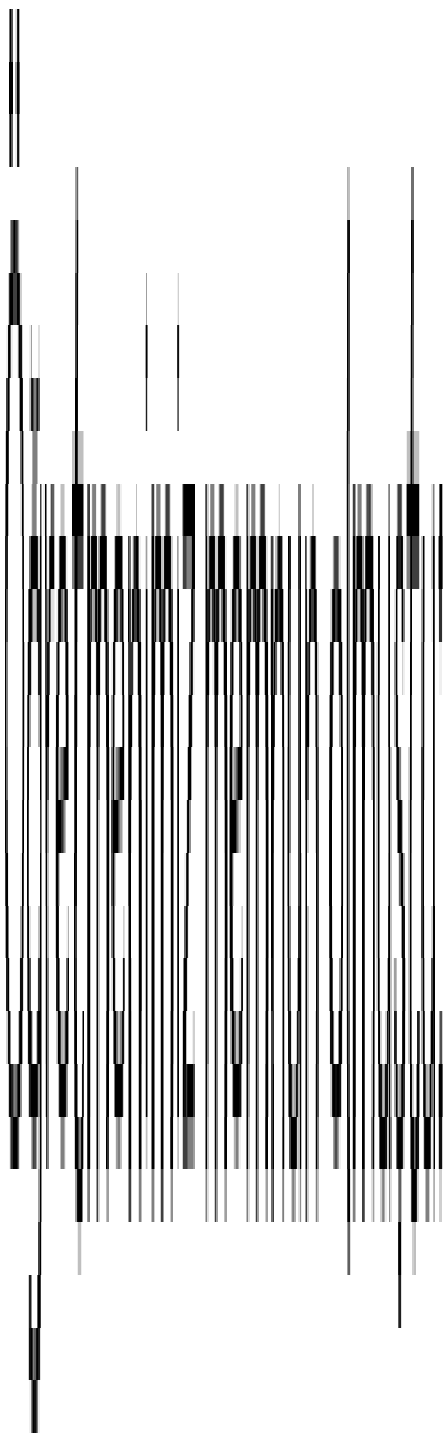


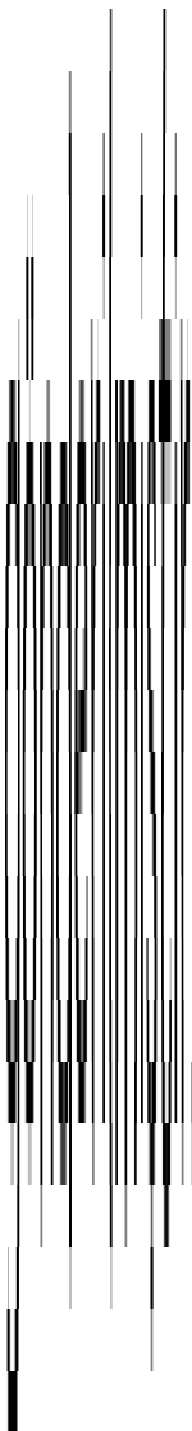


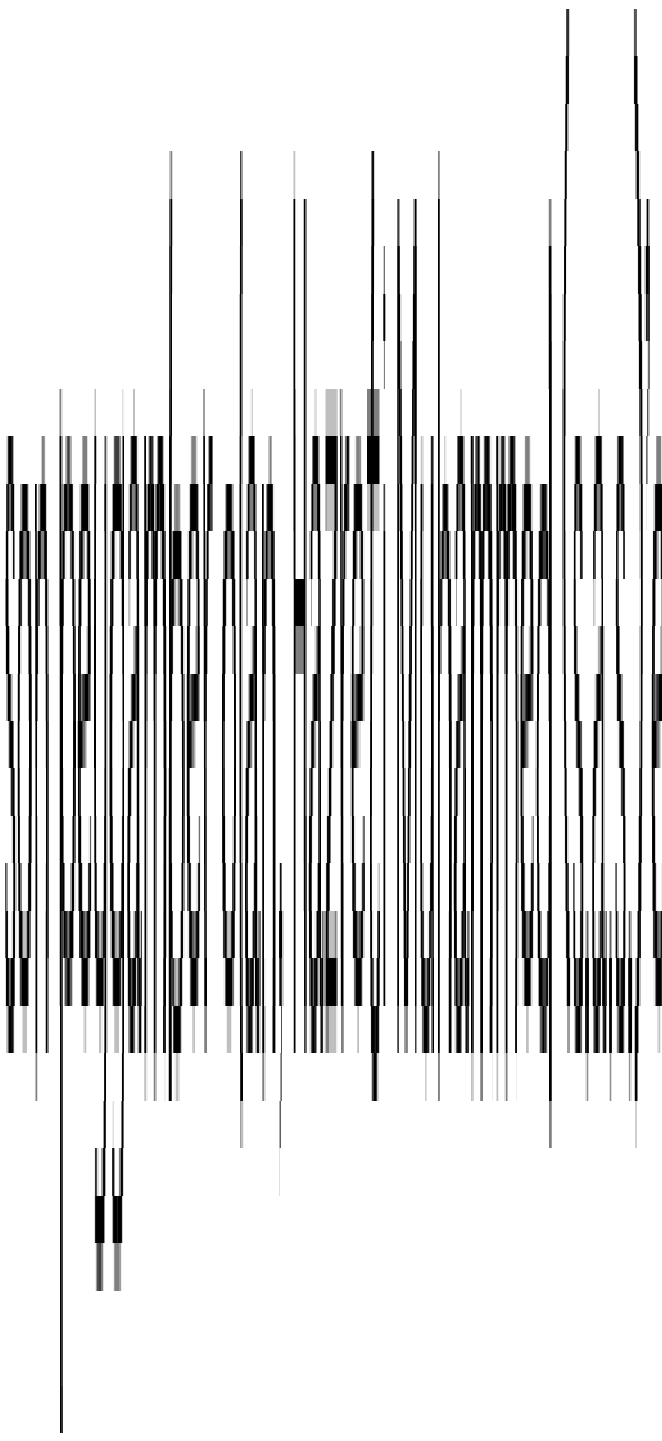


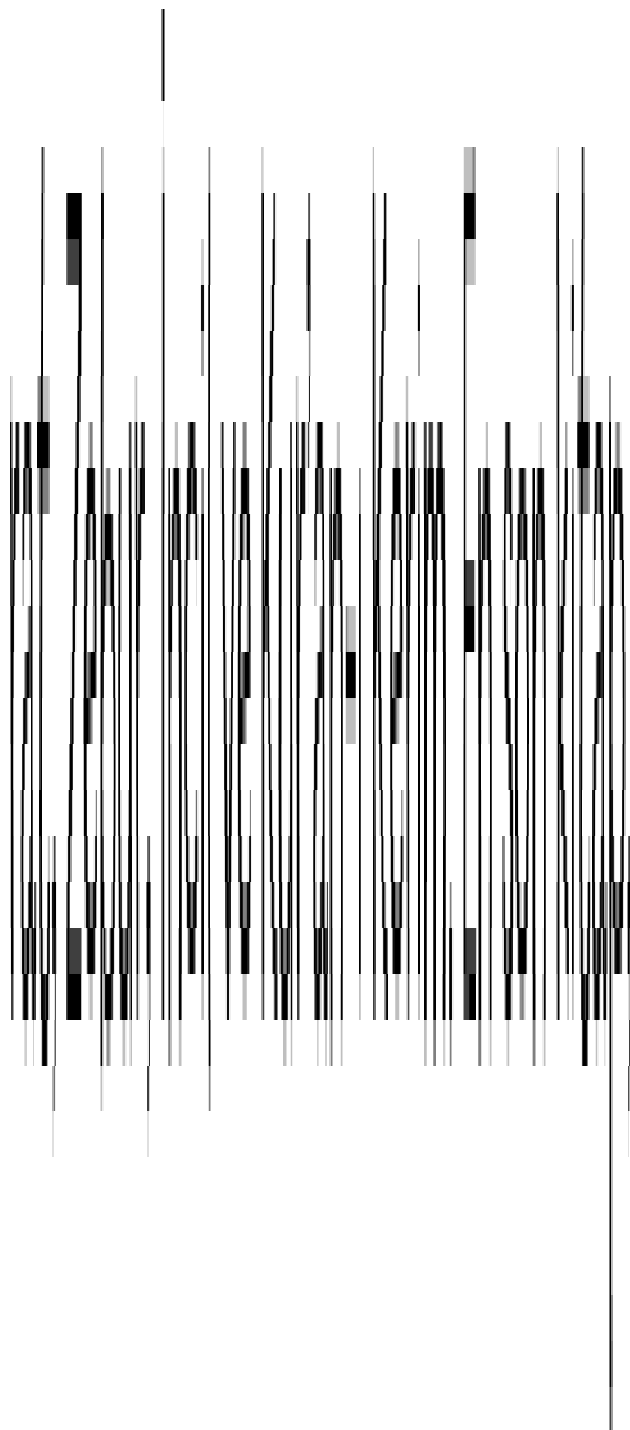


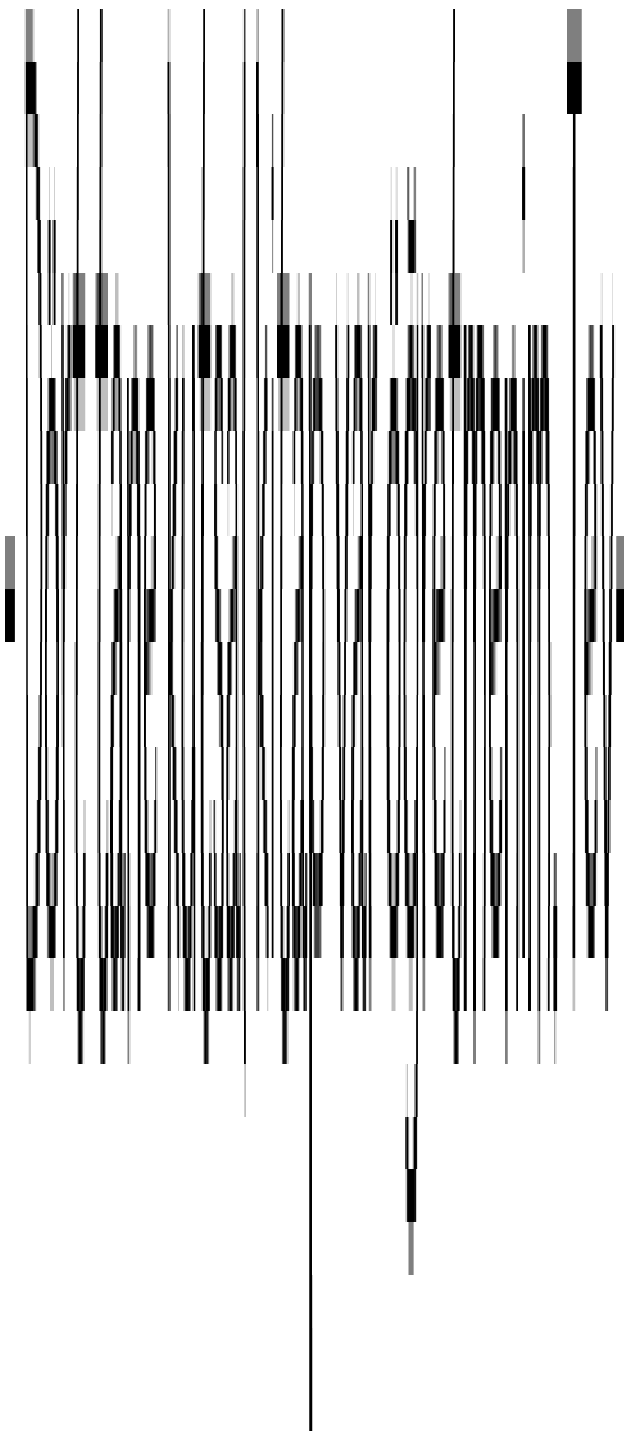


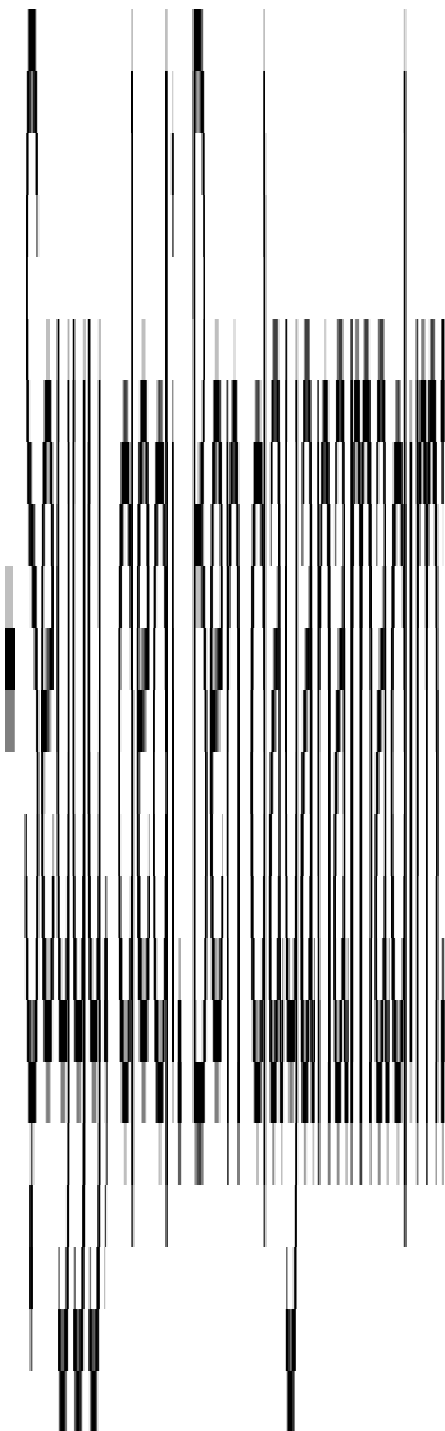


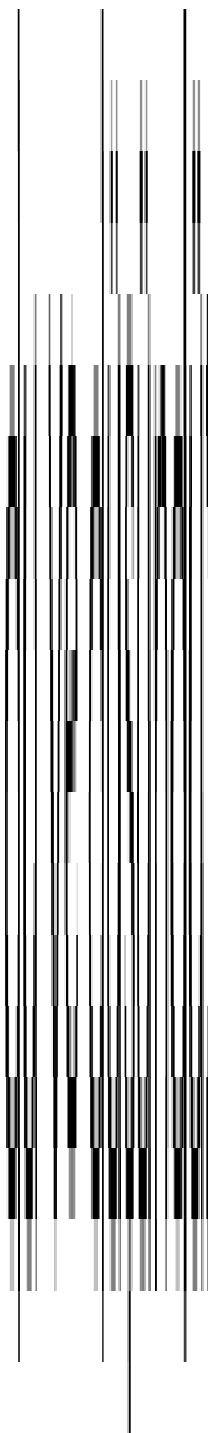


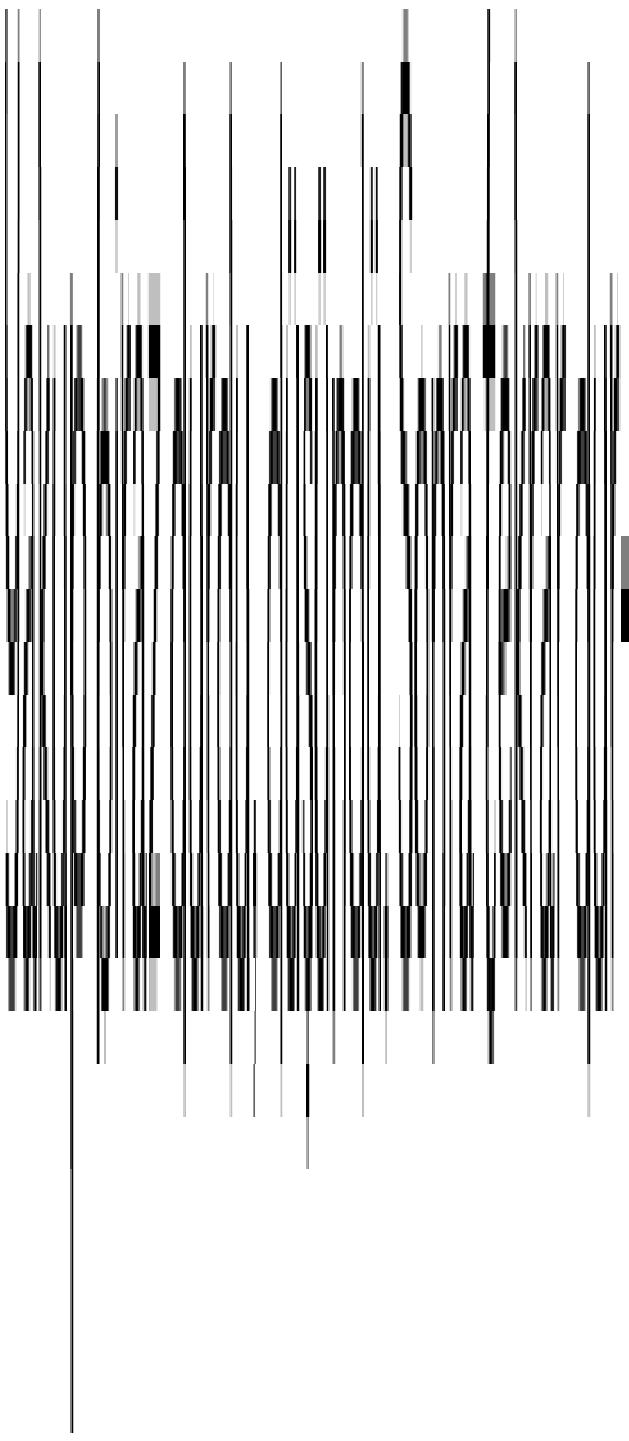


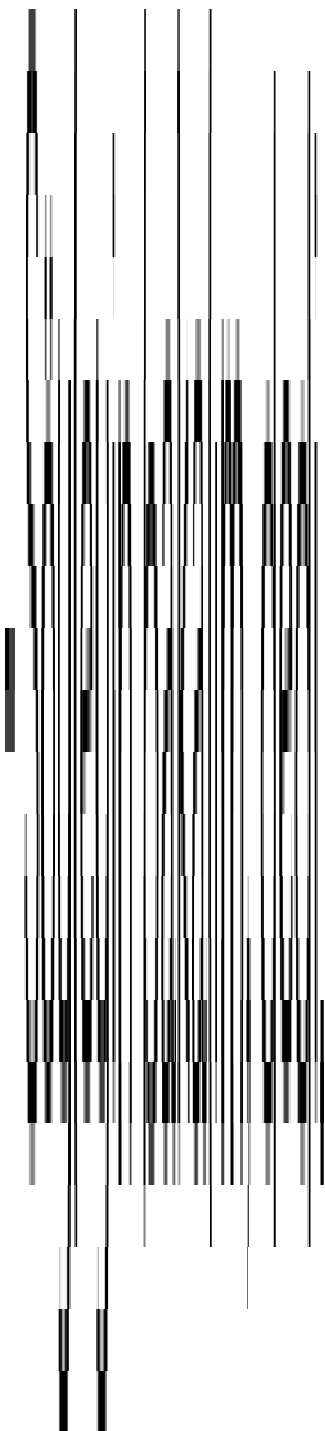


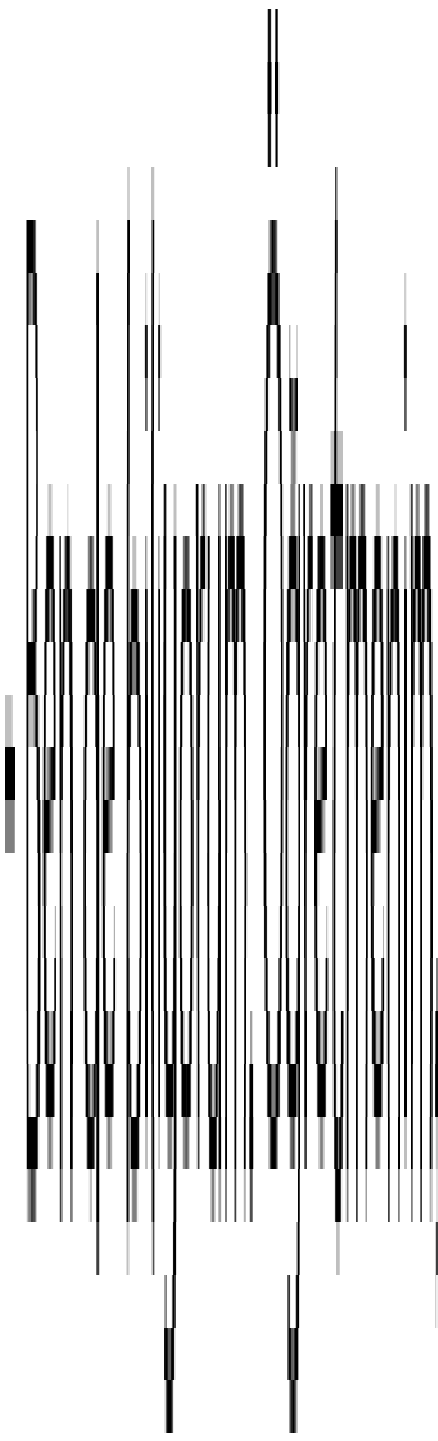


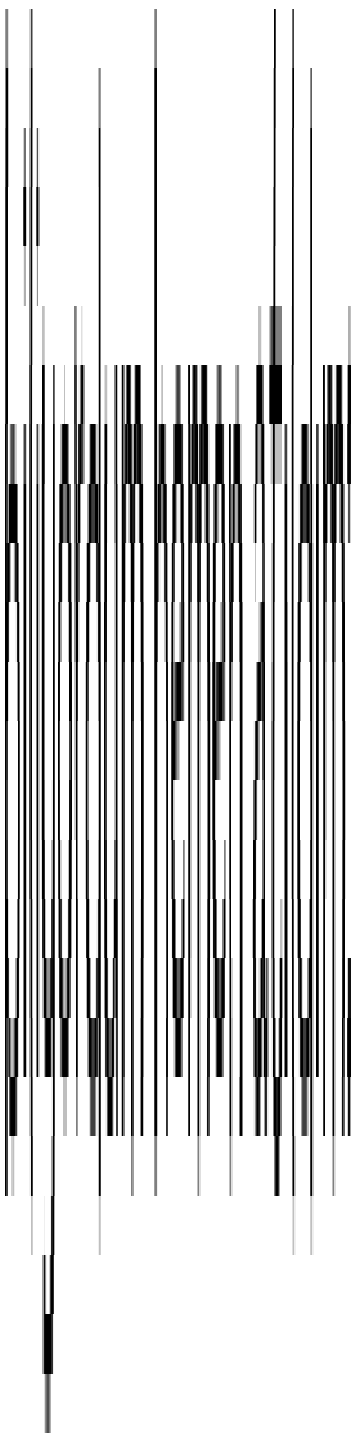


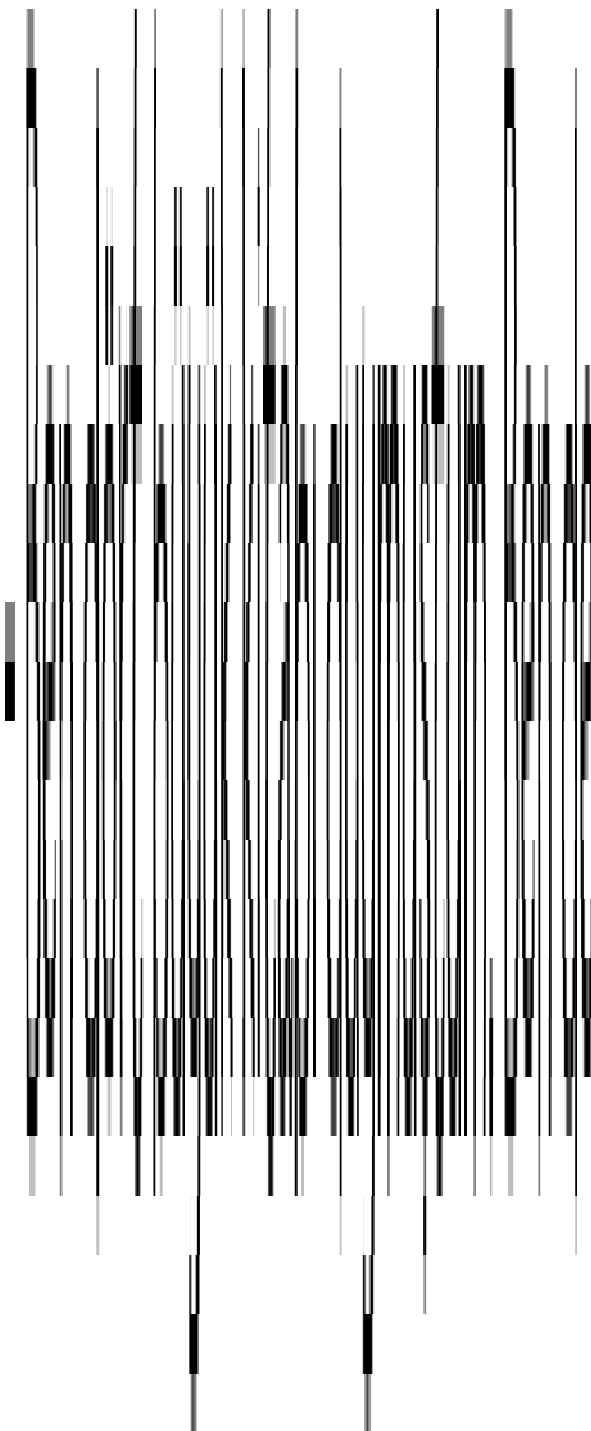


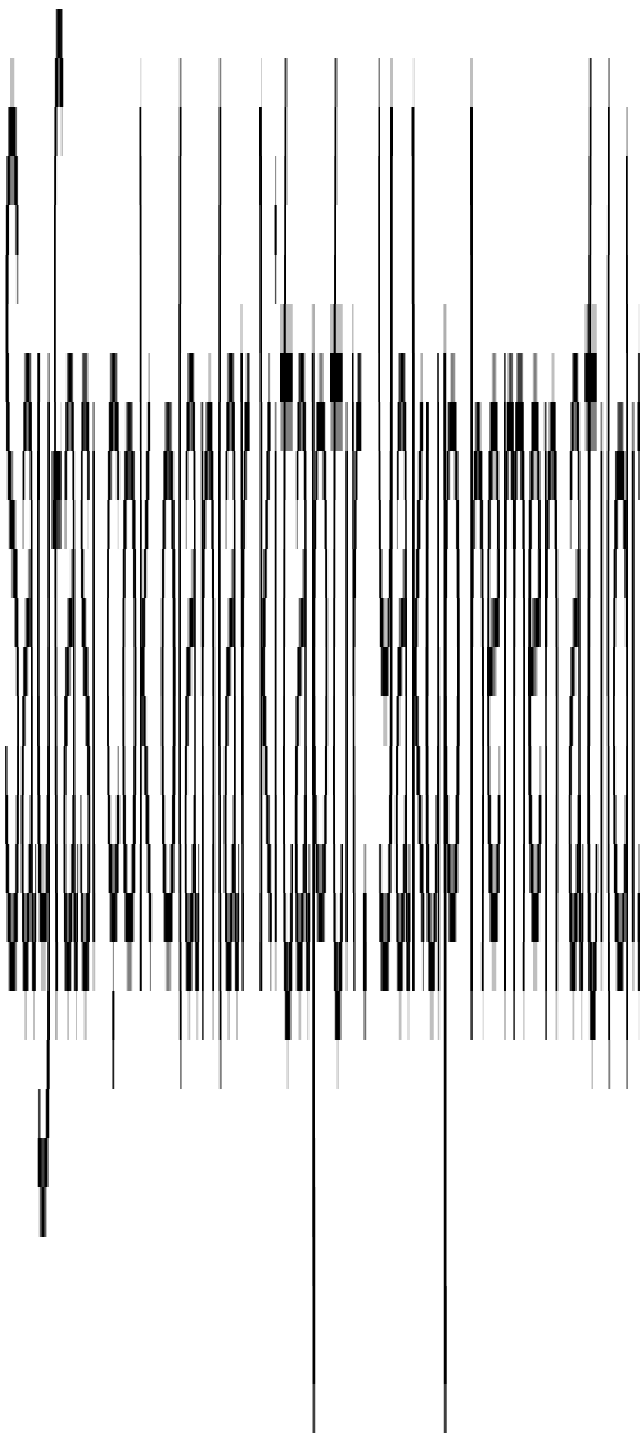


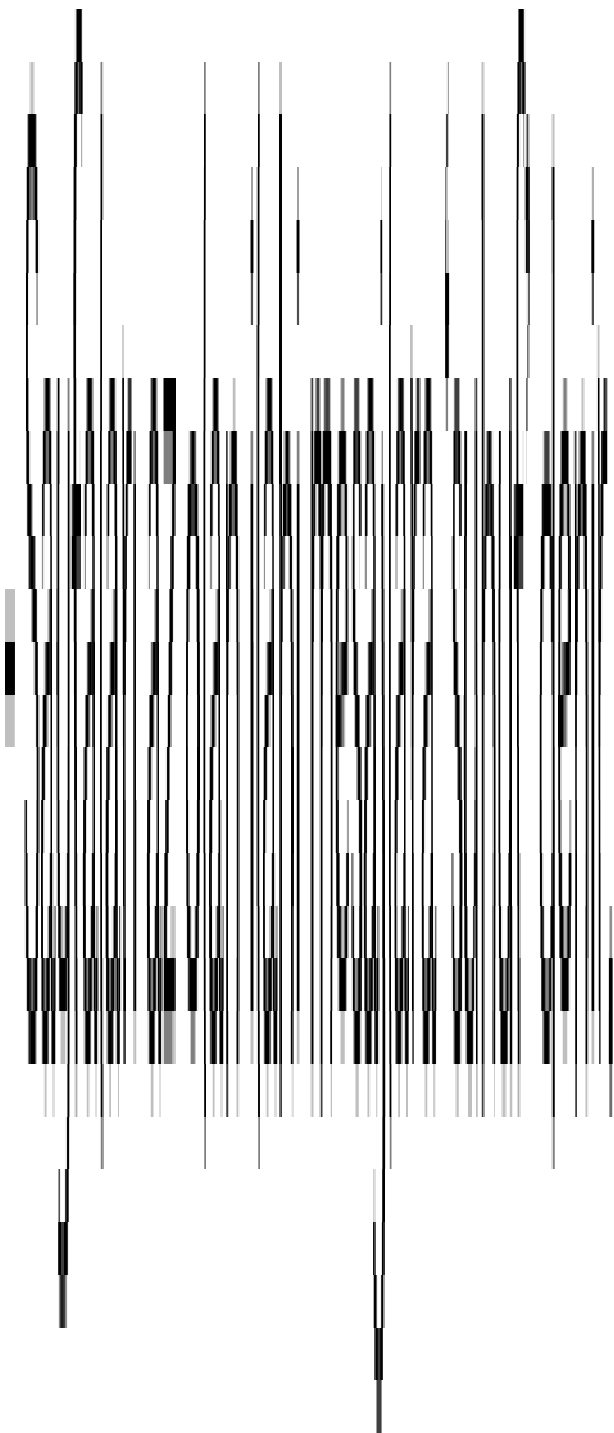


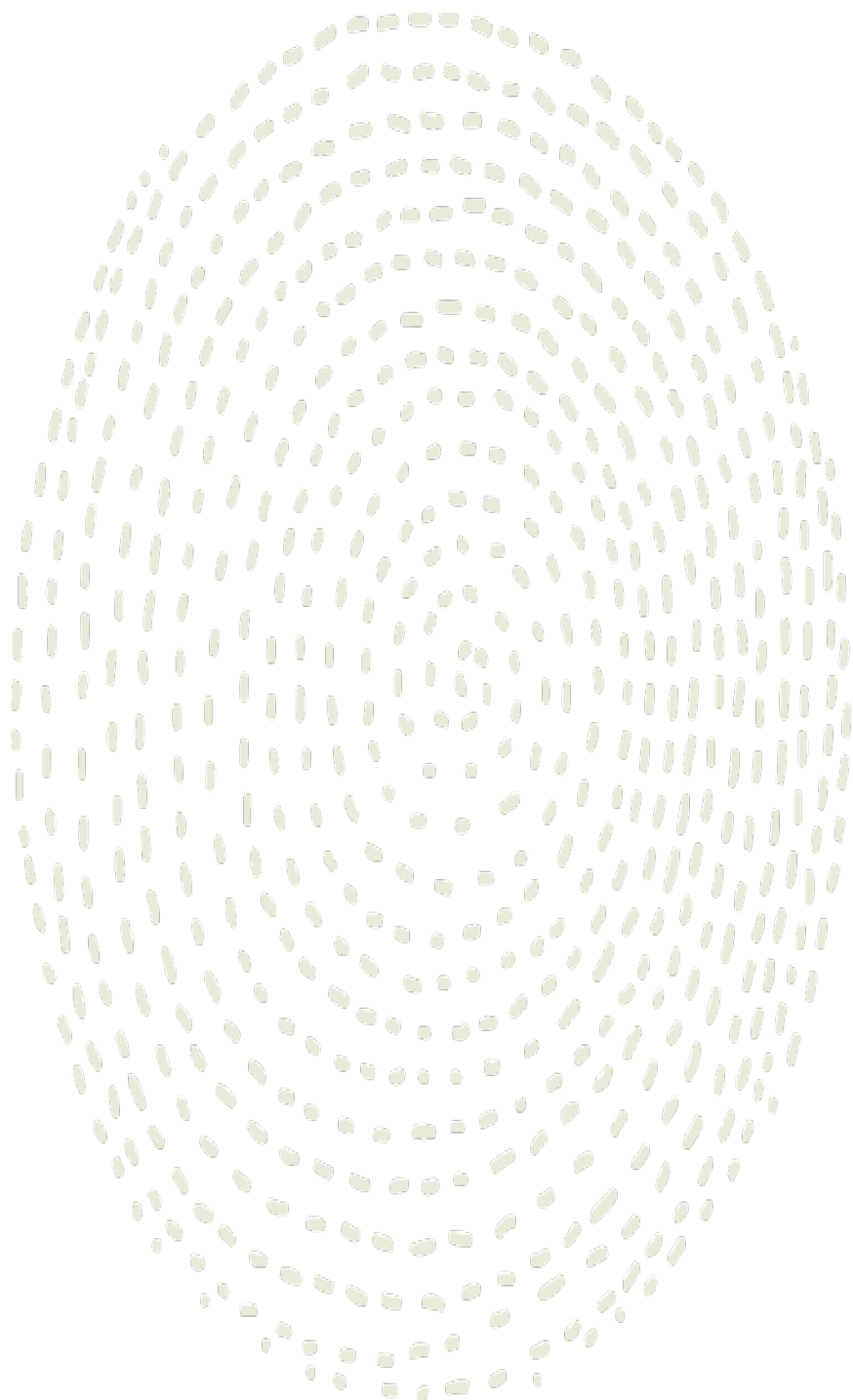


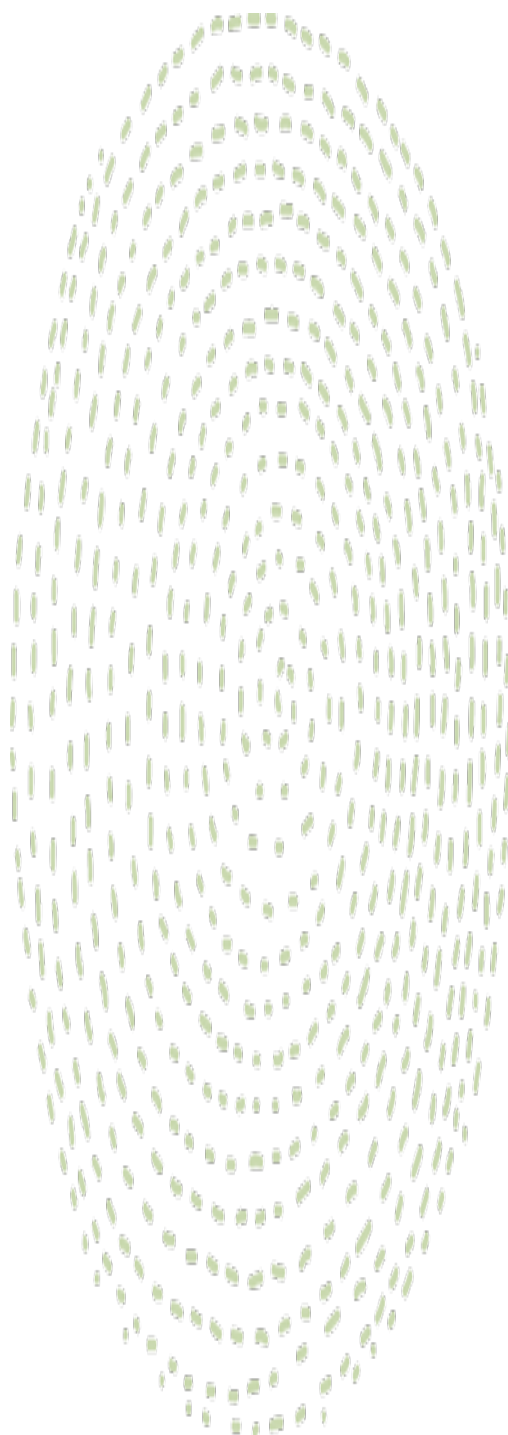




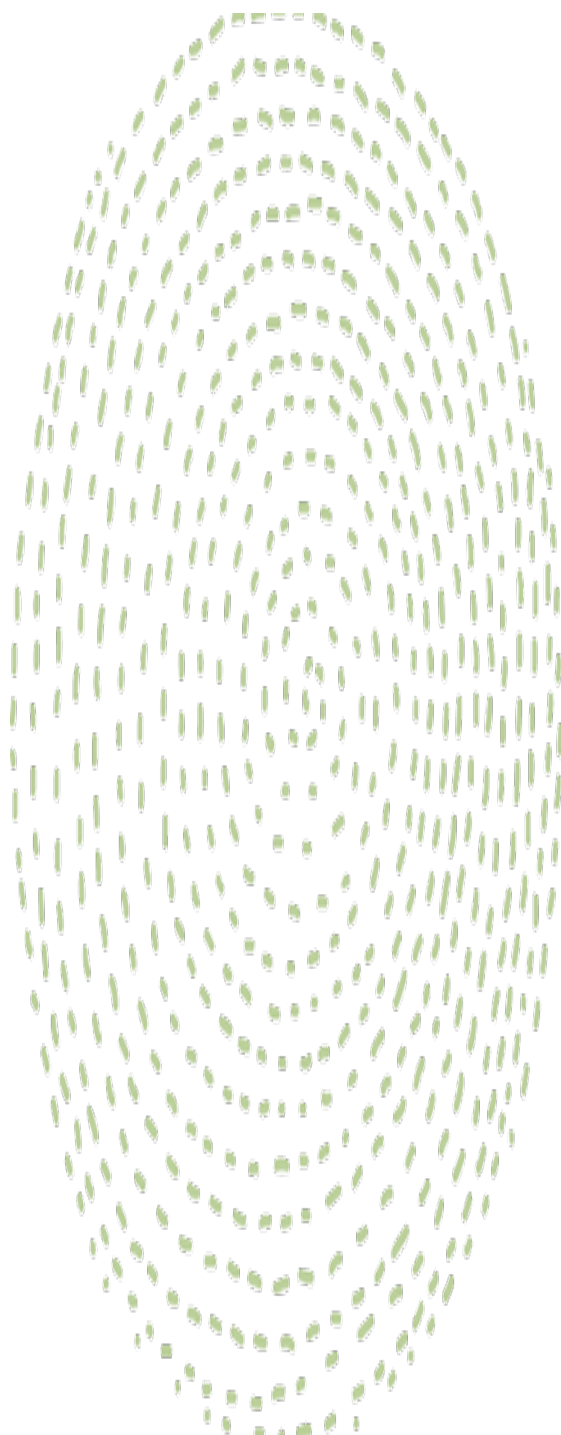




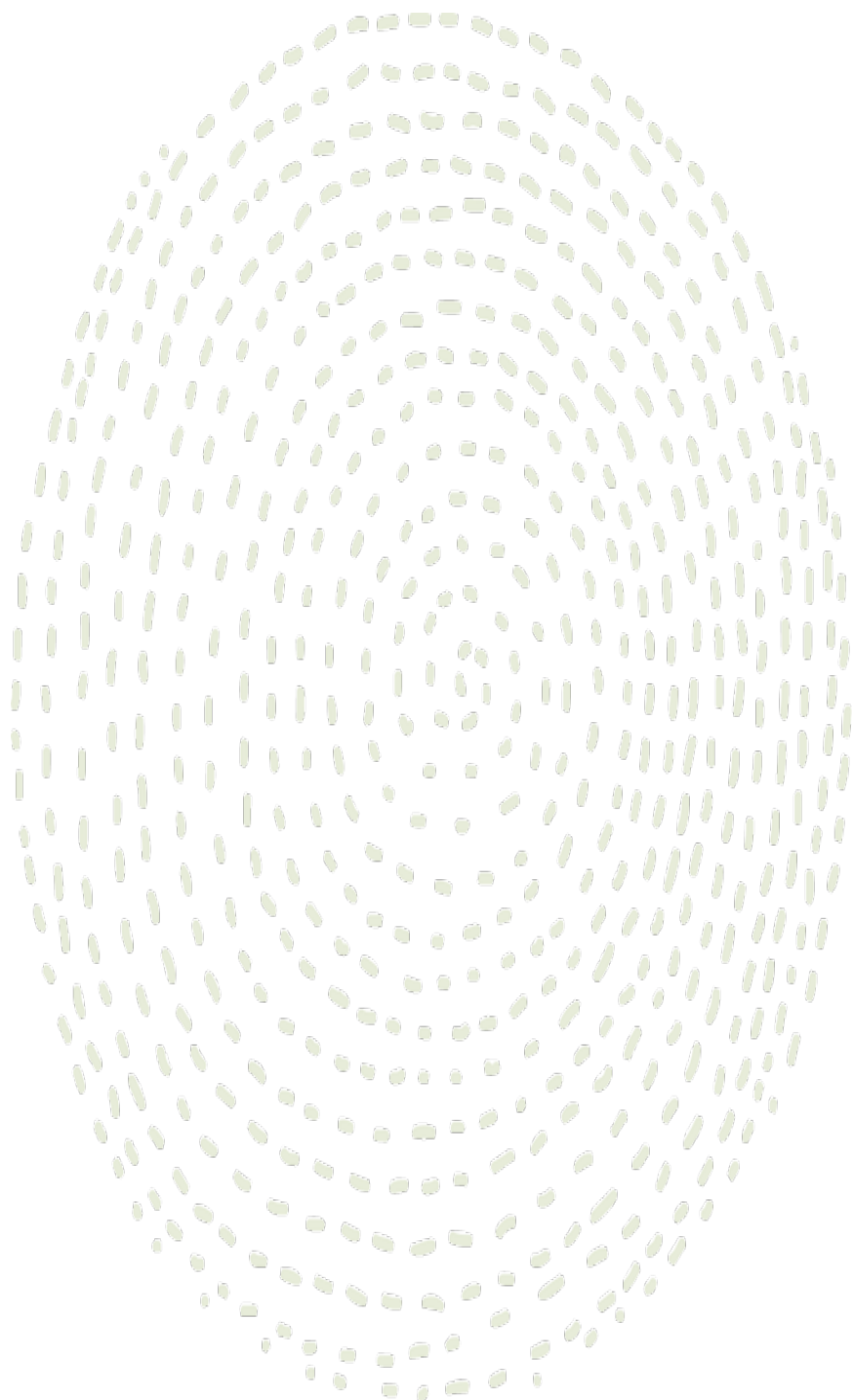


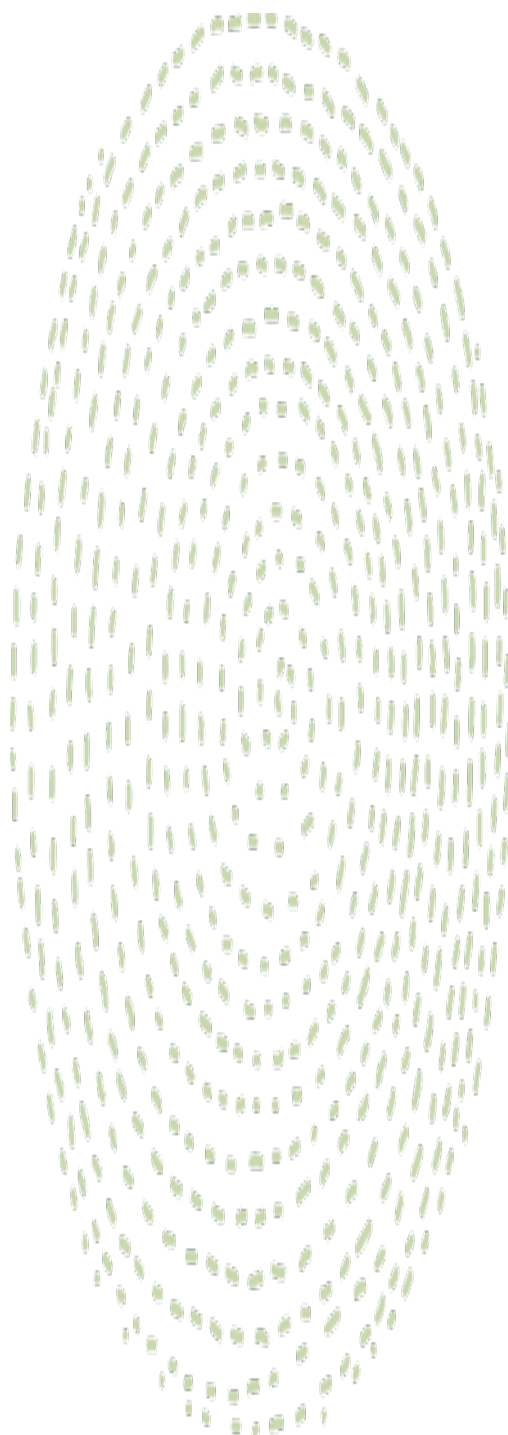












1. The first step is to identify the key components of the system.

2. The second step is to analyze the data collected from the system.

3. The third step is to evaluate the results of the analysis.

4. The fourth step is to implement the findings of the study.

5. The fifth step is to monitor the system's performance over time.

6. The sixth step is to report the results of the study.

7. The seventh step is to discuss the implications of the findings.

8. The eighth step is to conclude the study.

9. The ninth step is to publish the results of the study.

10. The tenth step is to disseminate the findings of the study.

11. The eleventh step is to evaluate the impact of the study.

12. The twelfth step is to disseminate the findings of the study.

13. The thirteenth step is to evaluate the impact of the study.

14. The fourteenth step is to disseminate the findings of the study.

15. The fifteenth step is to evaluate the impact of the study.

16. The sixteenth step is to disseminate the findings of the study.

17. The seventeenth step is to evaluate the impact of the study.

18. The eighteenth step is to disseminate the findings of the study.

19. The nineteenth step is to evaluate the impact of the study.

20. The twentieth step is to disseminate the findings of the study.

21. The twenty-first step is to evaluate the impact of the study.

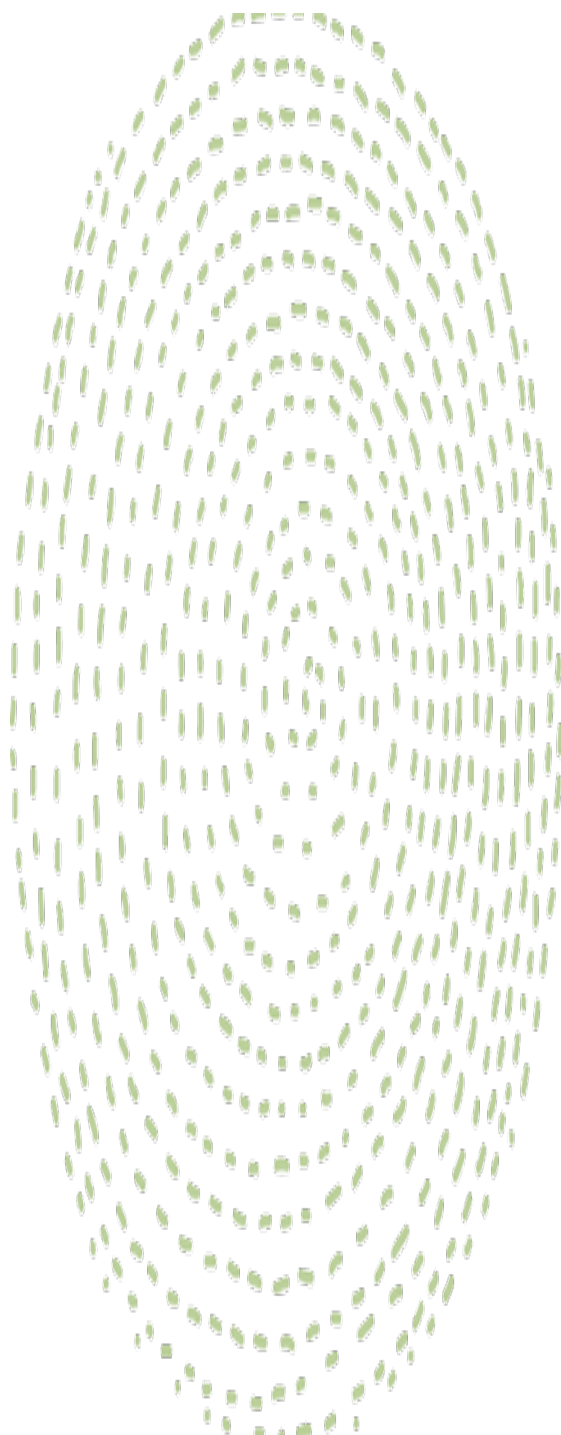
22. The twenty-second step is to disseminate the findings of the study.

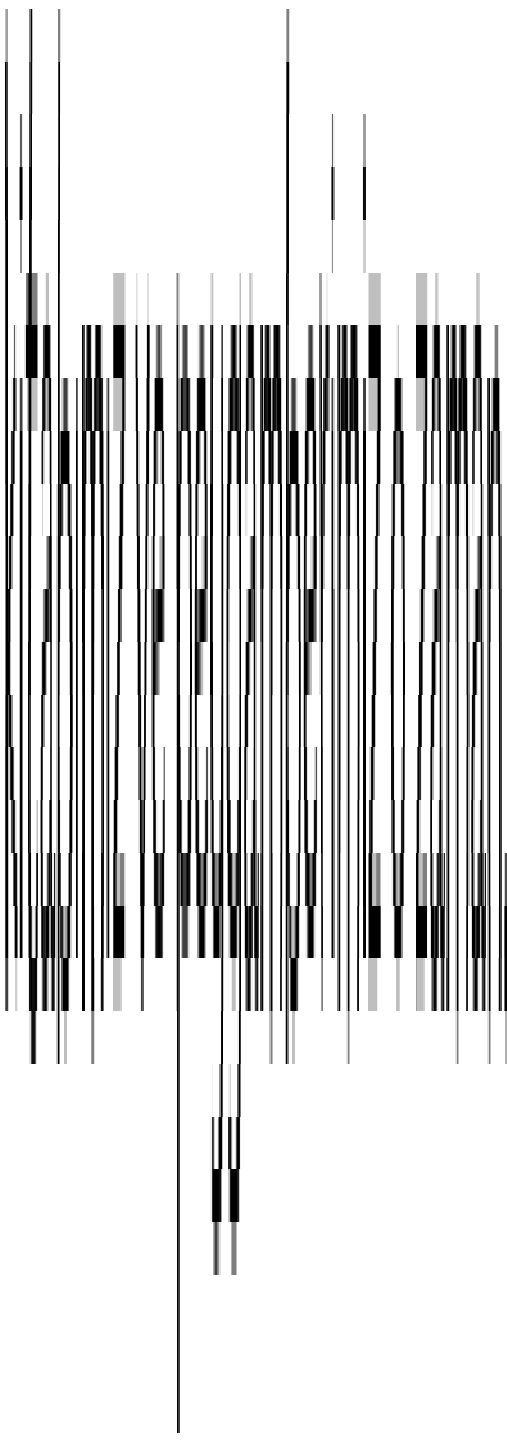
23. The twenty-third step is to evaluate the impact of the study.

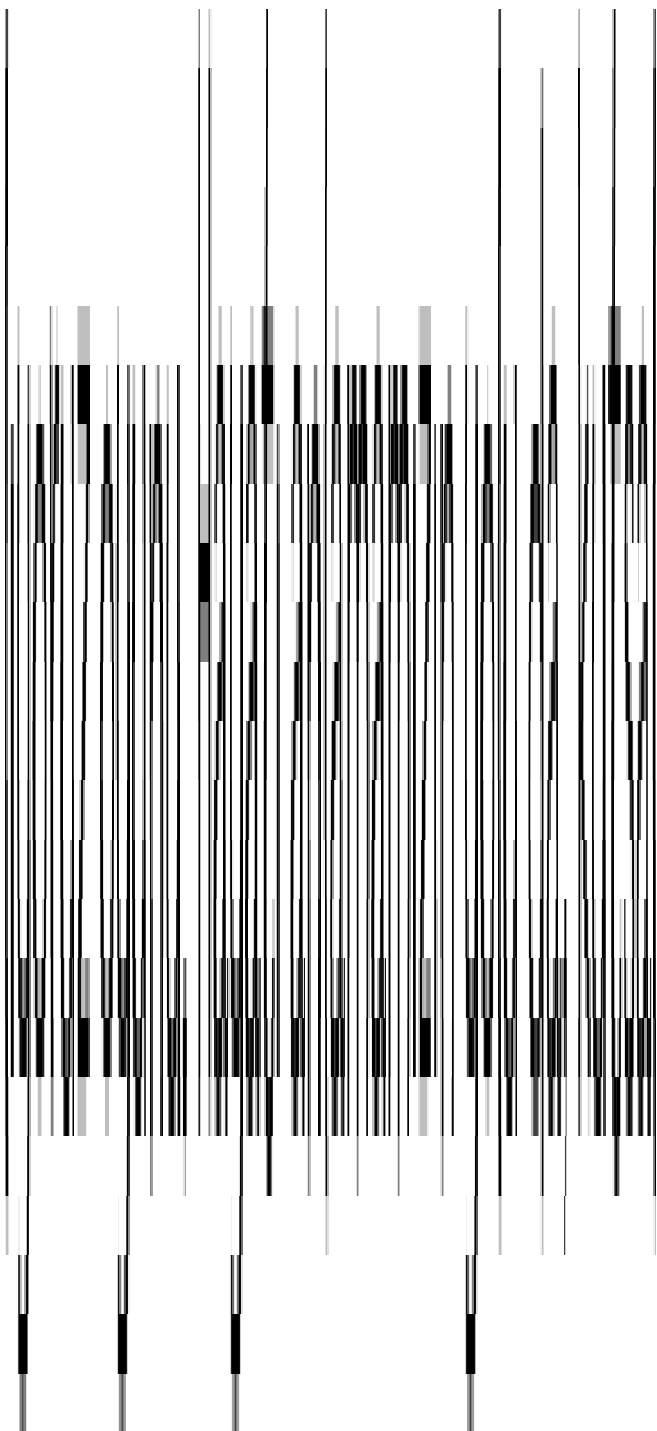
24. The twenty-fourth step is to disseminate the findings of the study.

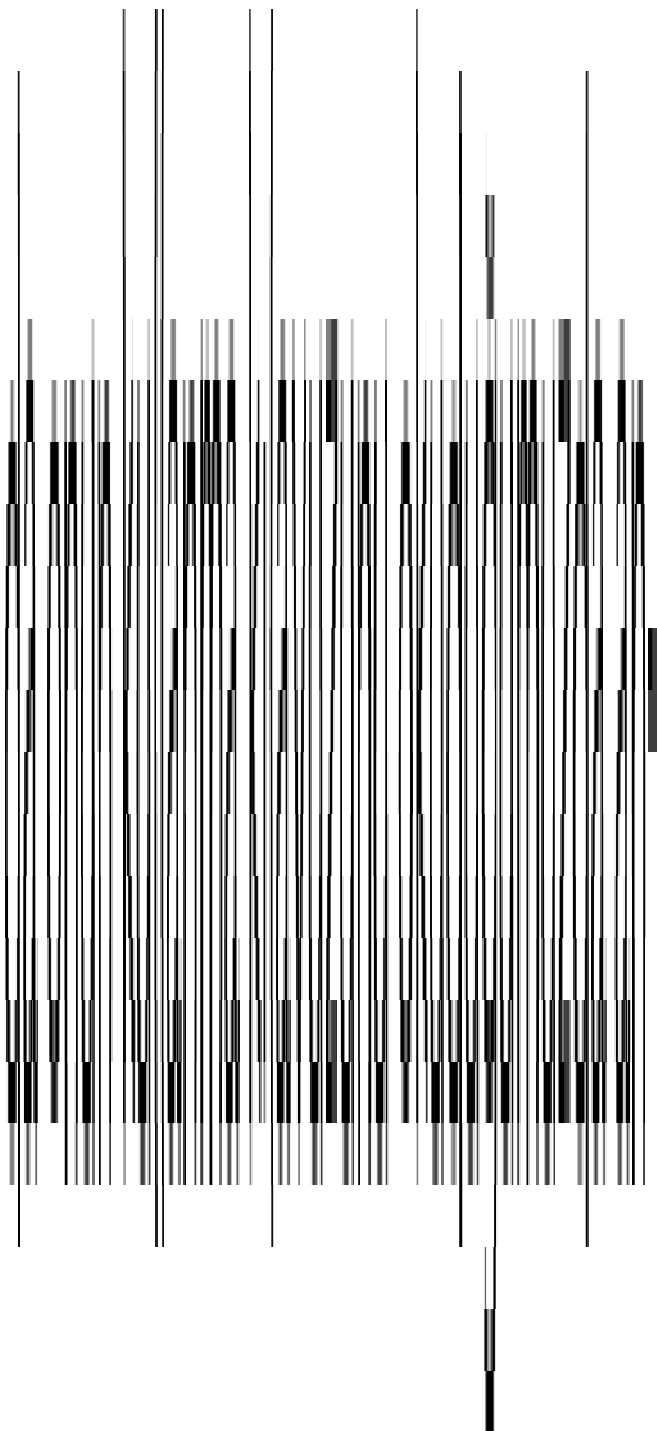
25. The twenty-fifth step is to evaluate the impact of the study.

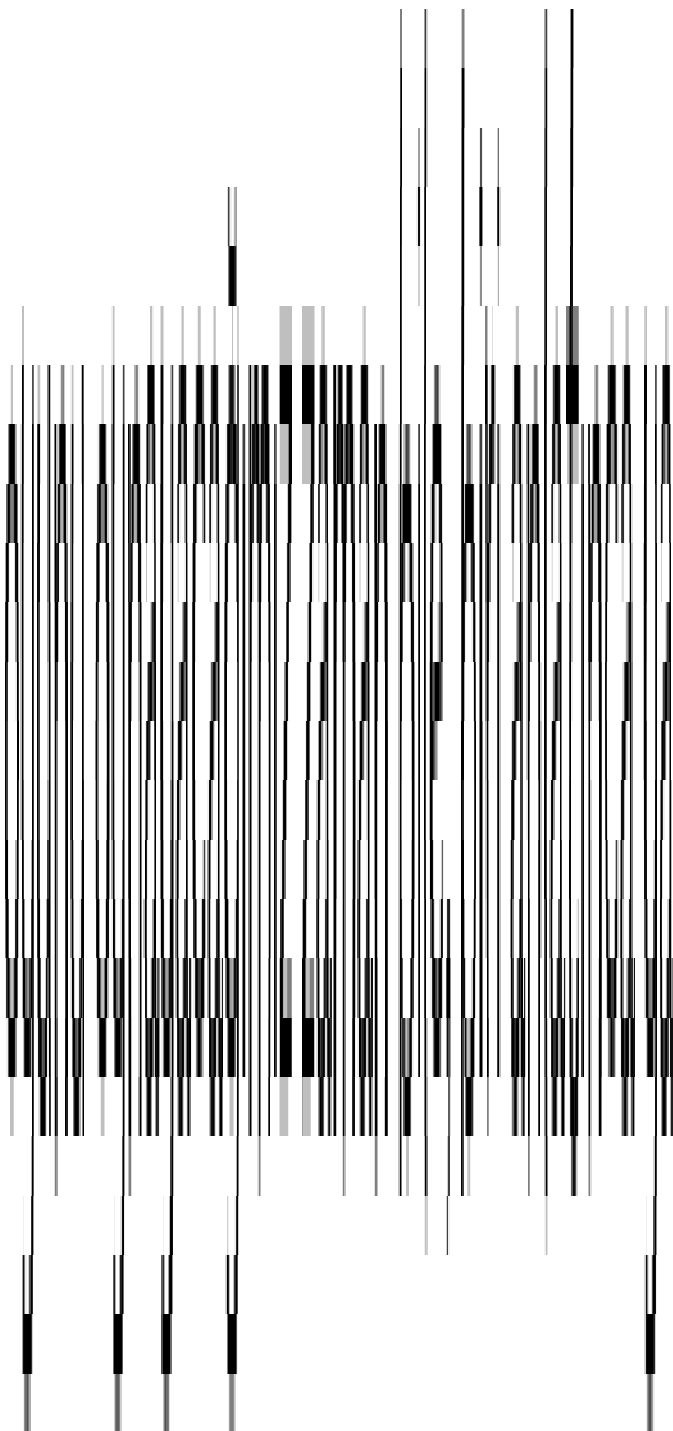
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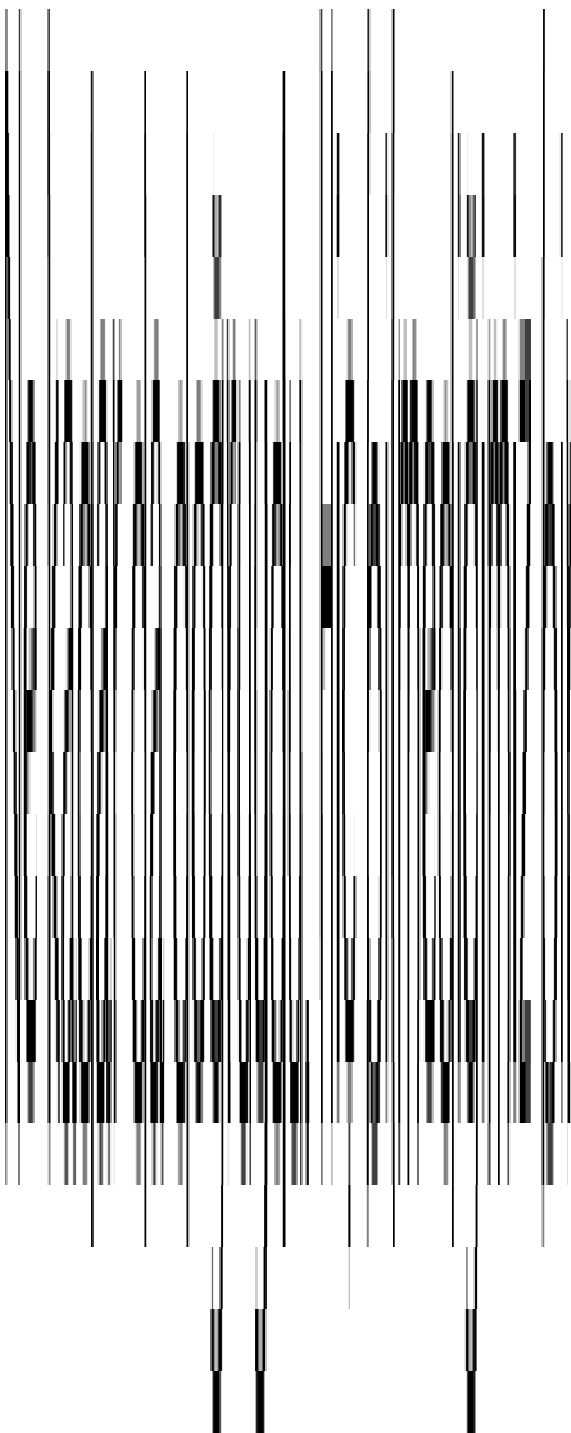


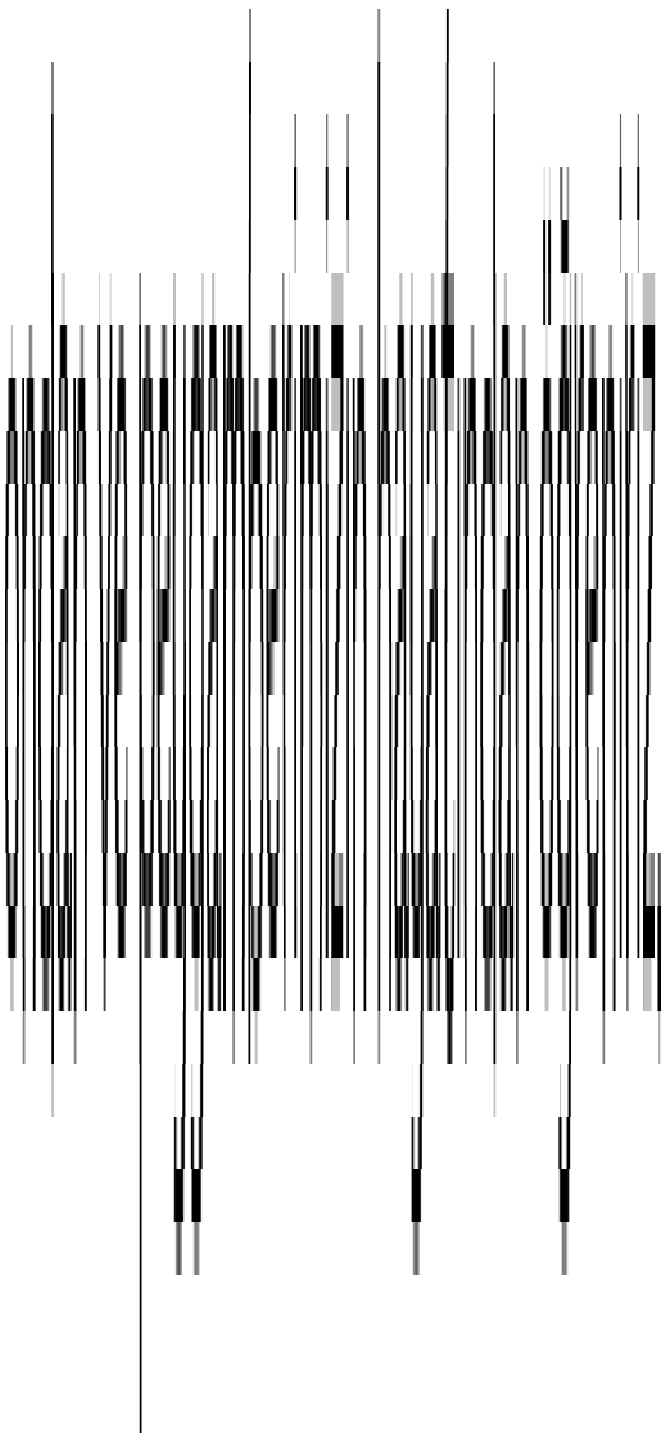


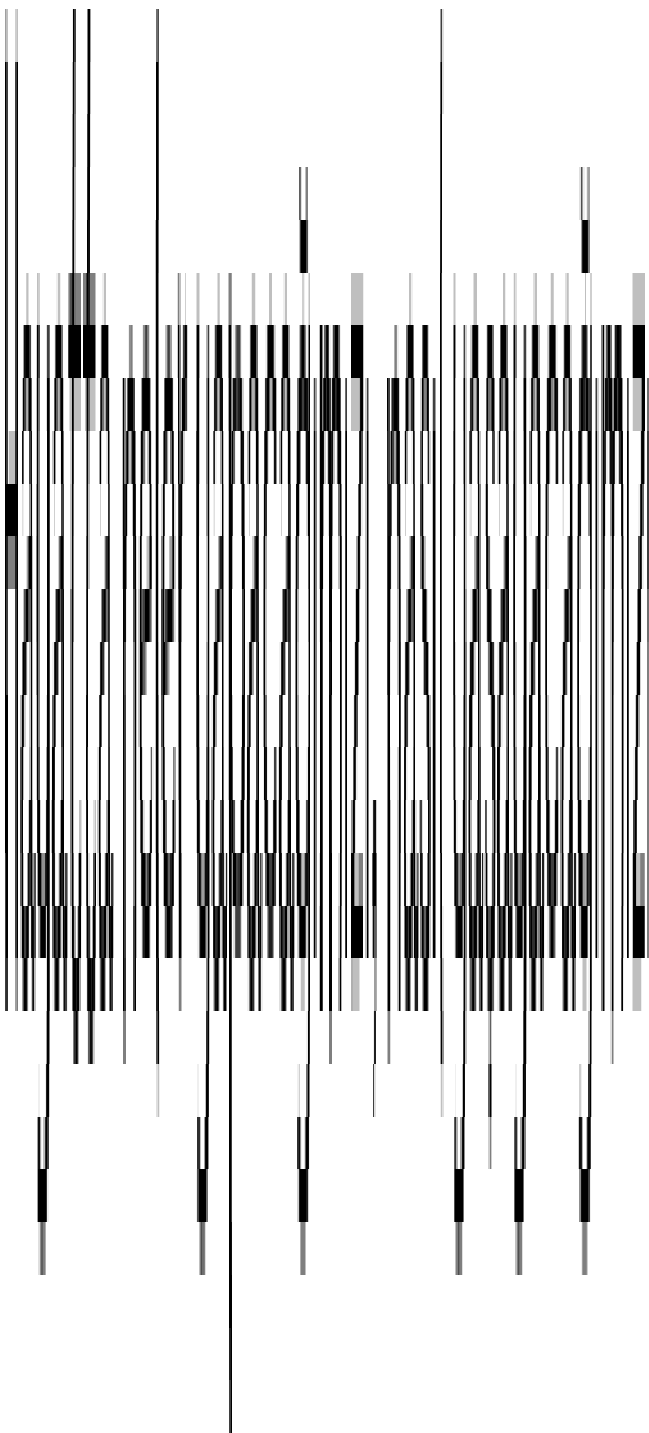


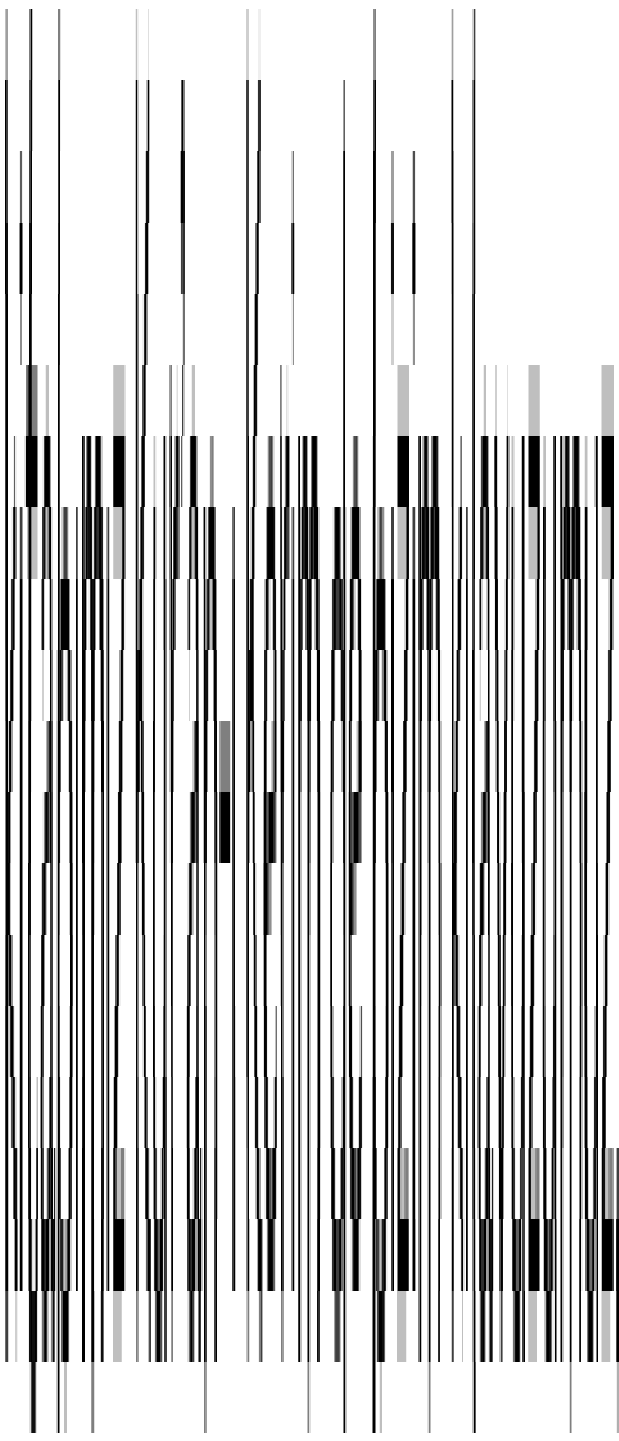


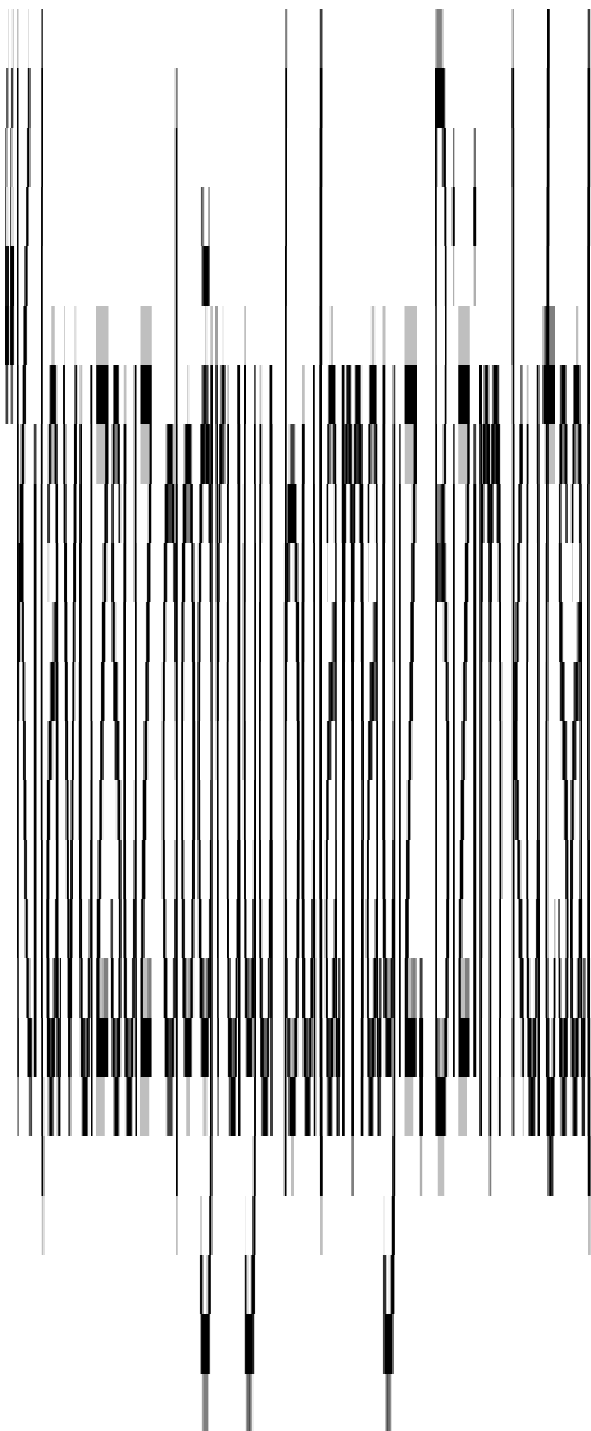


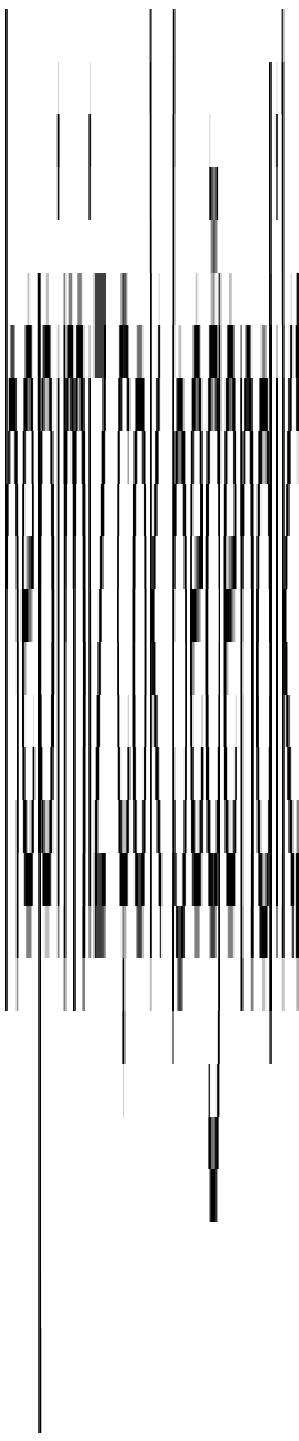


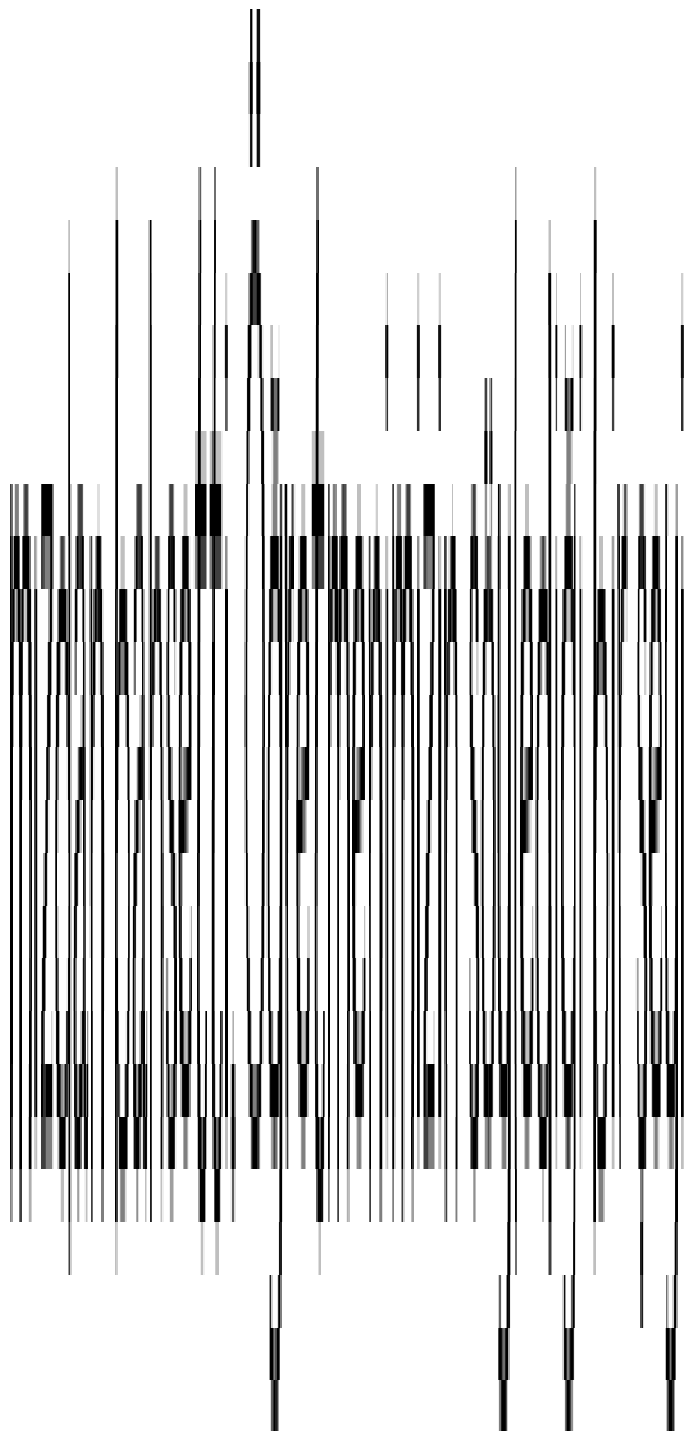


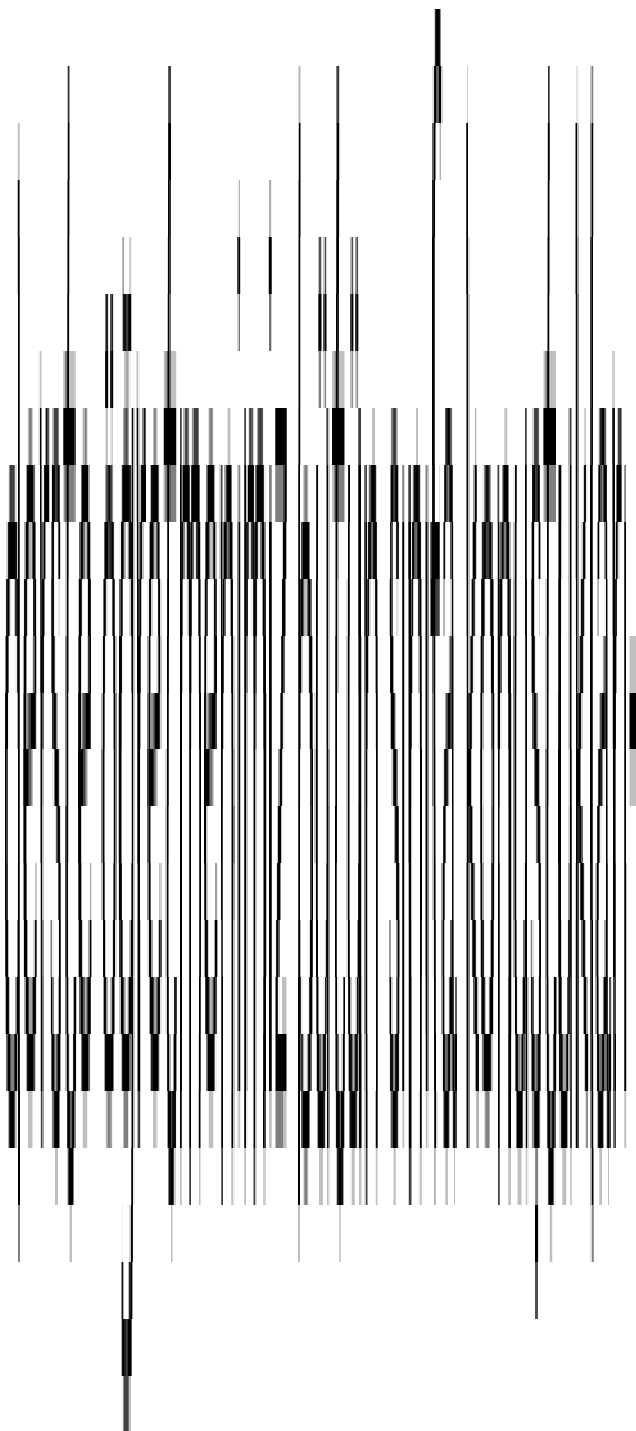


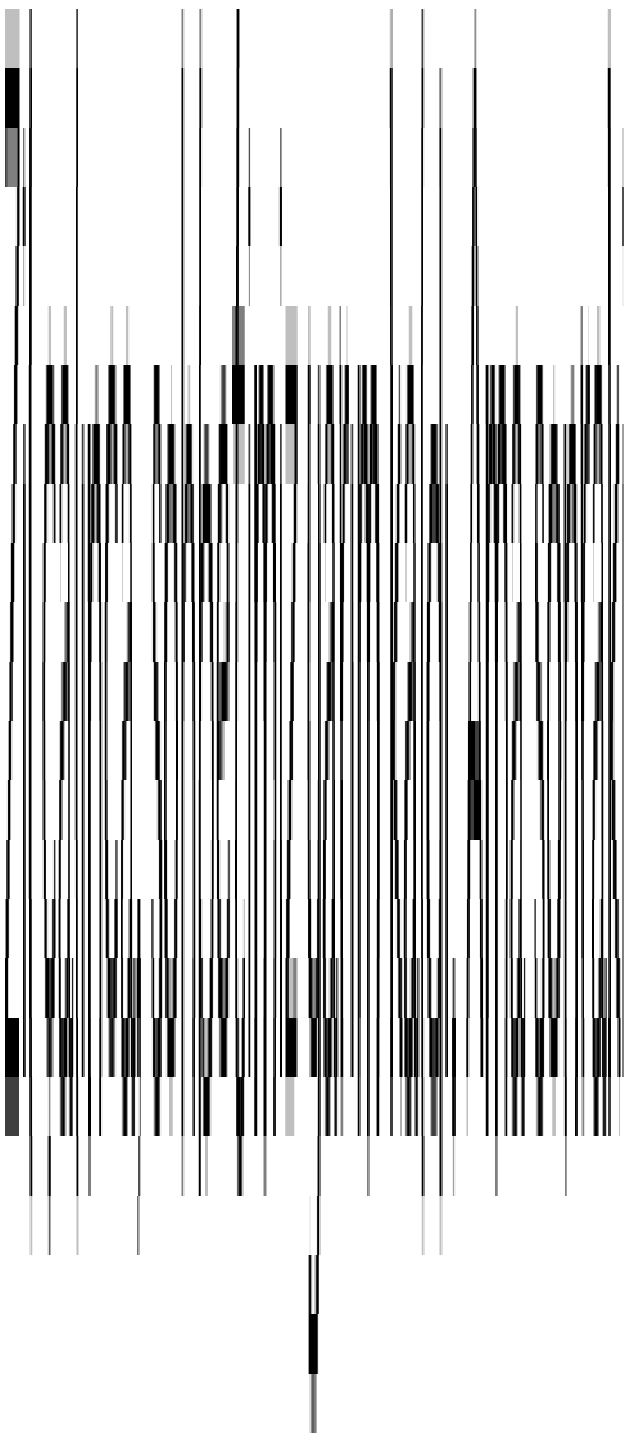


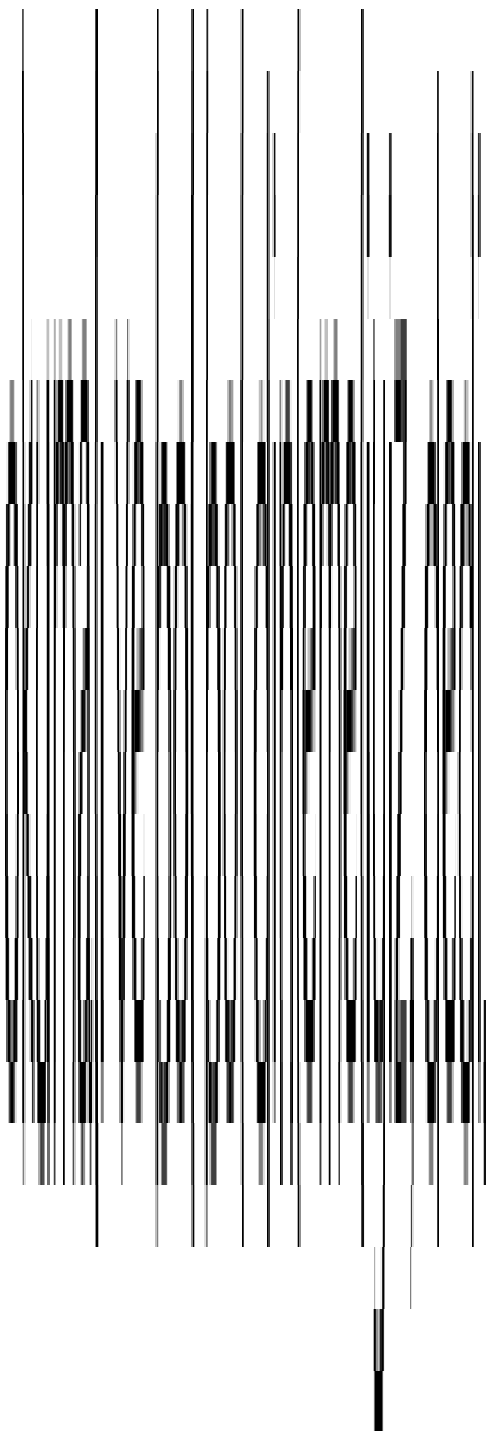


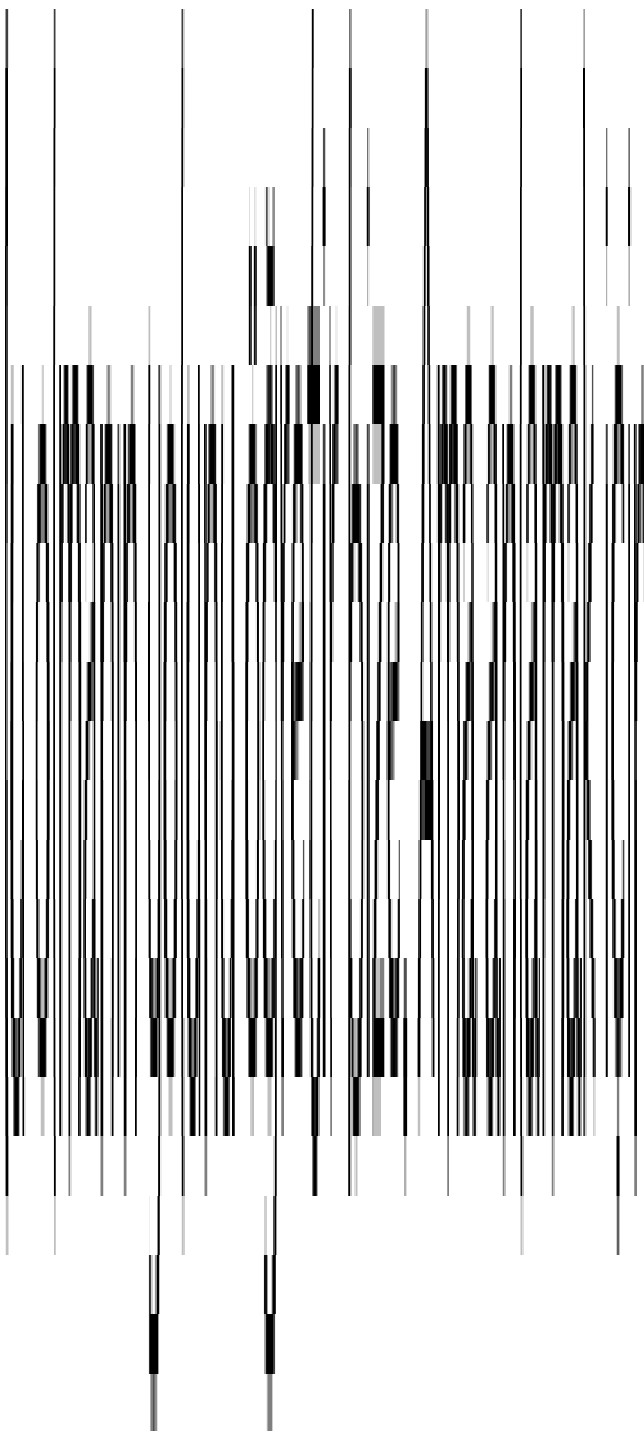


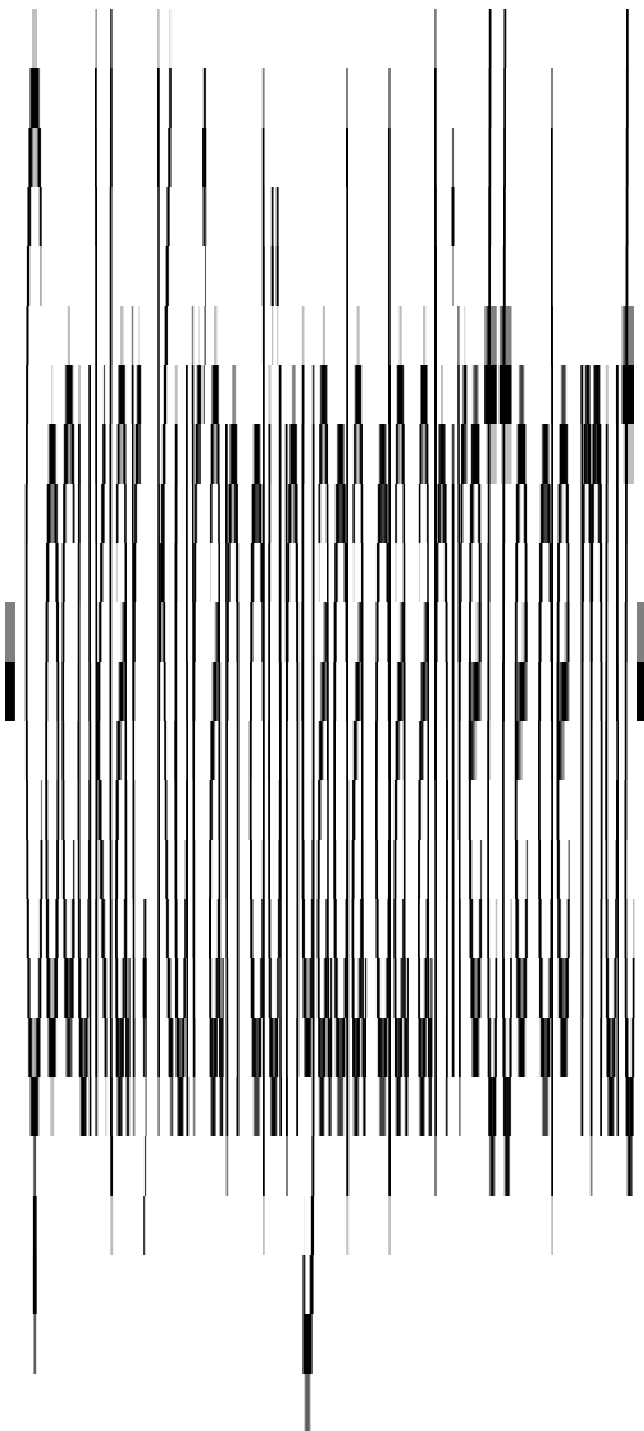


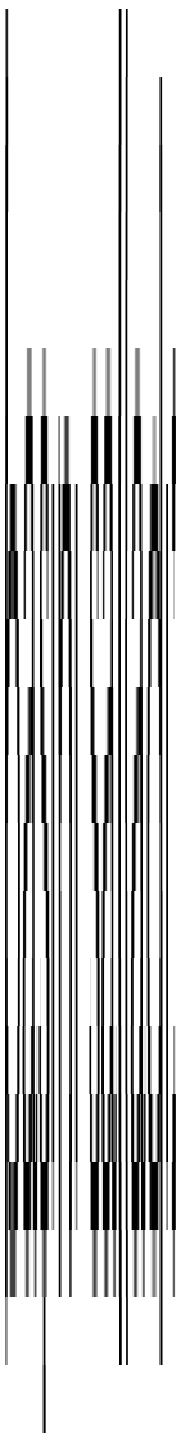


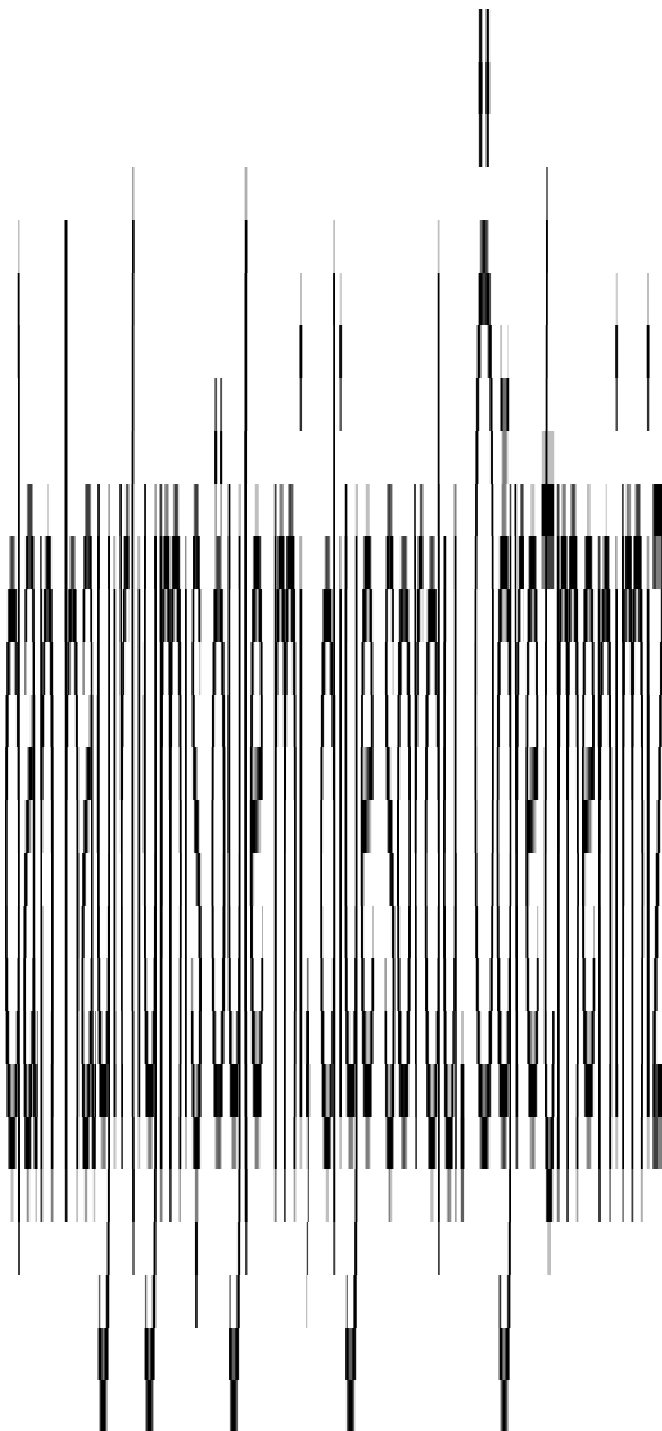


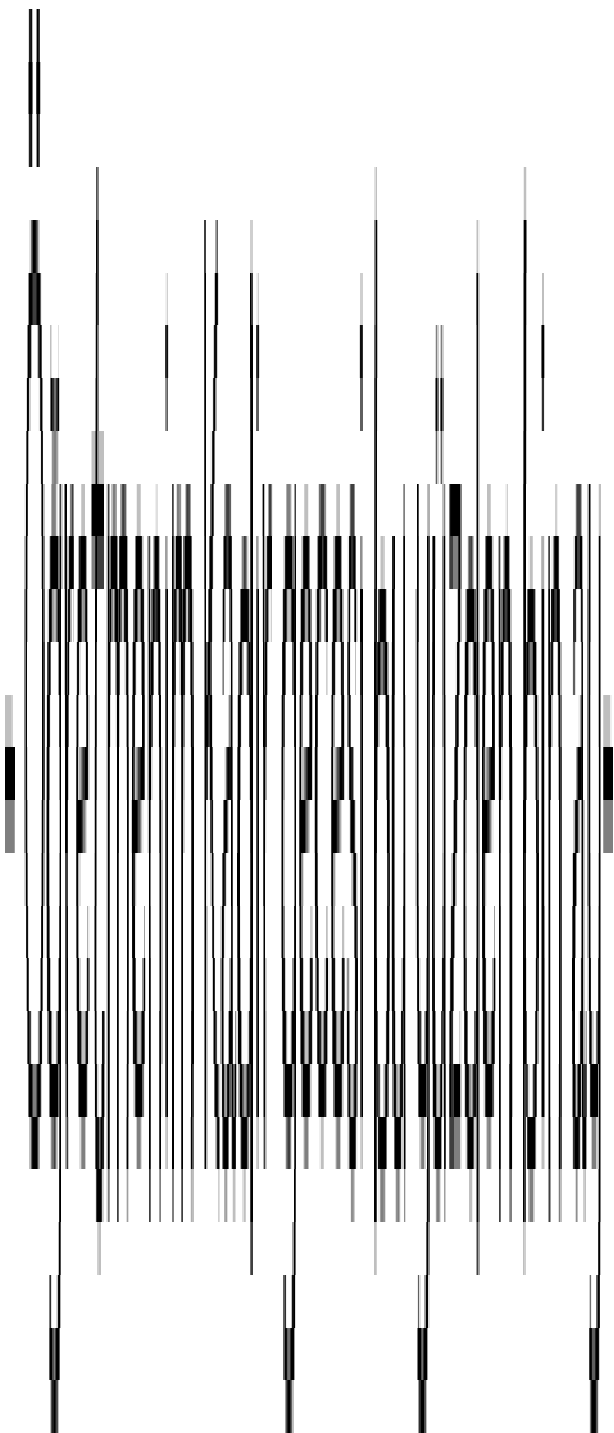




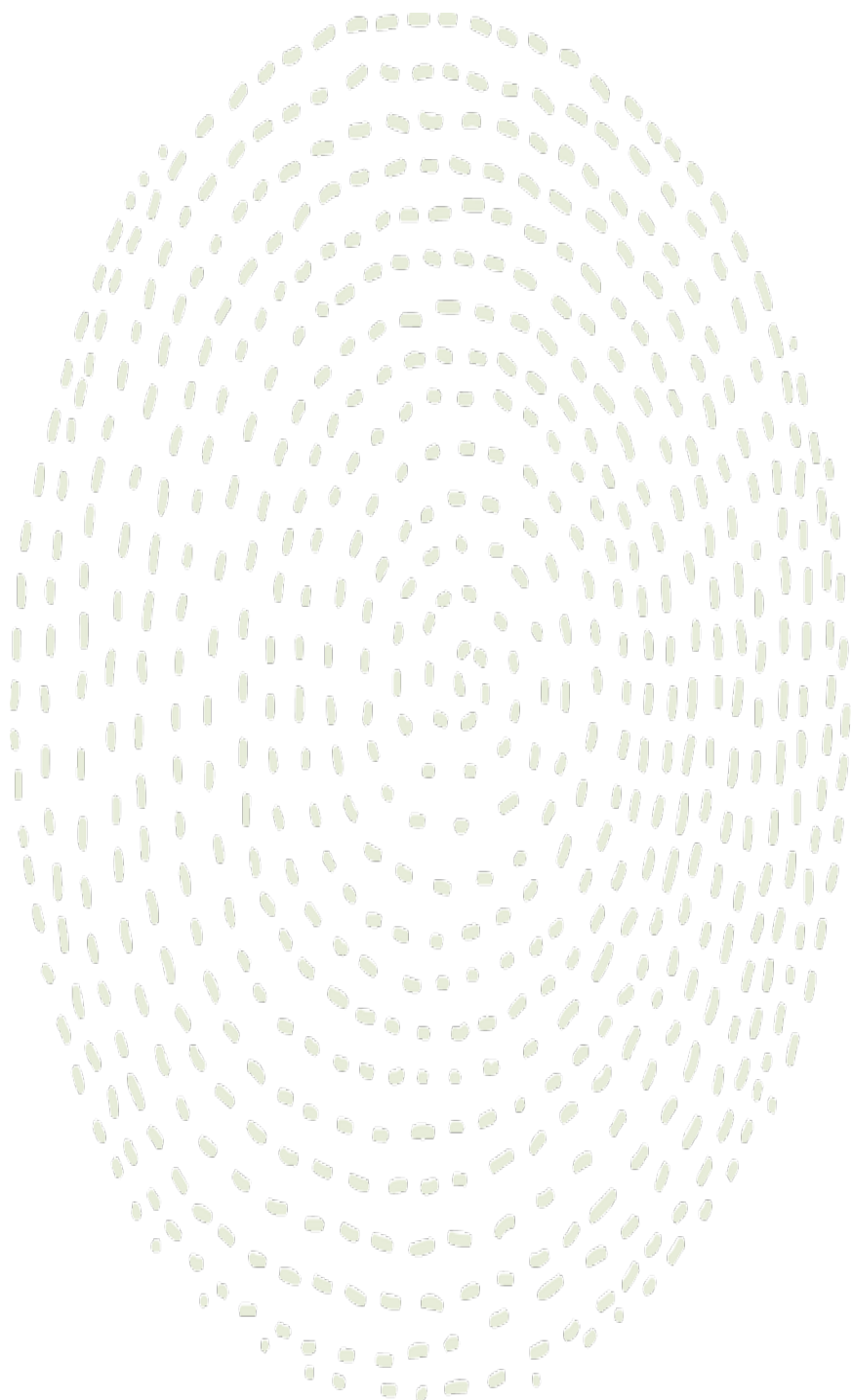


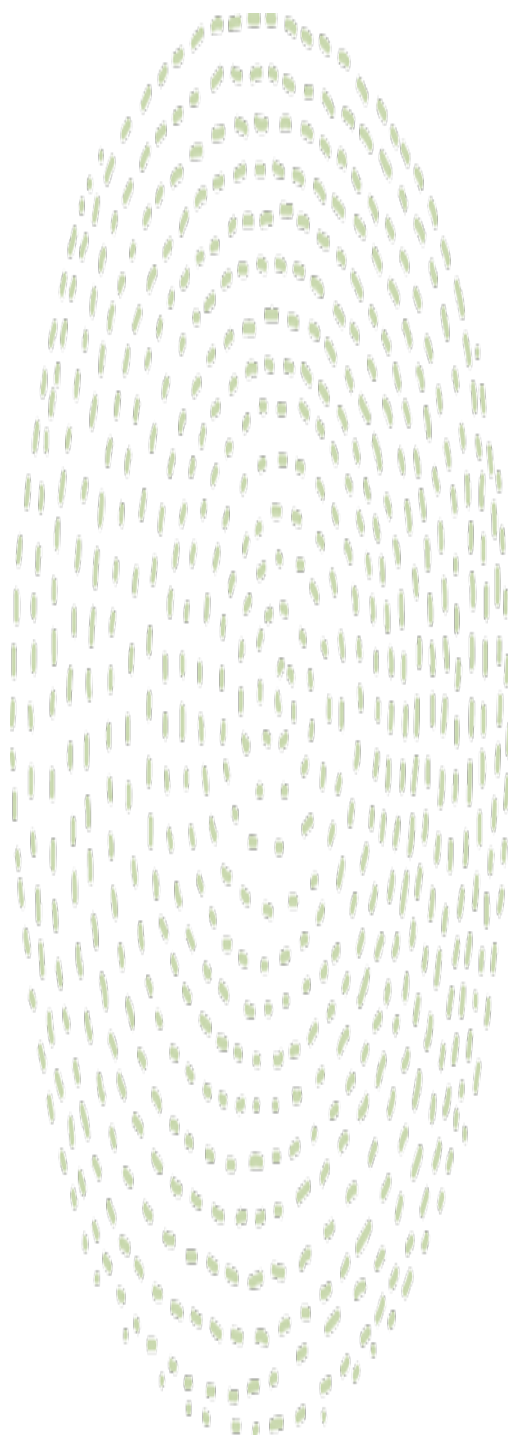




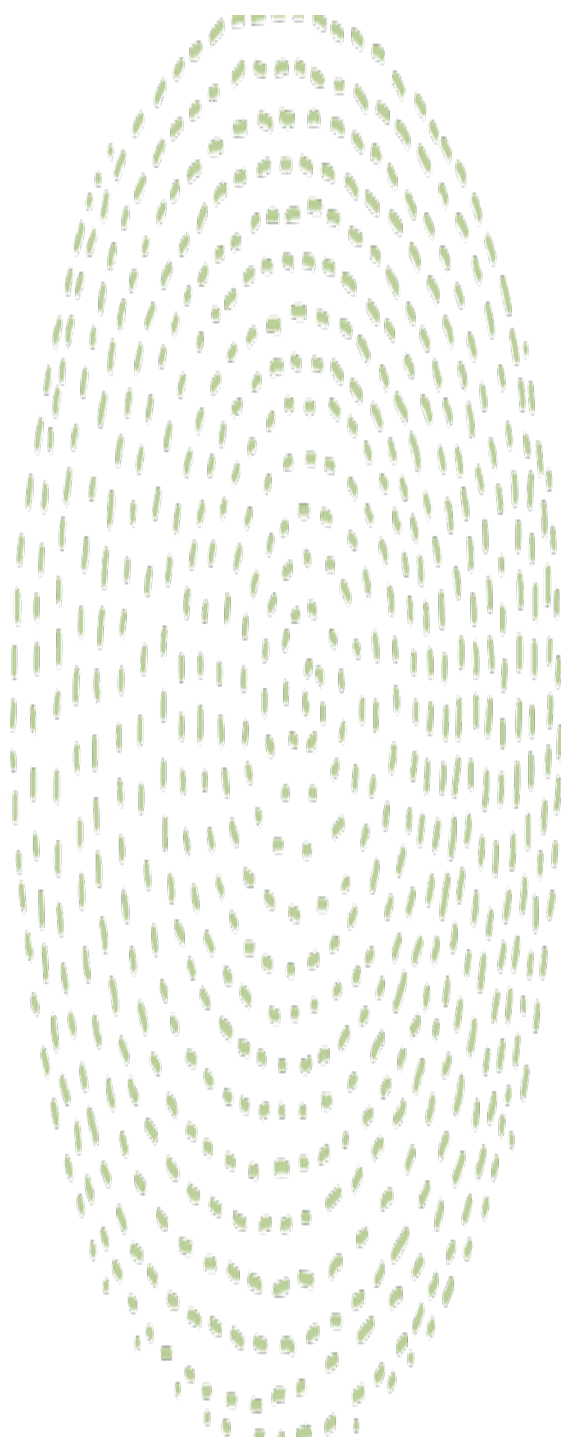


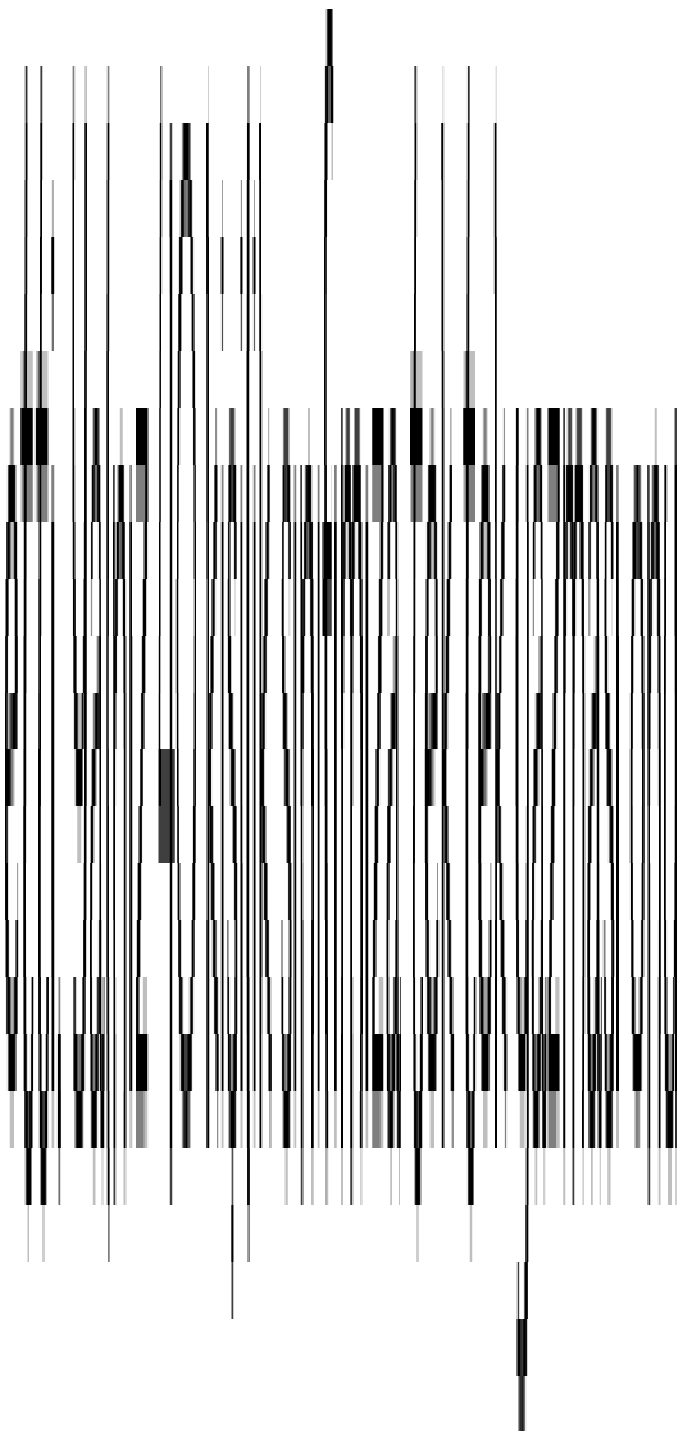


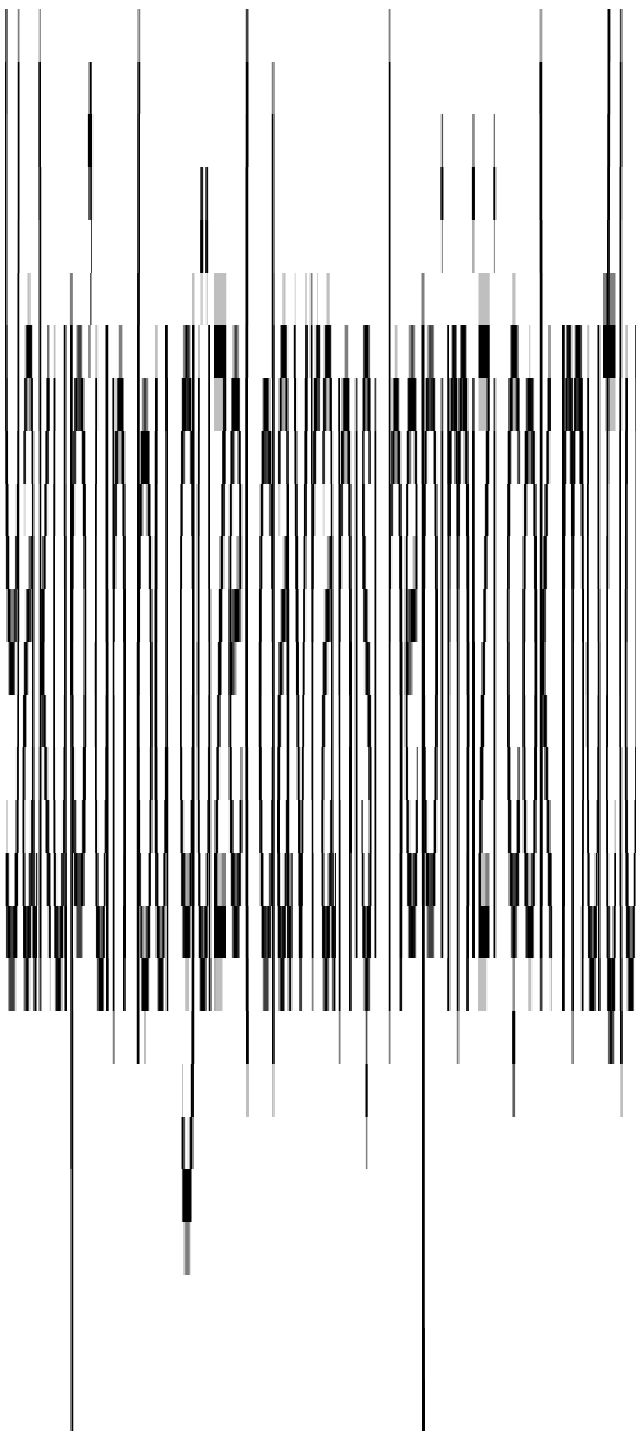


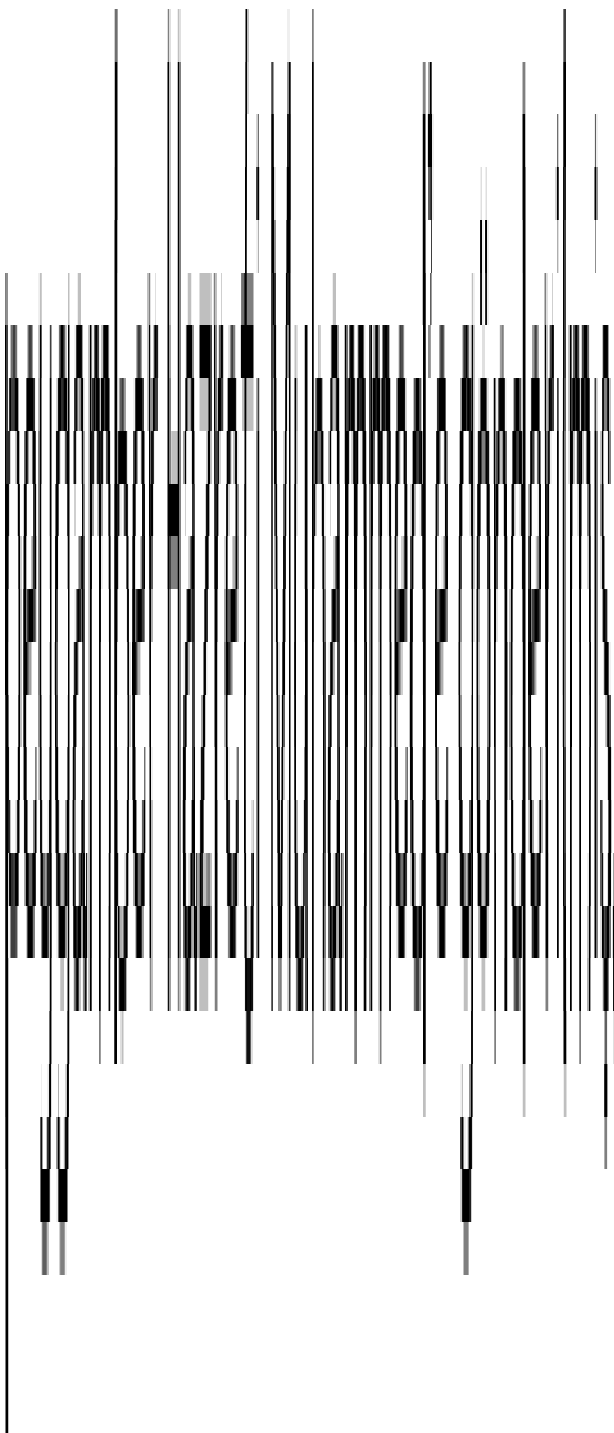


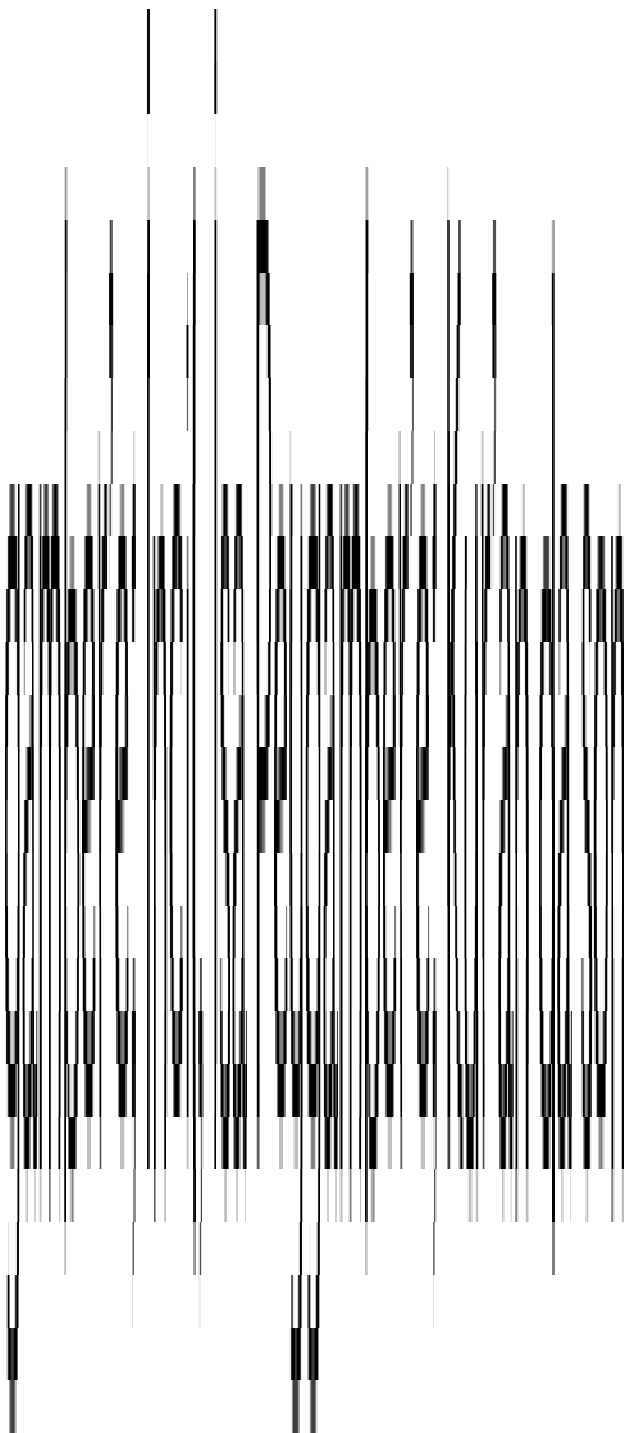


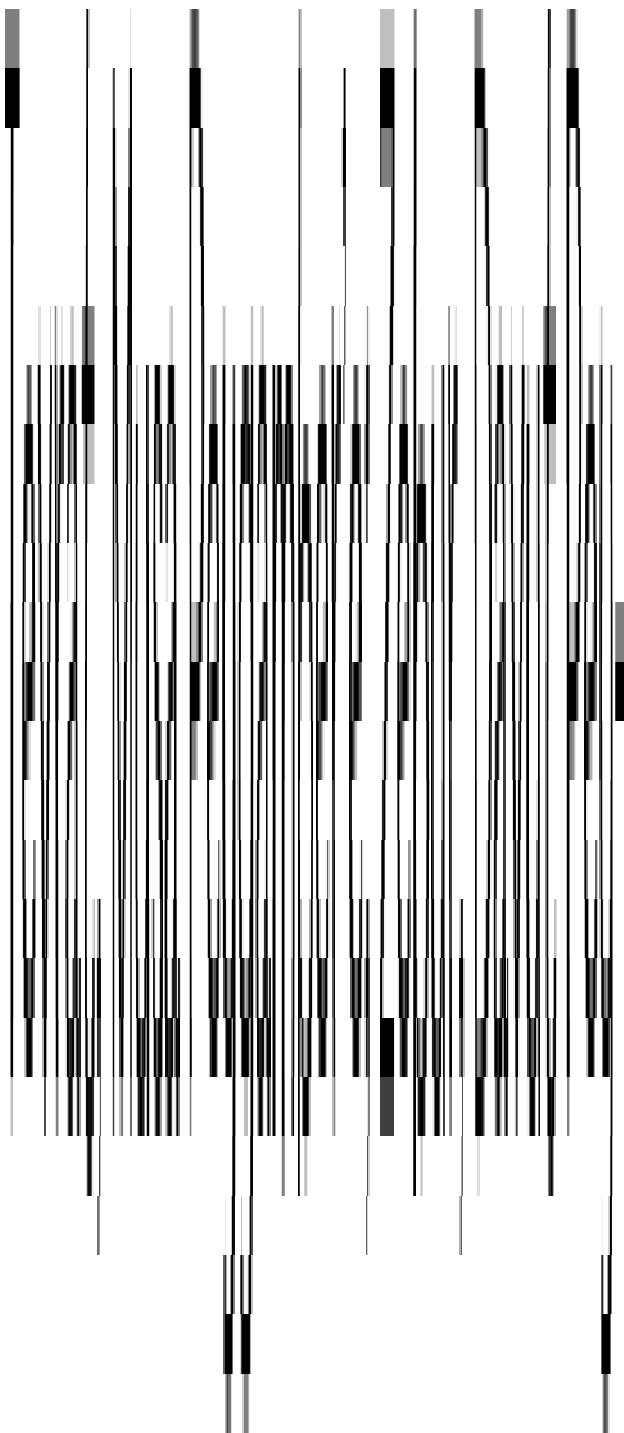


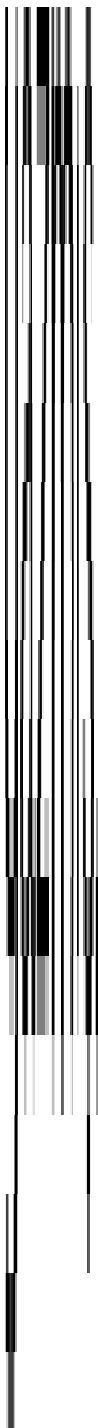


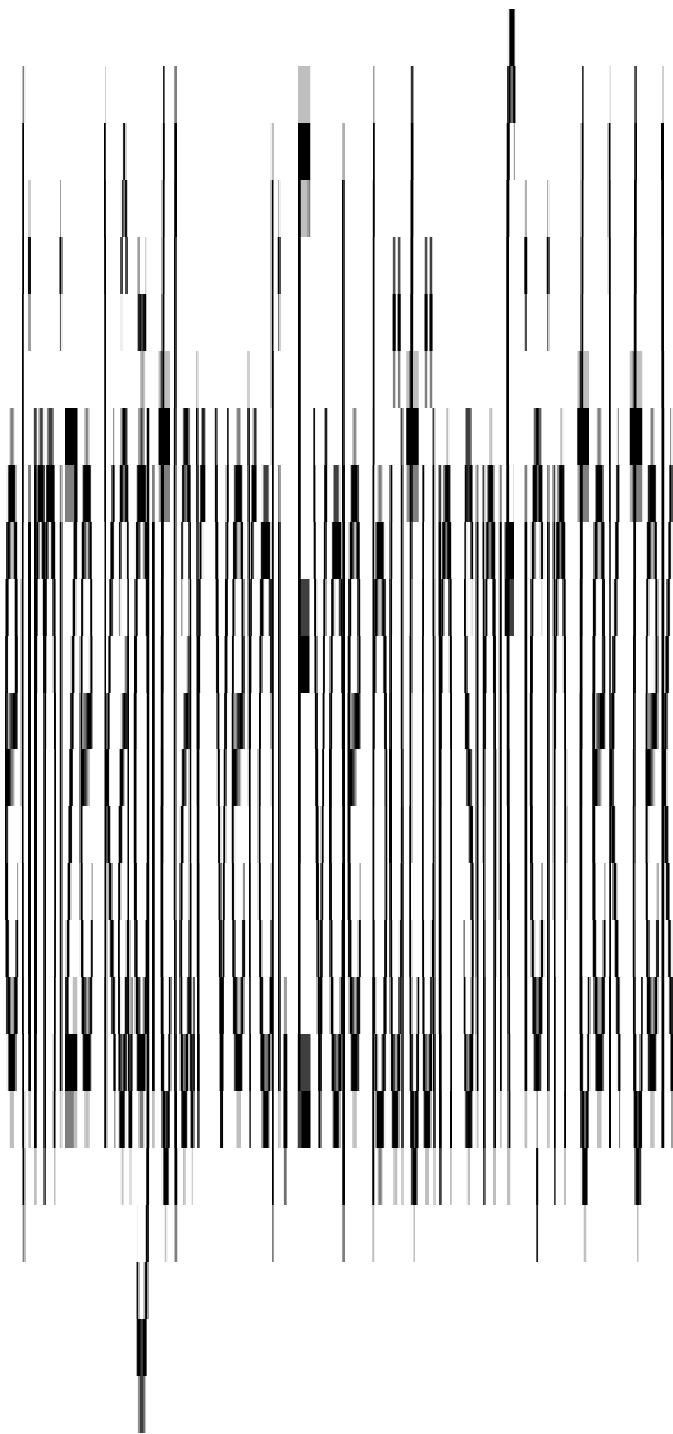


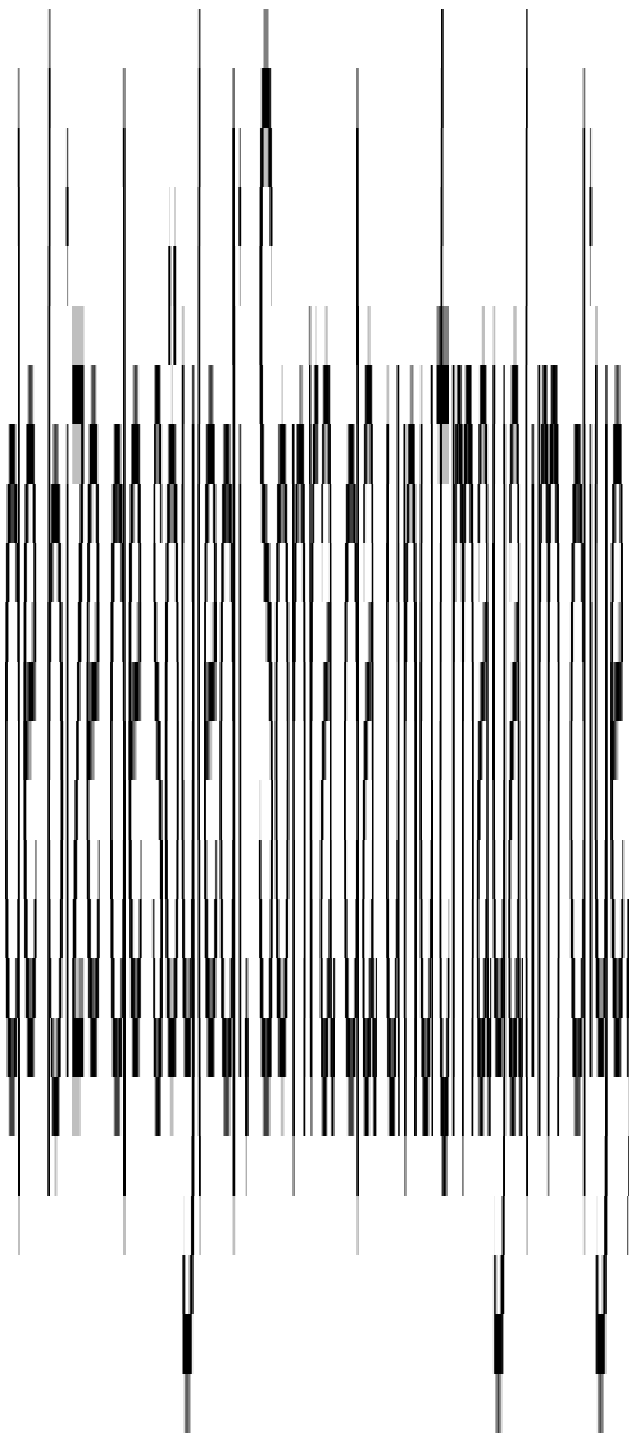


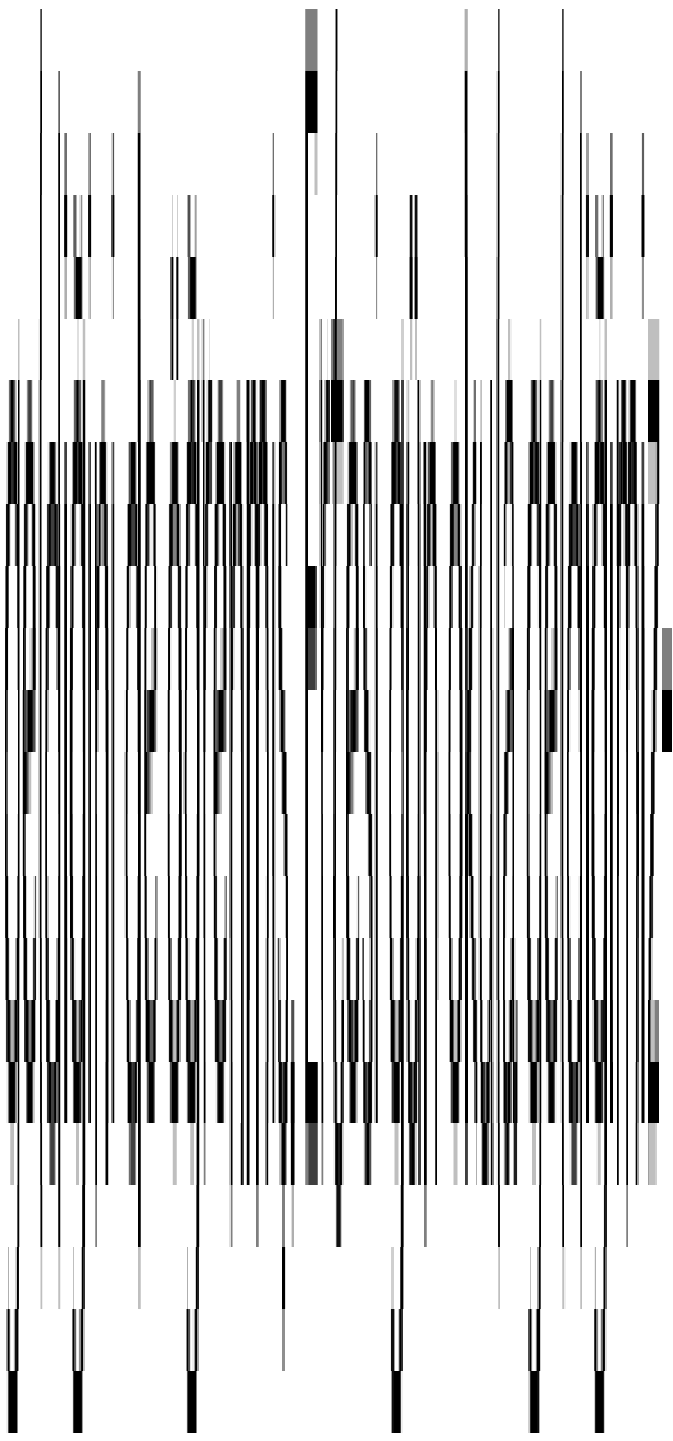


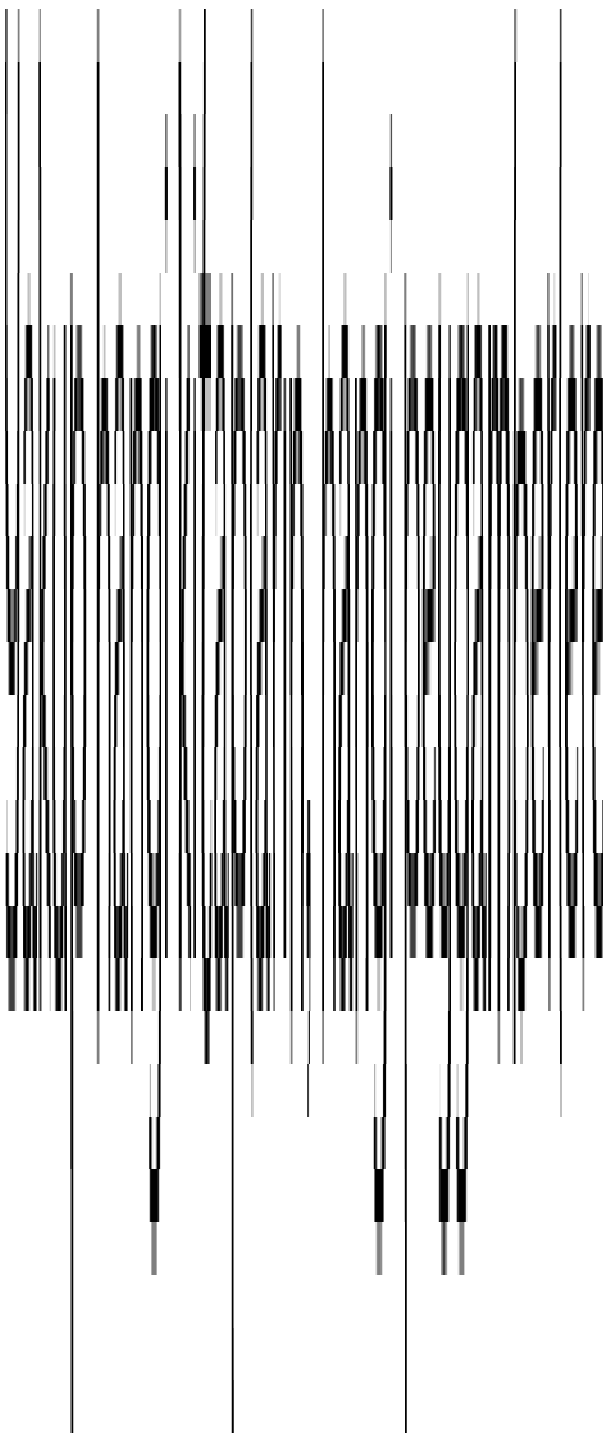






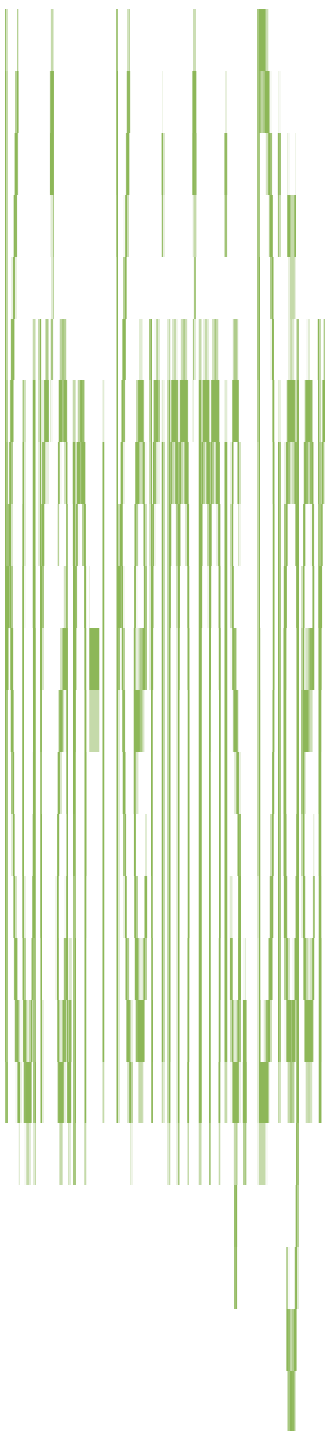


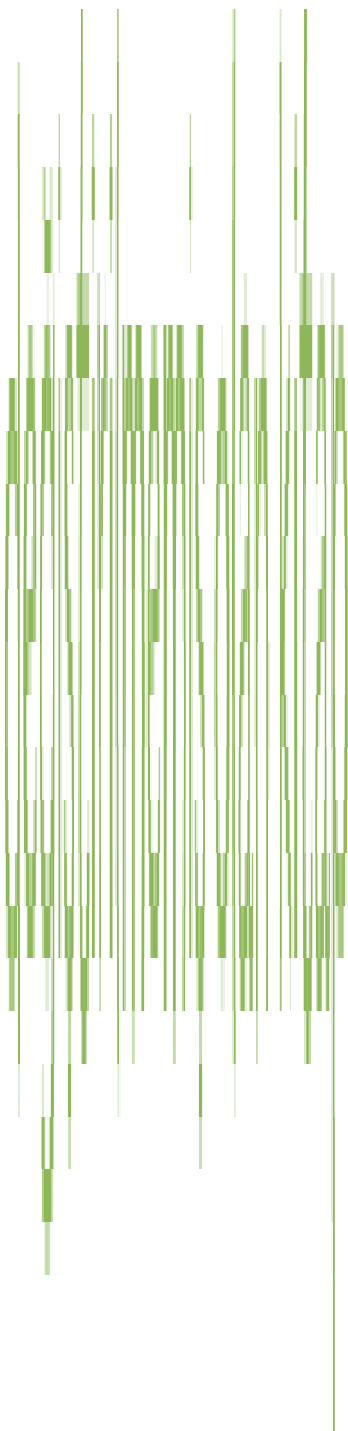


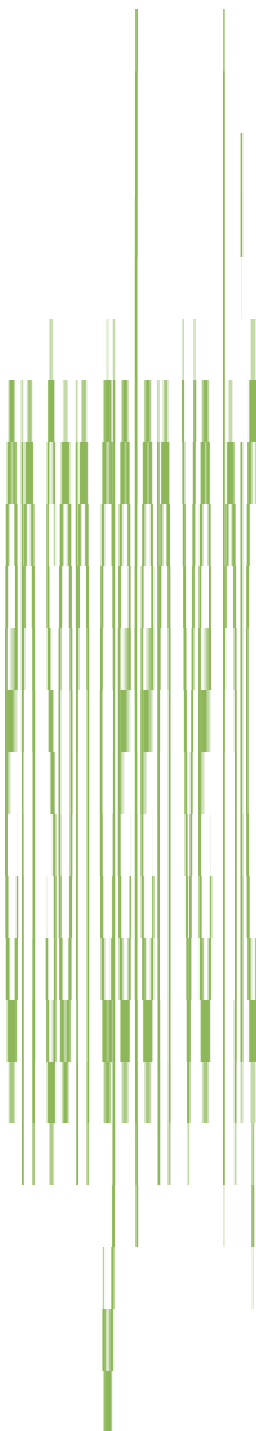


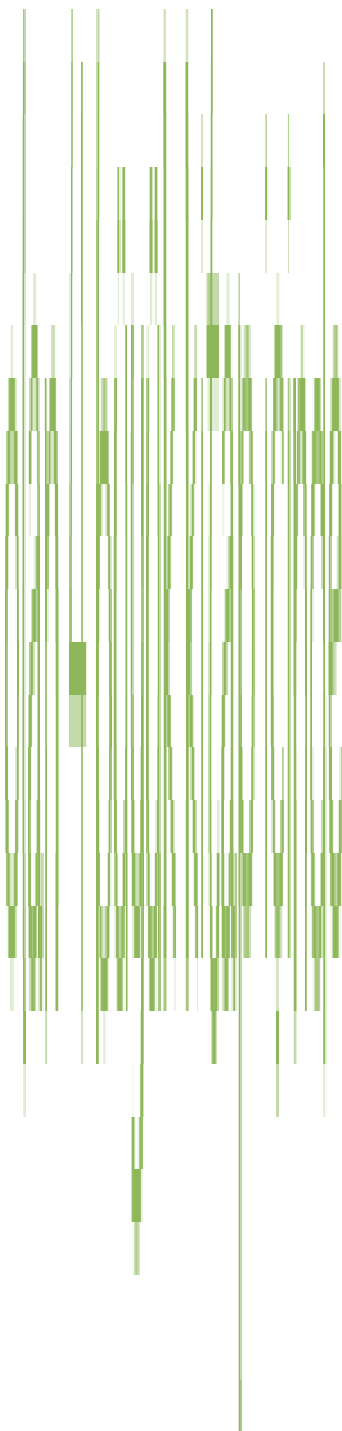


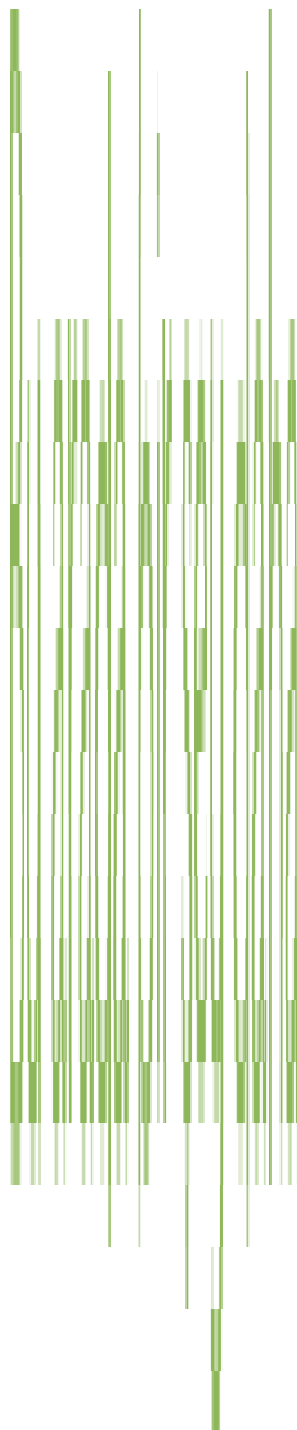




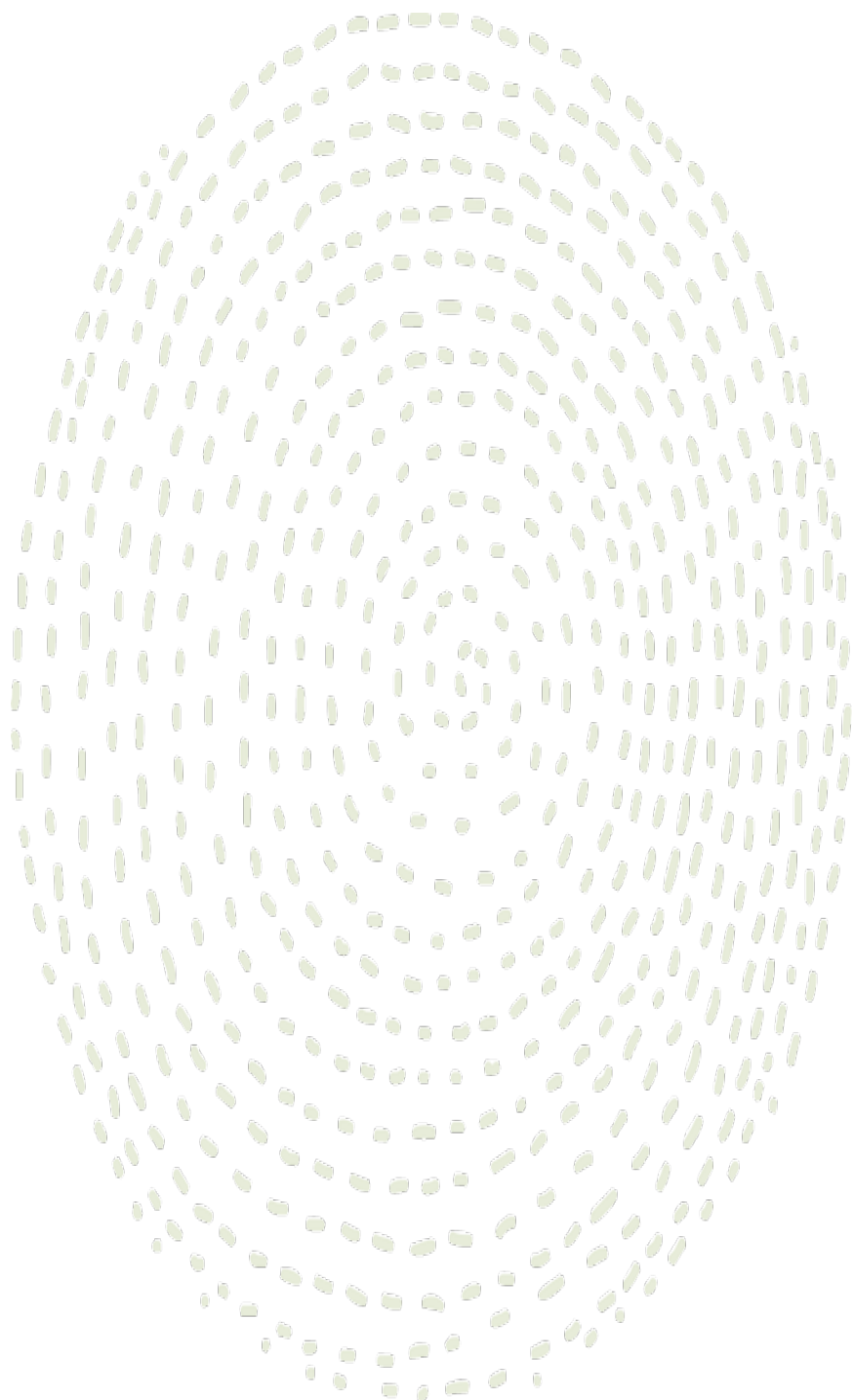


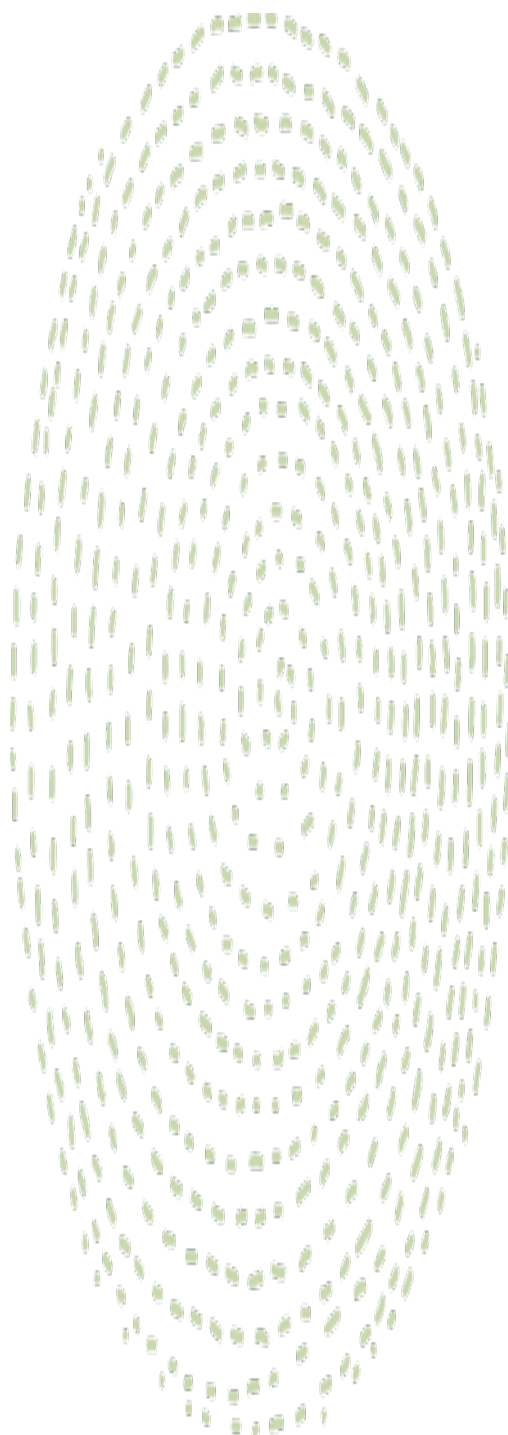




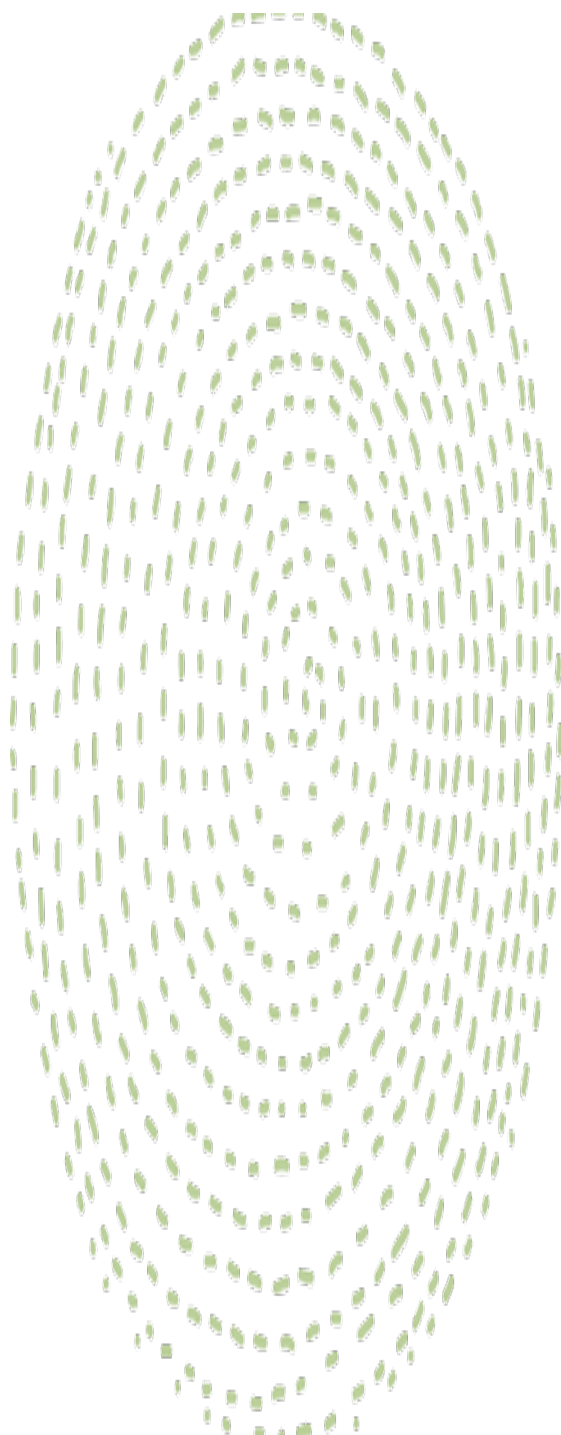


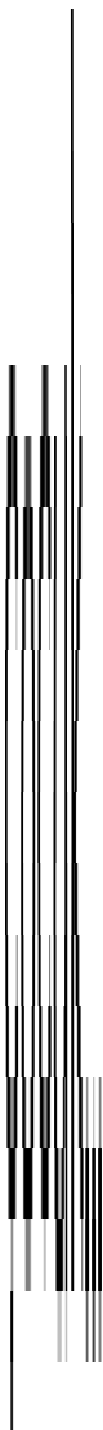


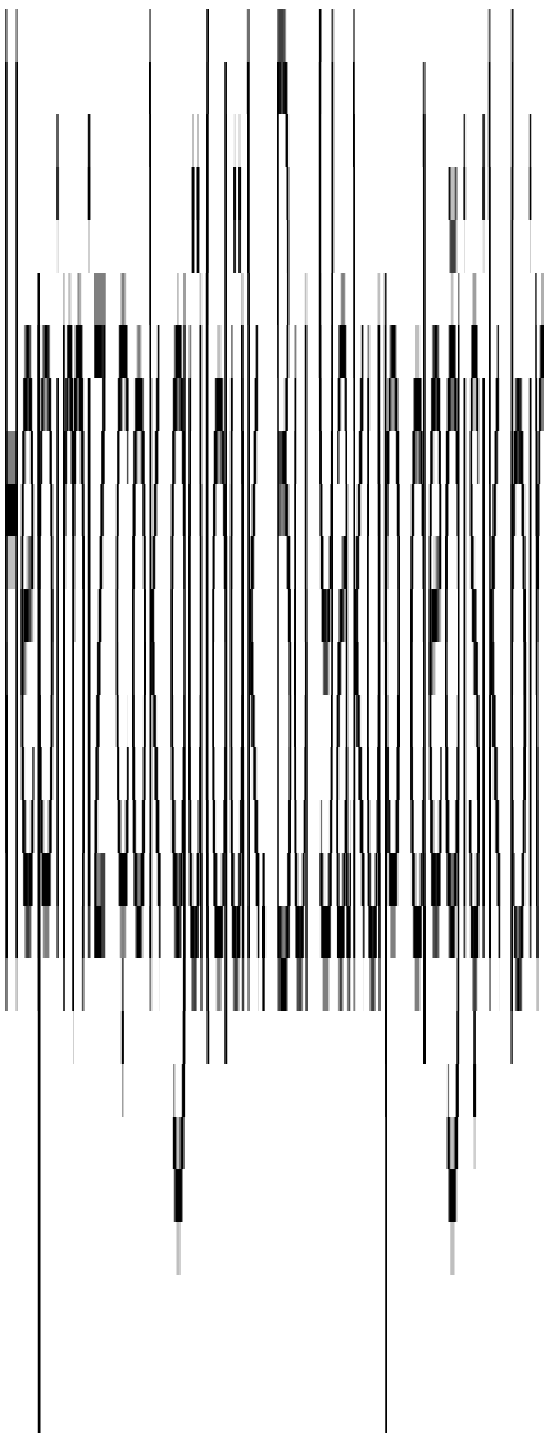


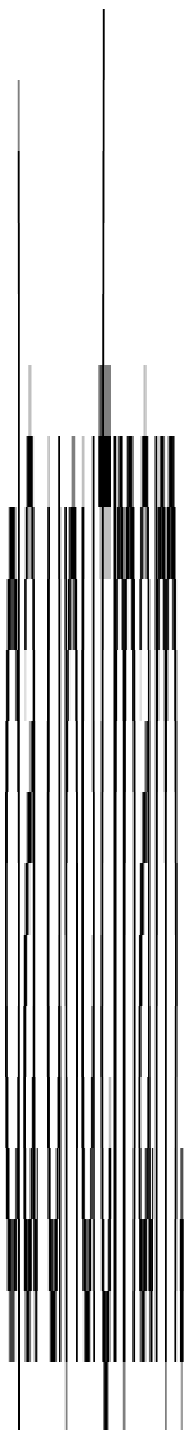


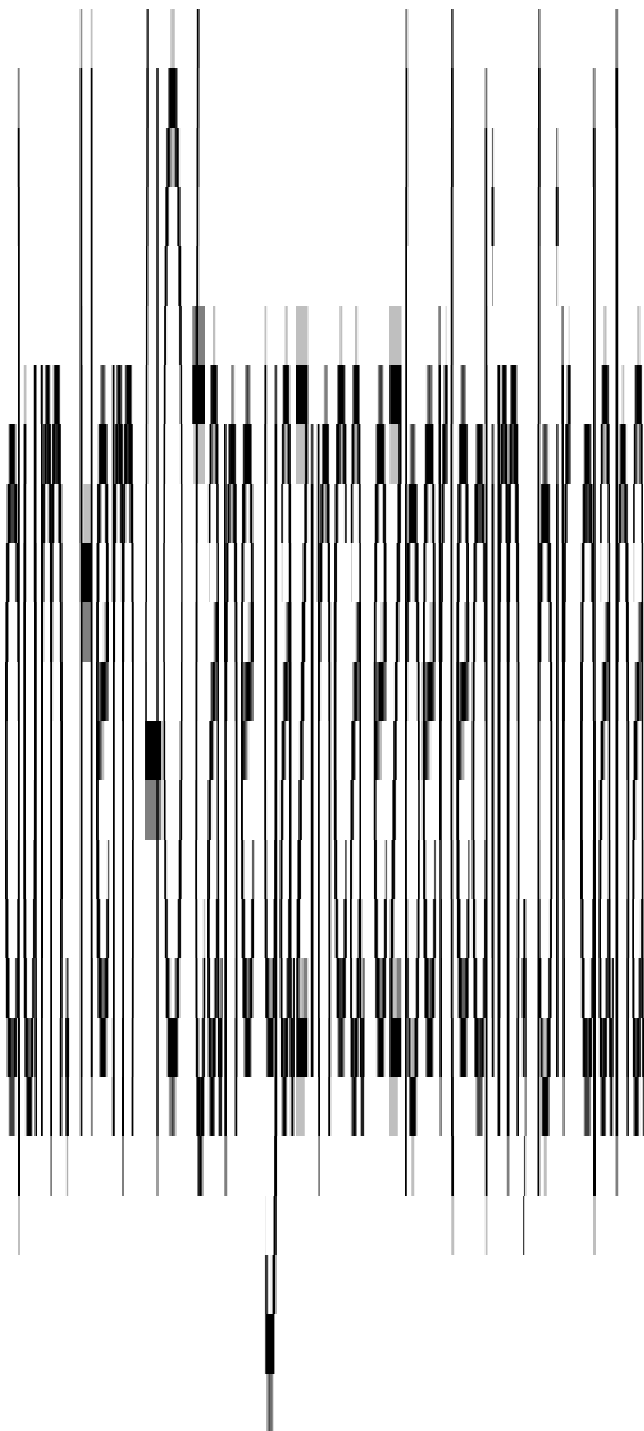


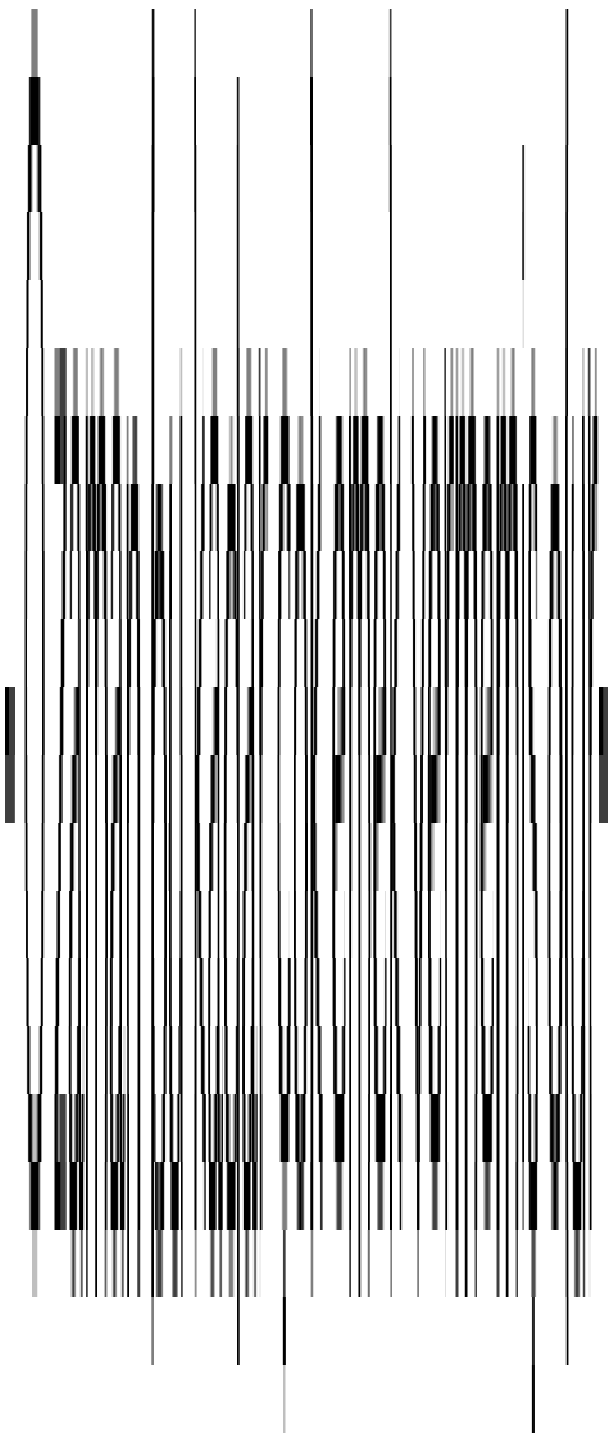


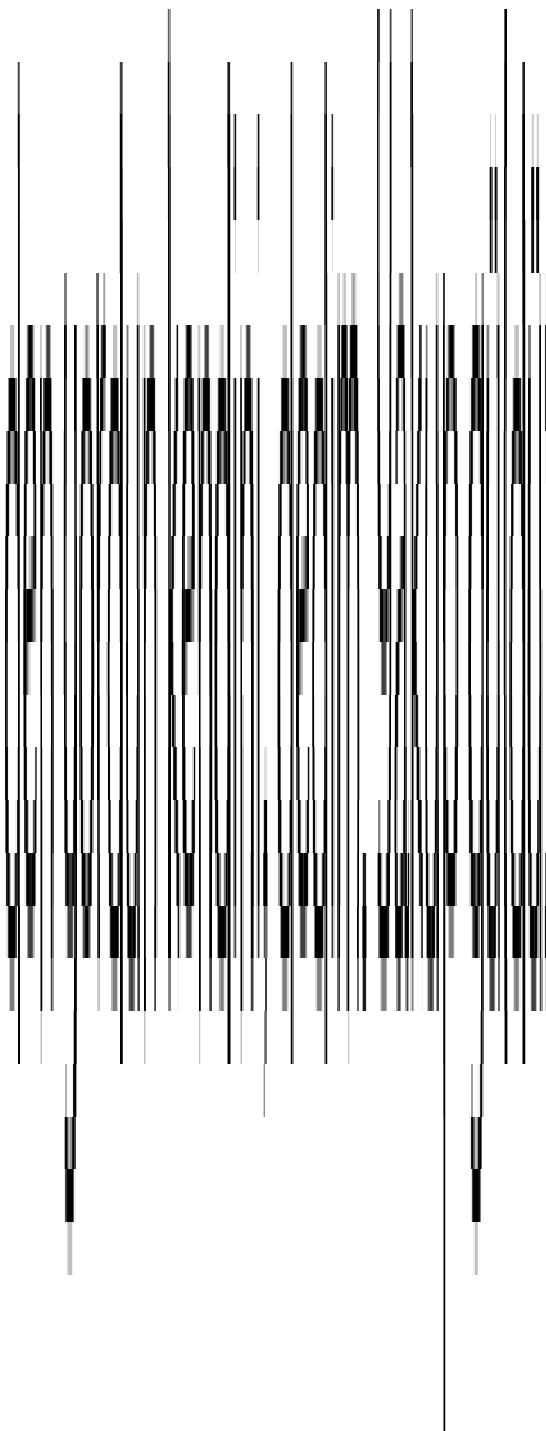


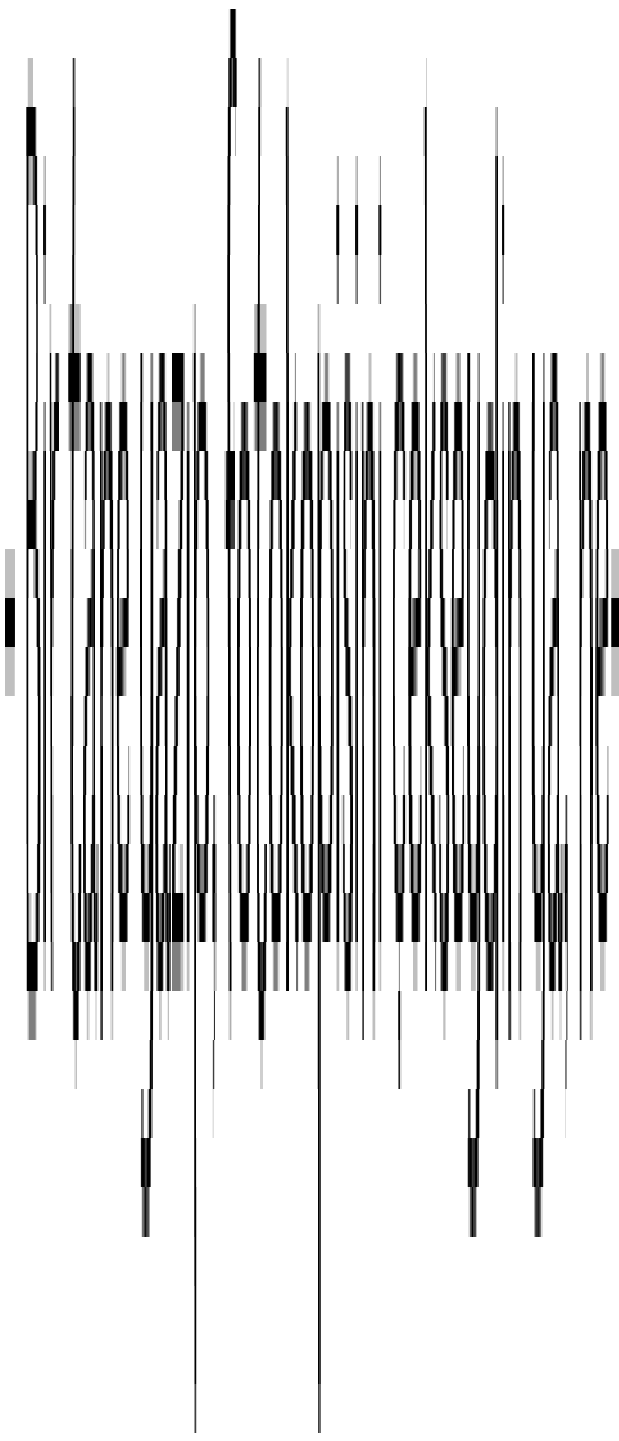


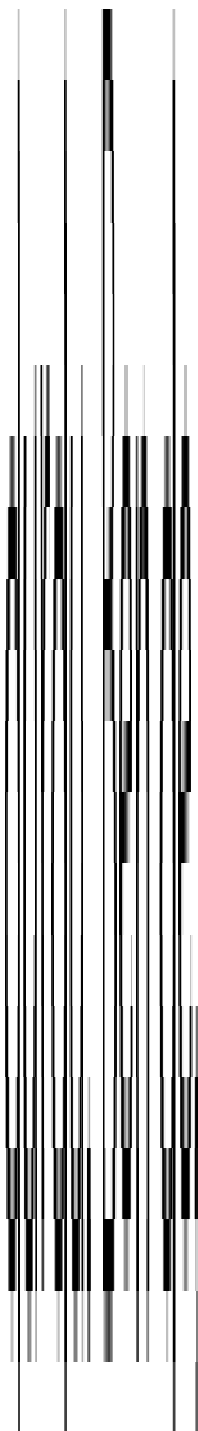


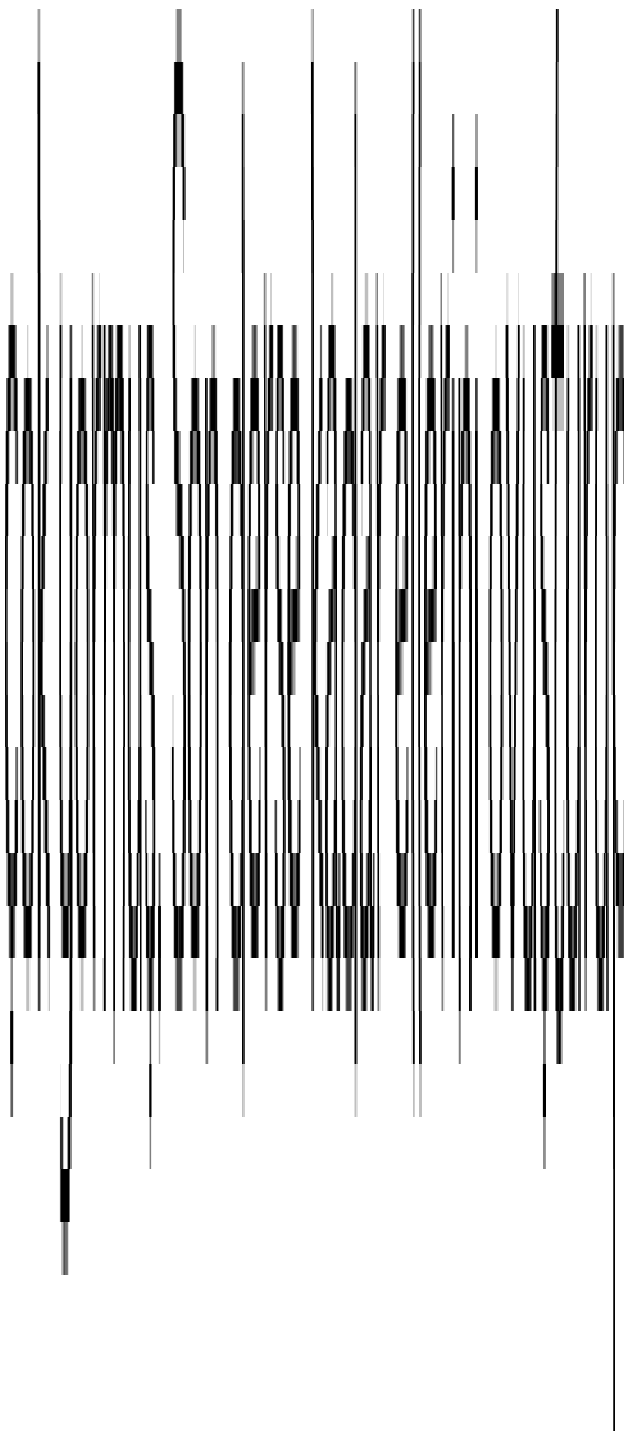


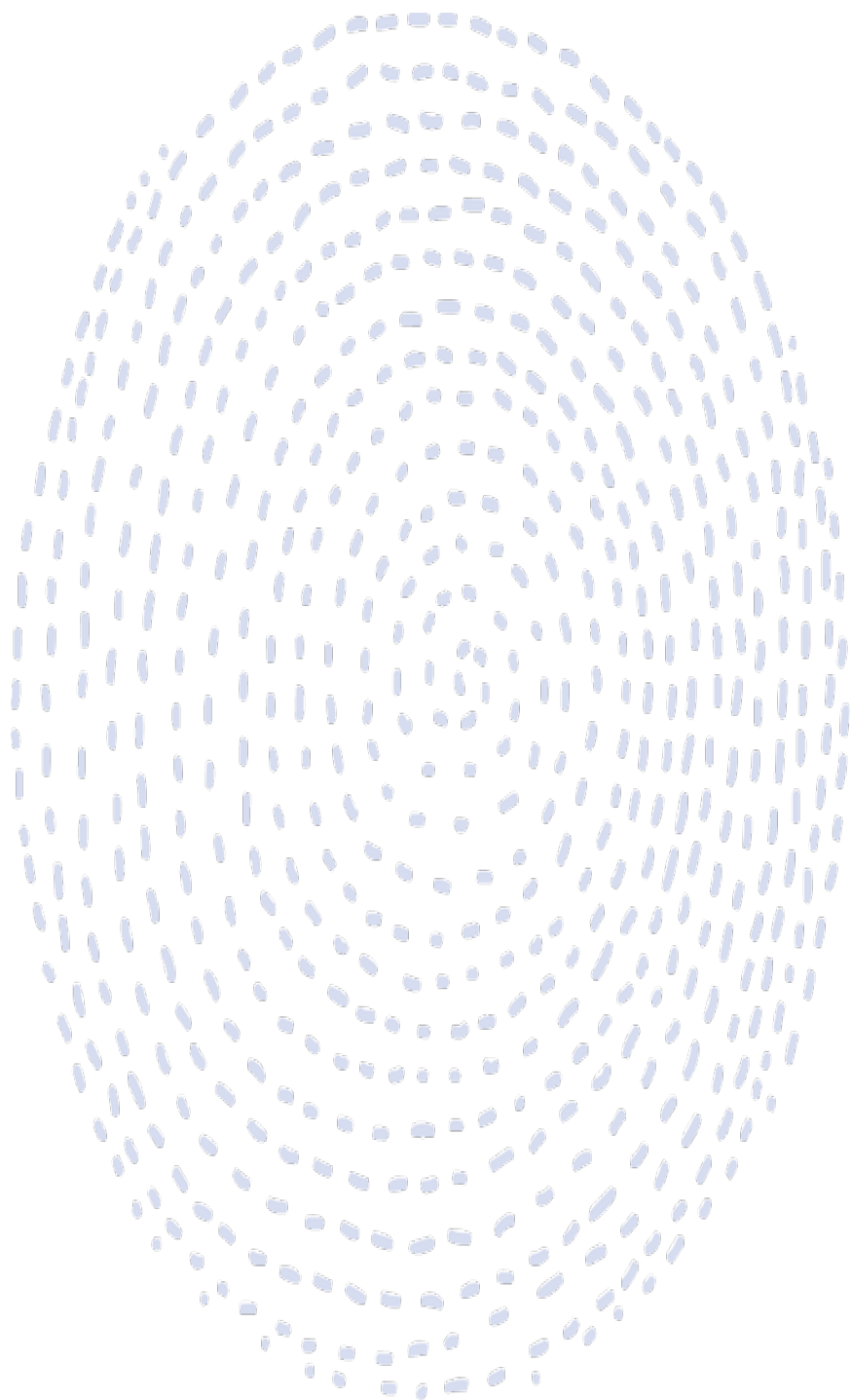


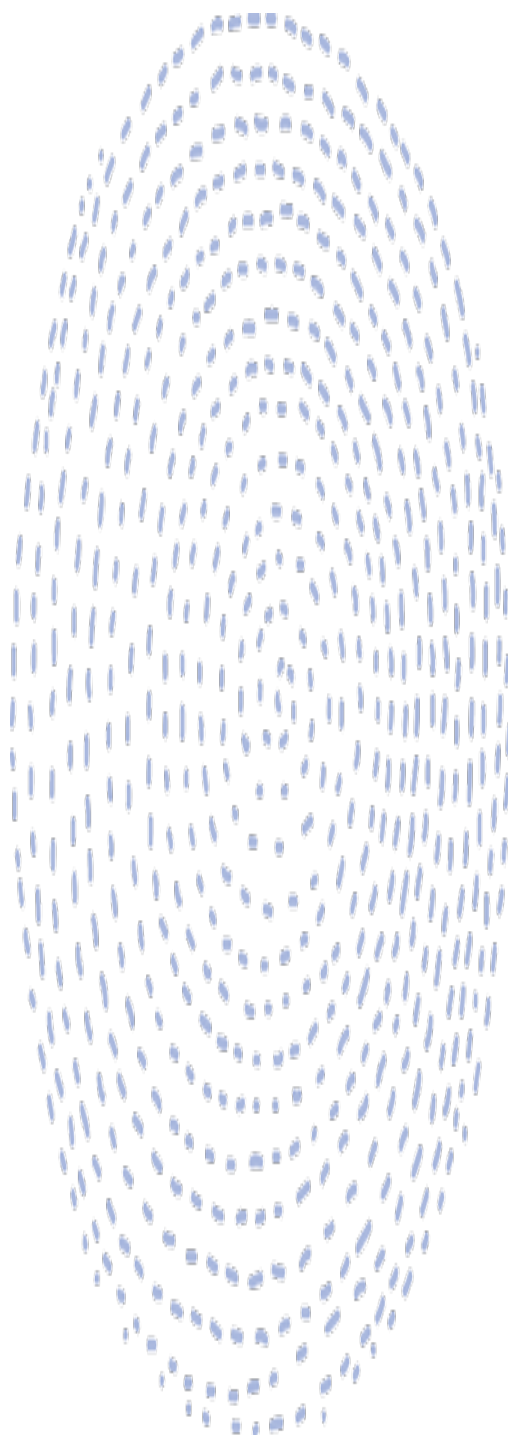




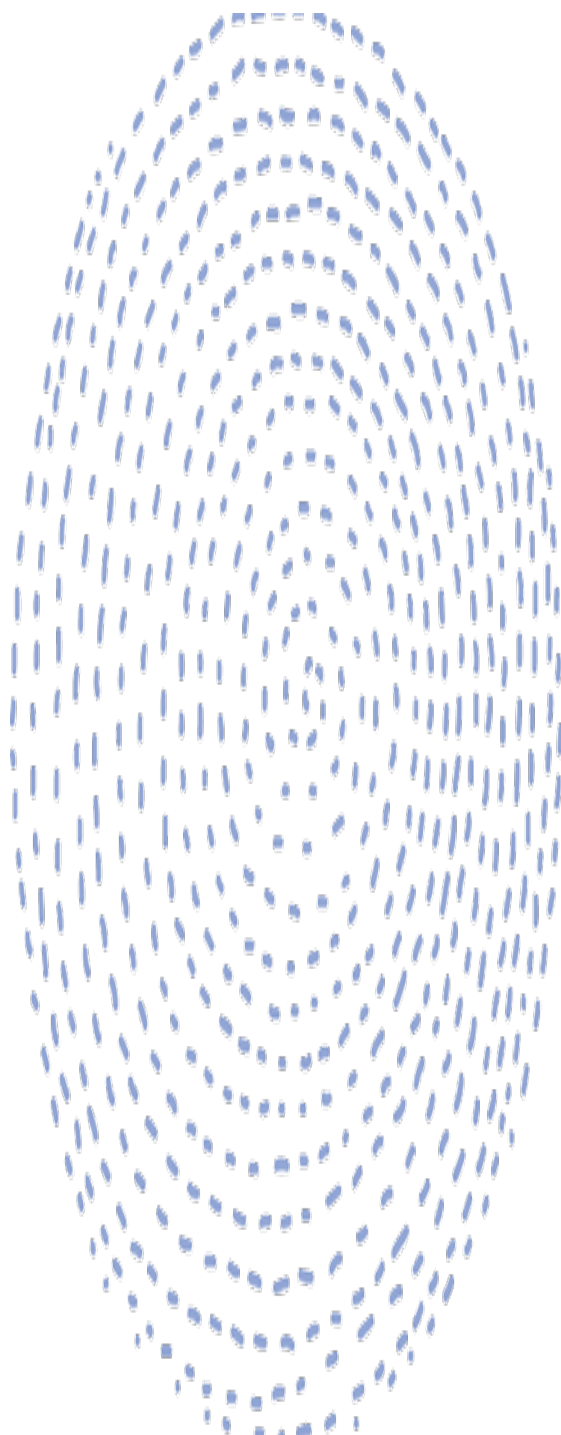


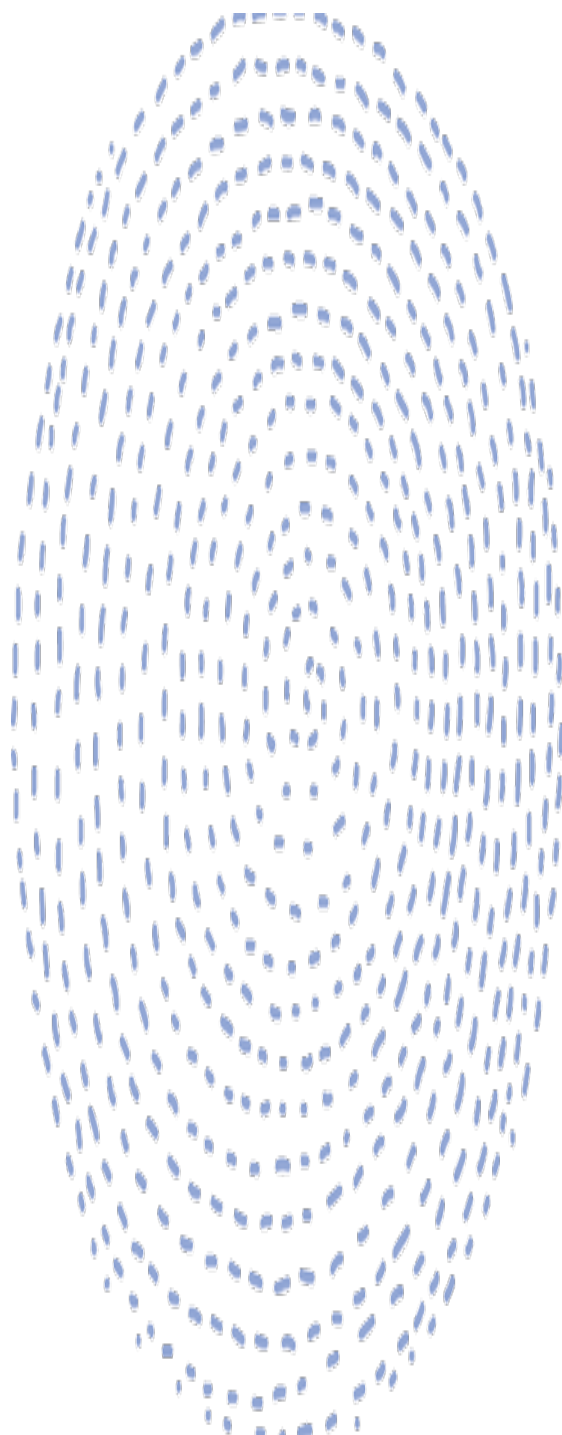


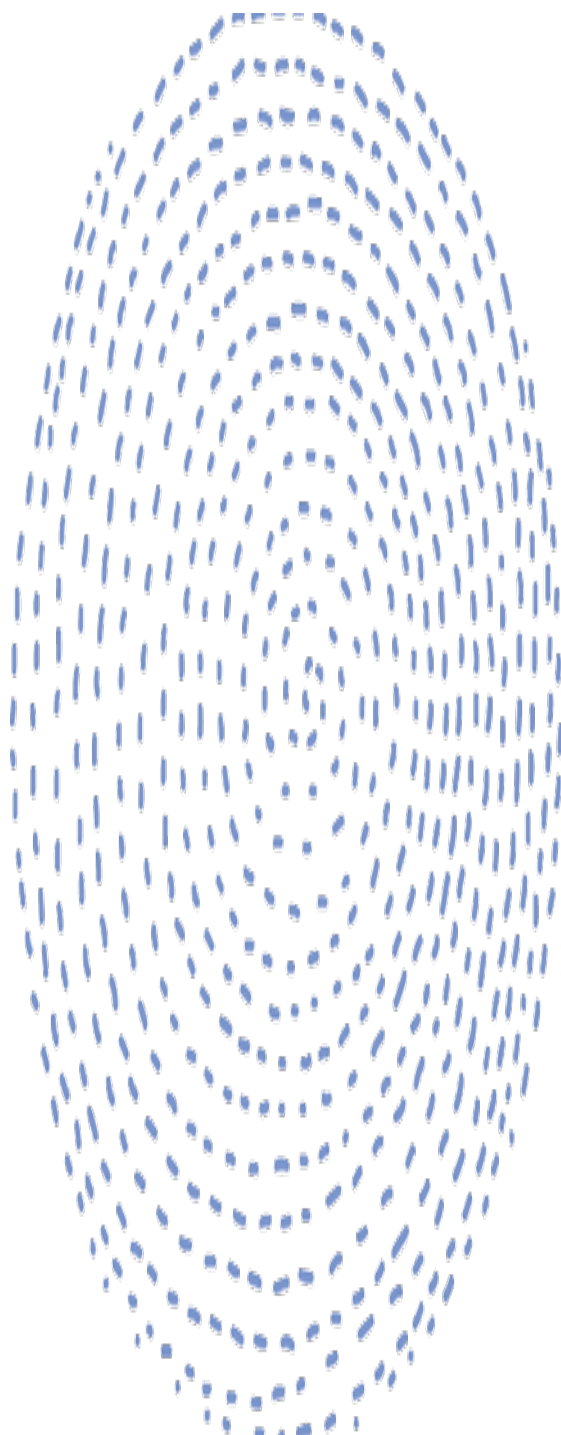


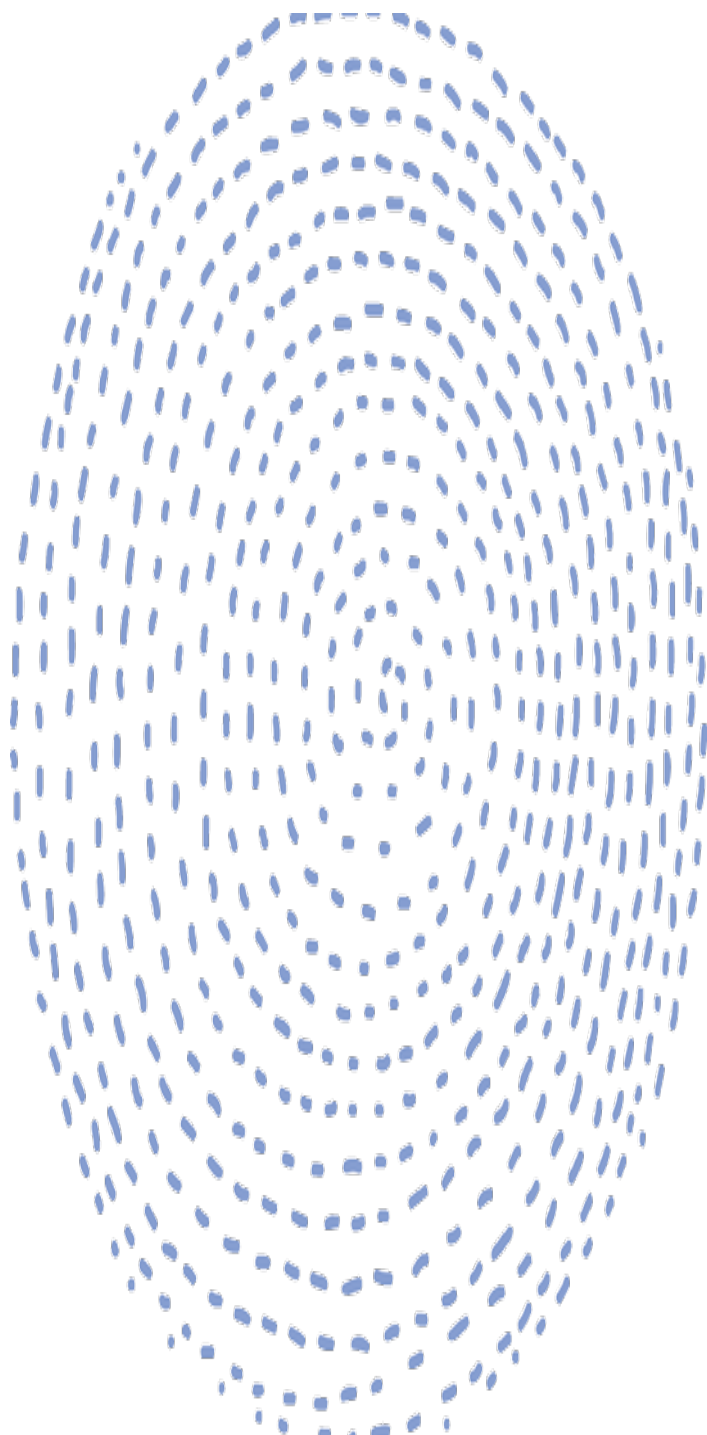


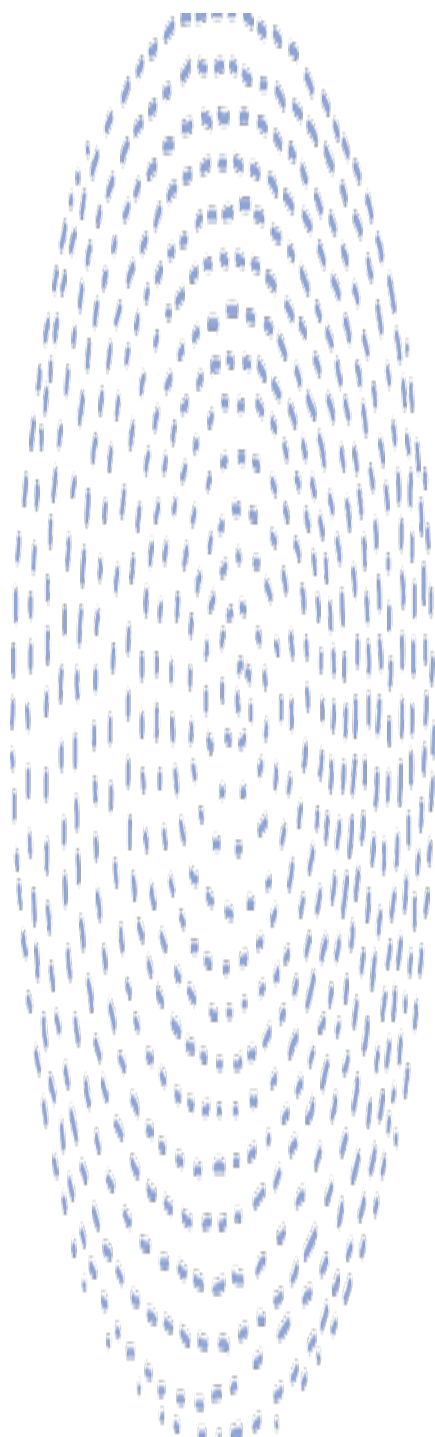


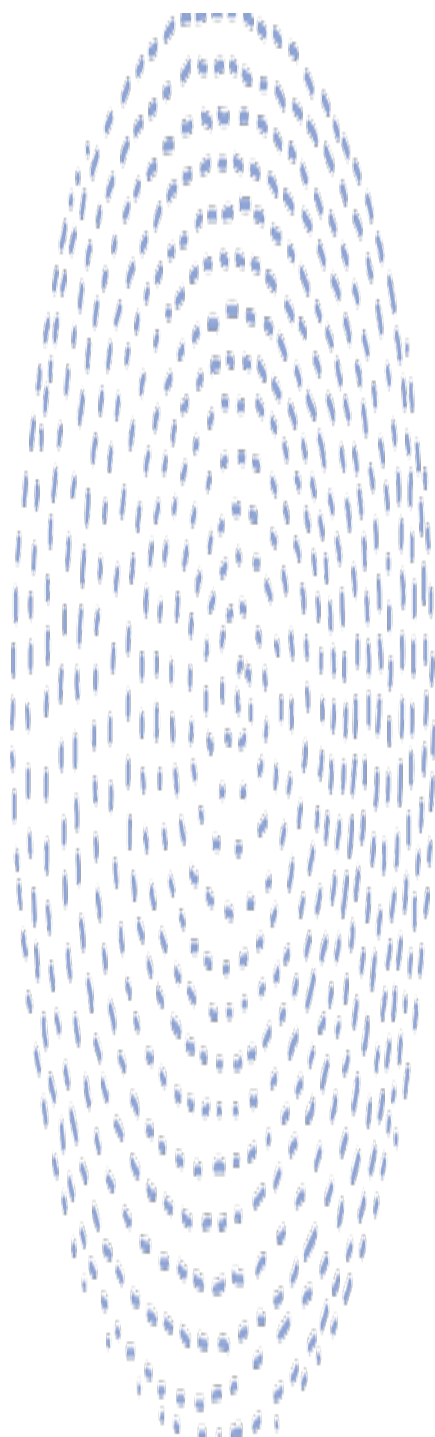














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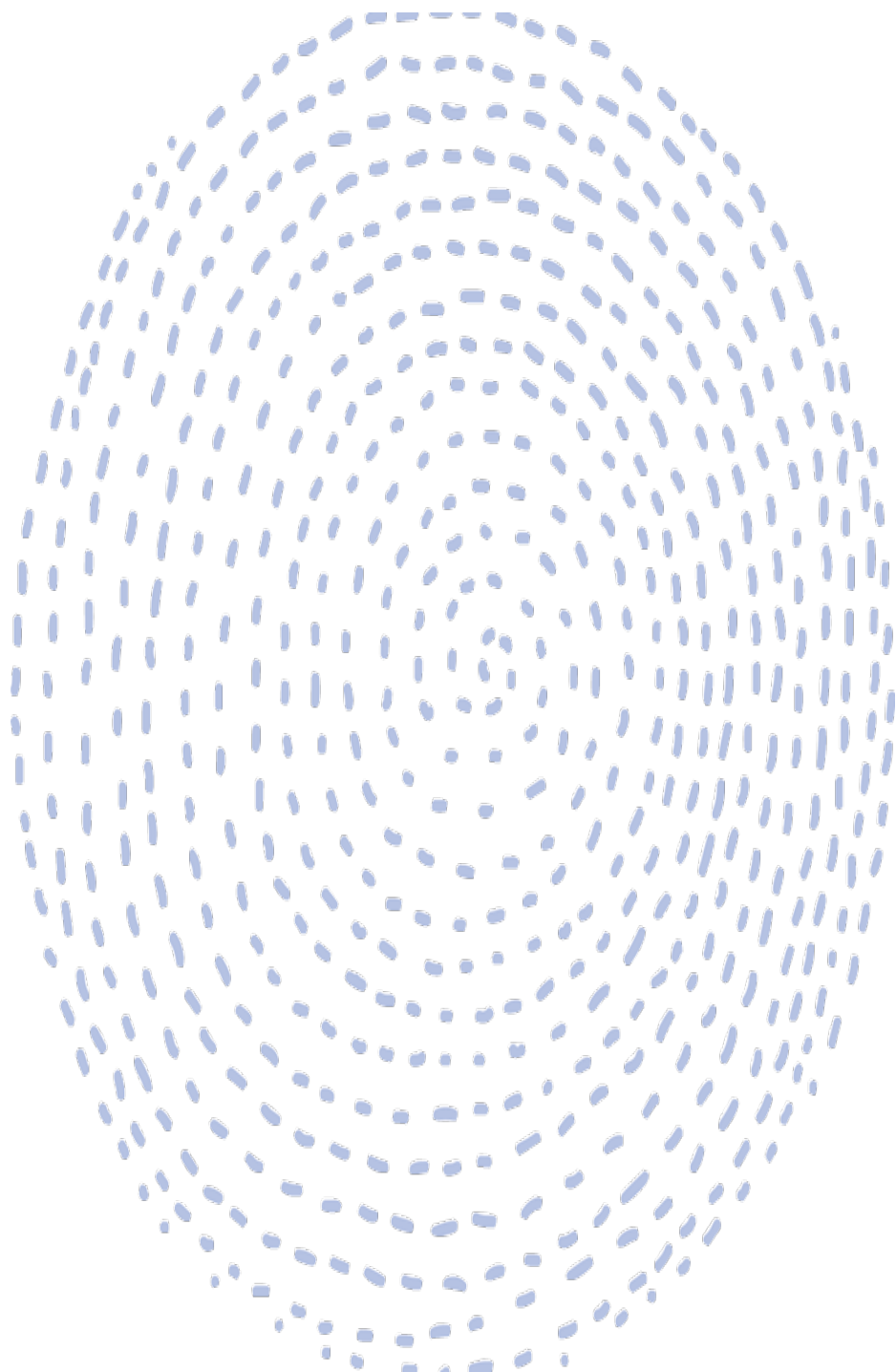
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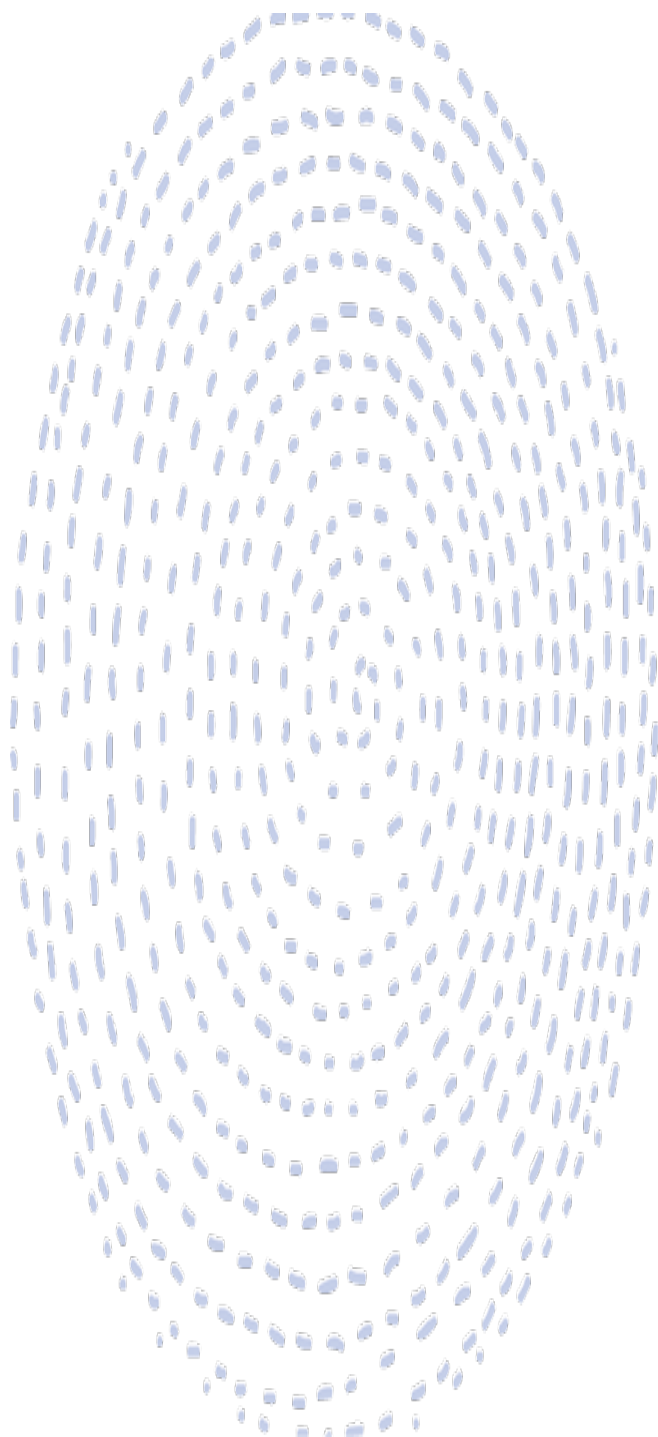
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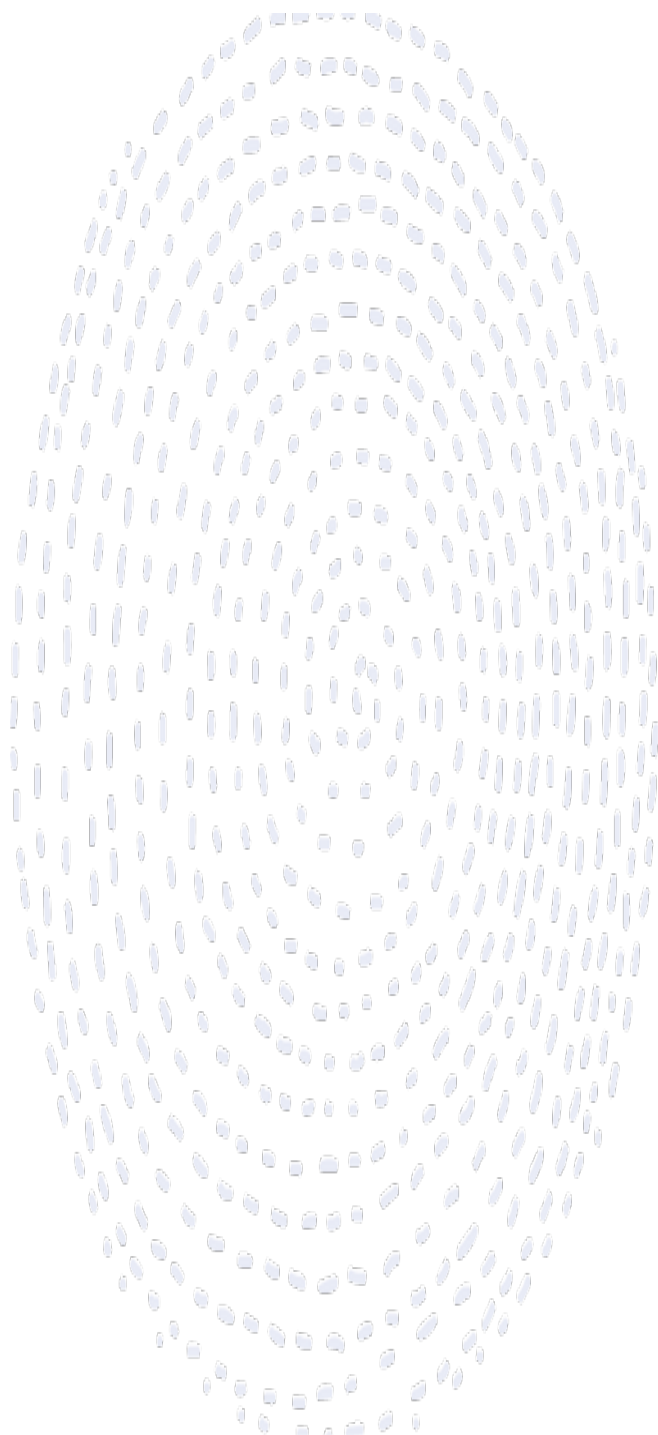
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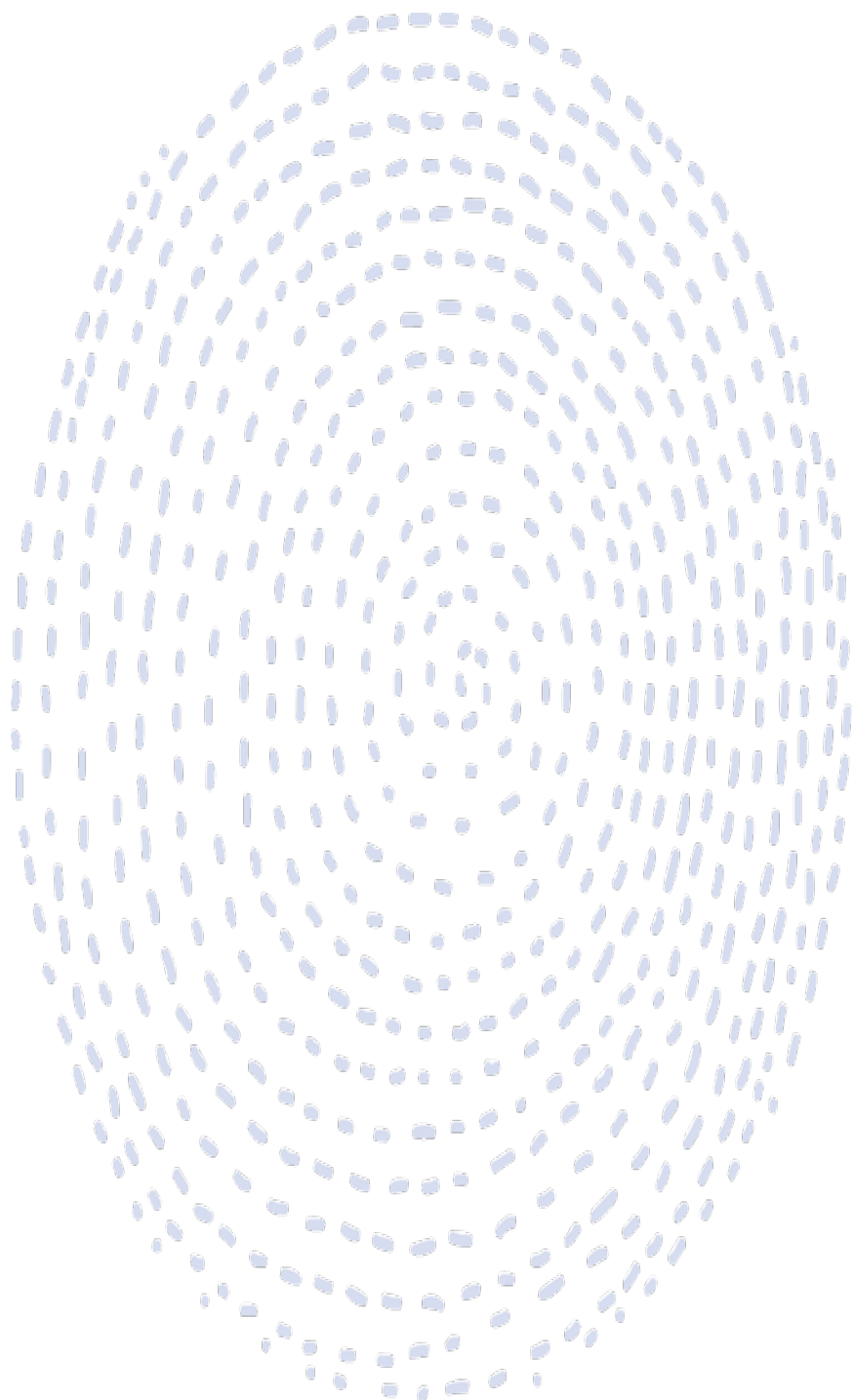
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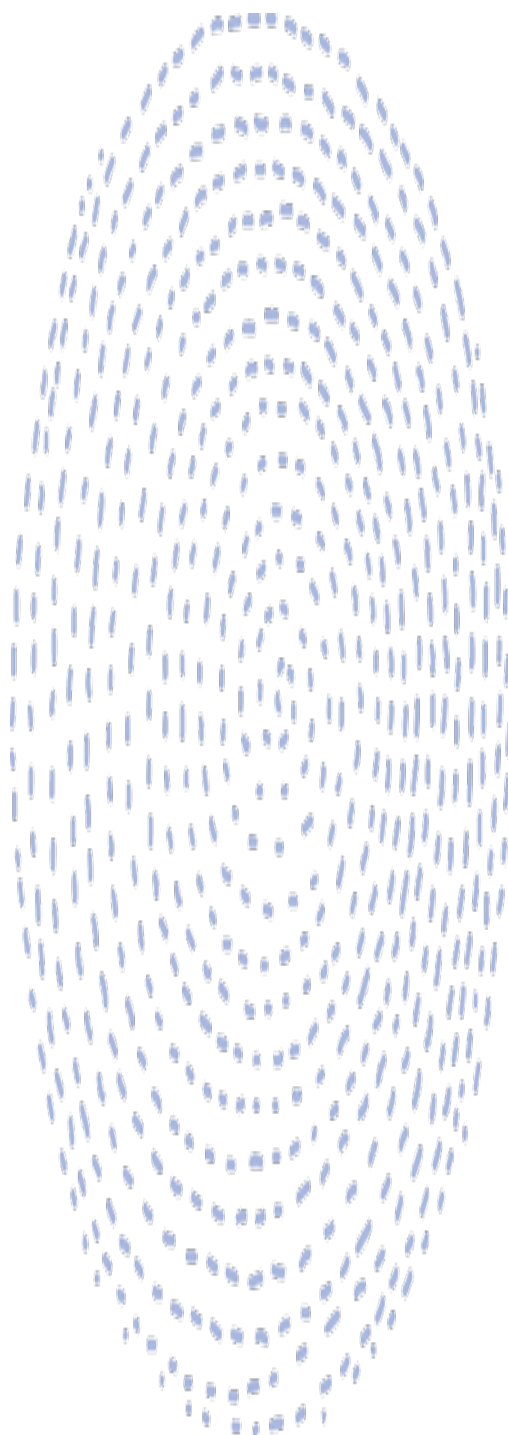
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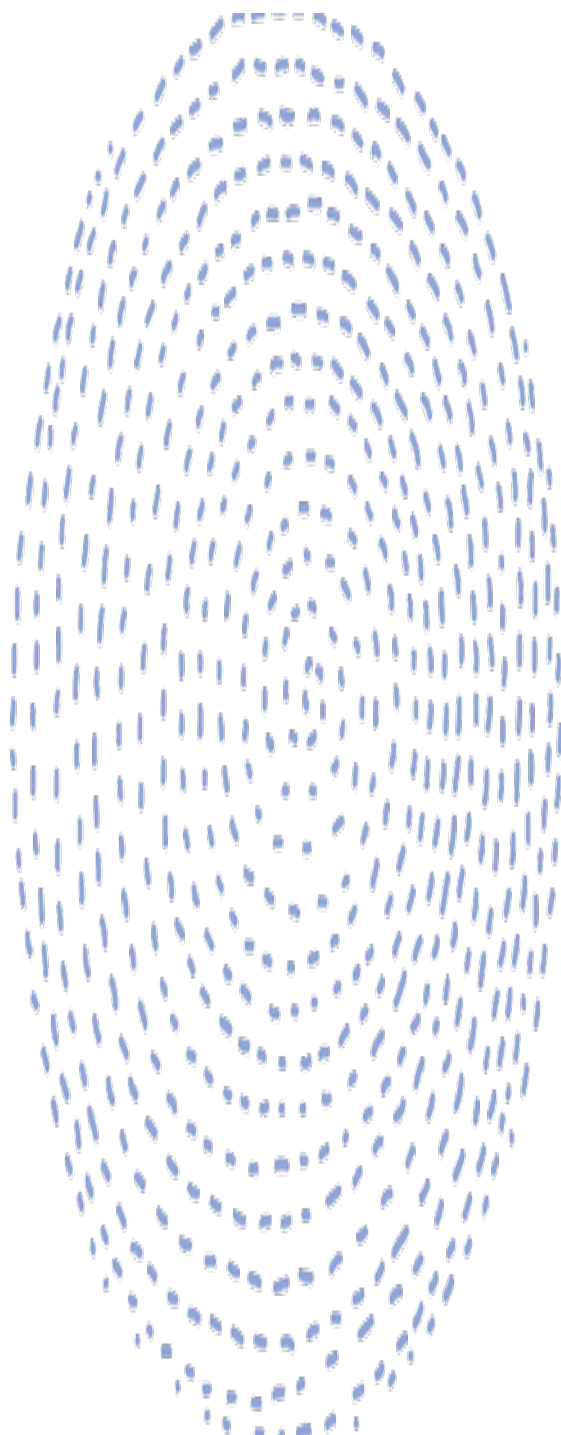


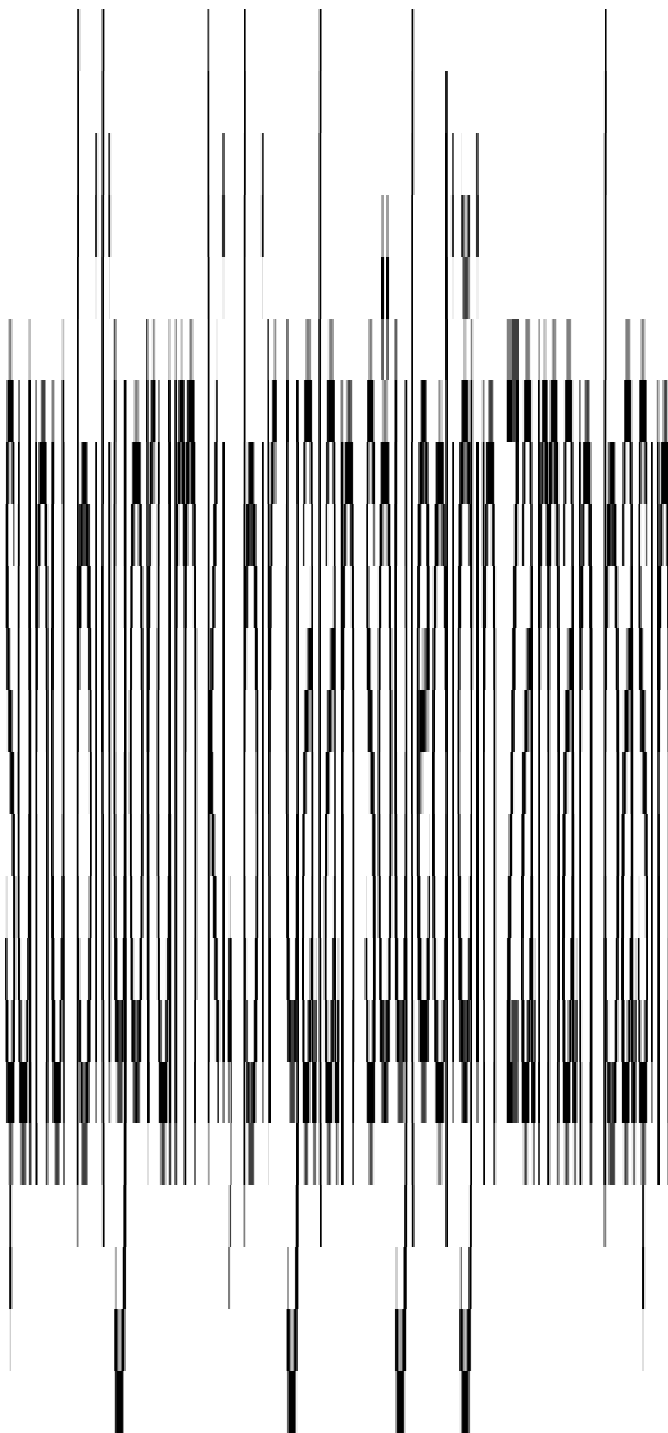


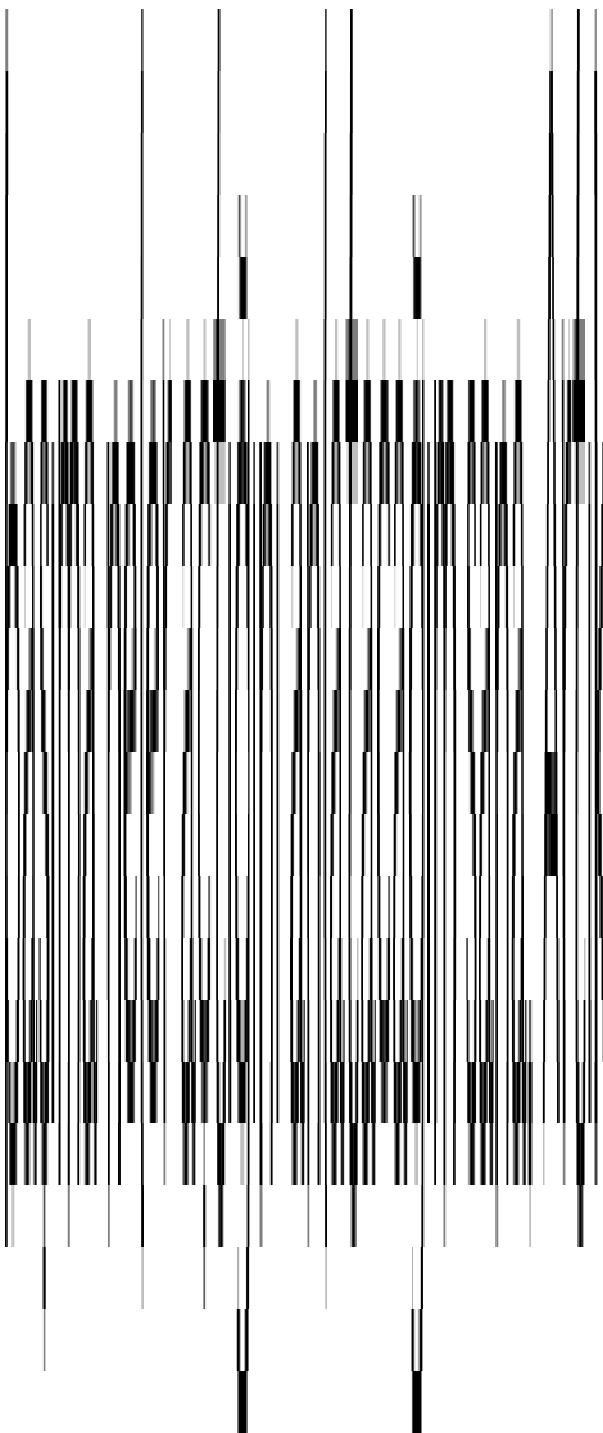


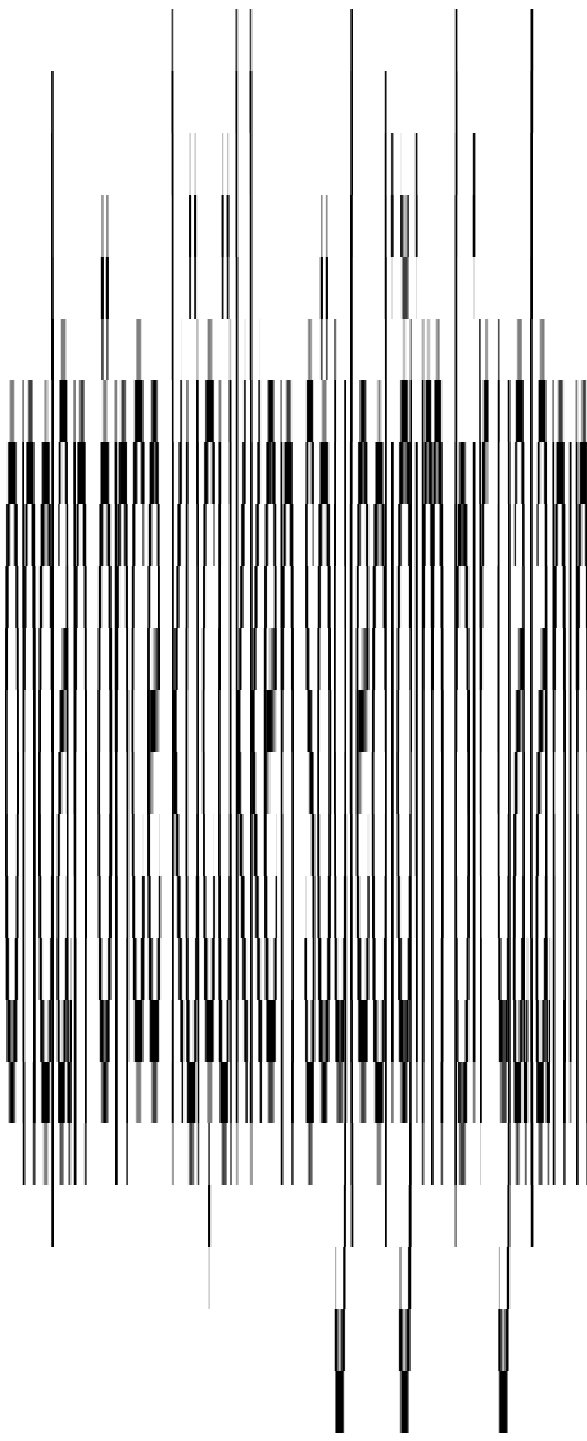


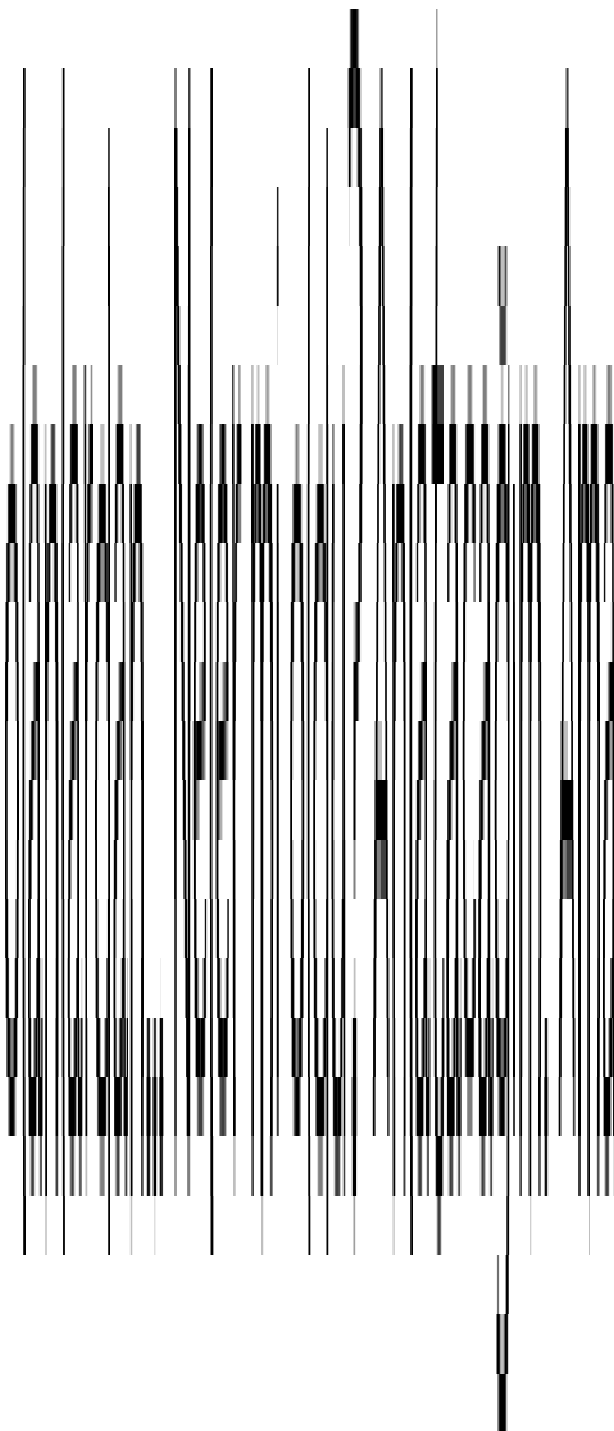


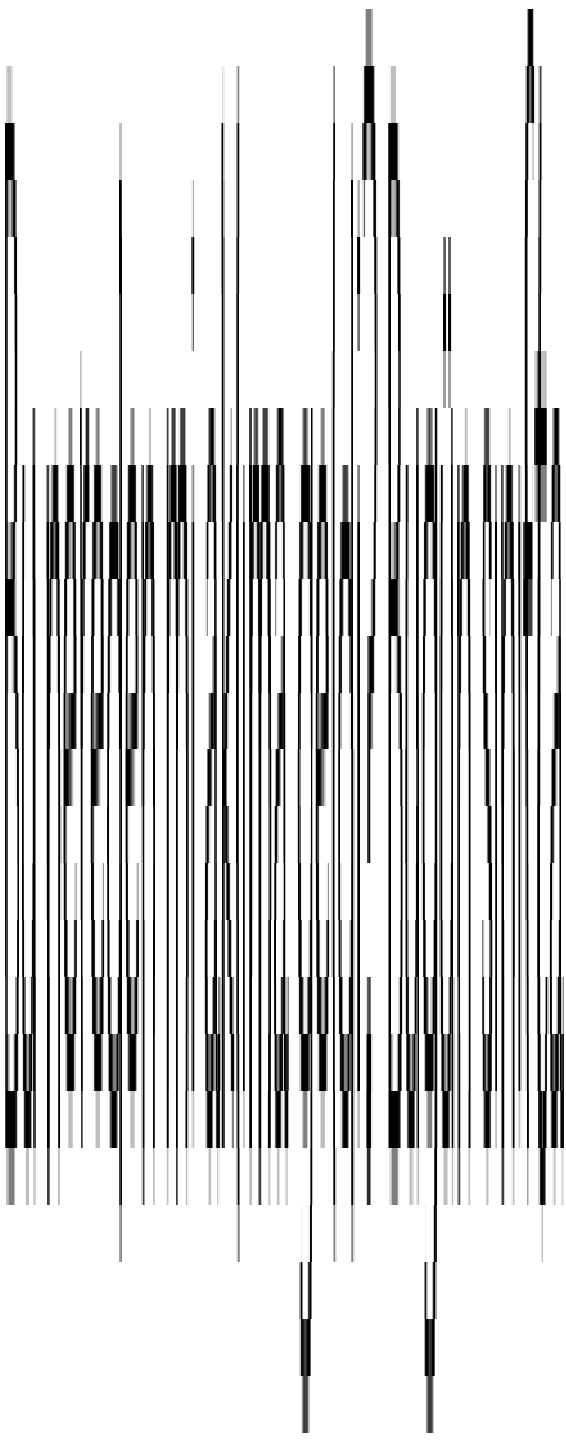


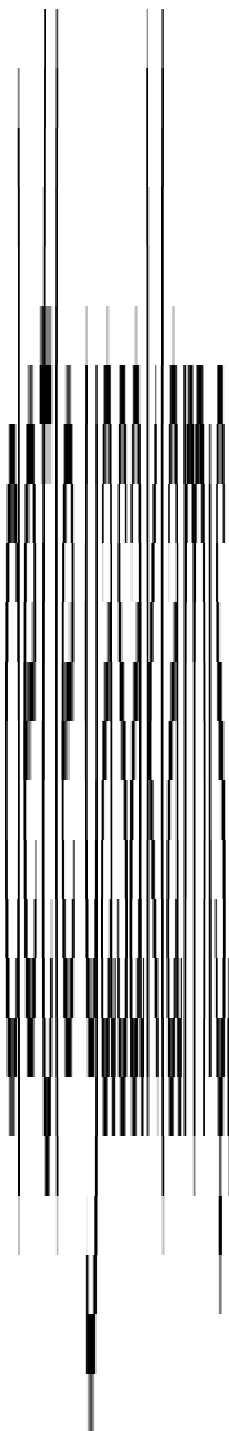


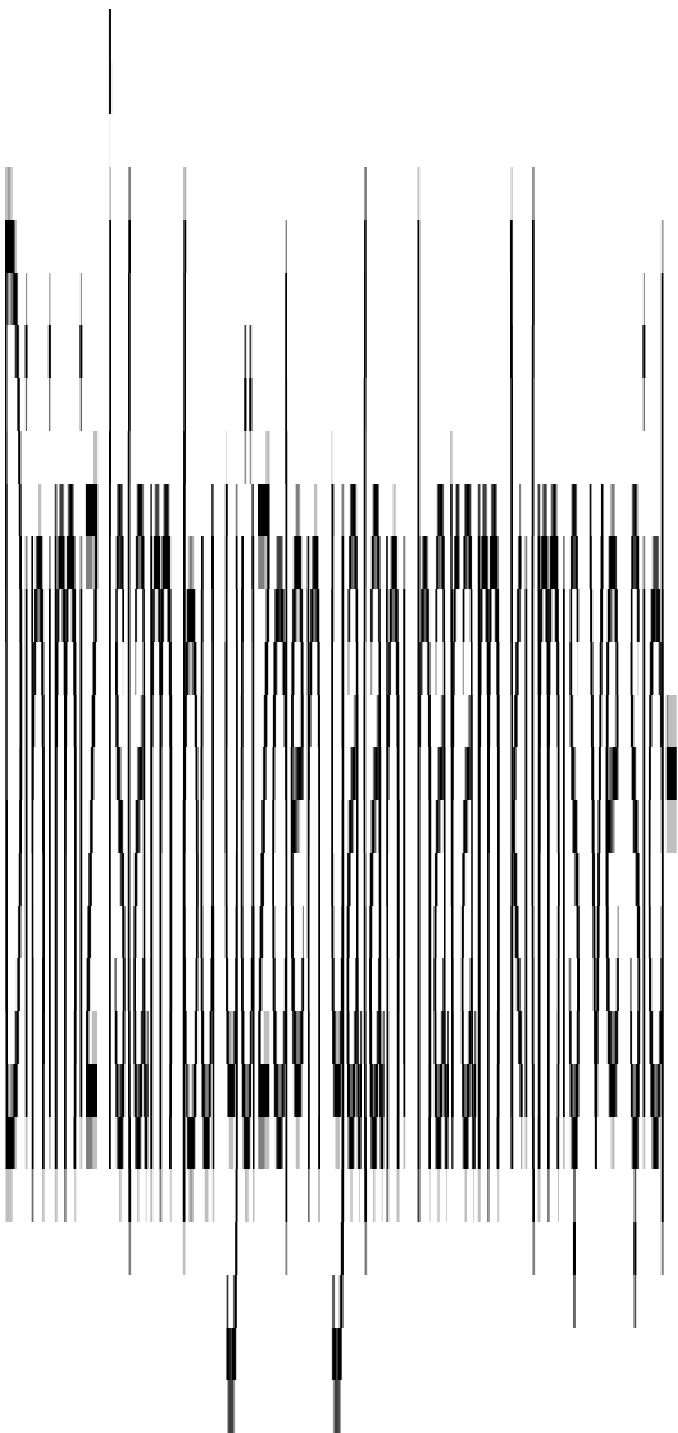


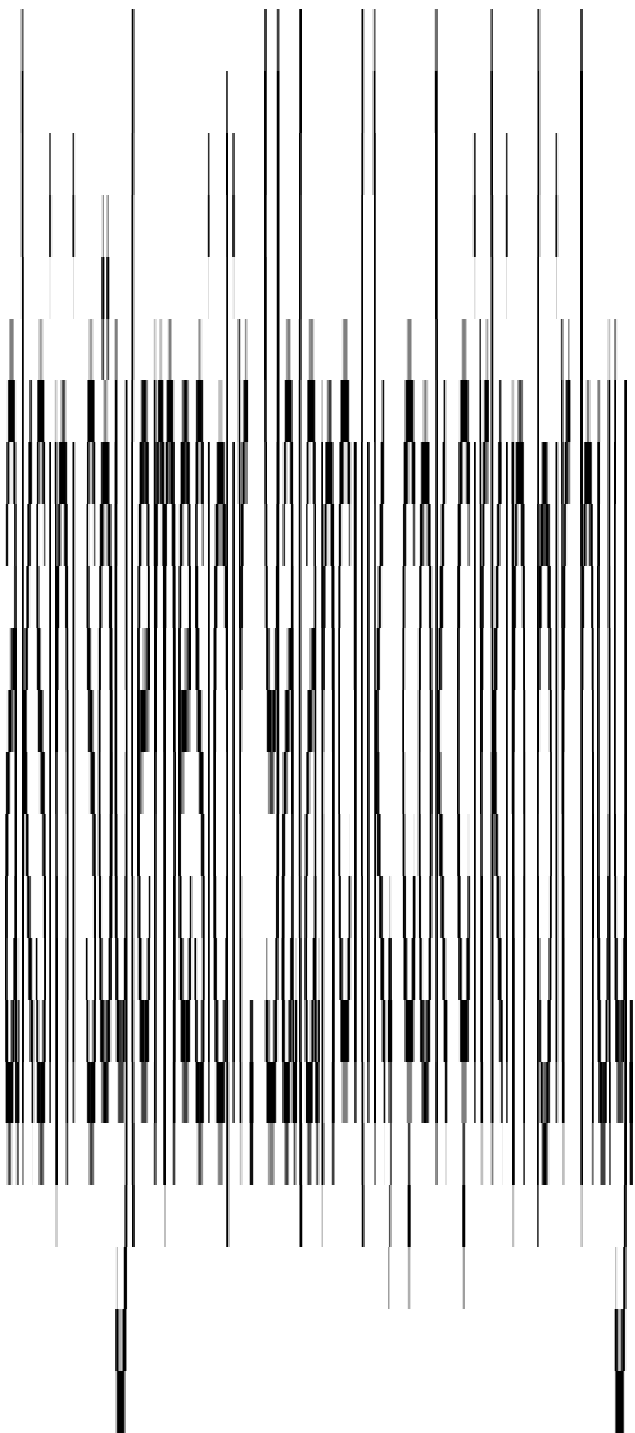


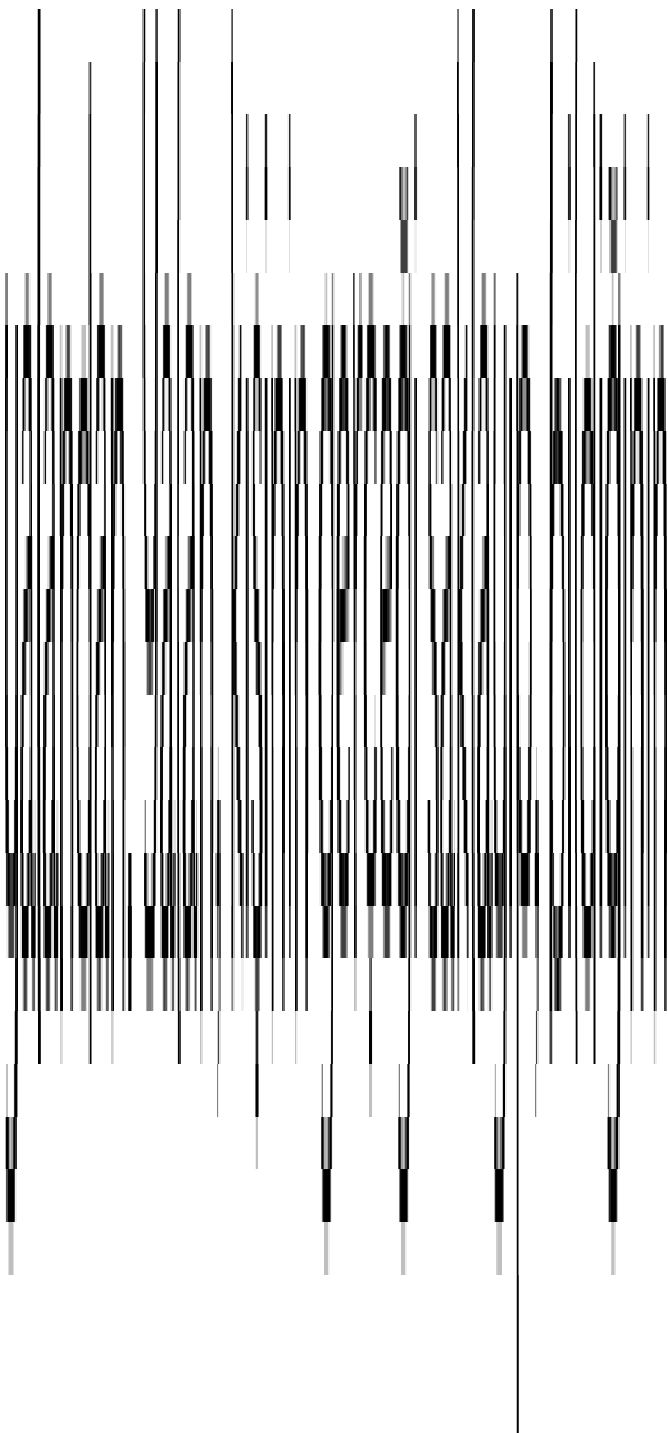


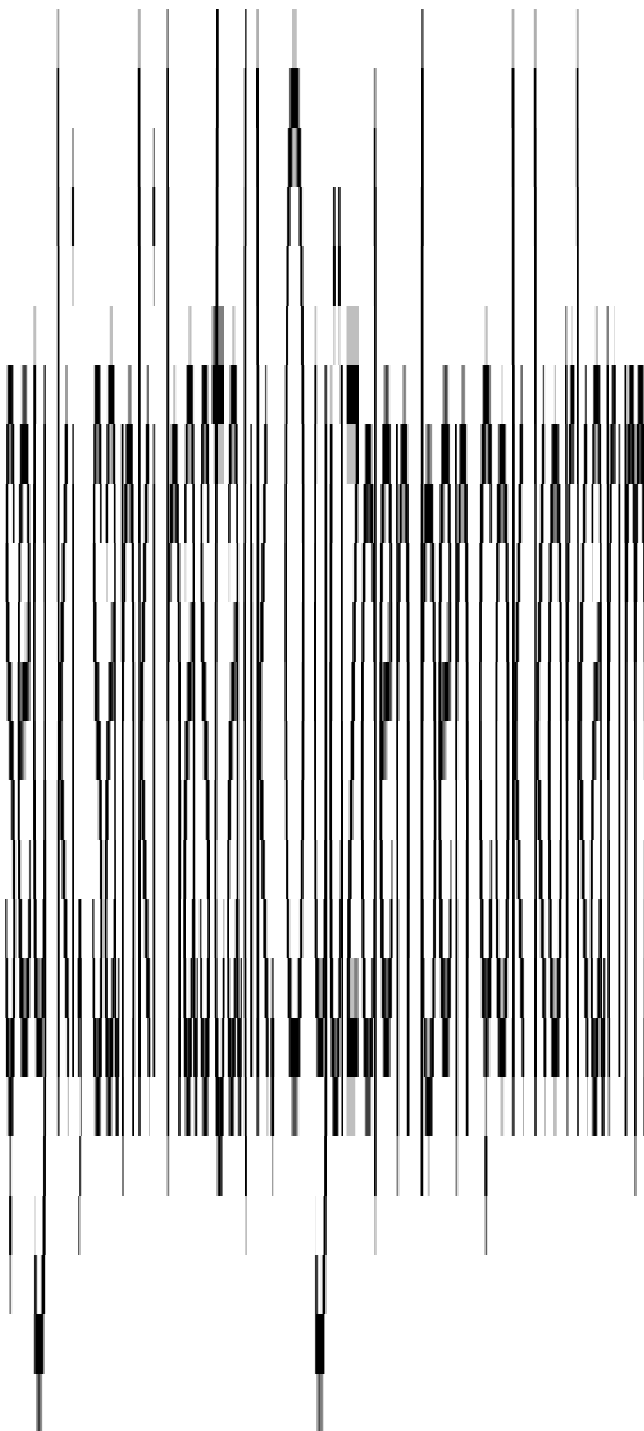


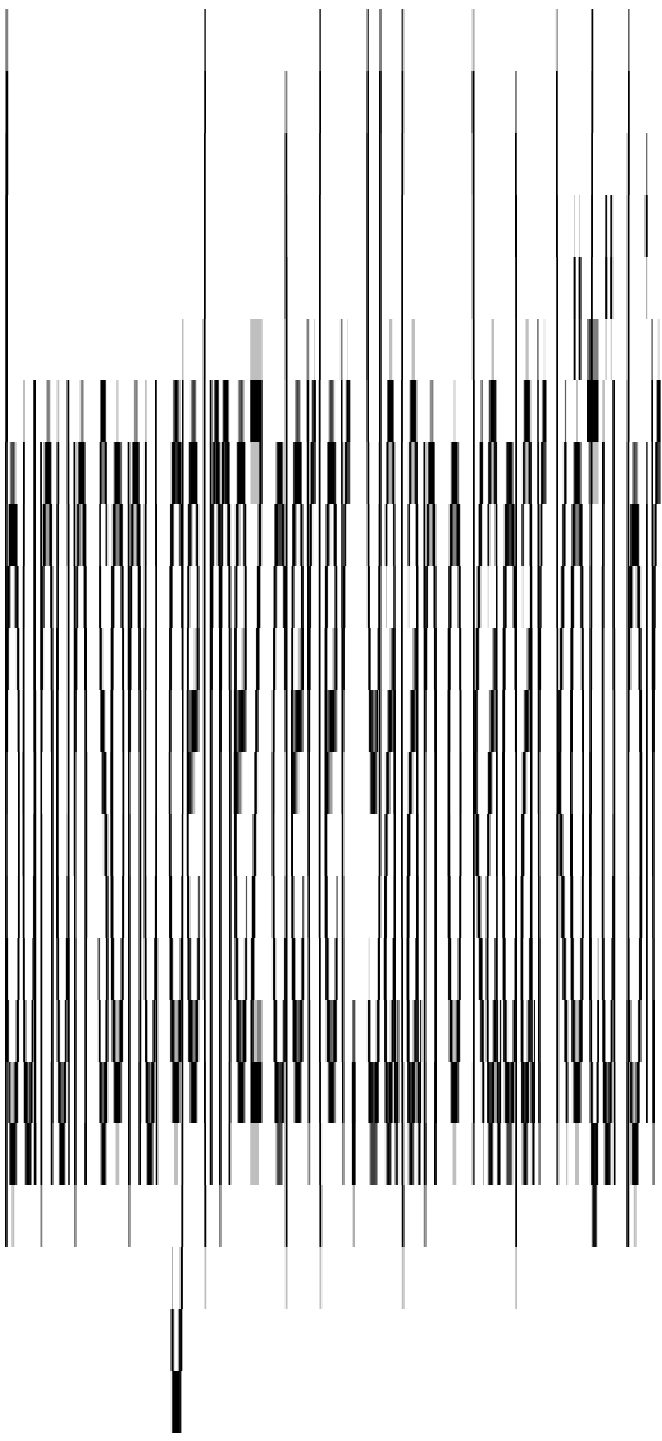


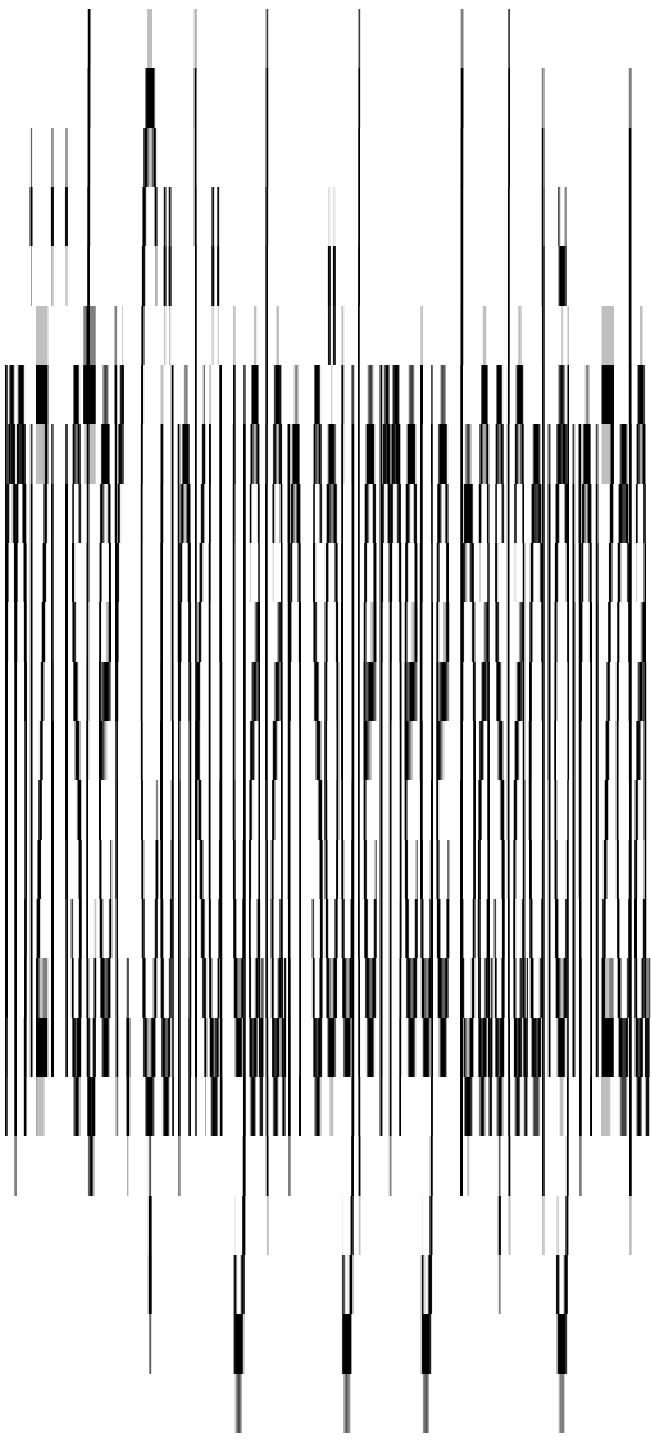


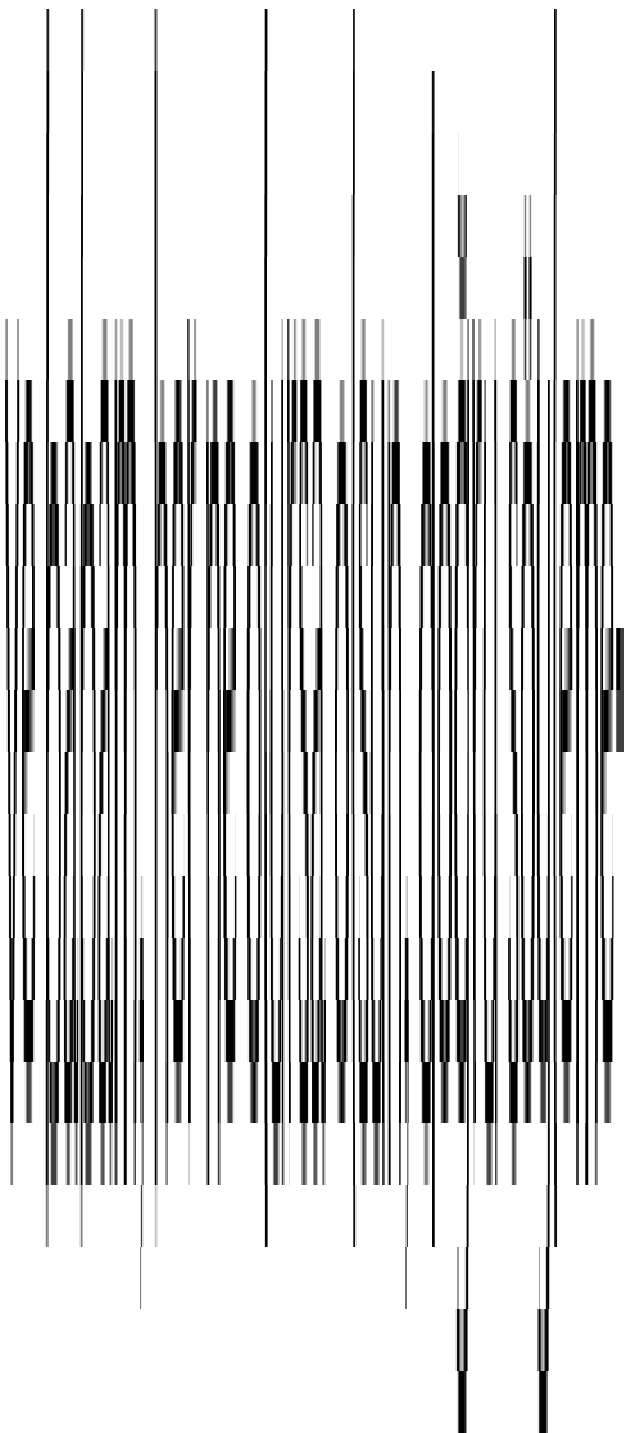


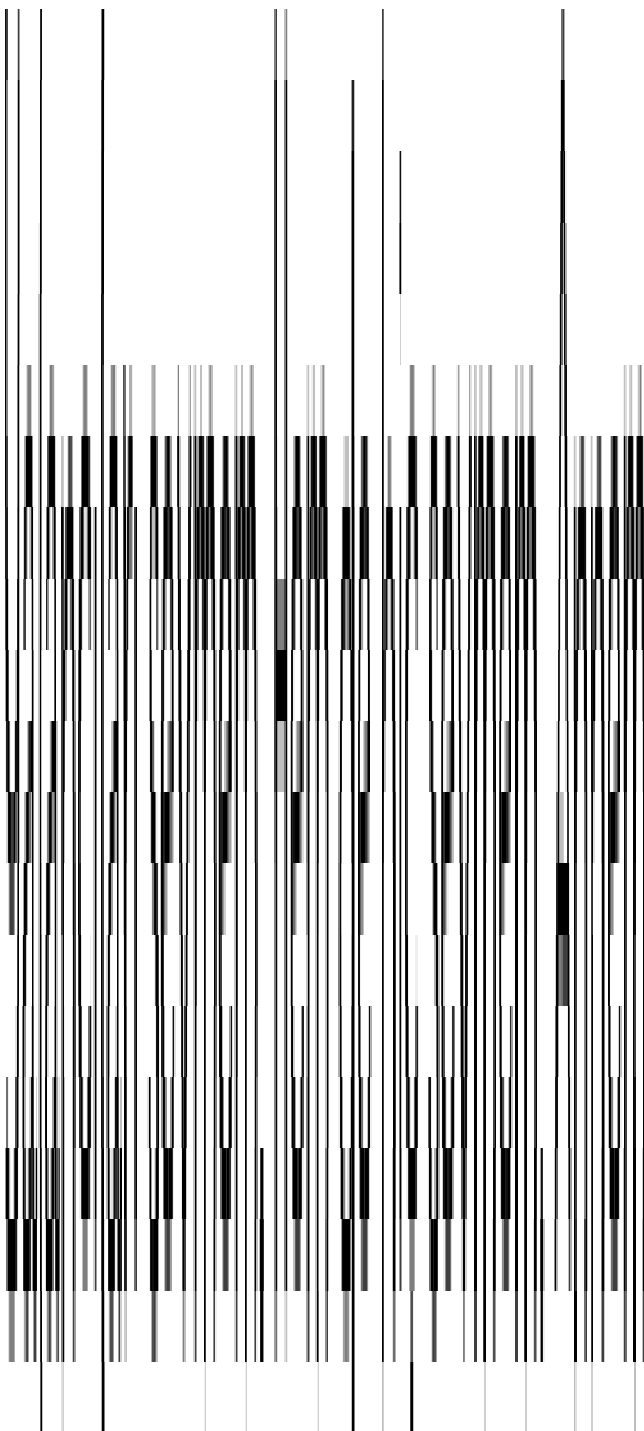


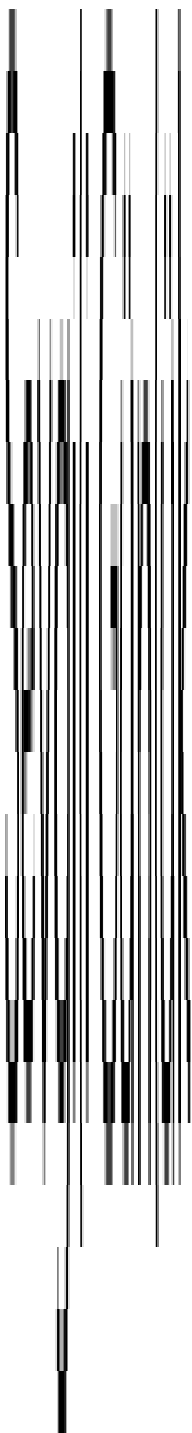


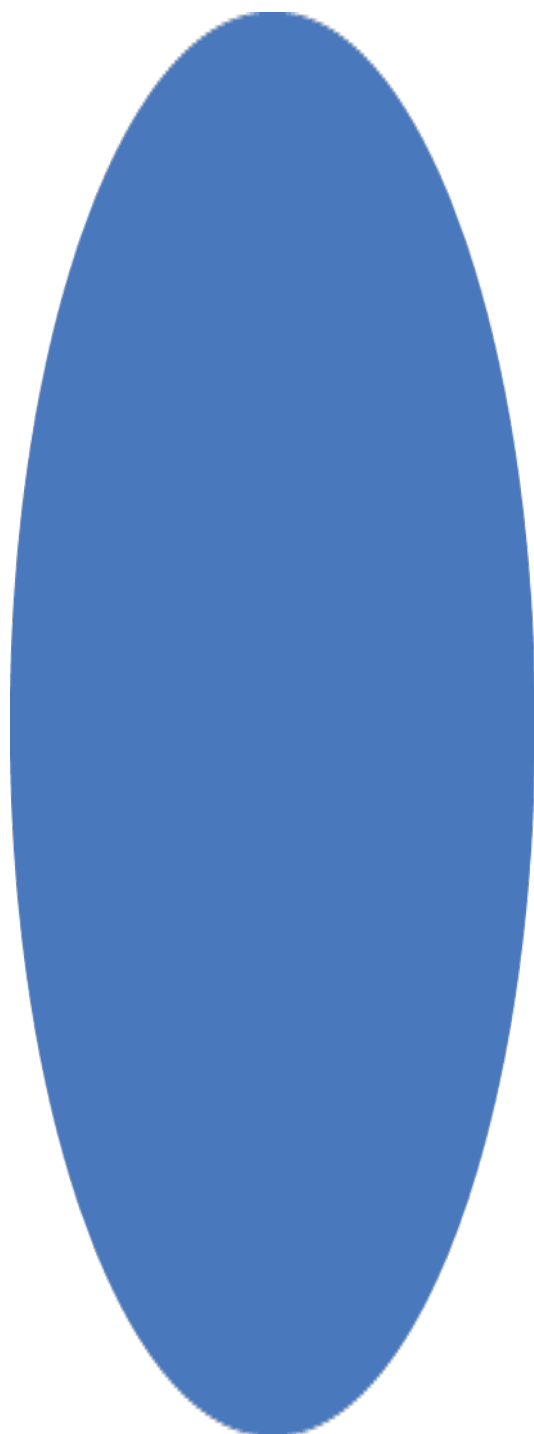


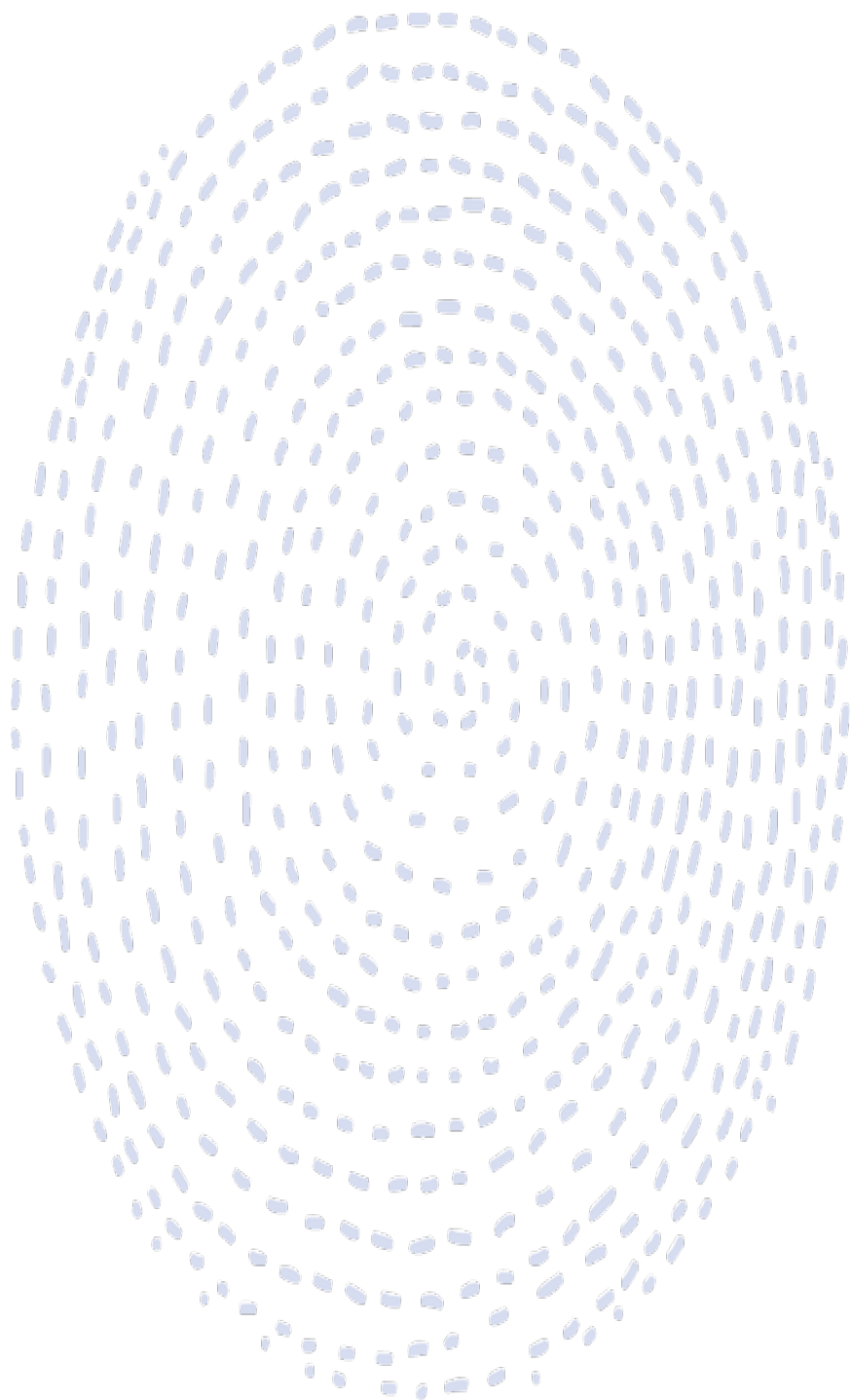


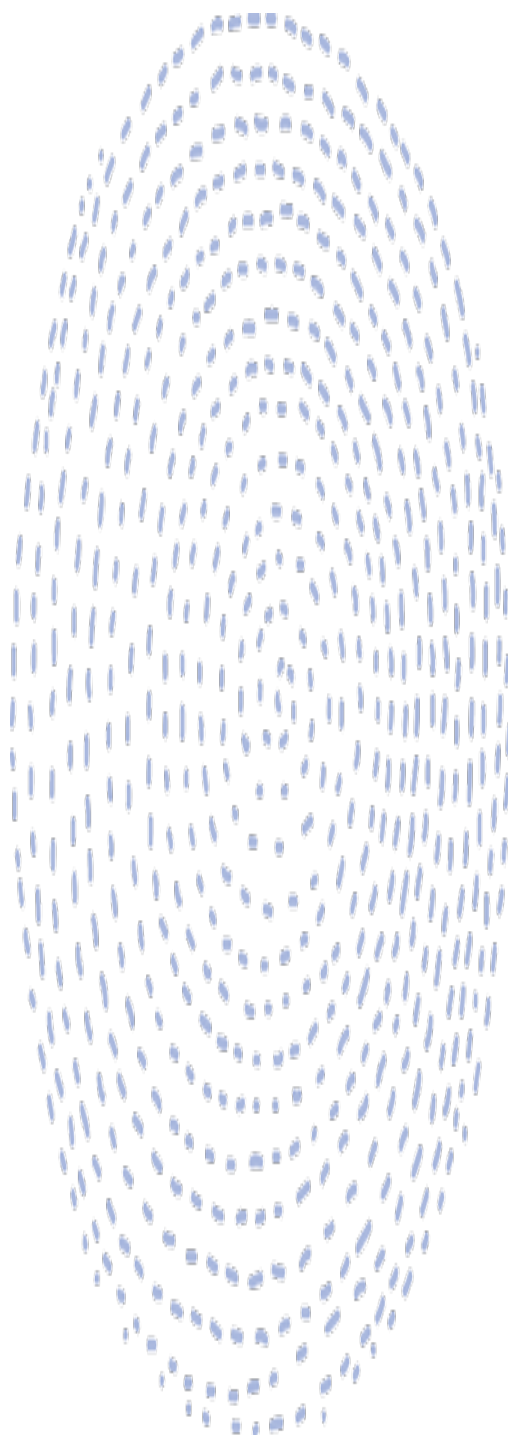




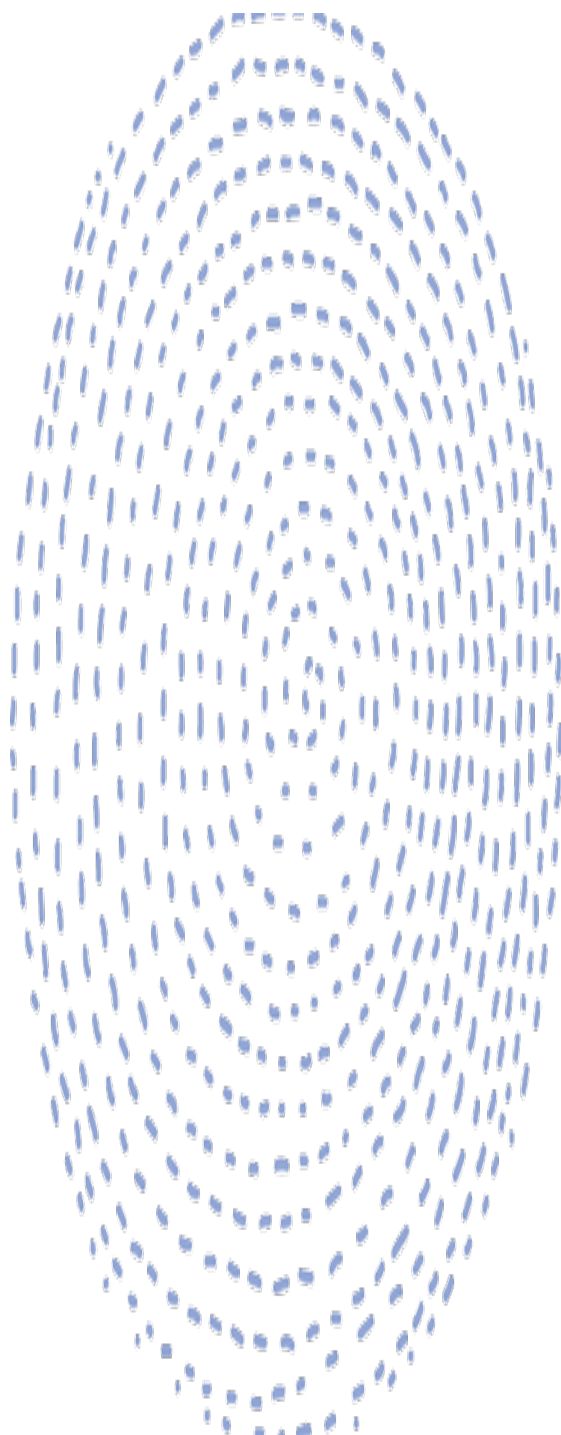


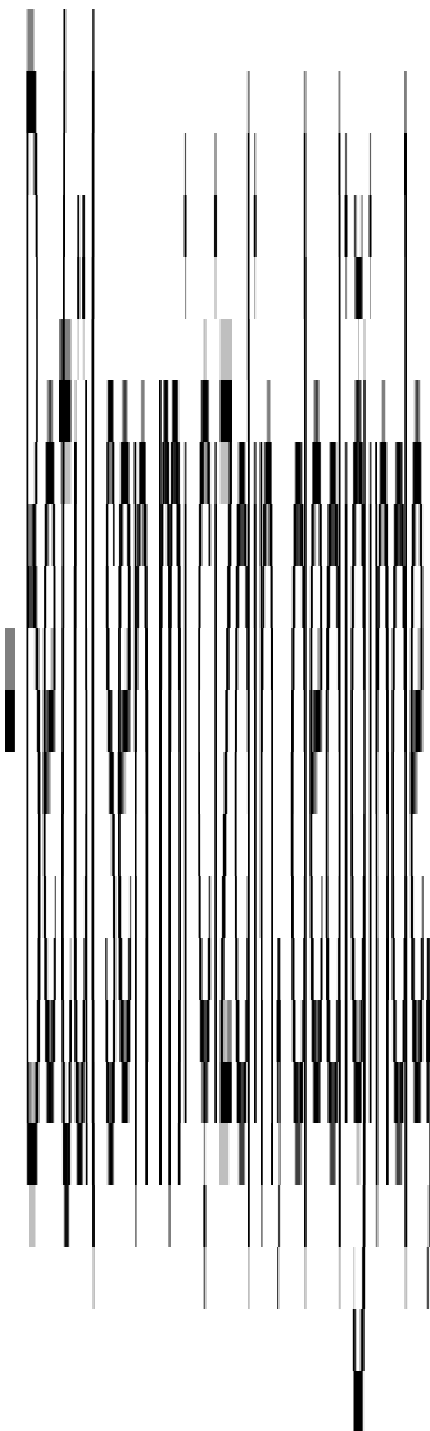


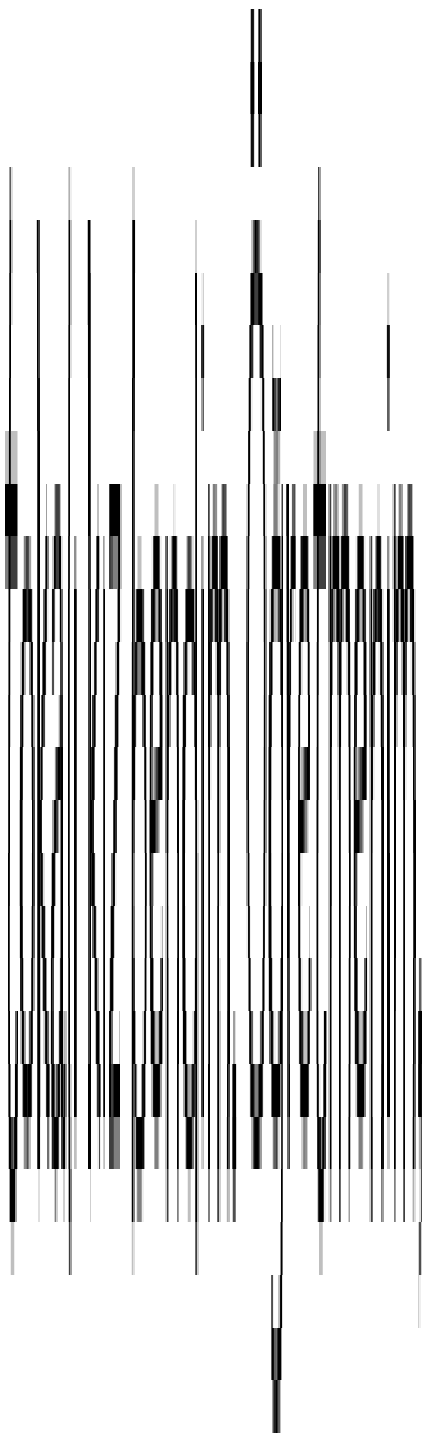


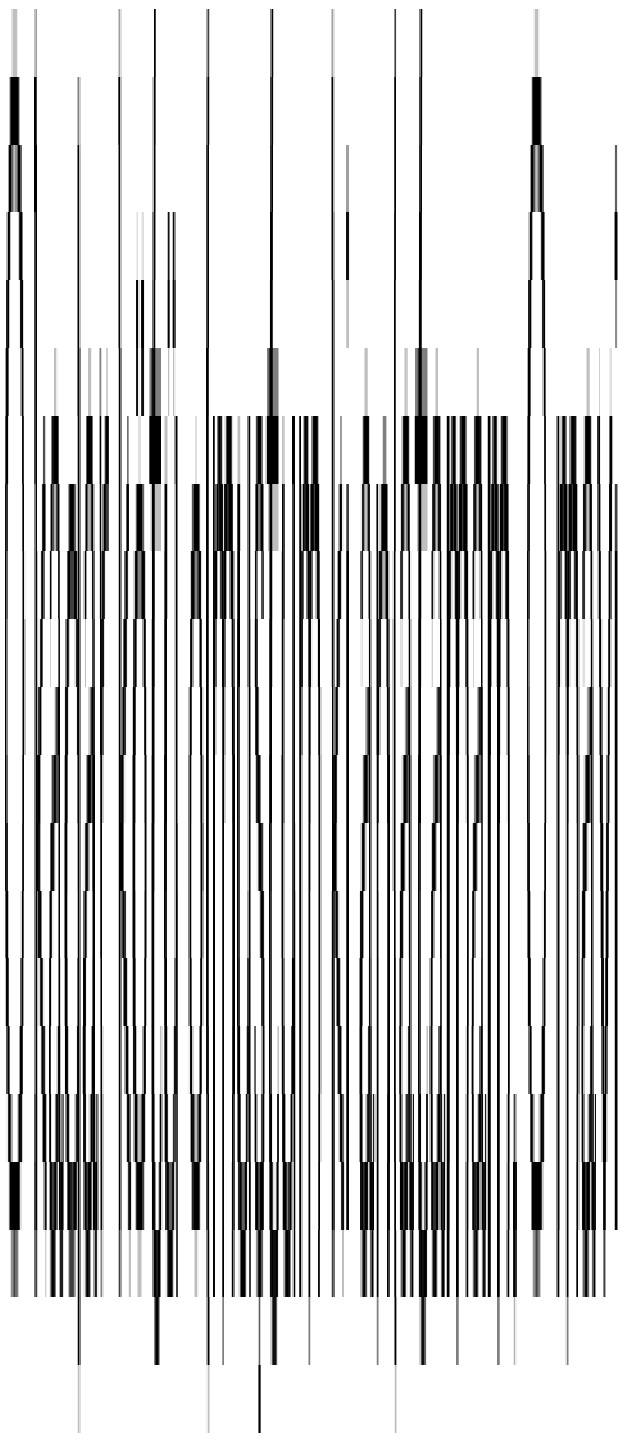


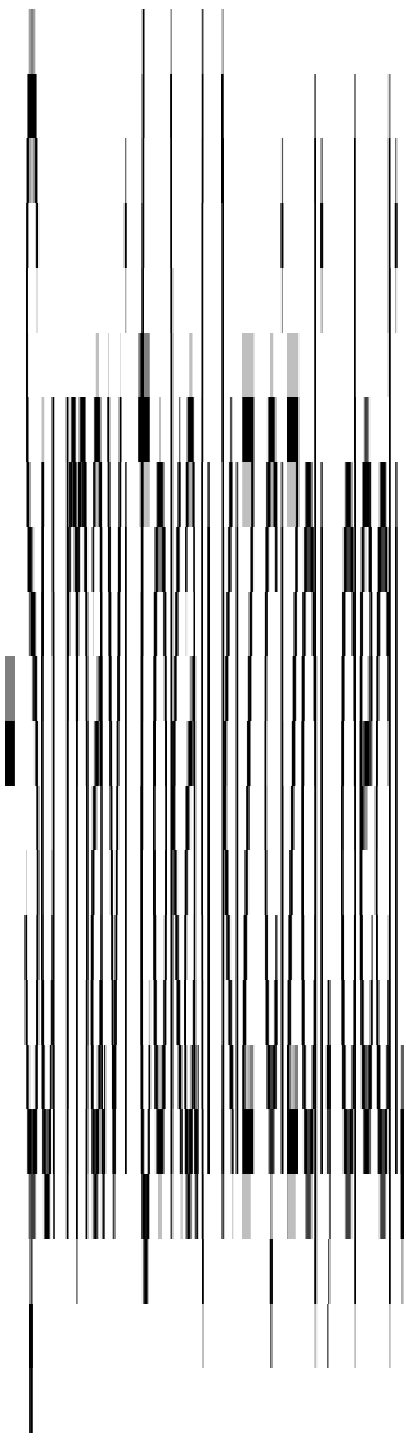


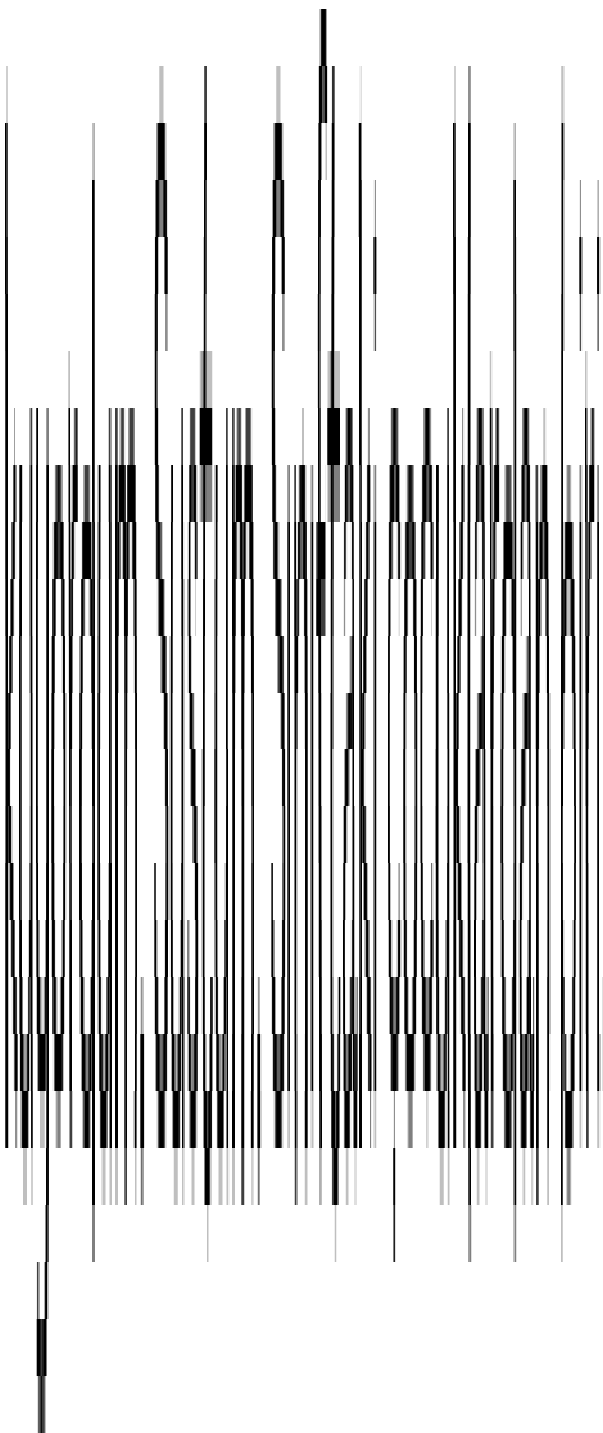


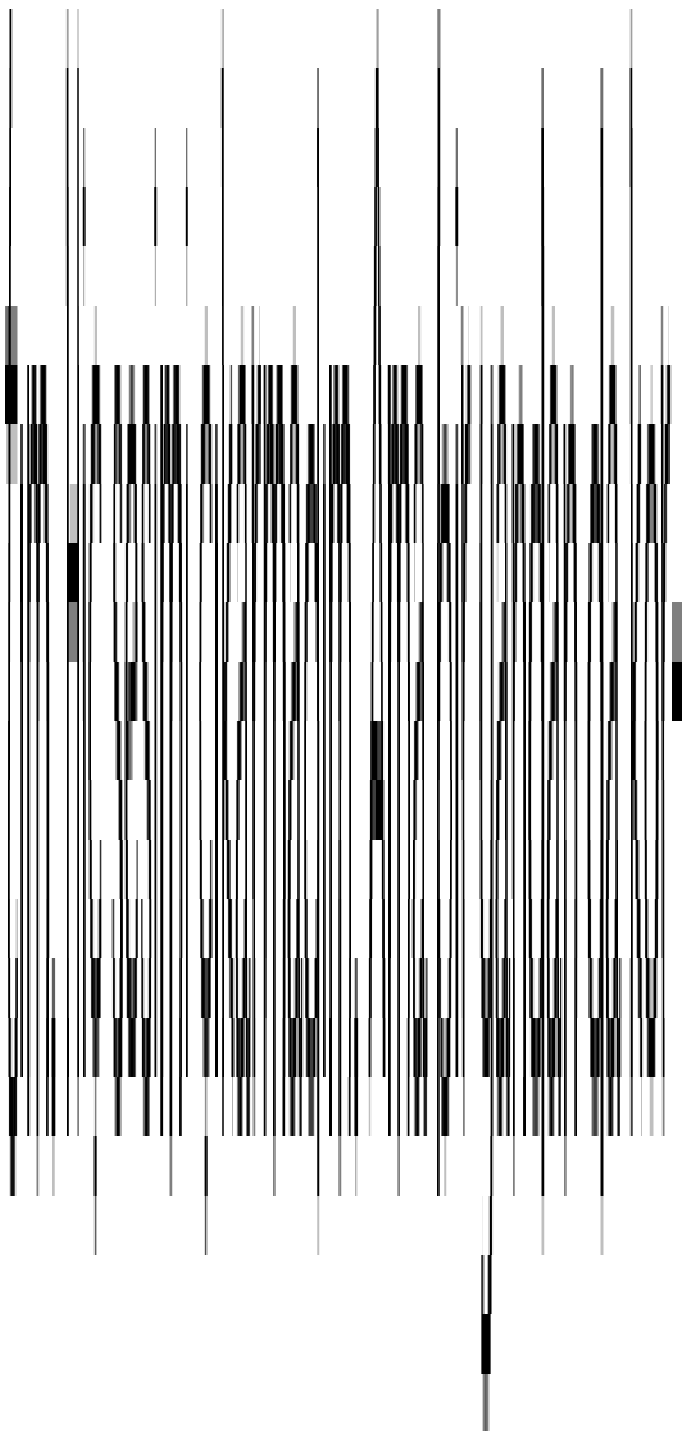


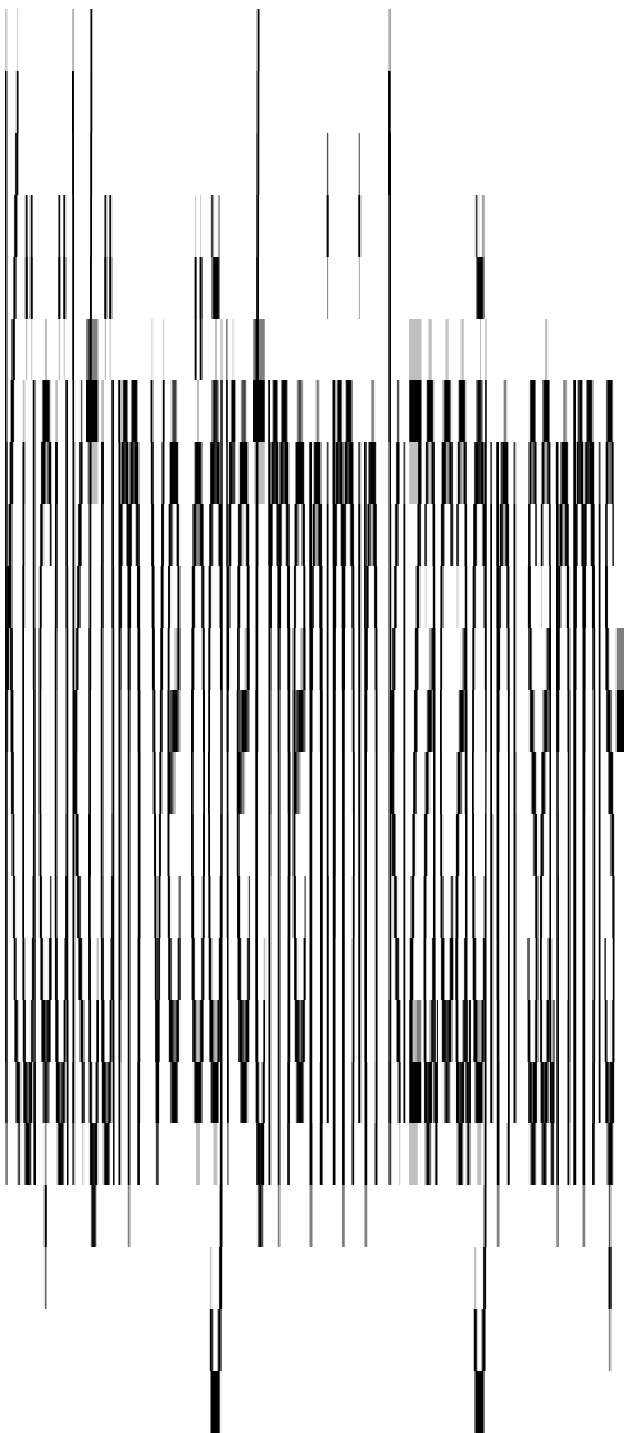


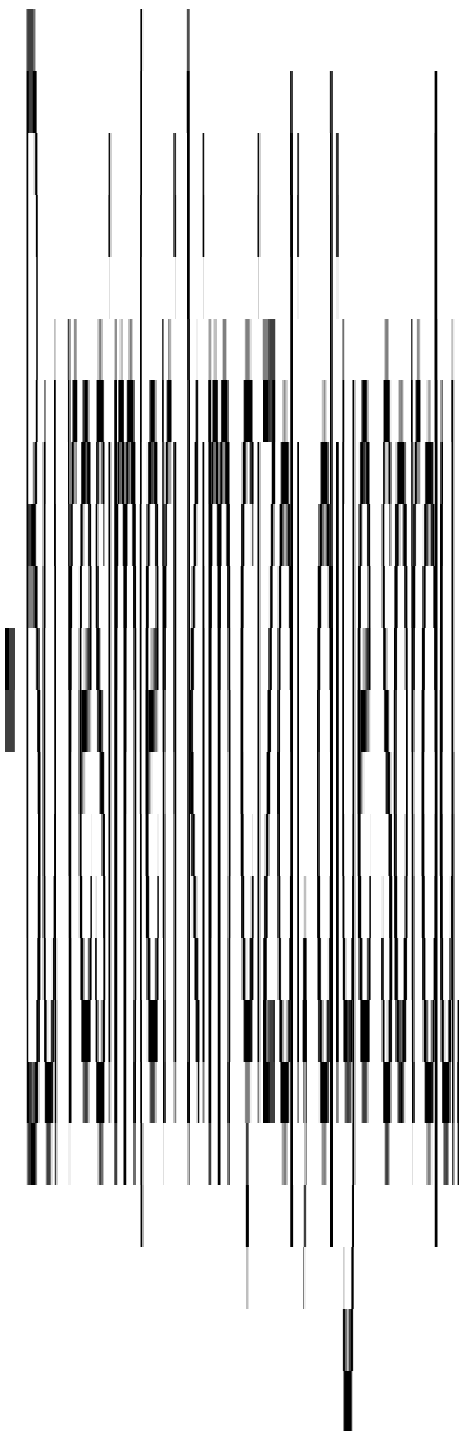


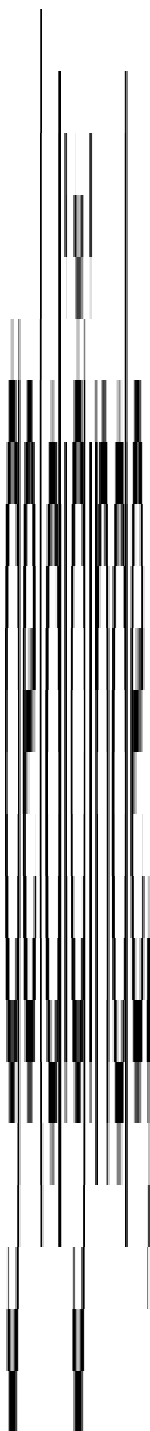


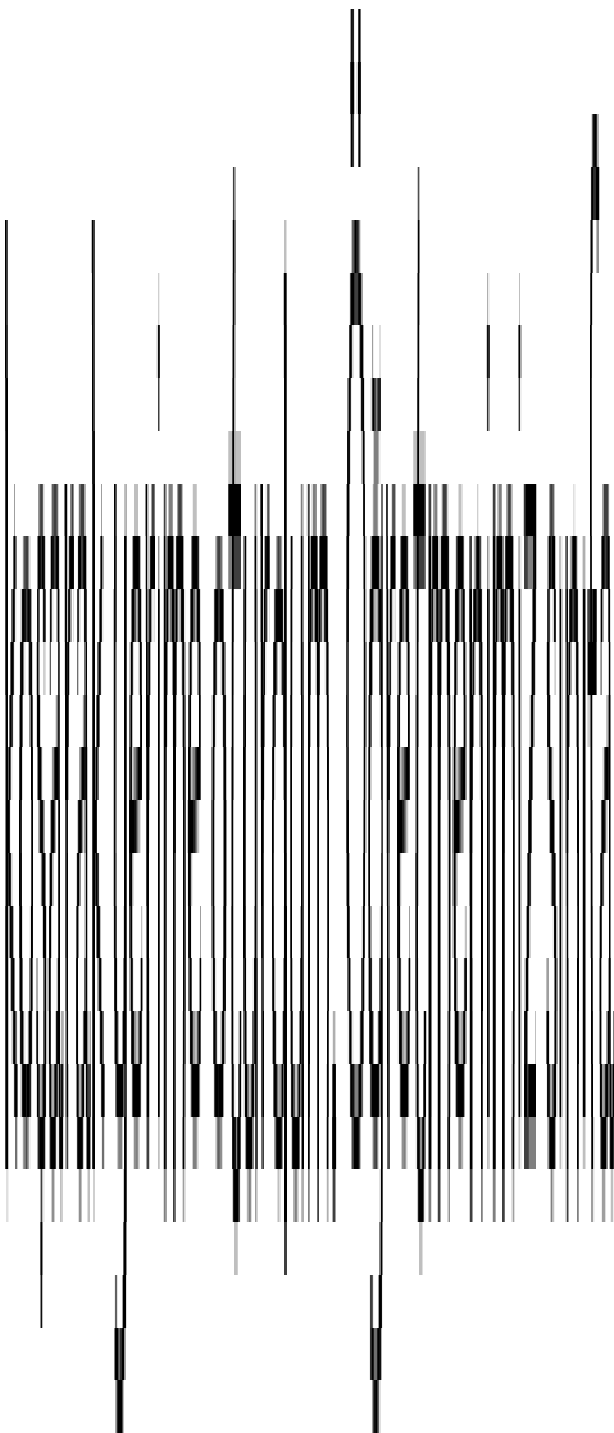


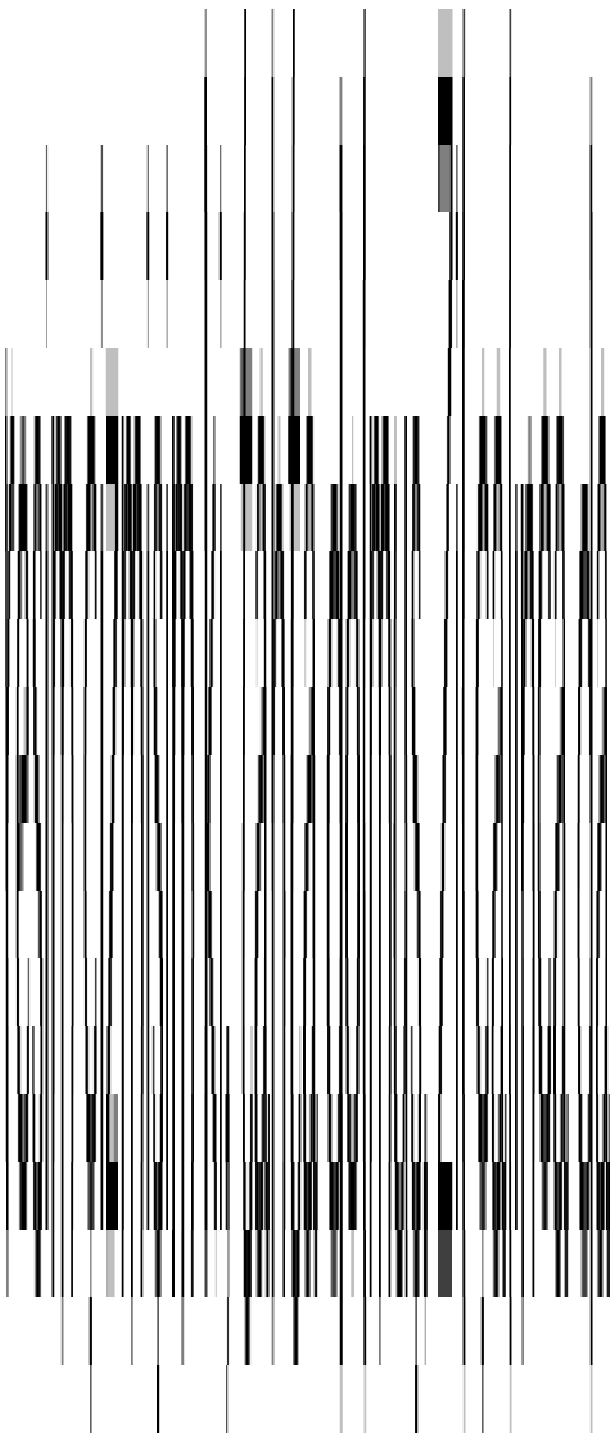


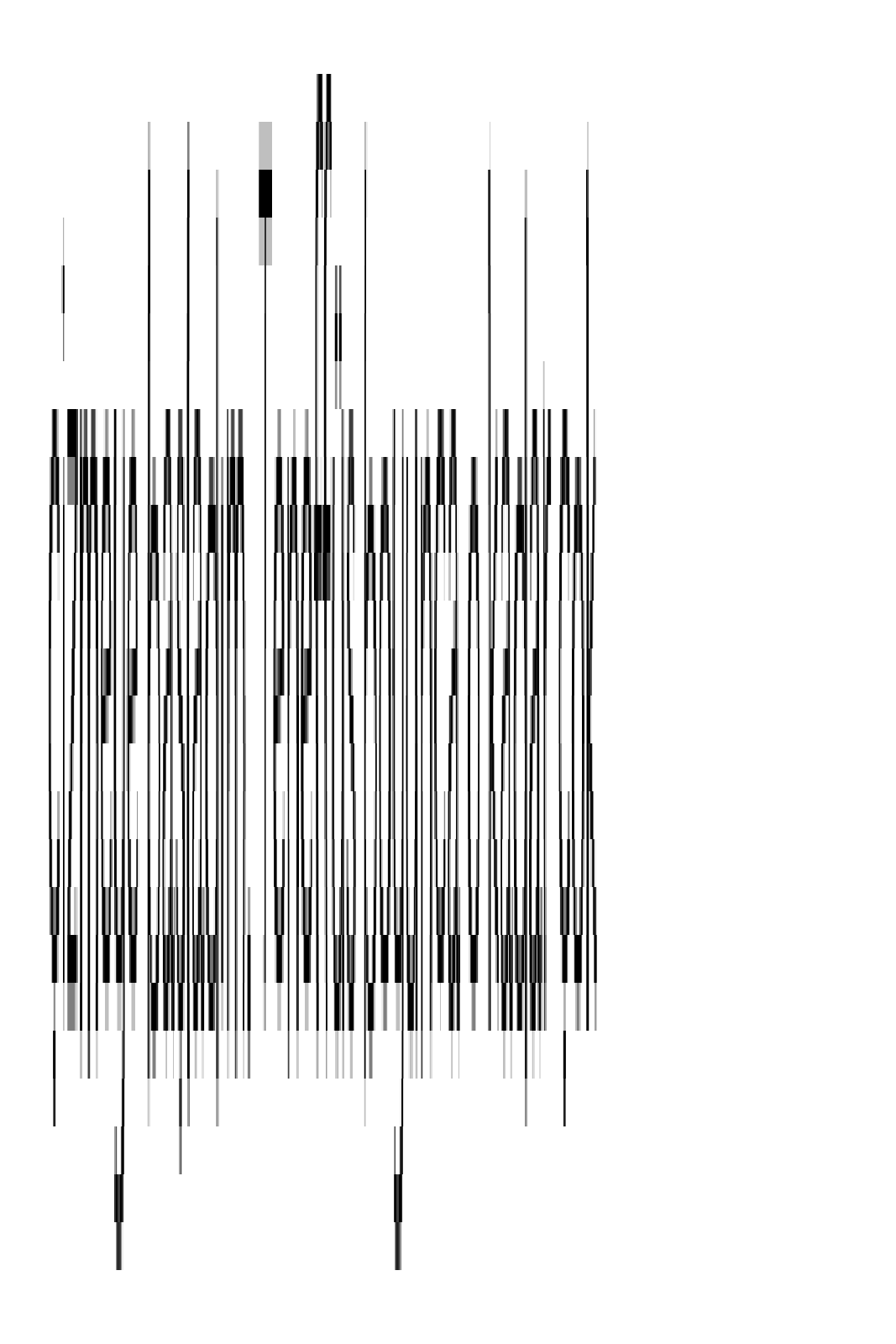


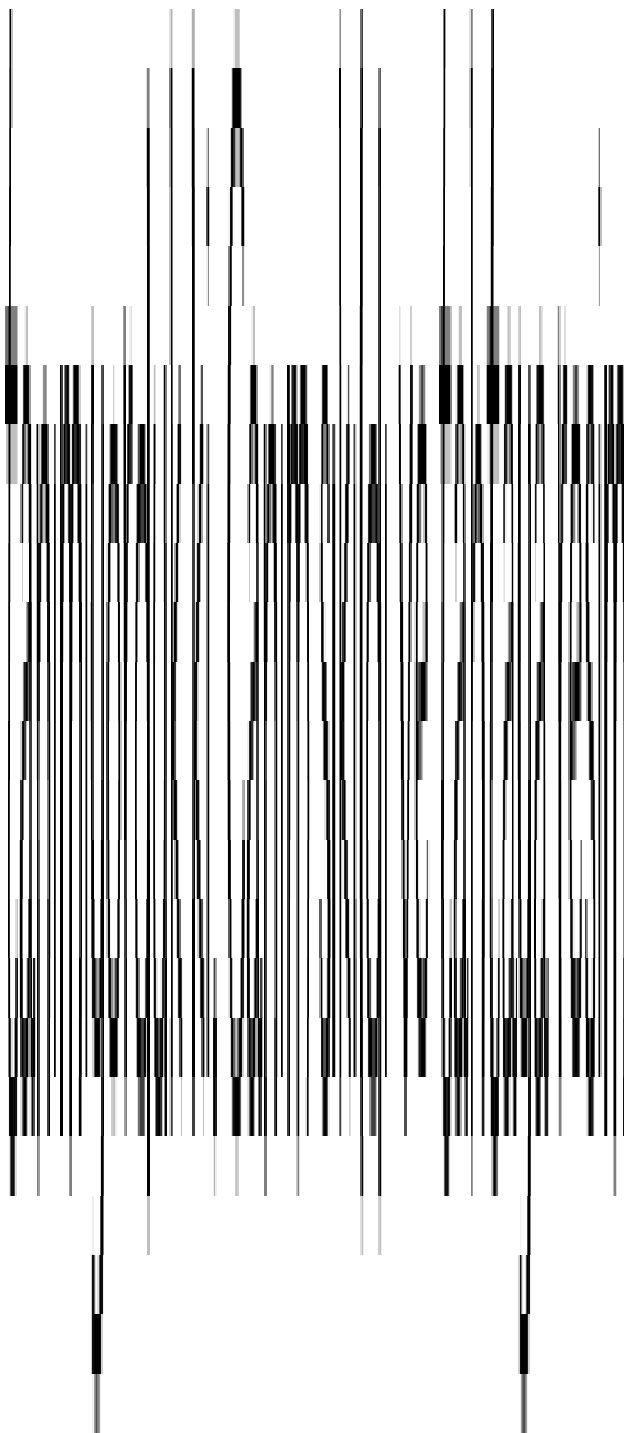


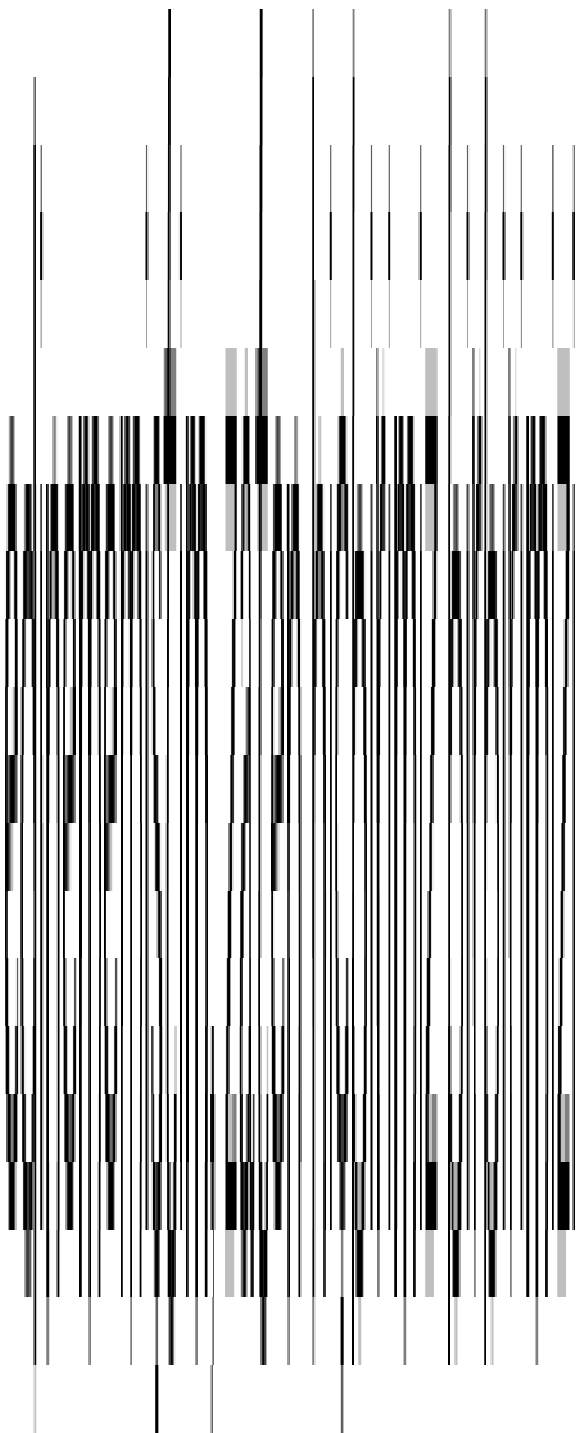


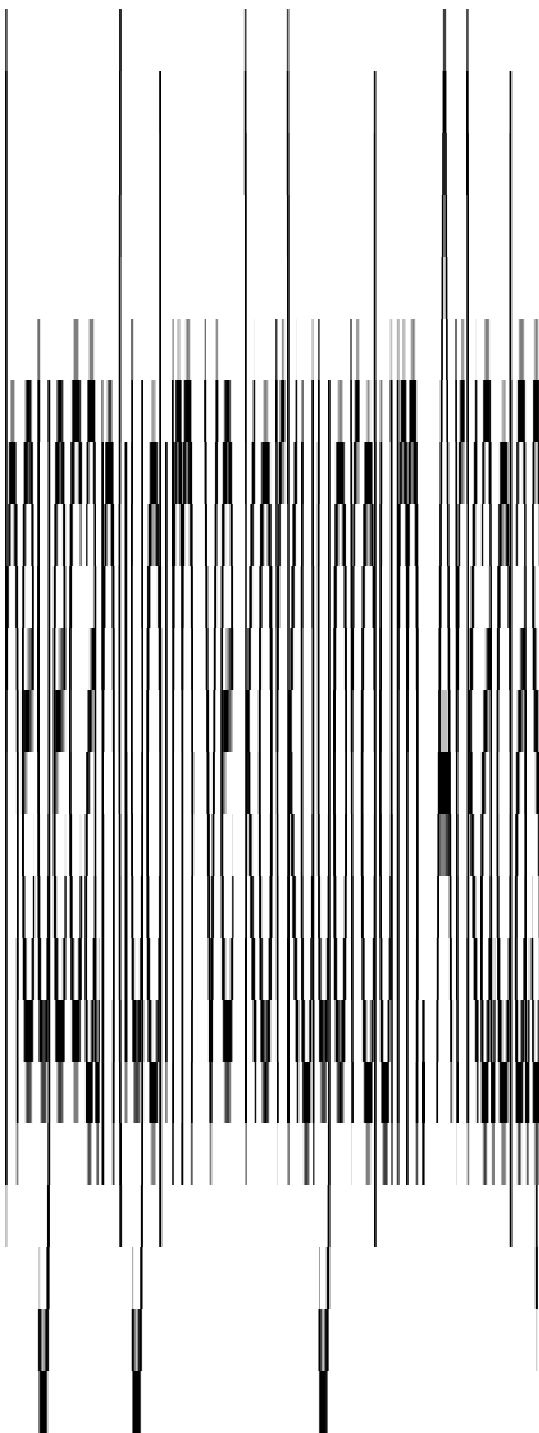


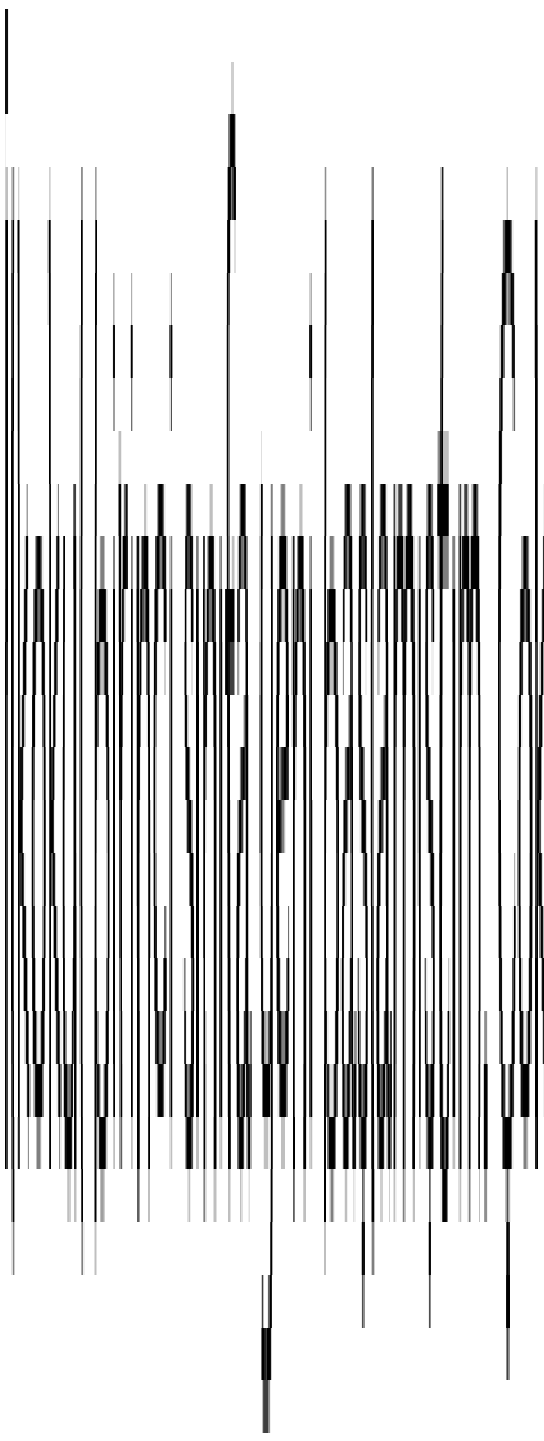


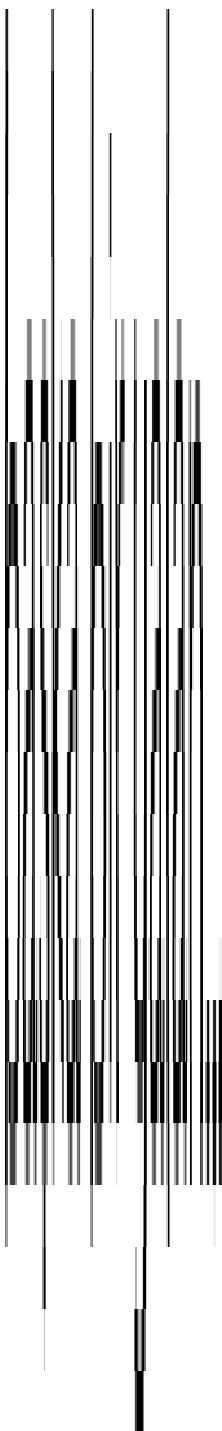


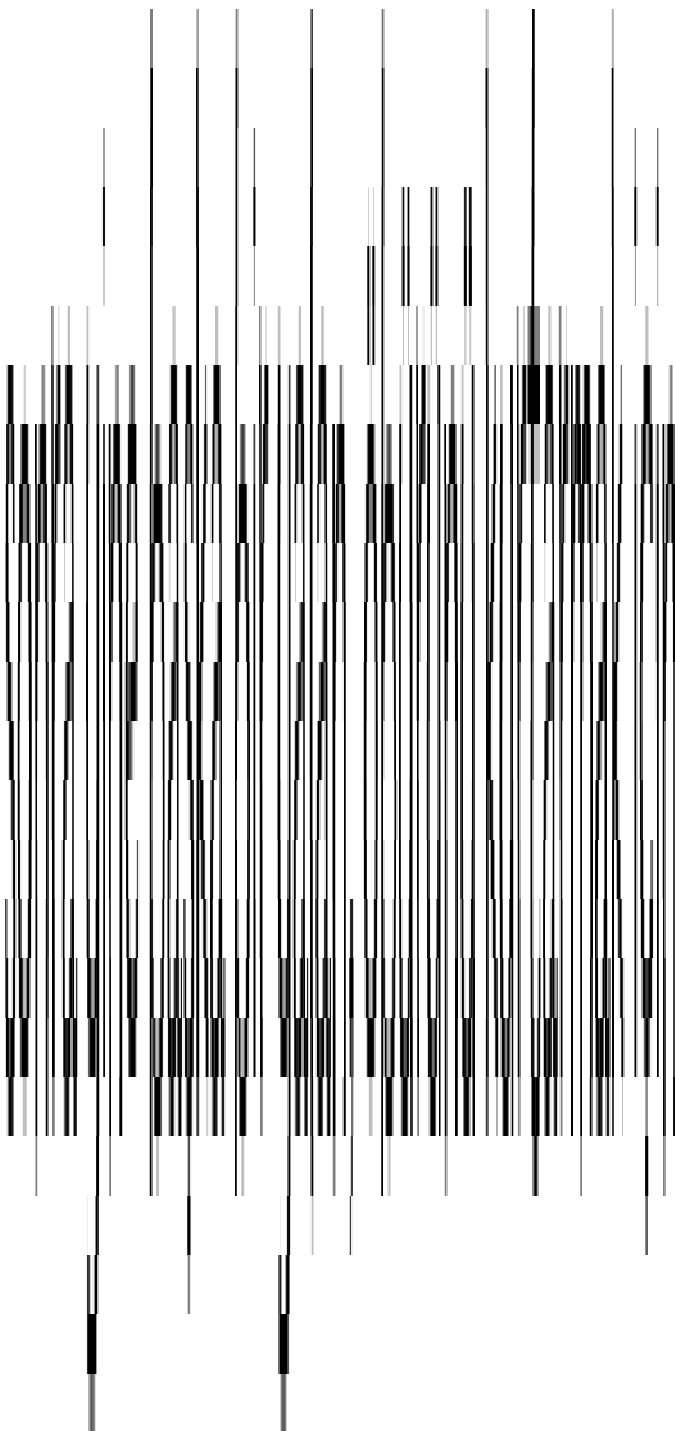


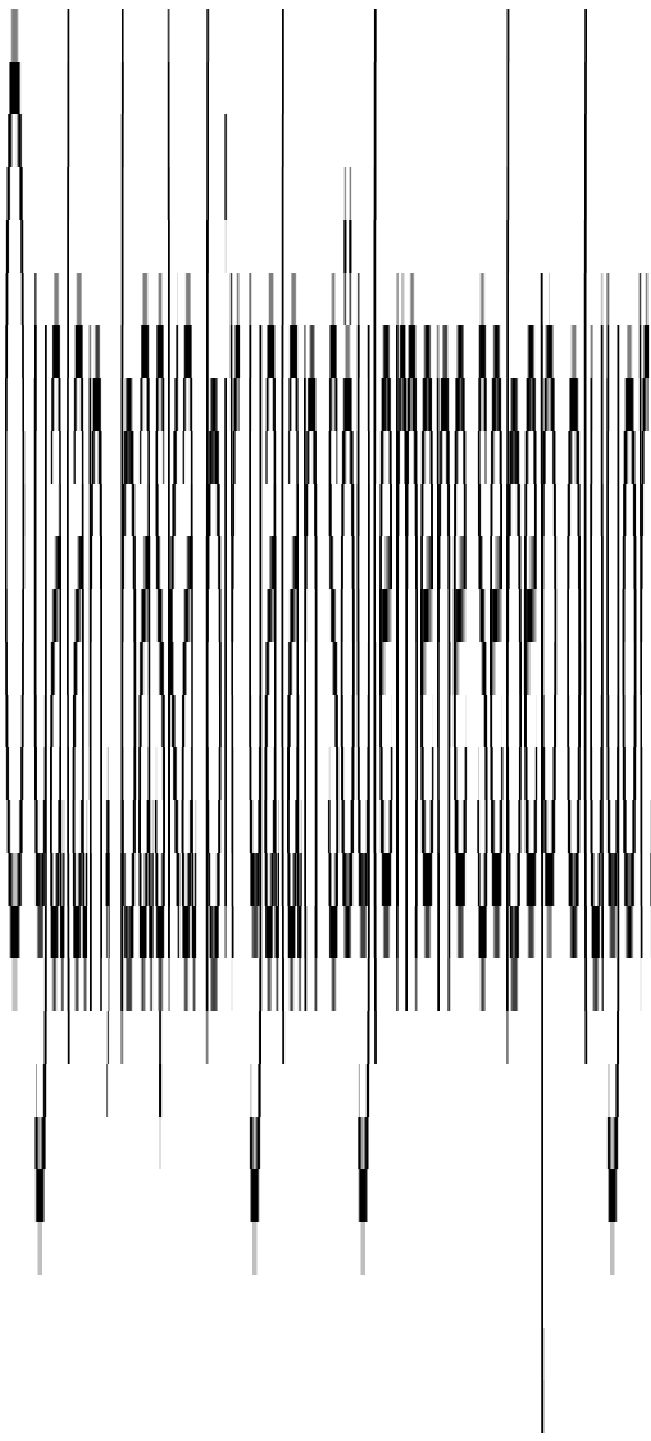


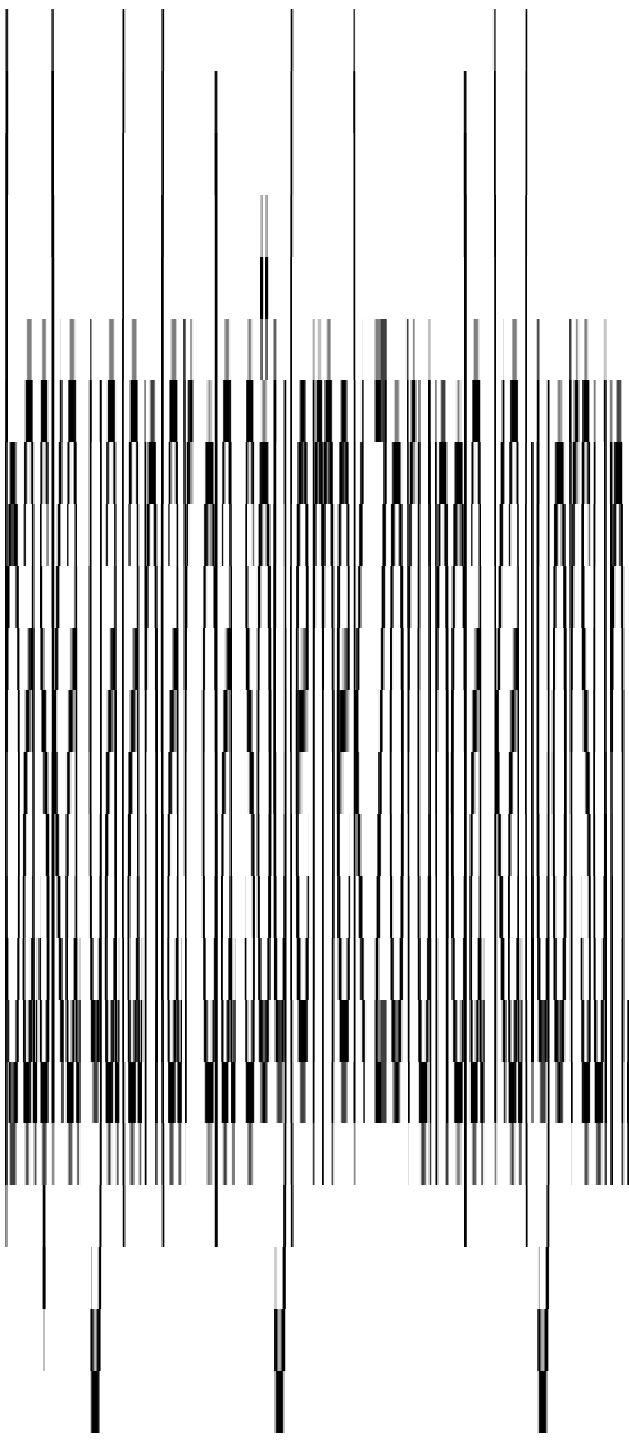


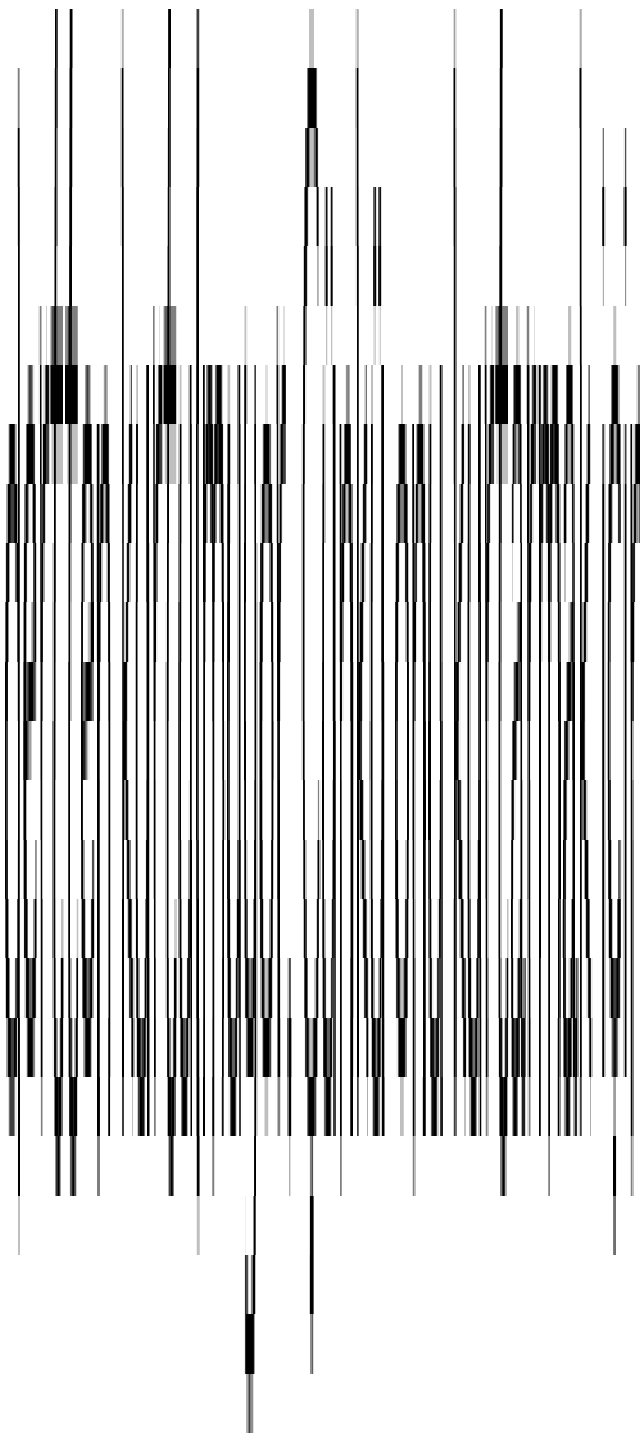


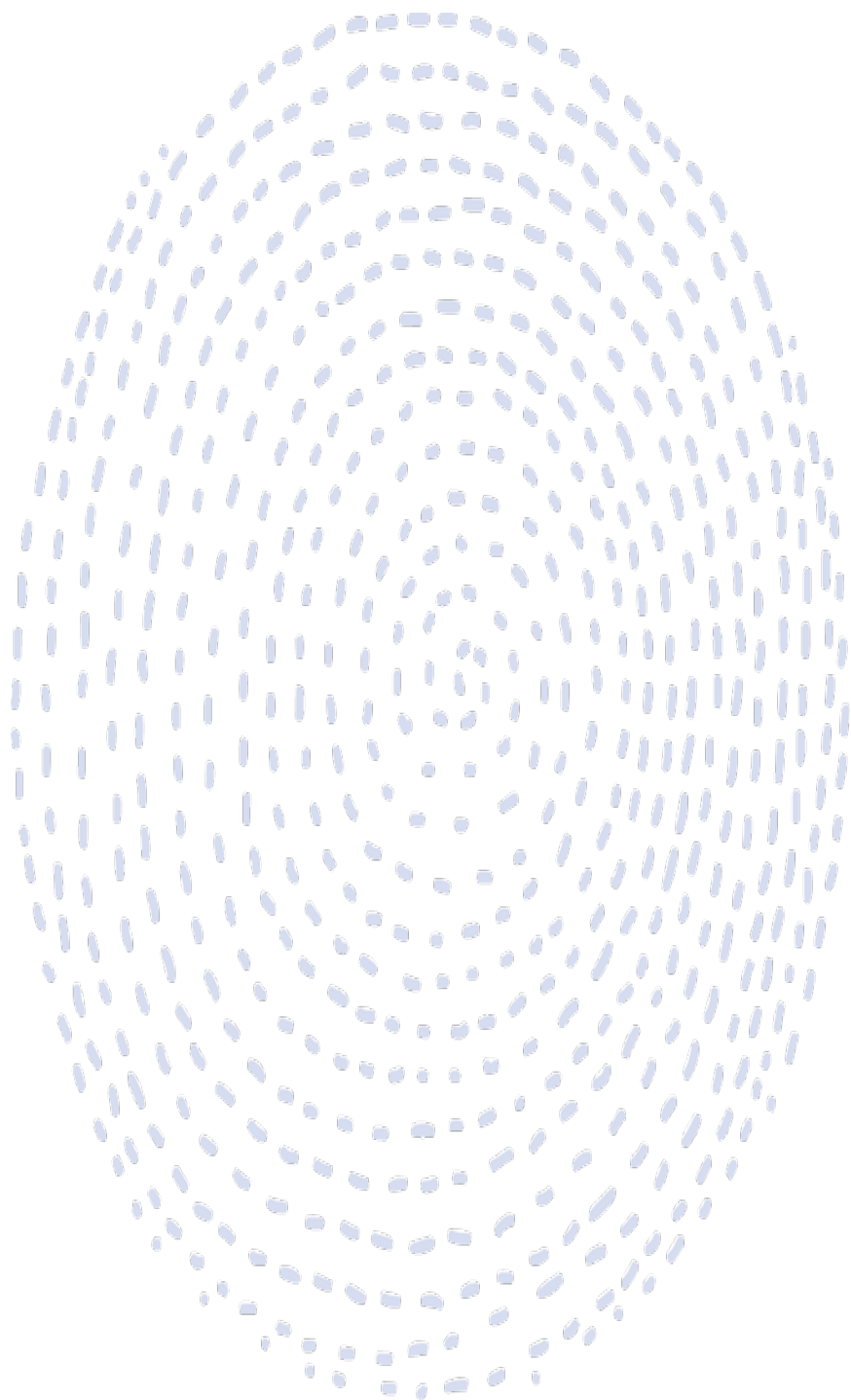


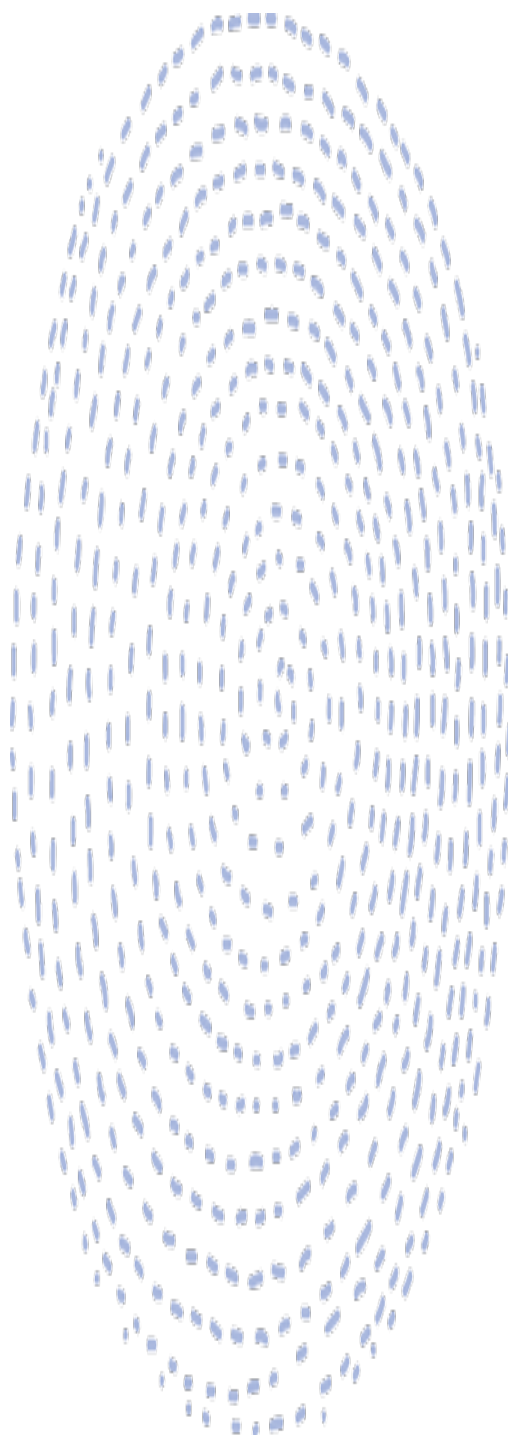




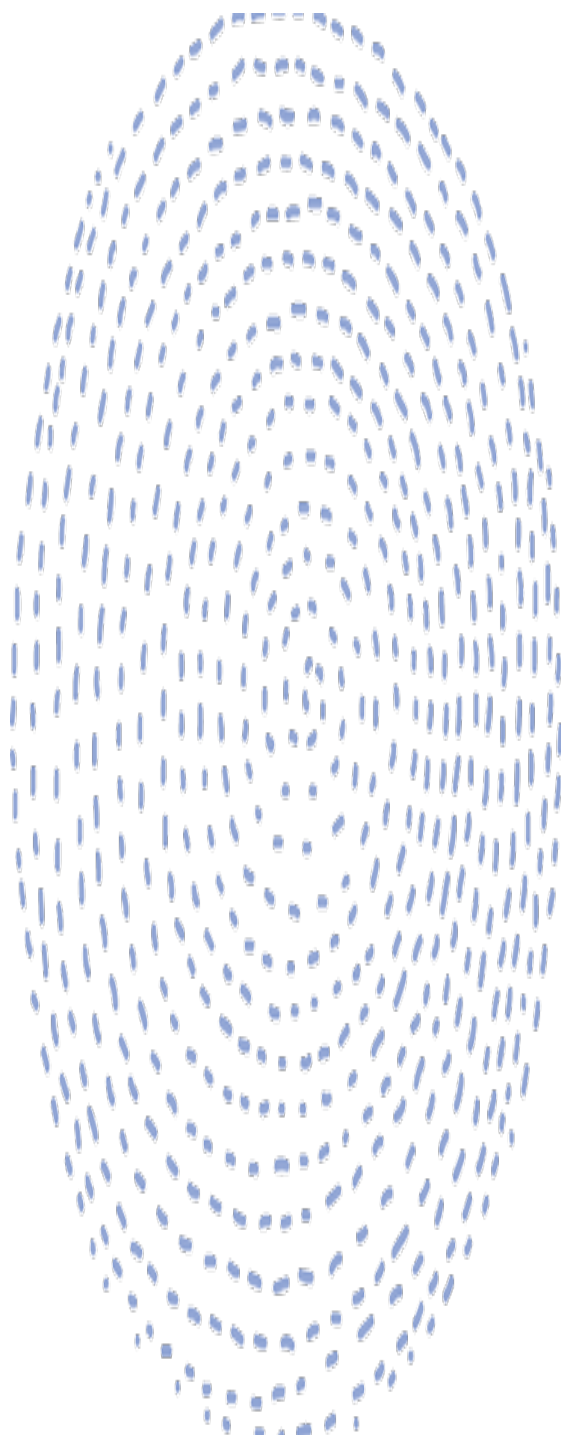


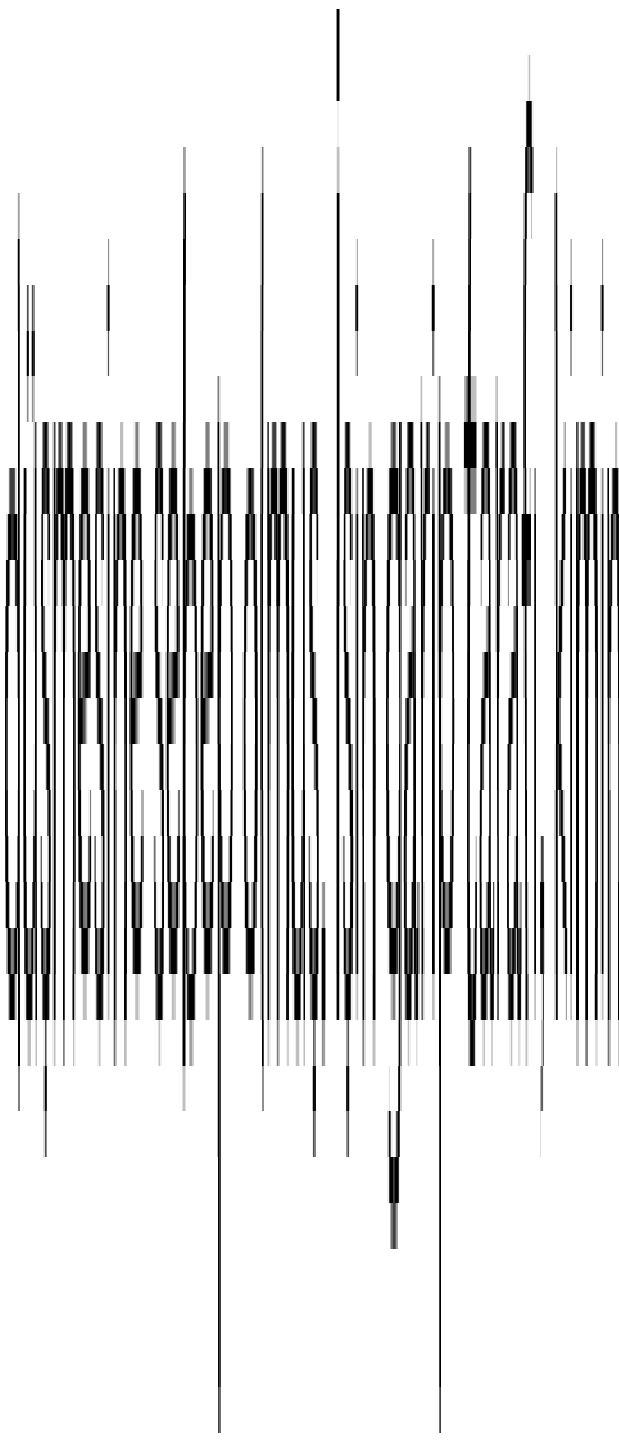


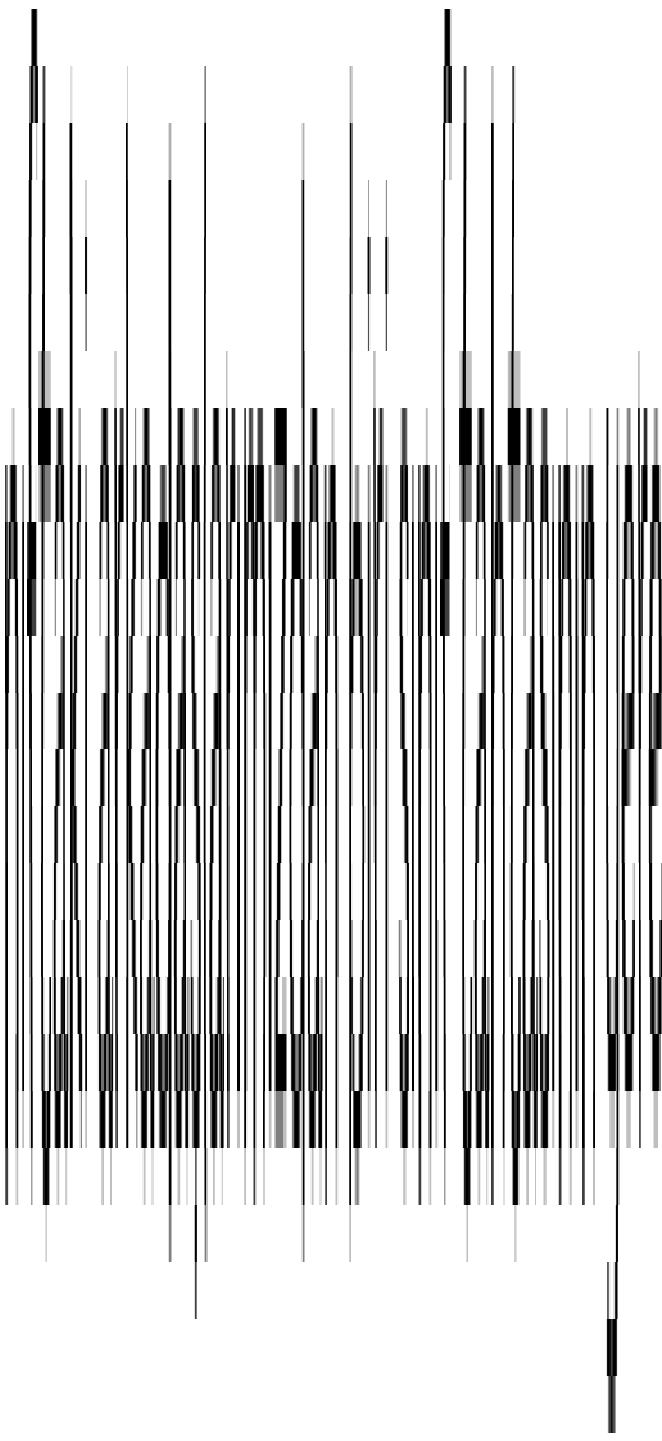


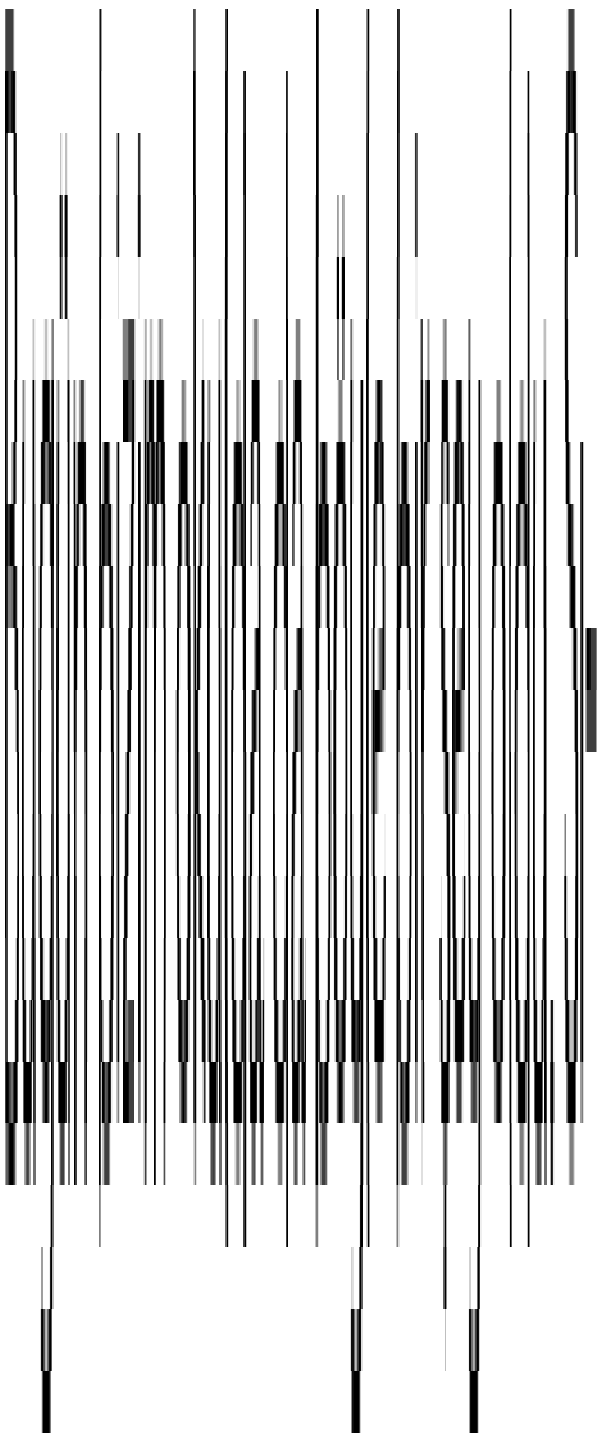


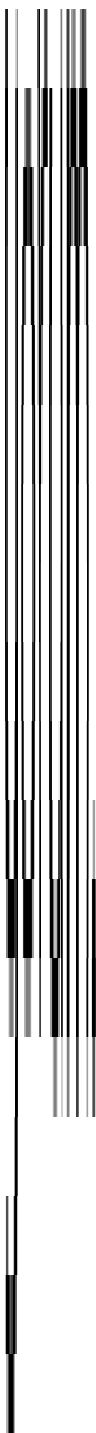


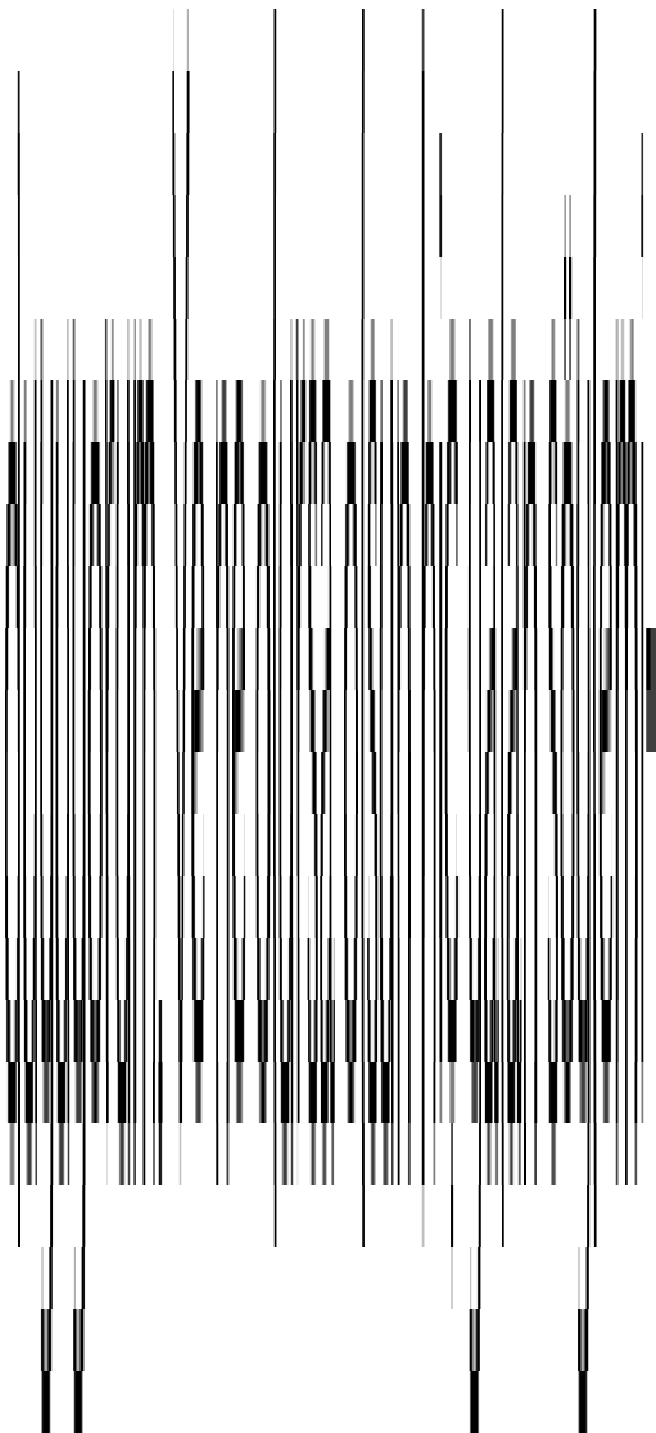


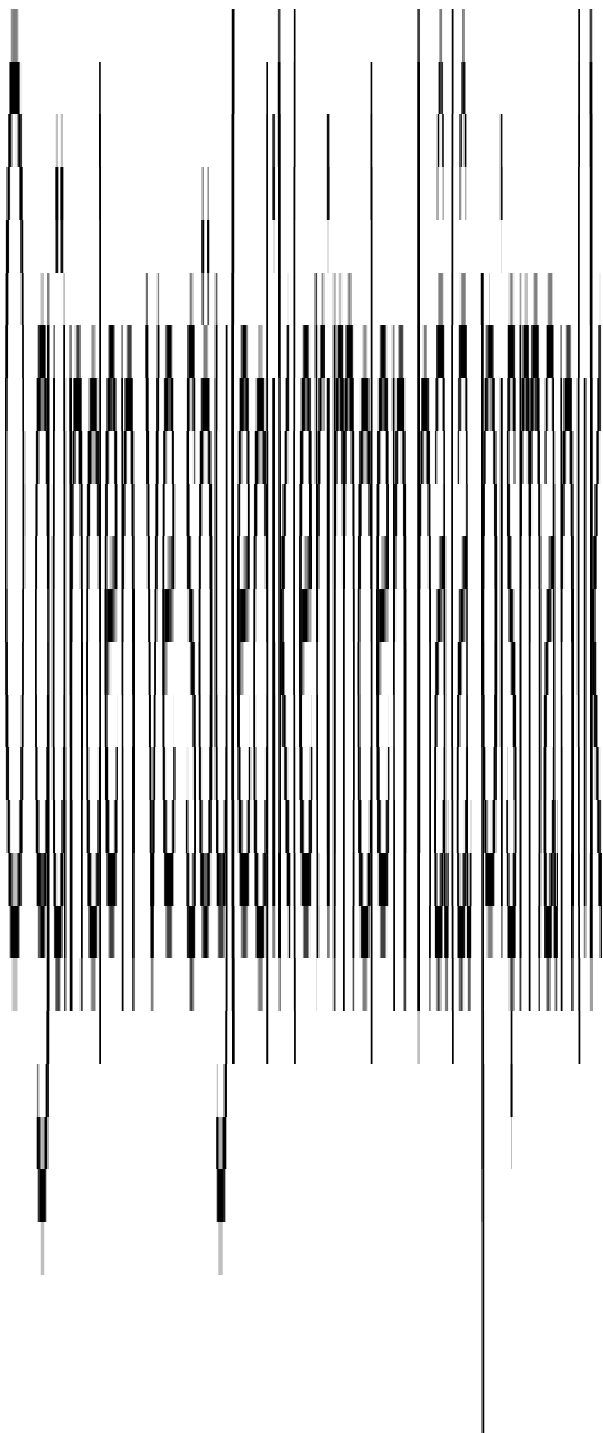


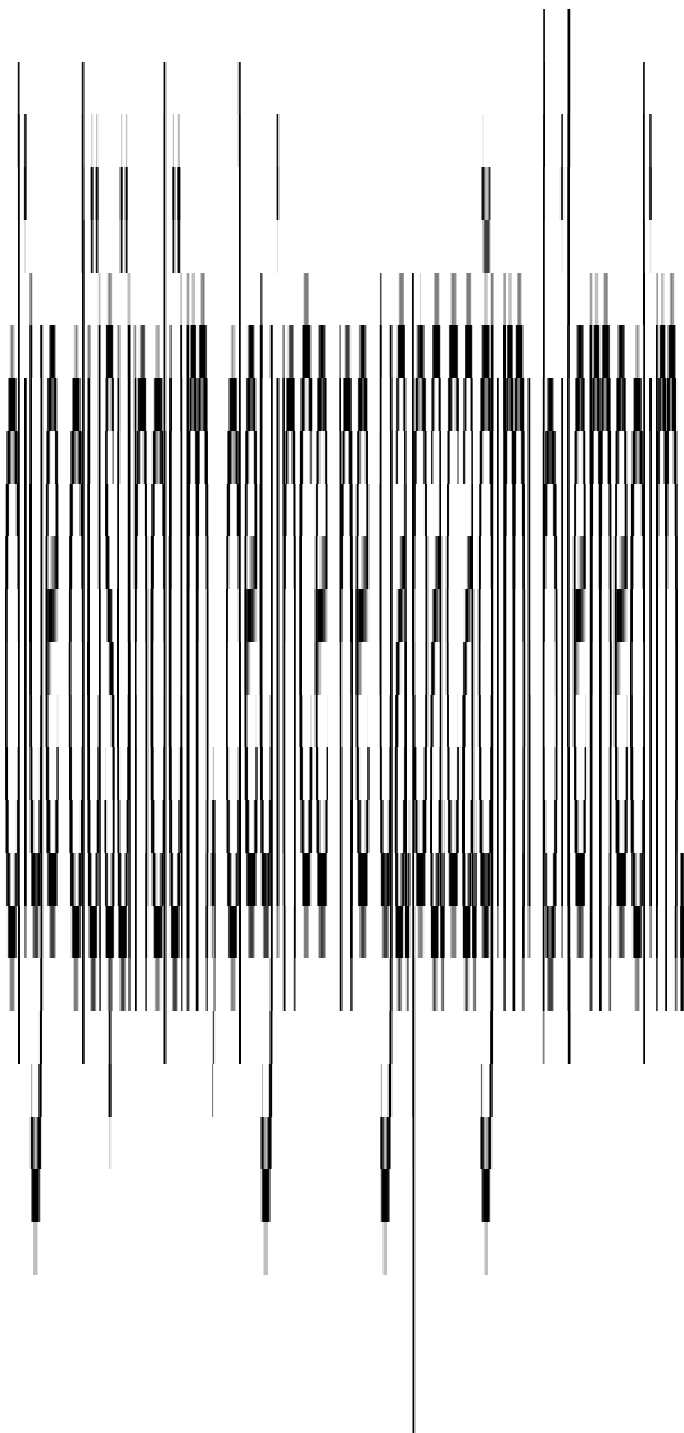


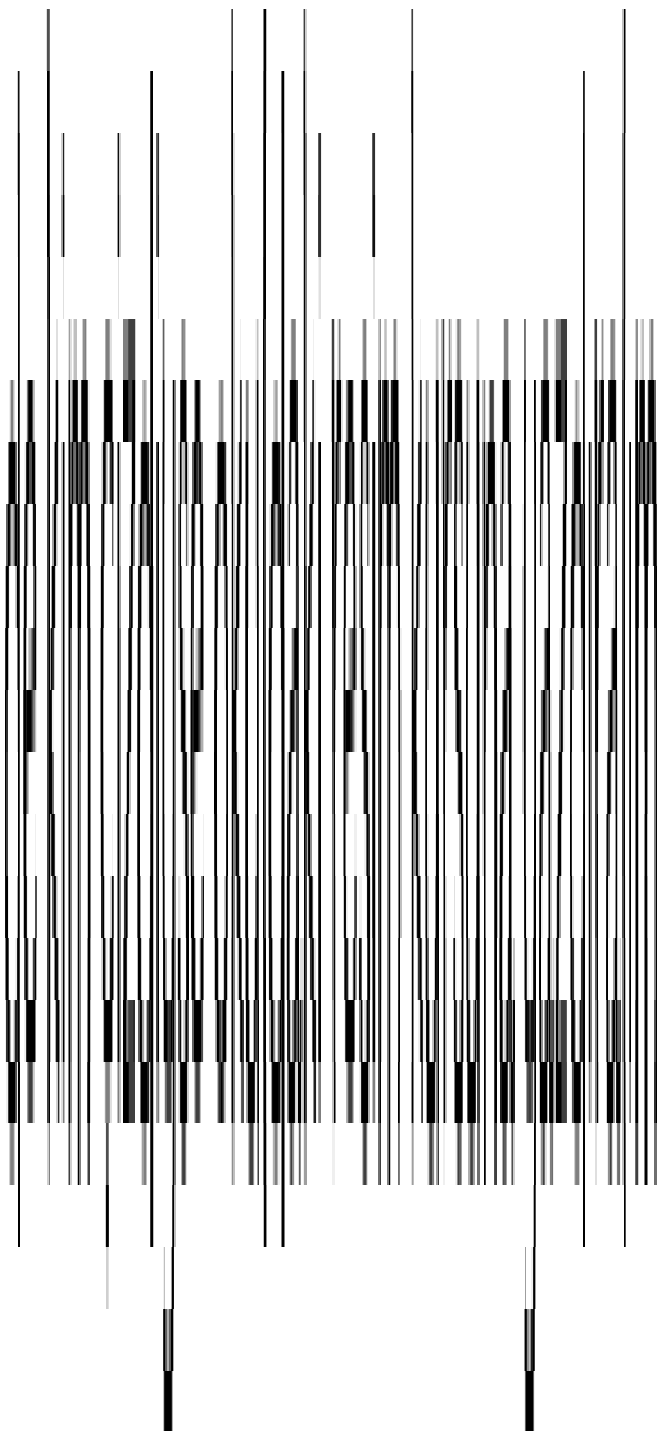


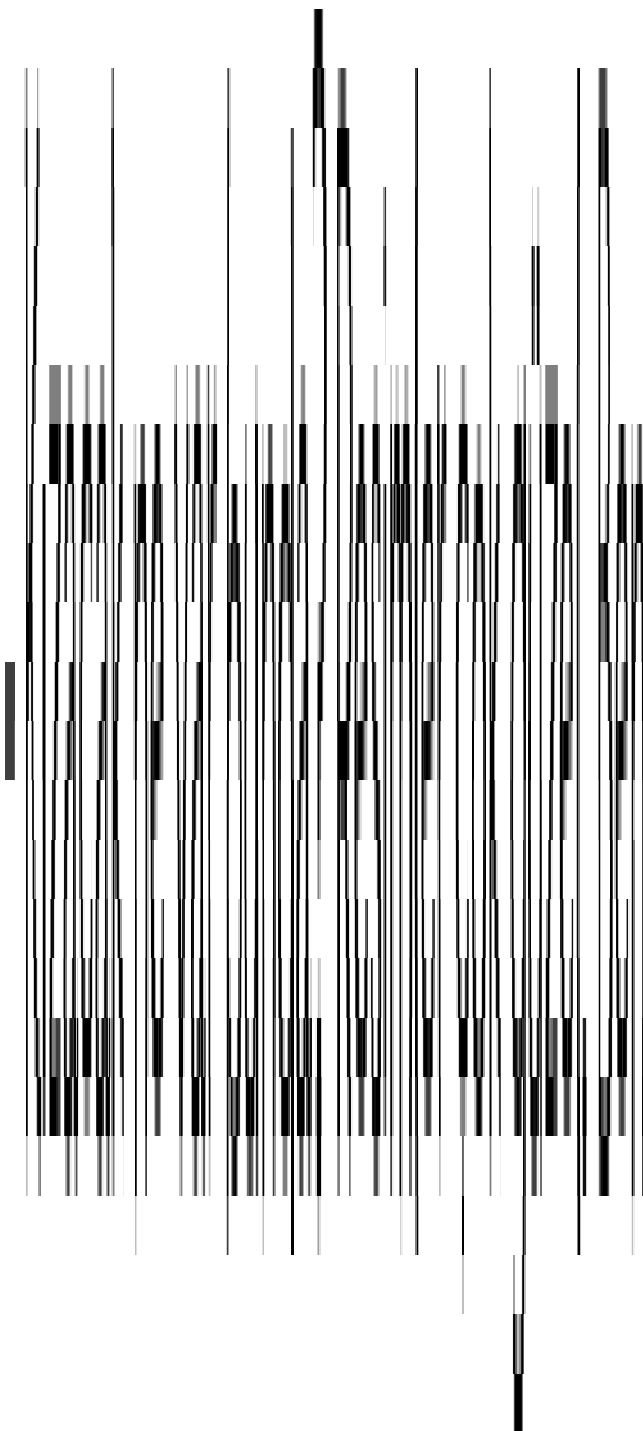


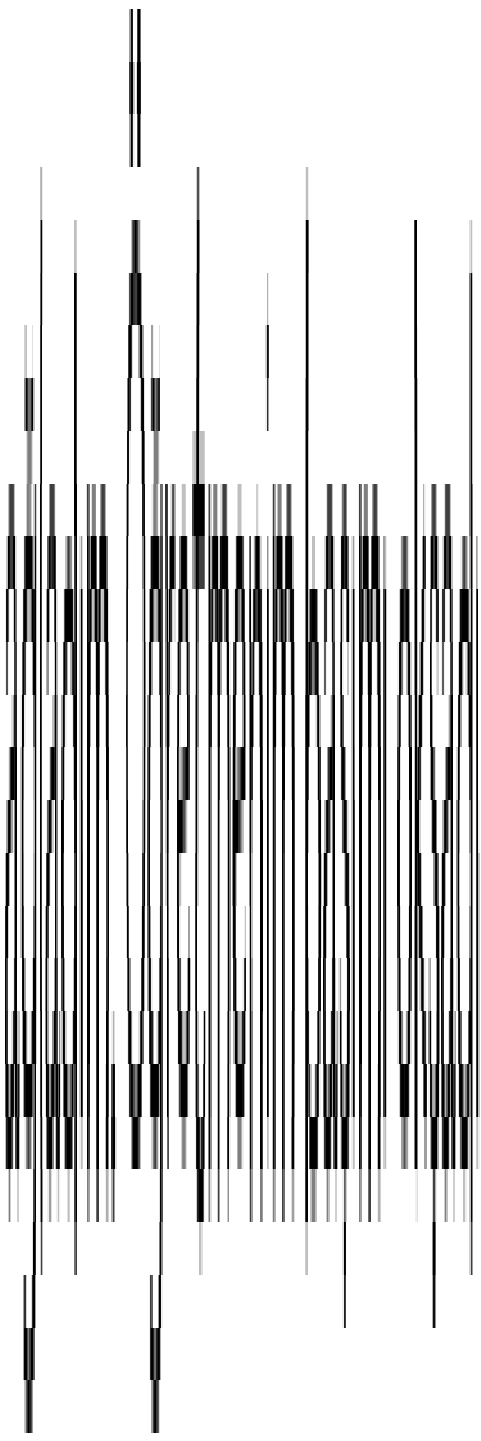


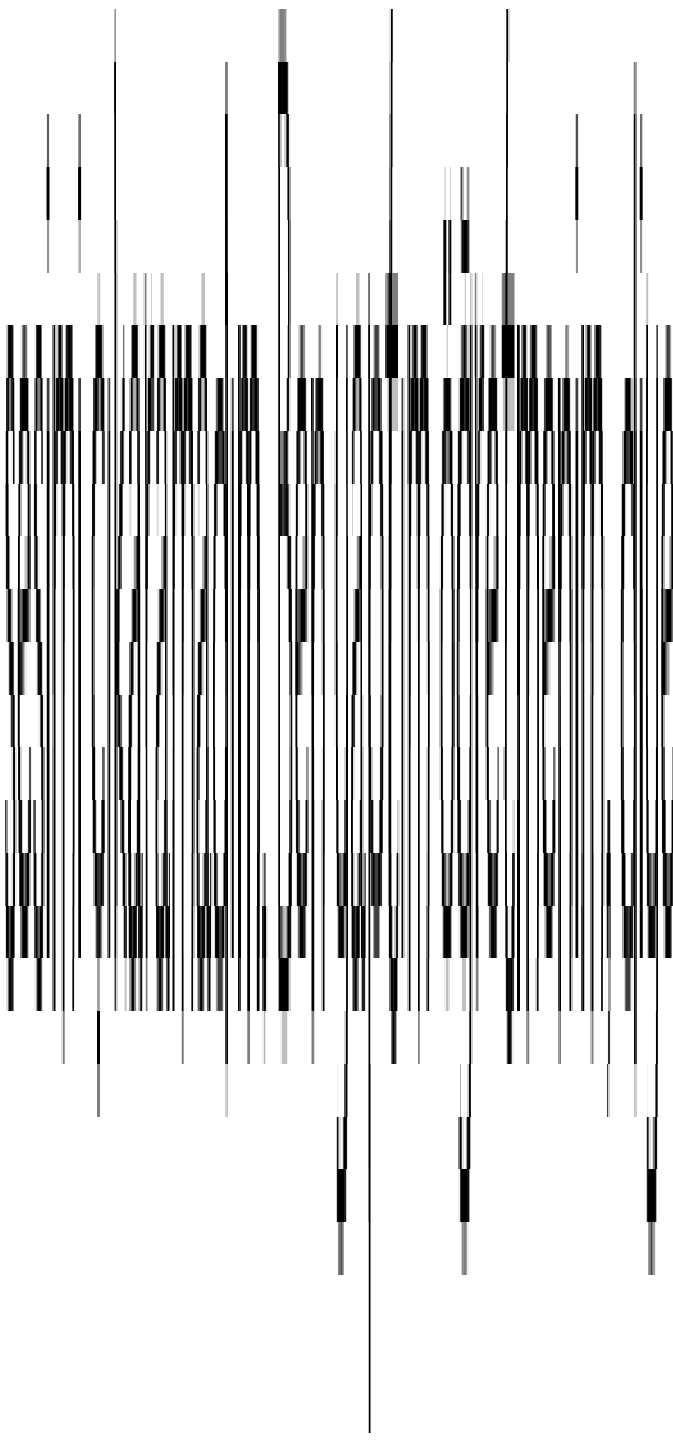


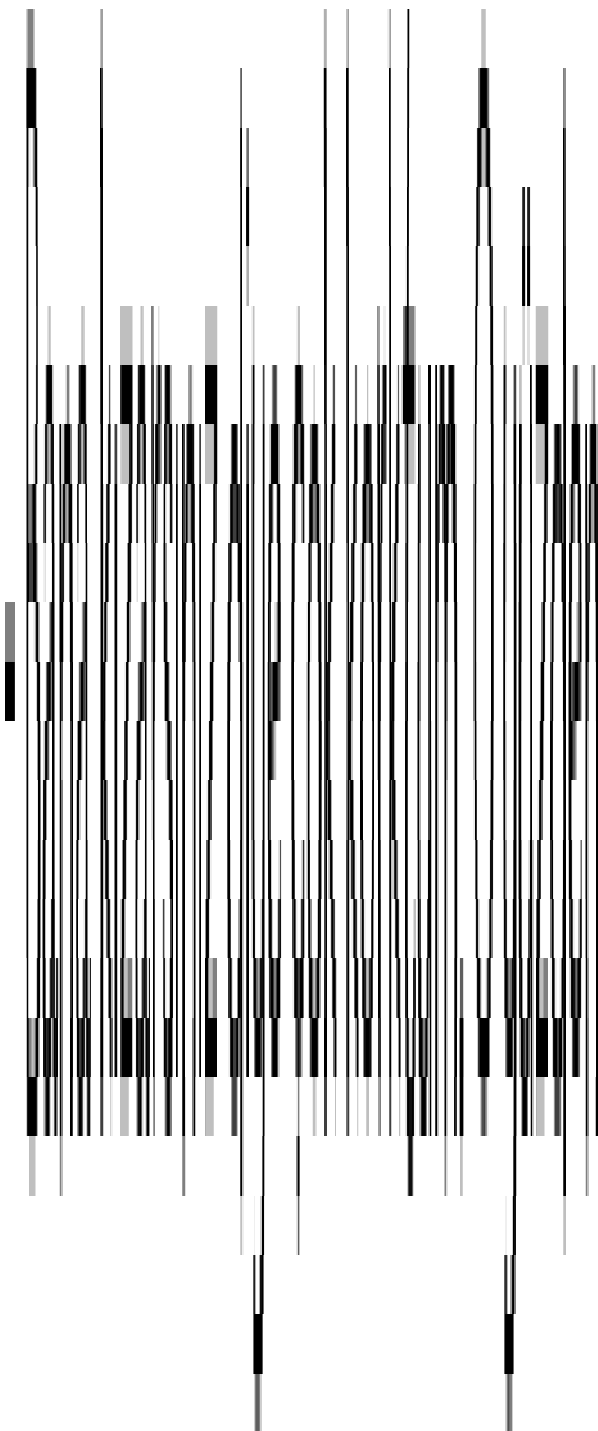


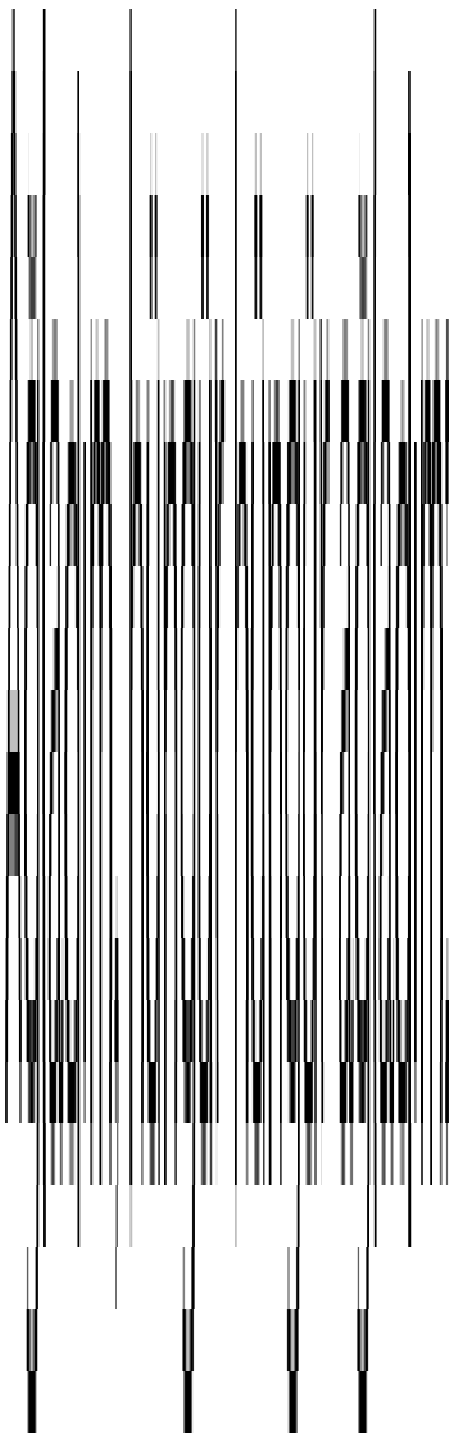


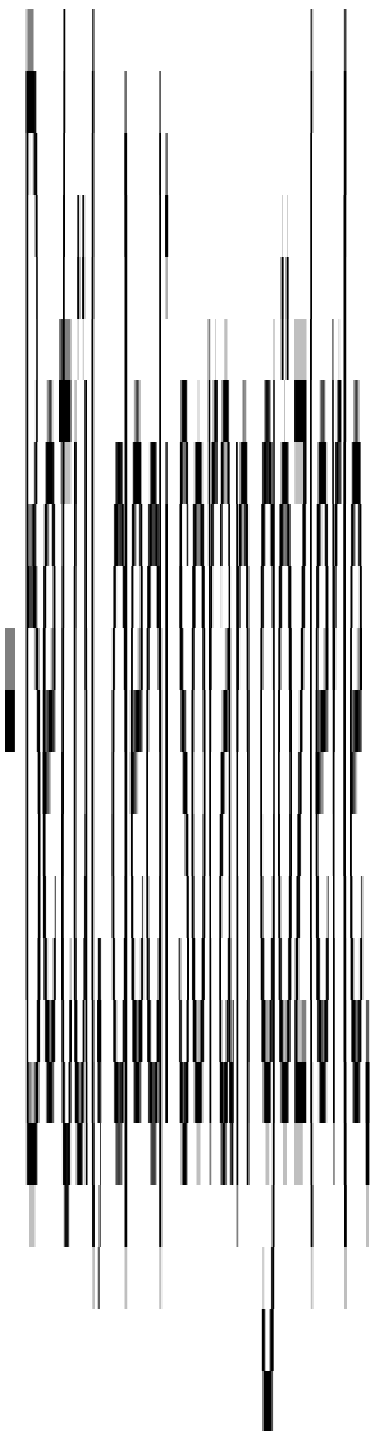


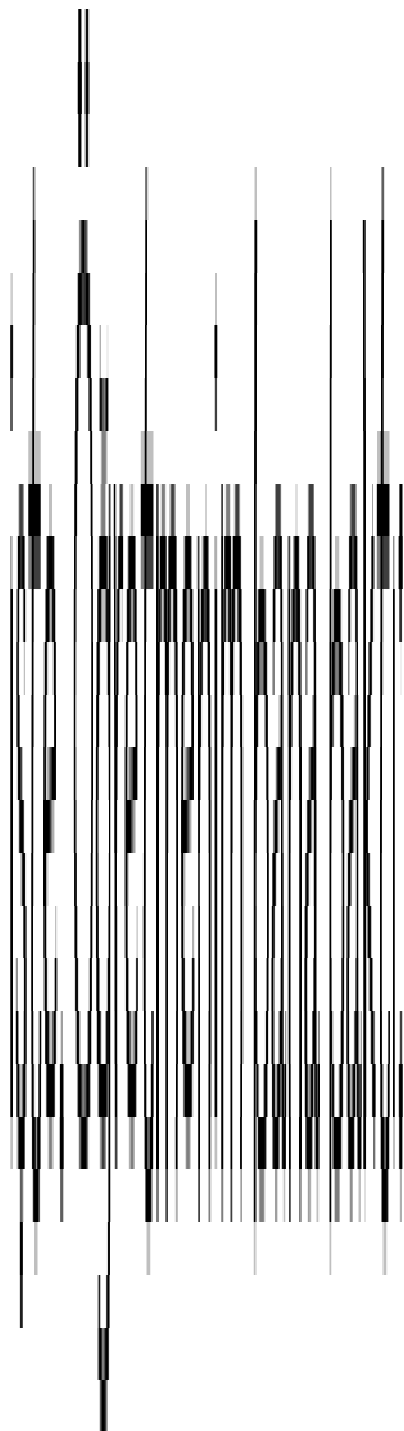


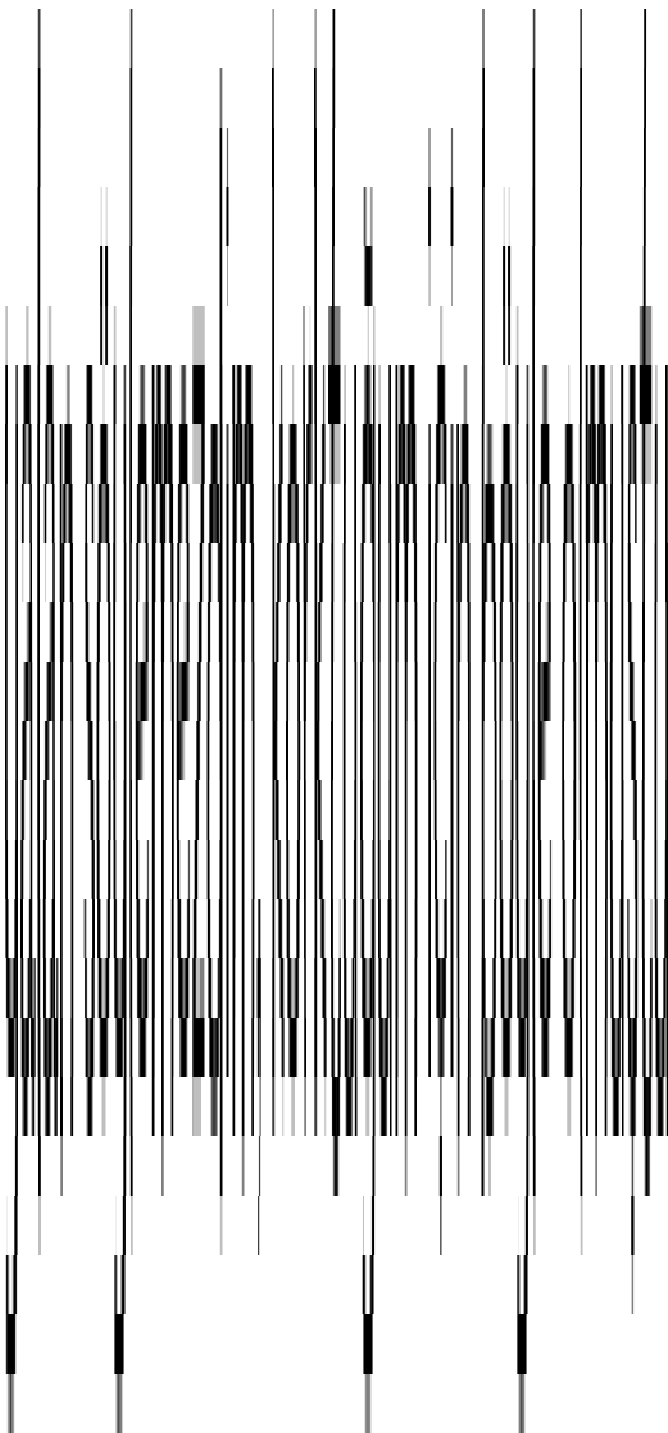


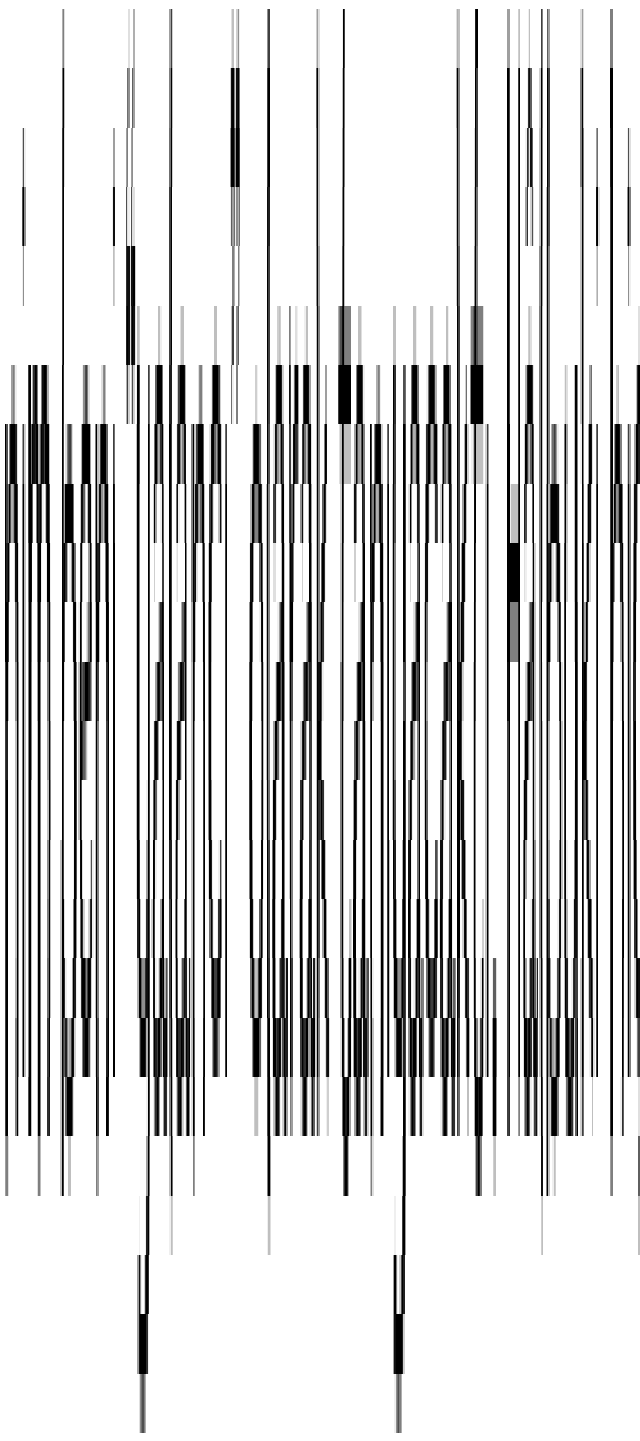


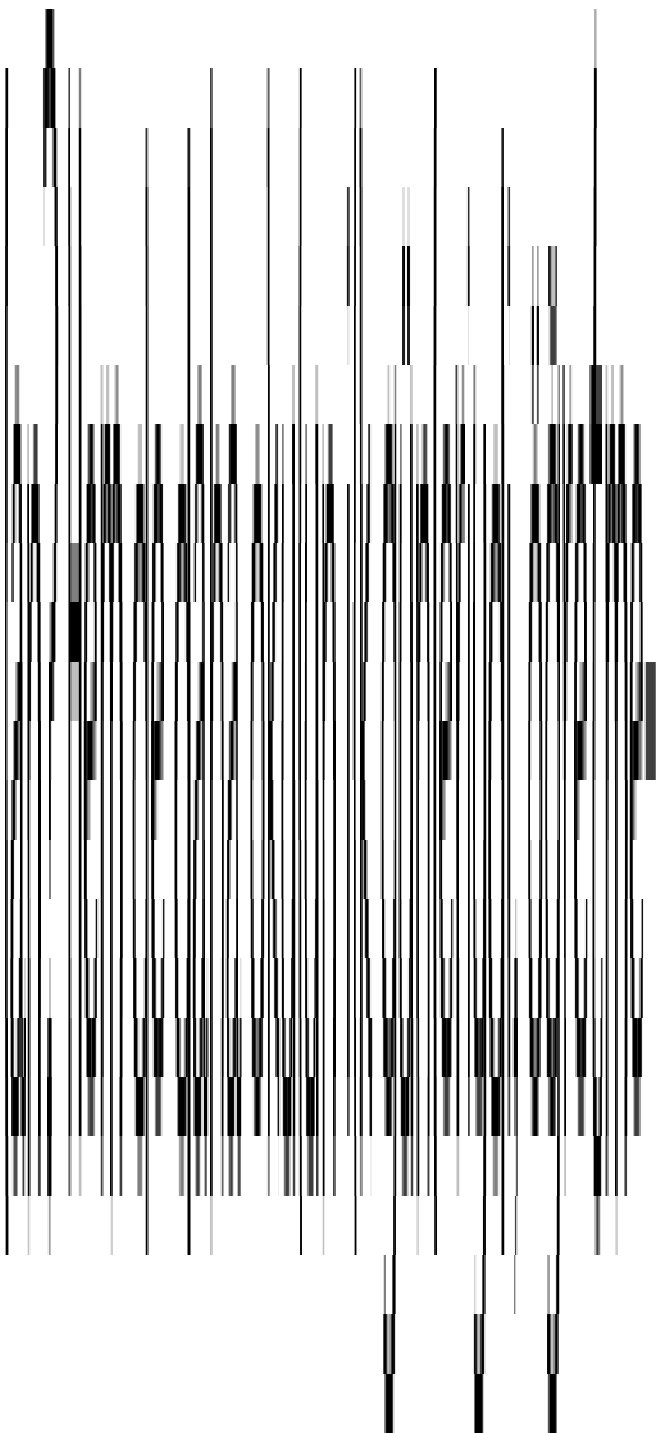


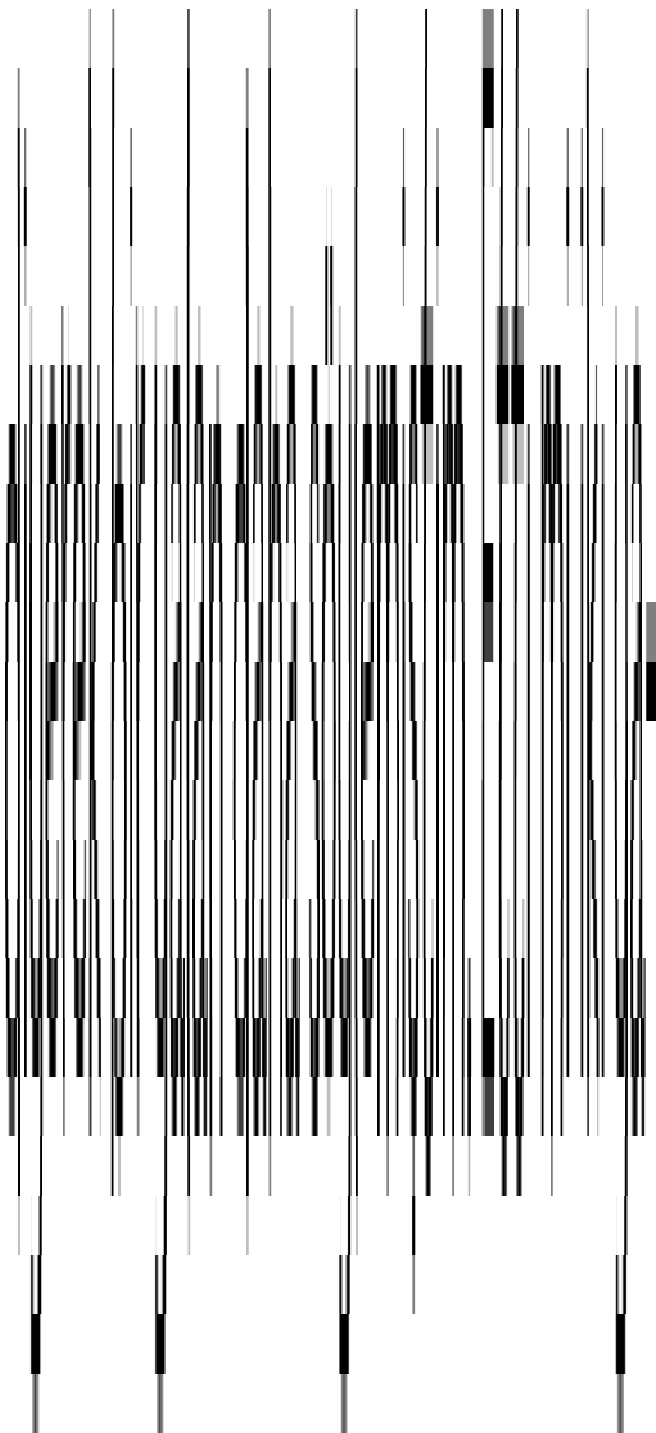


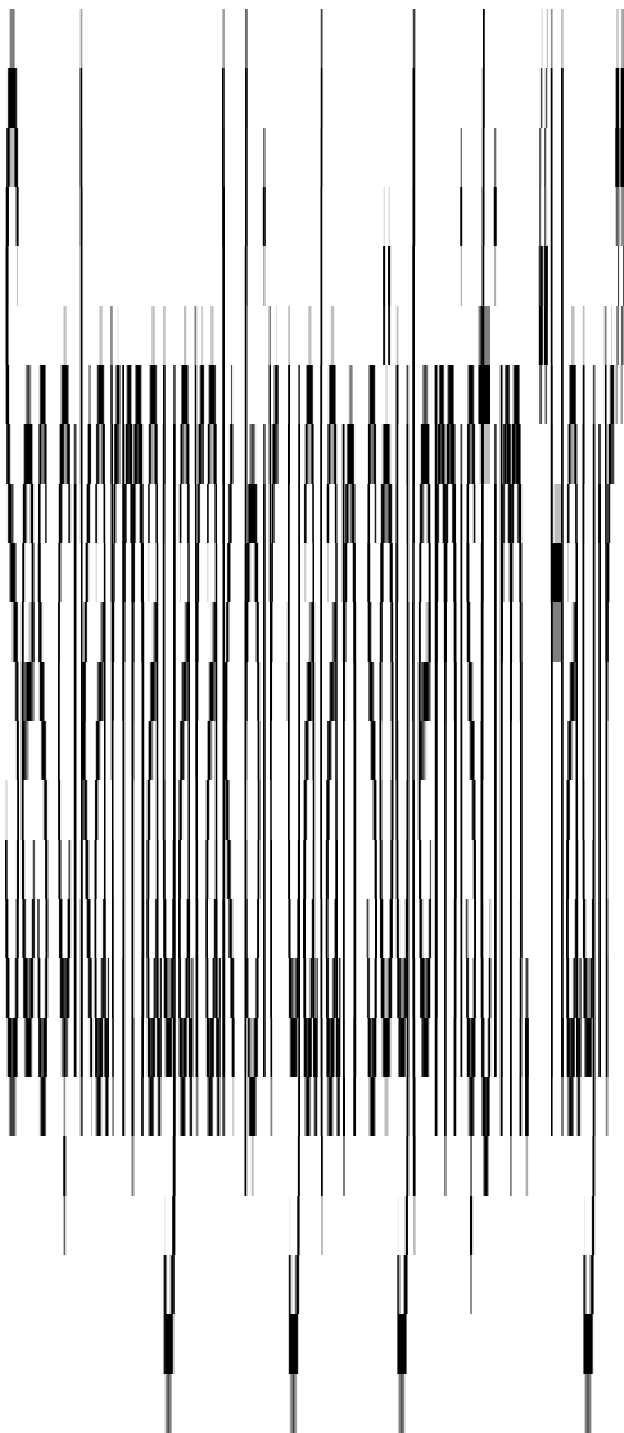


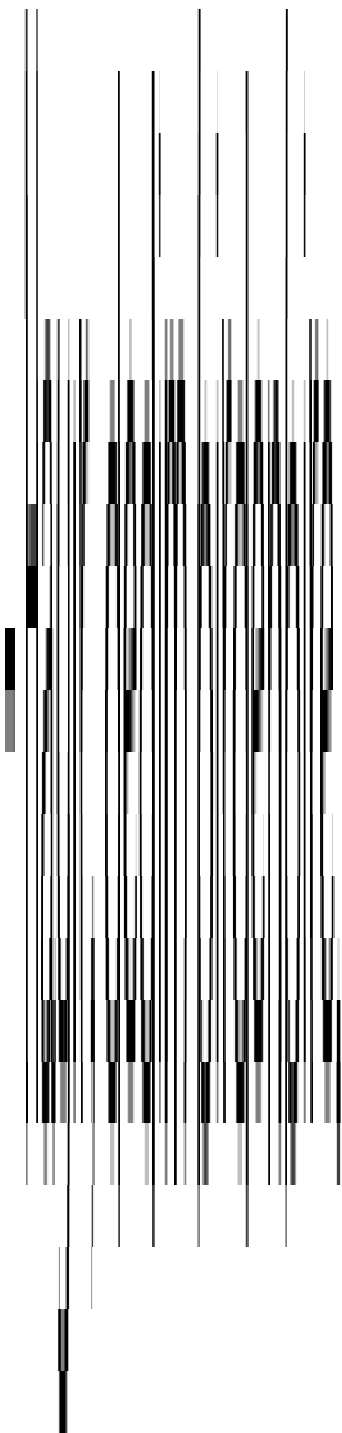


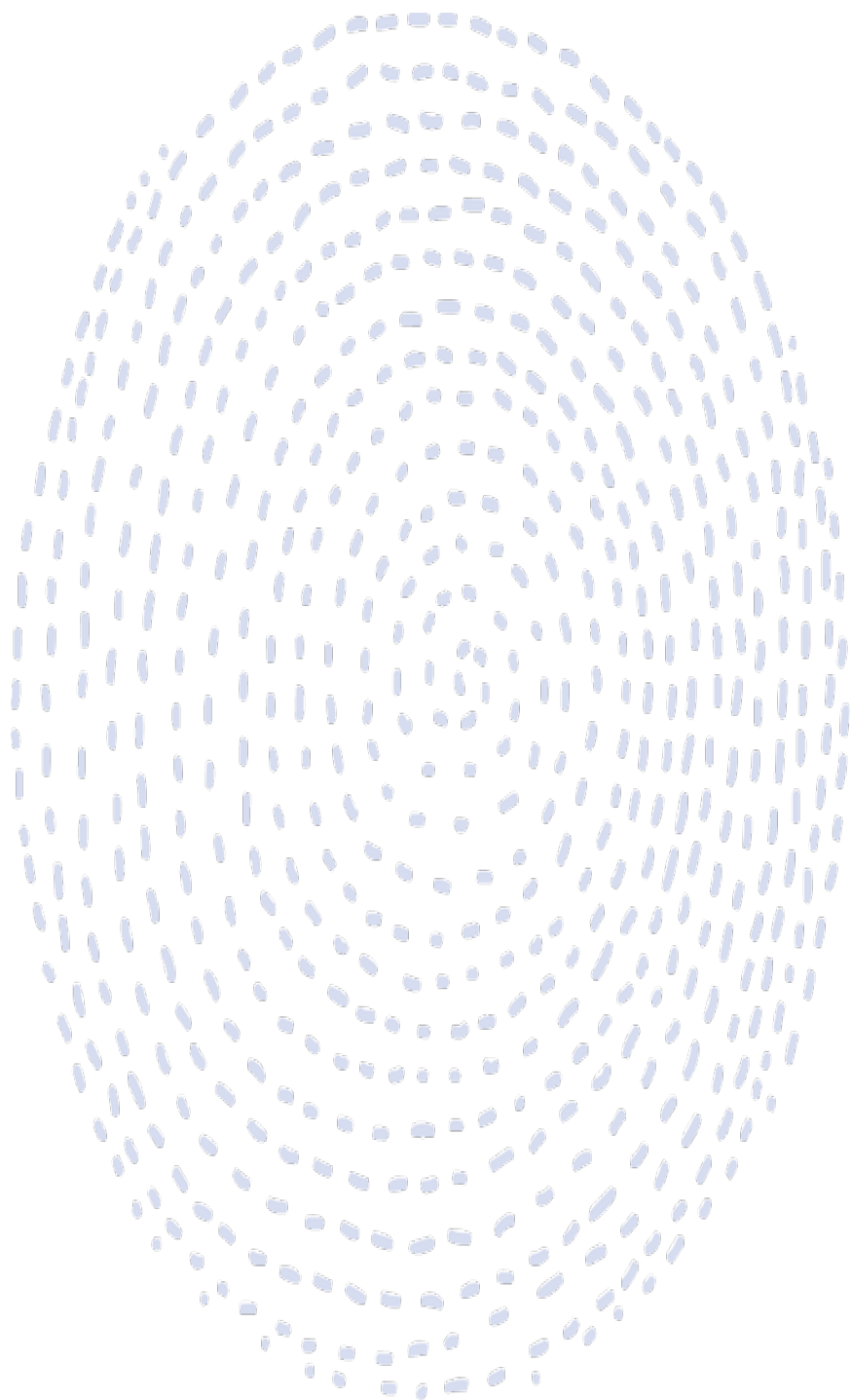


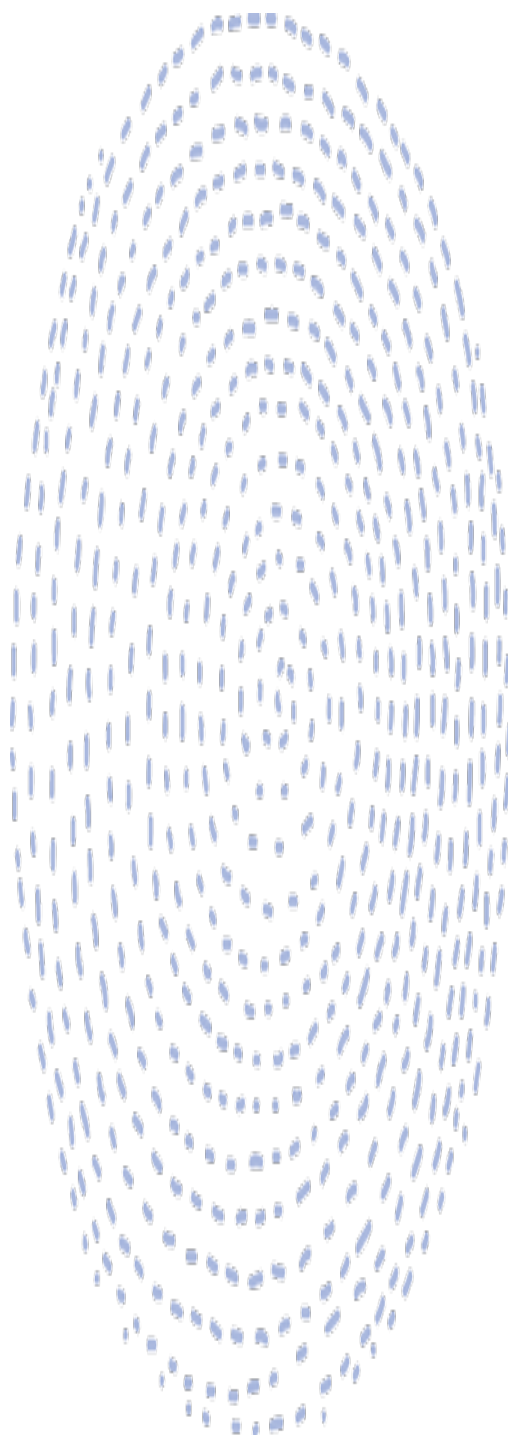




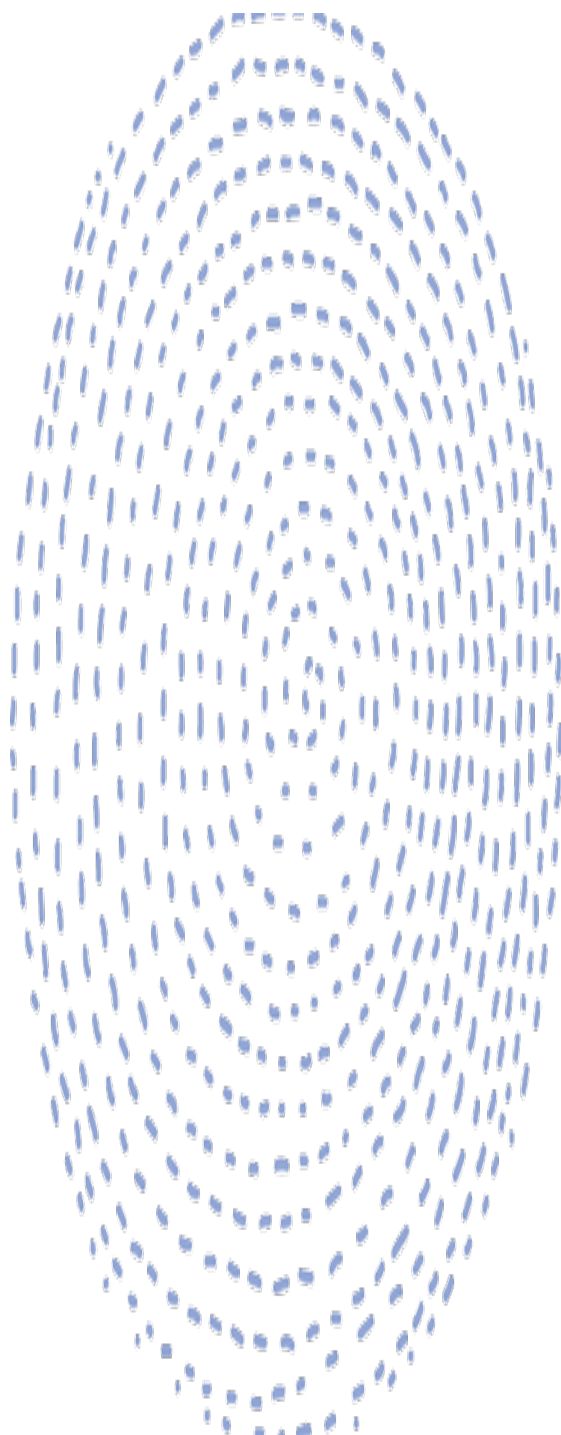


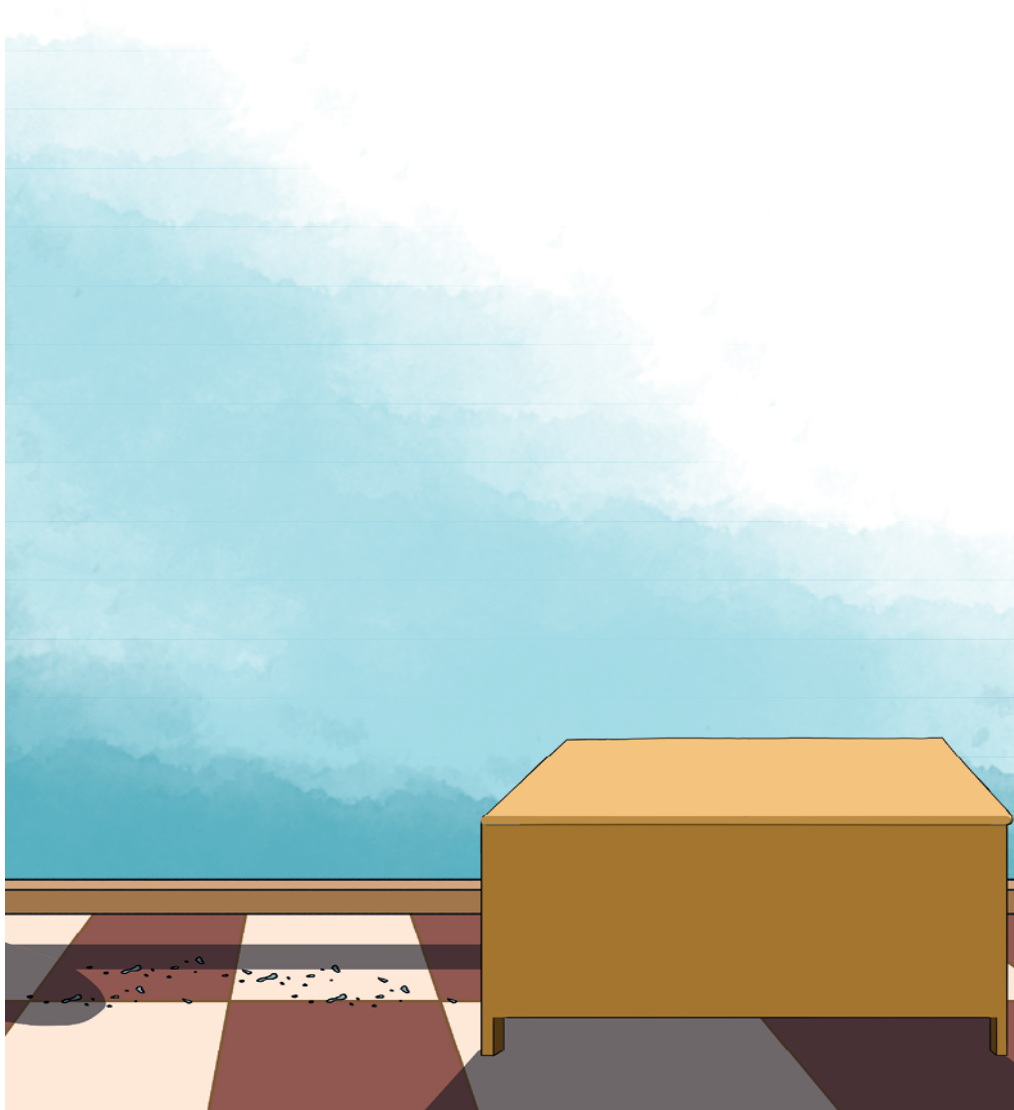




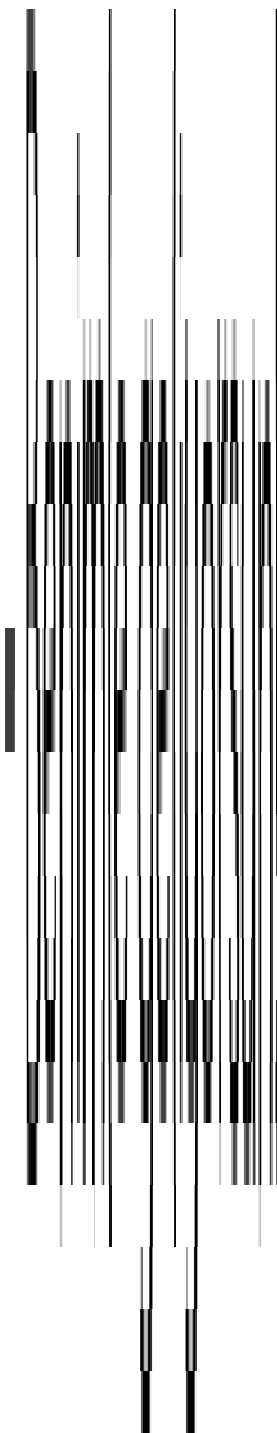


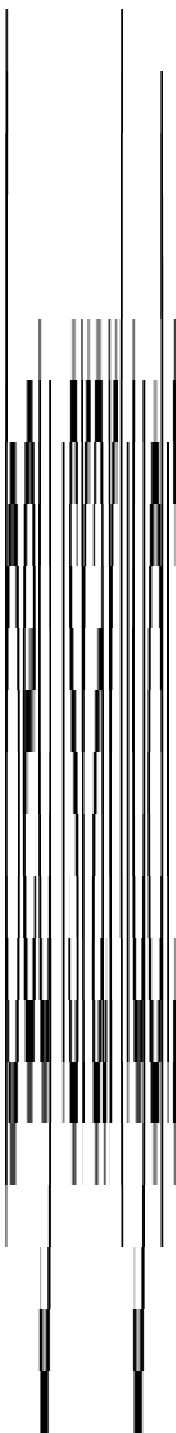


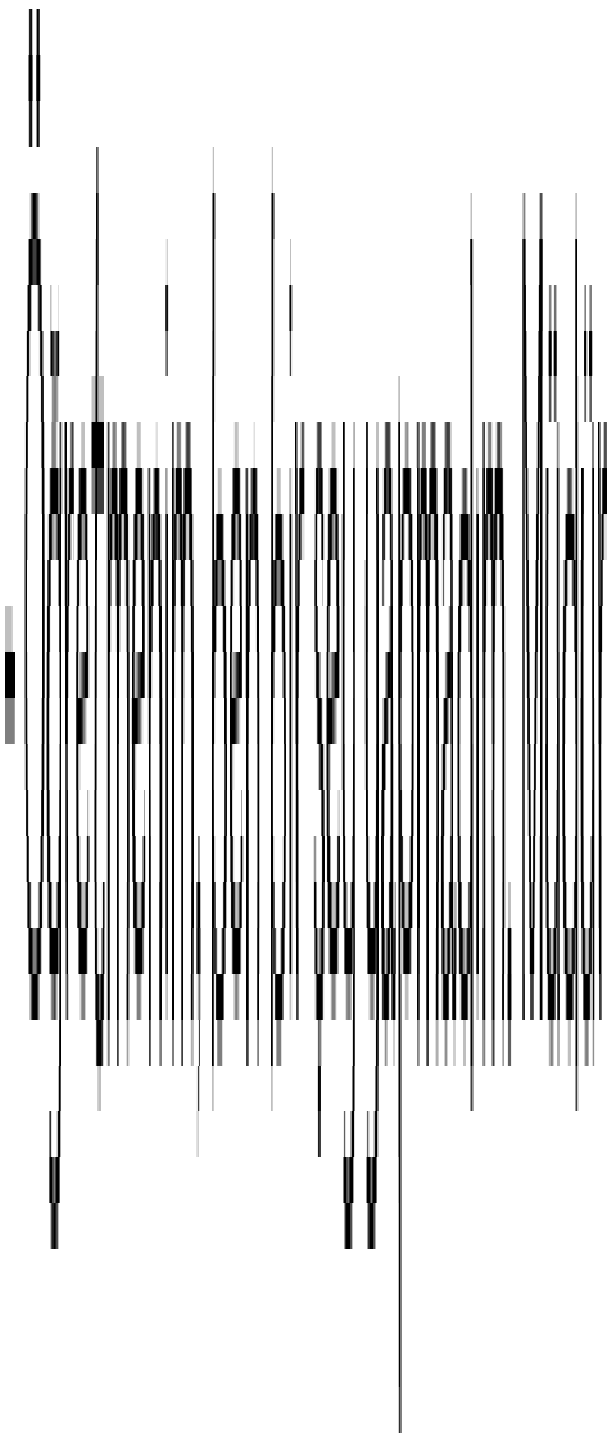


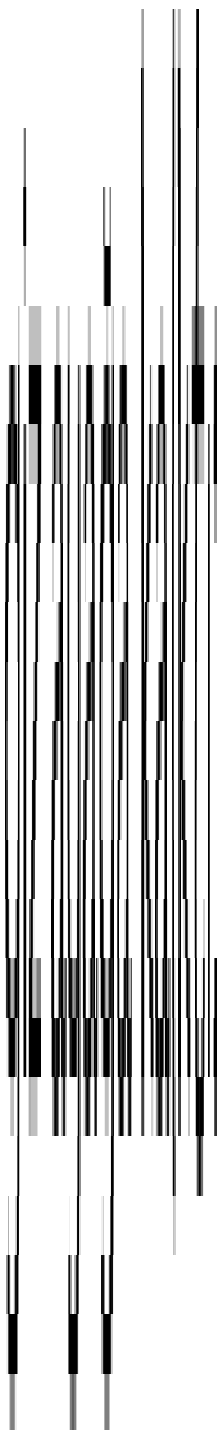


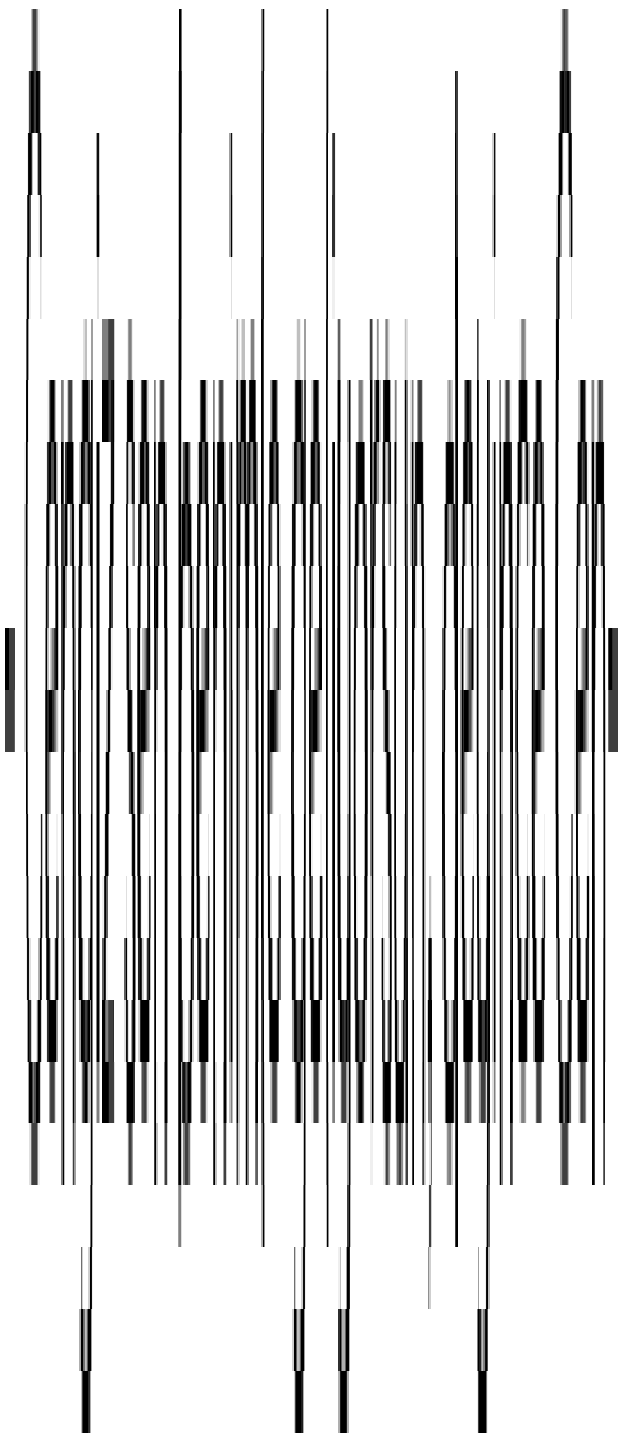


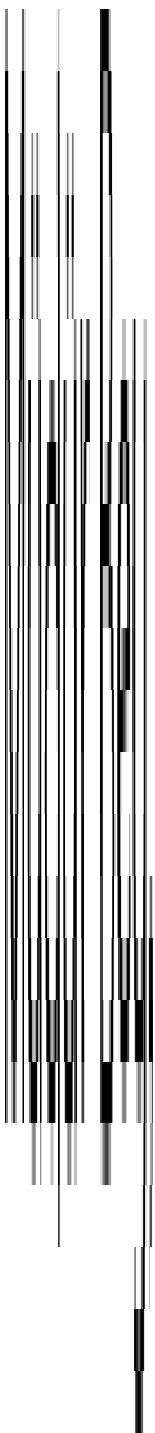


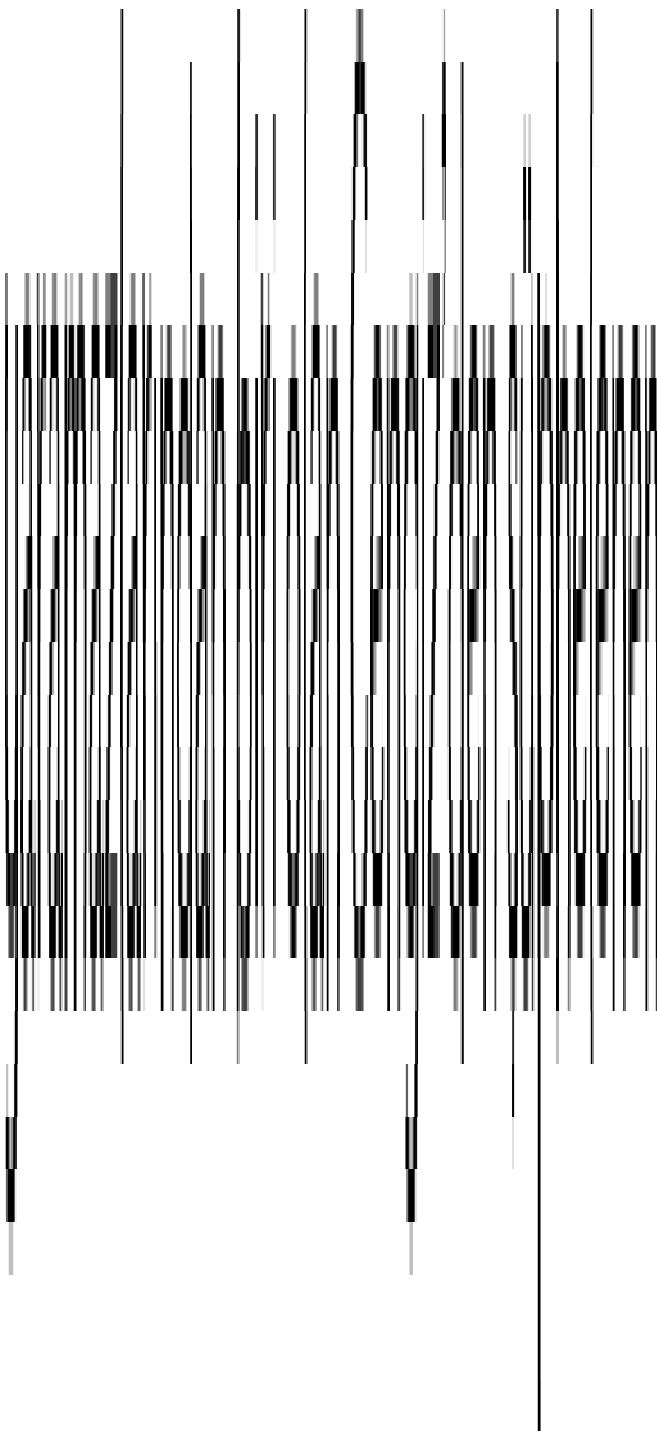


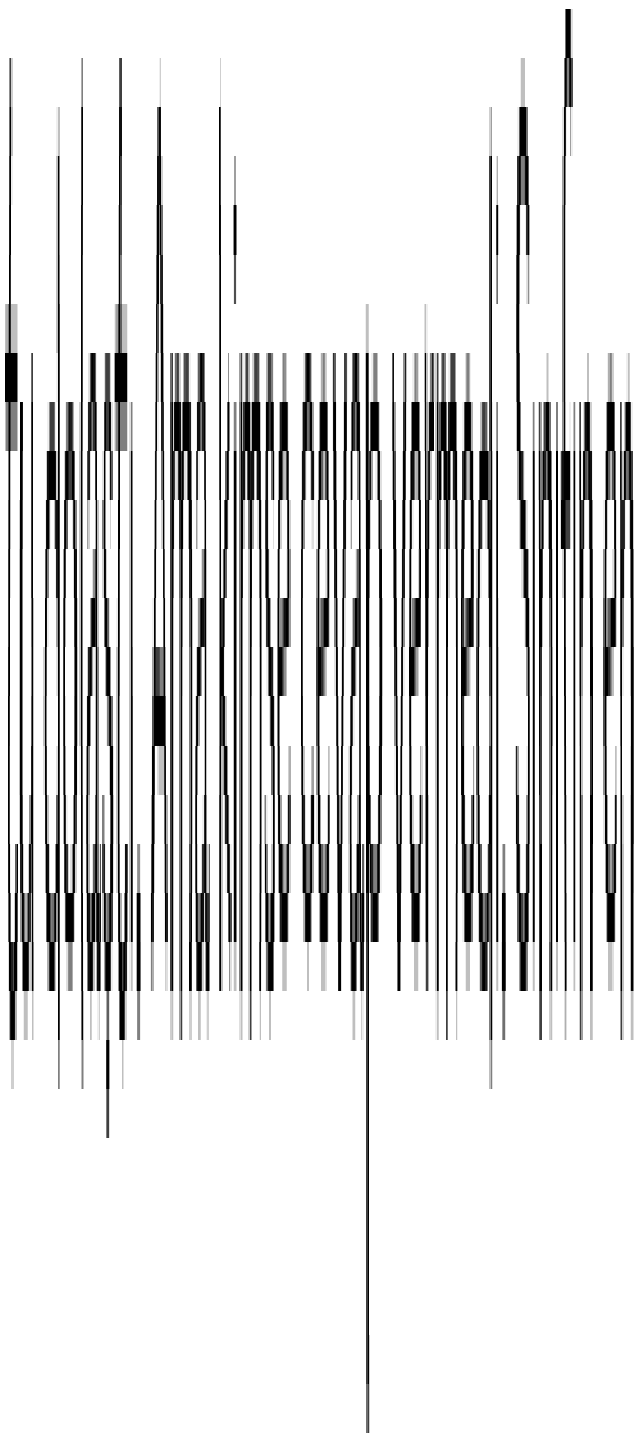


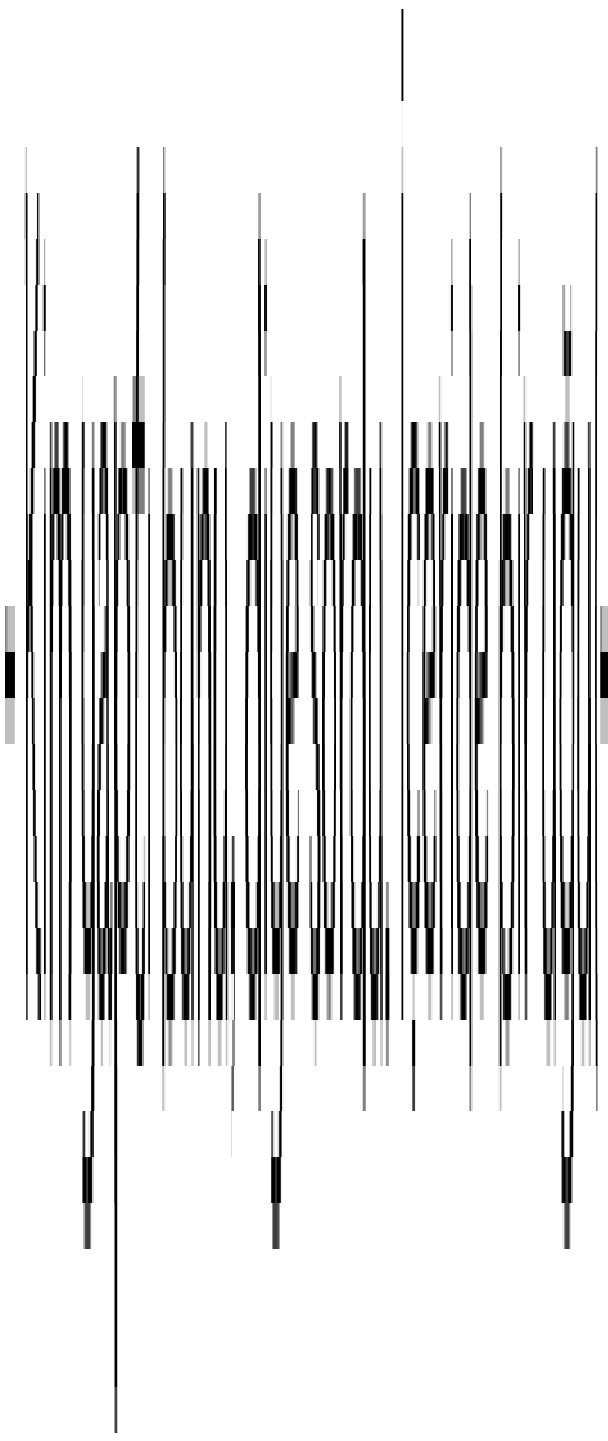


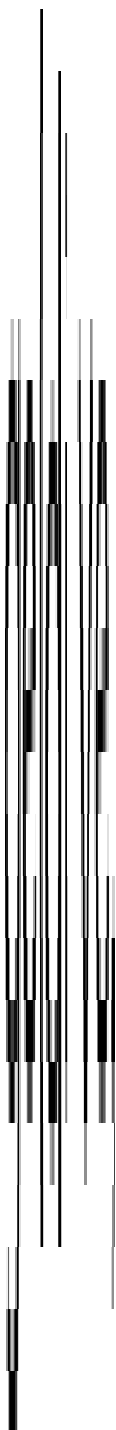


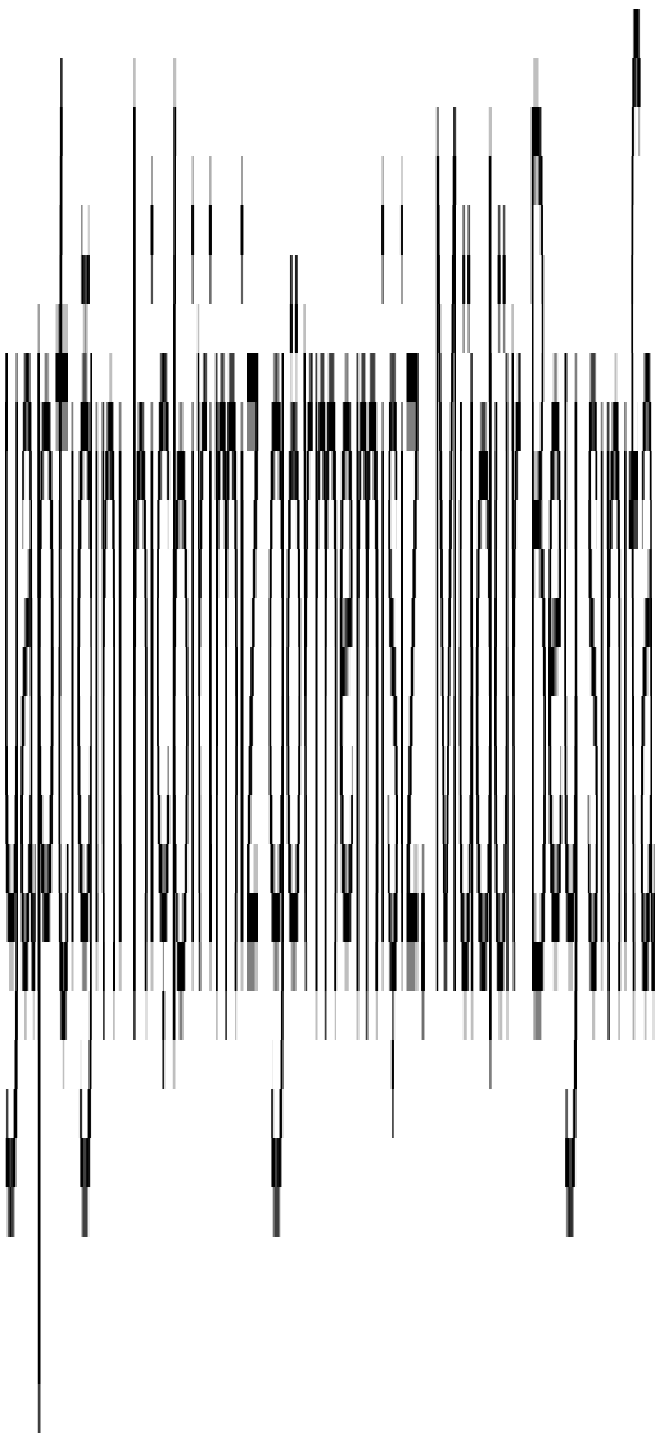


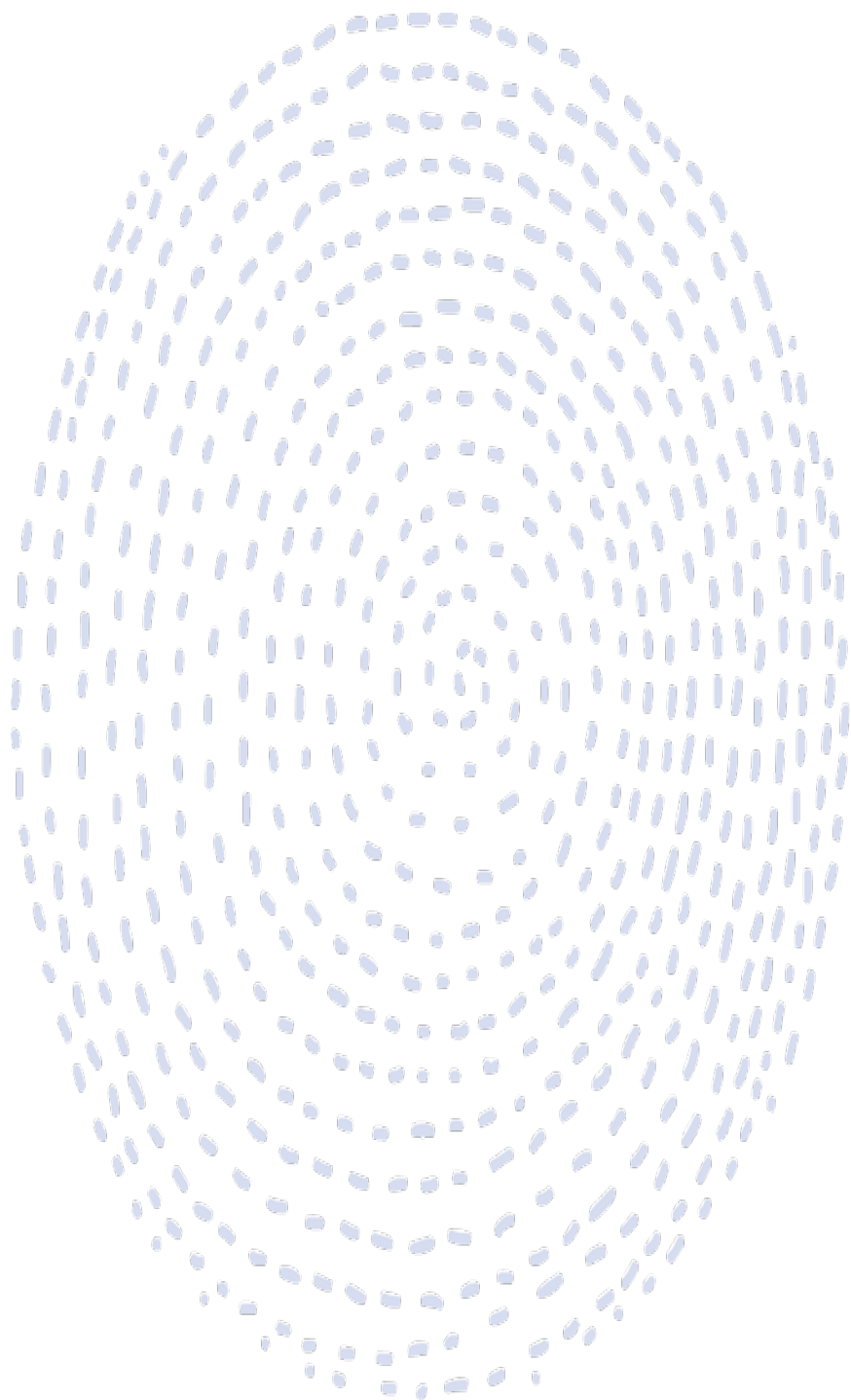


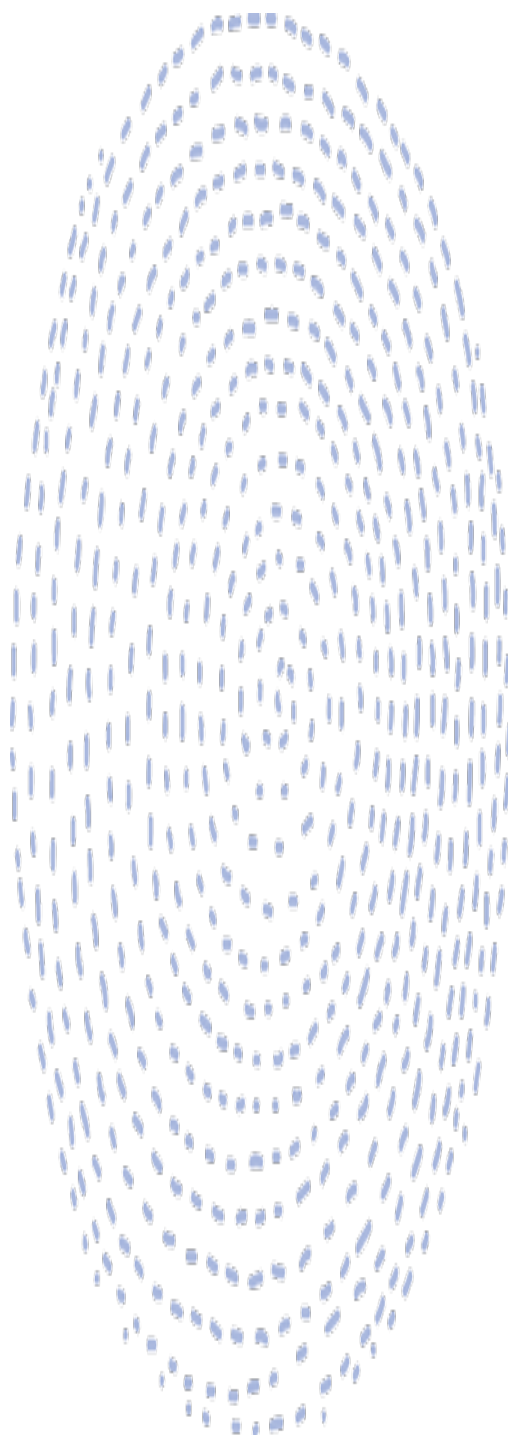




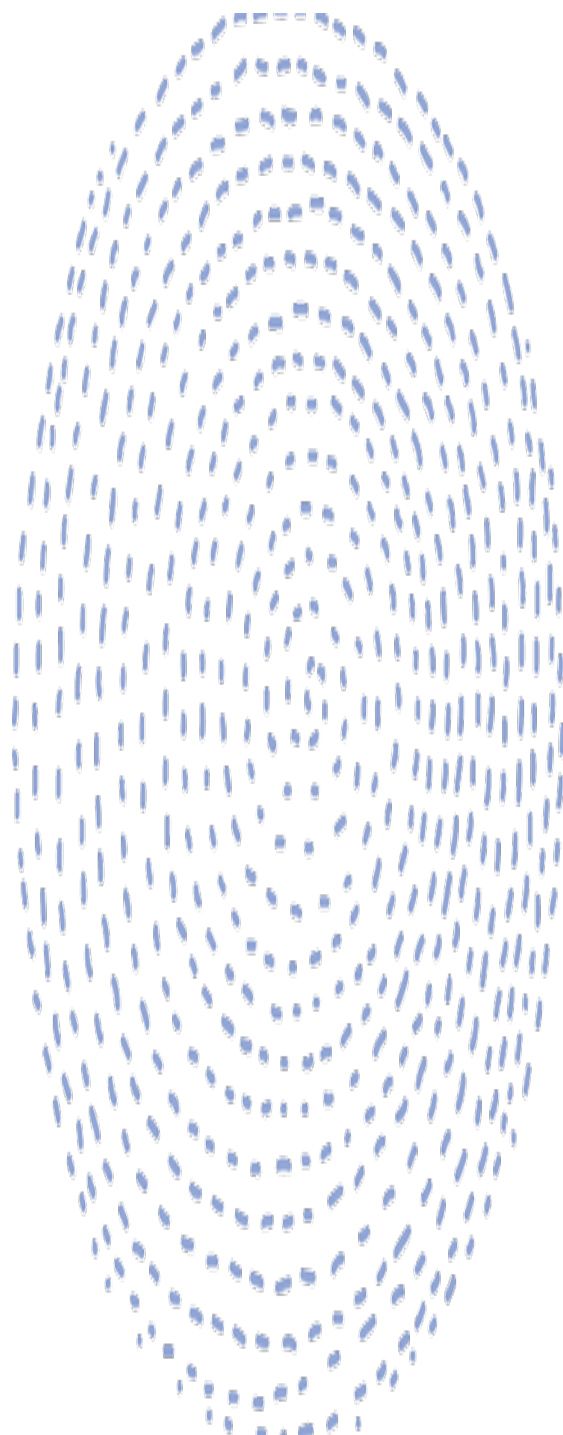




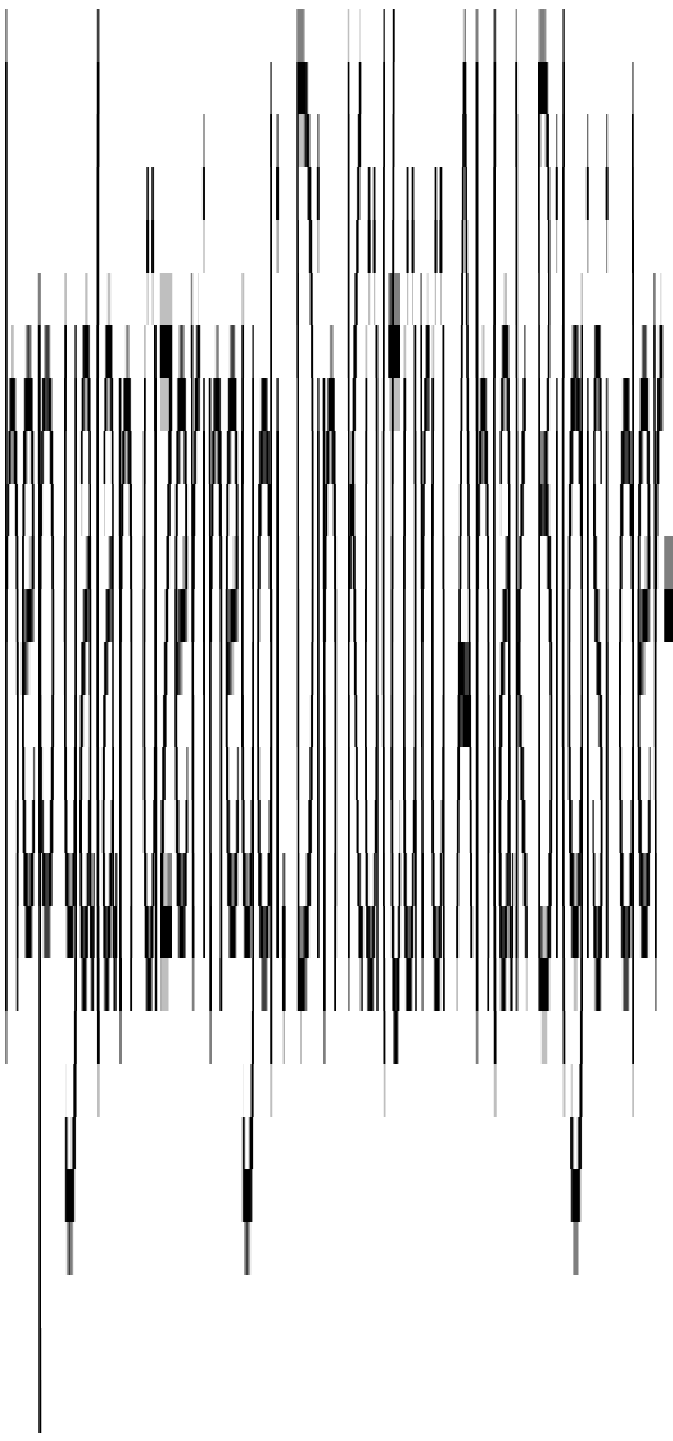


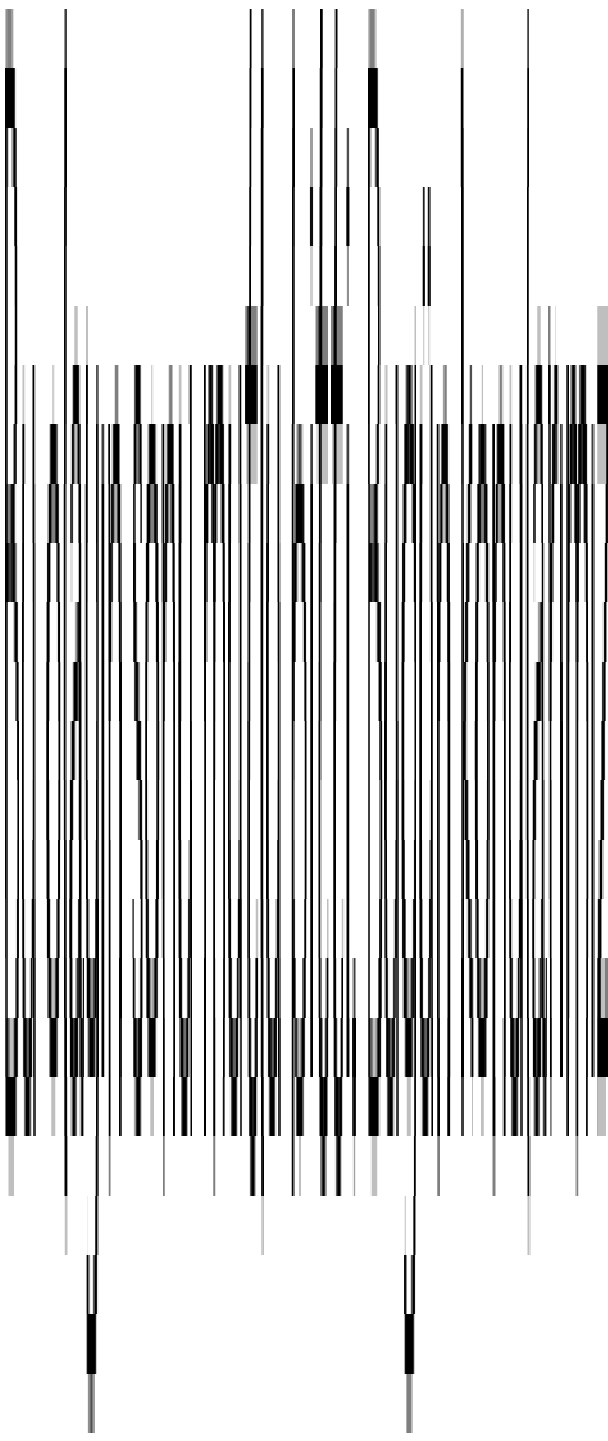


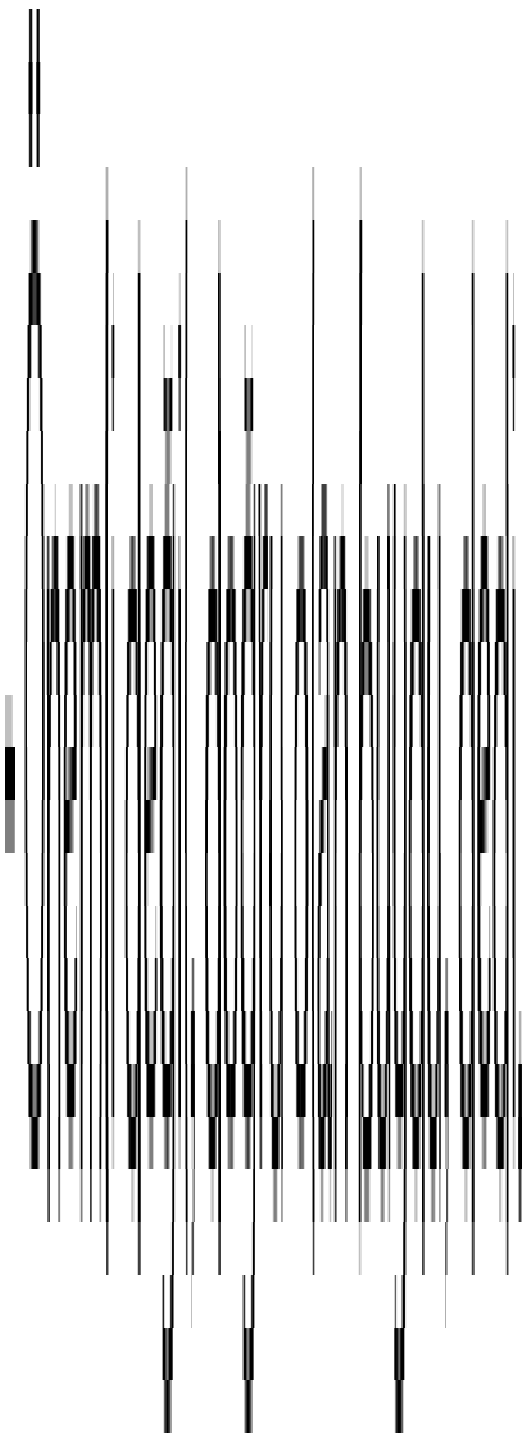


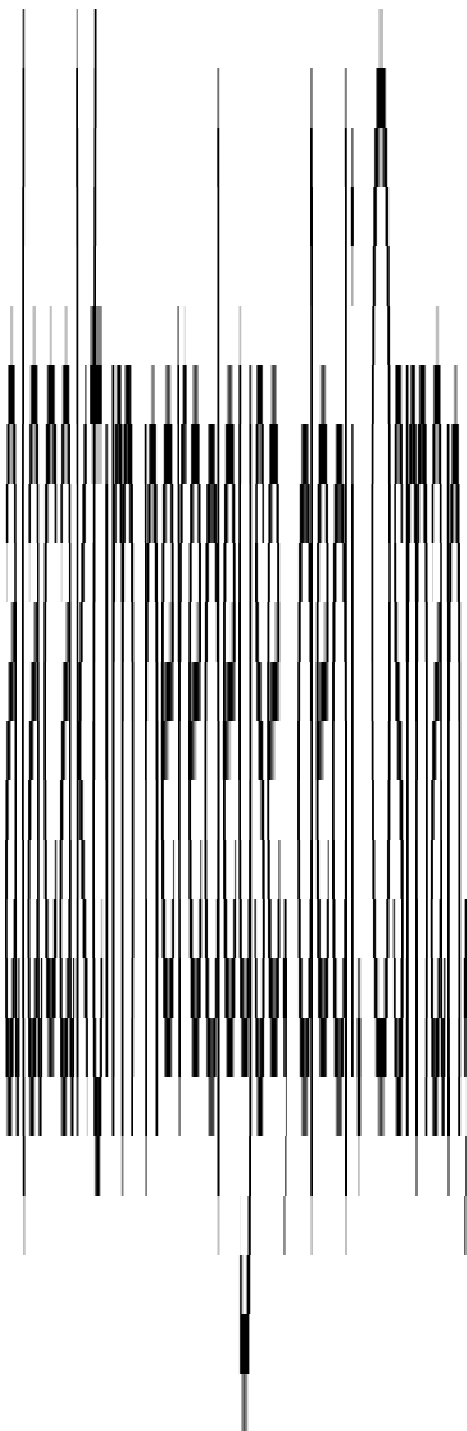


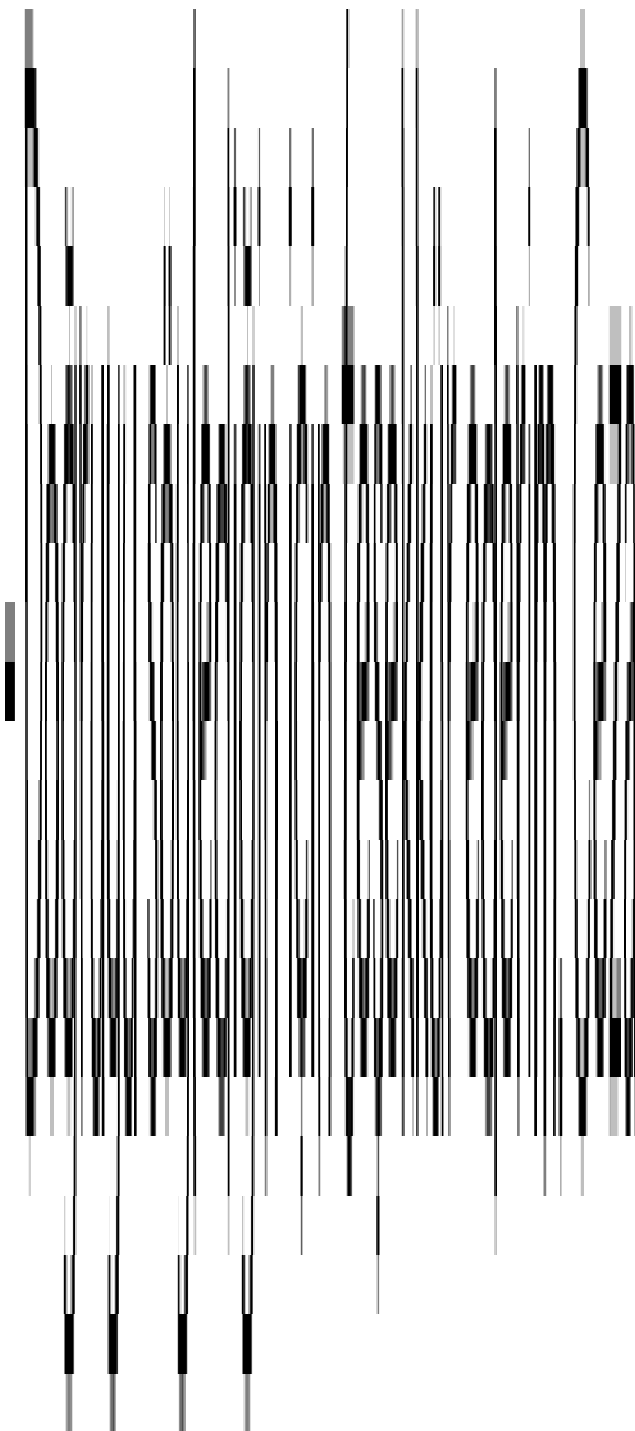


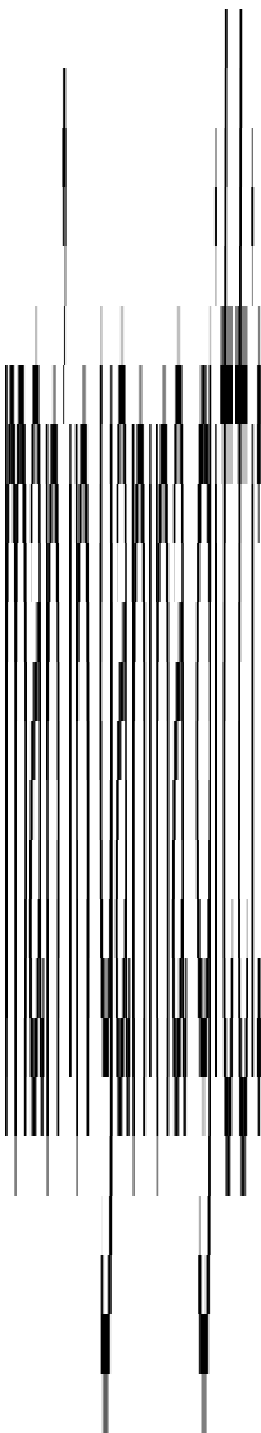


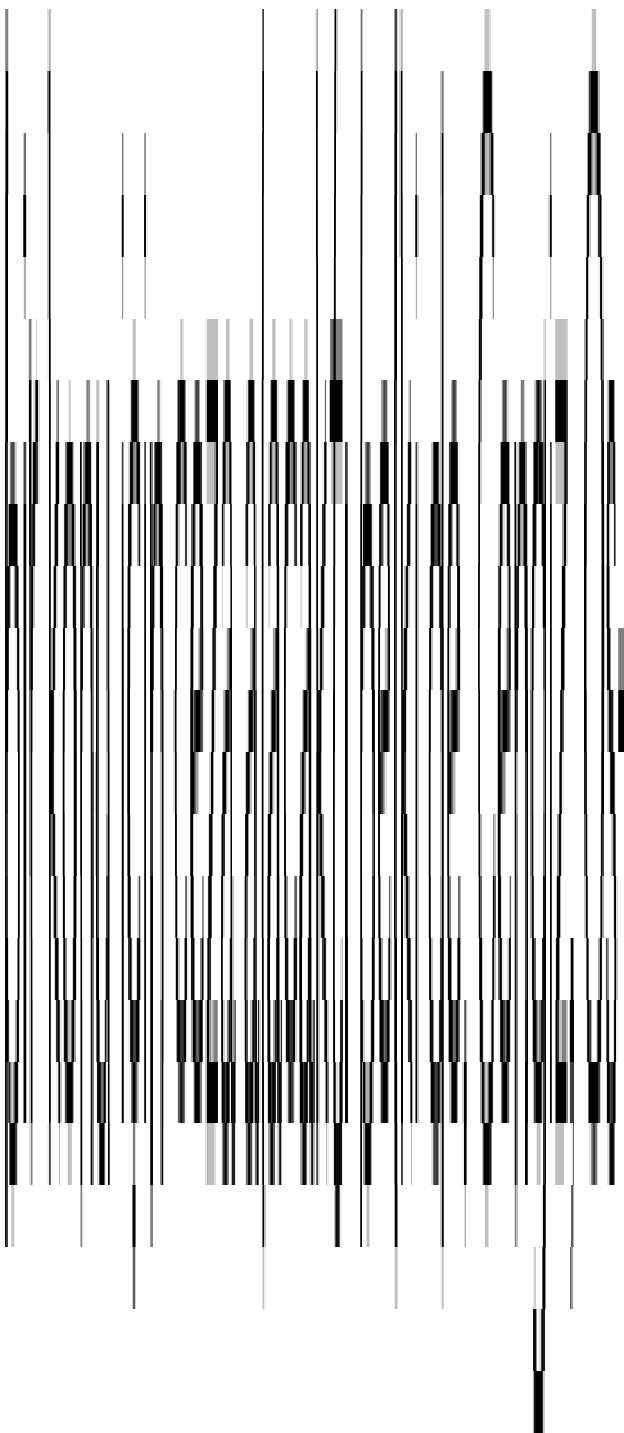


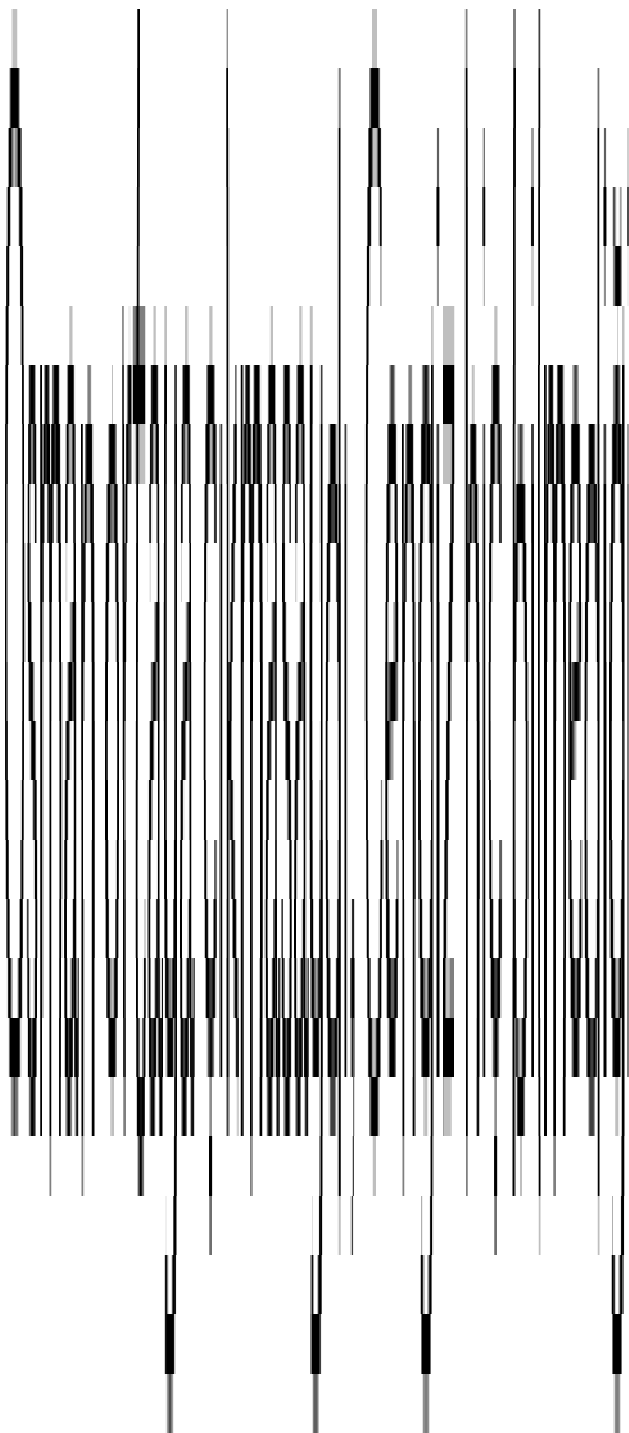


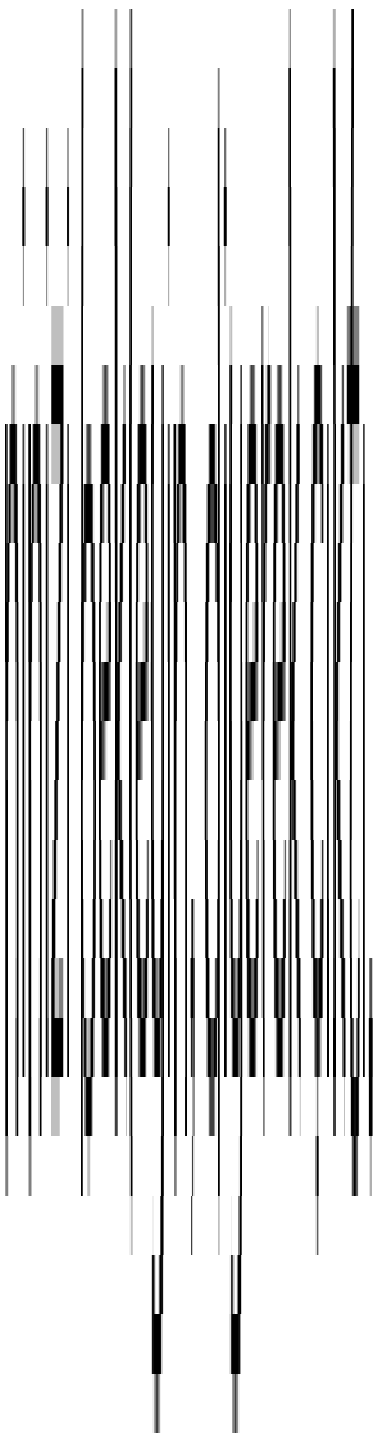


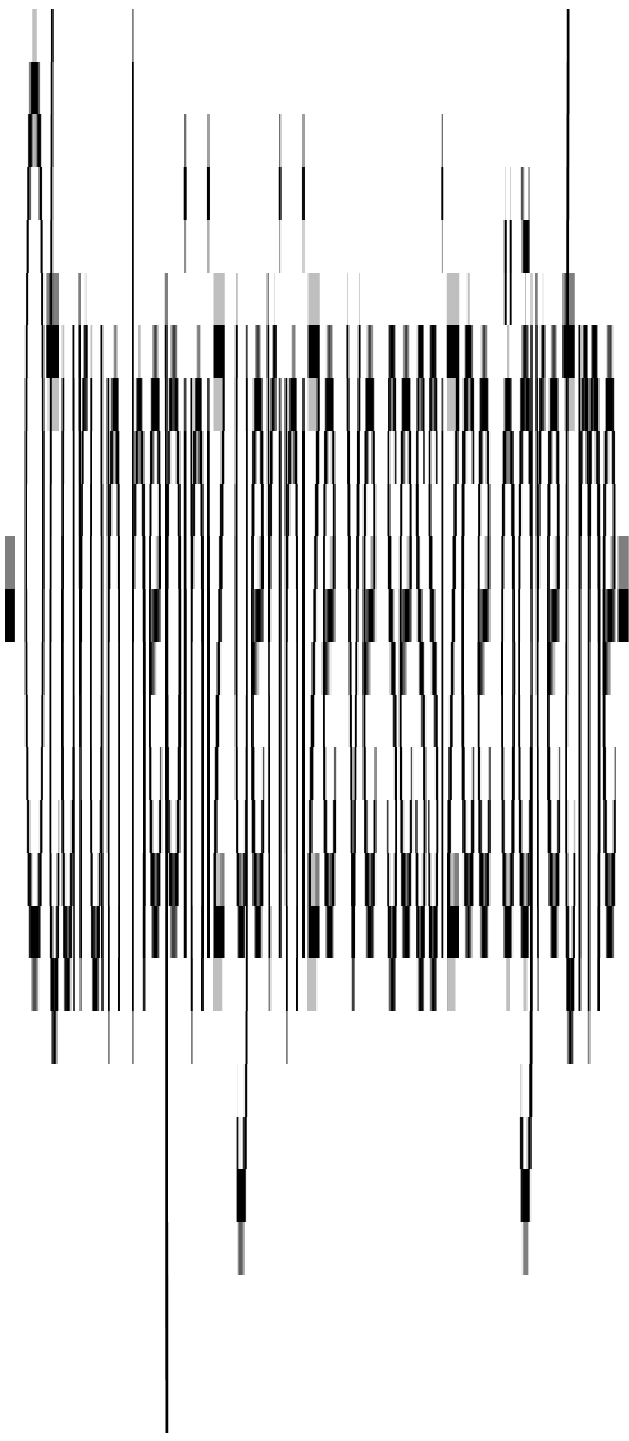


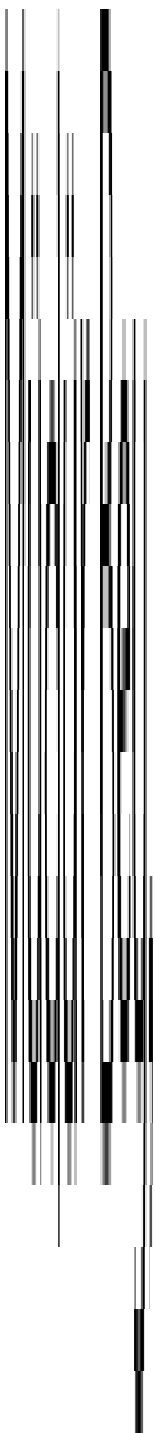


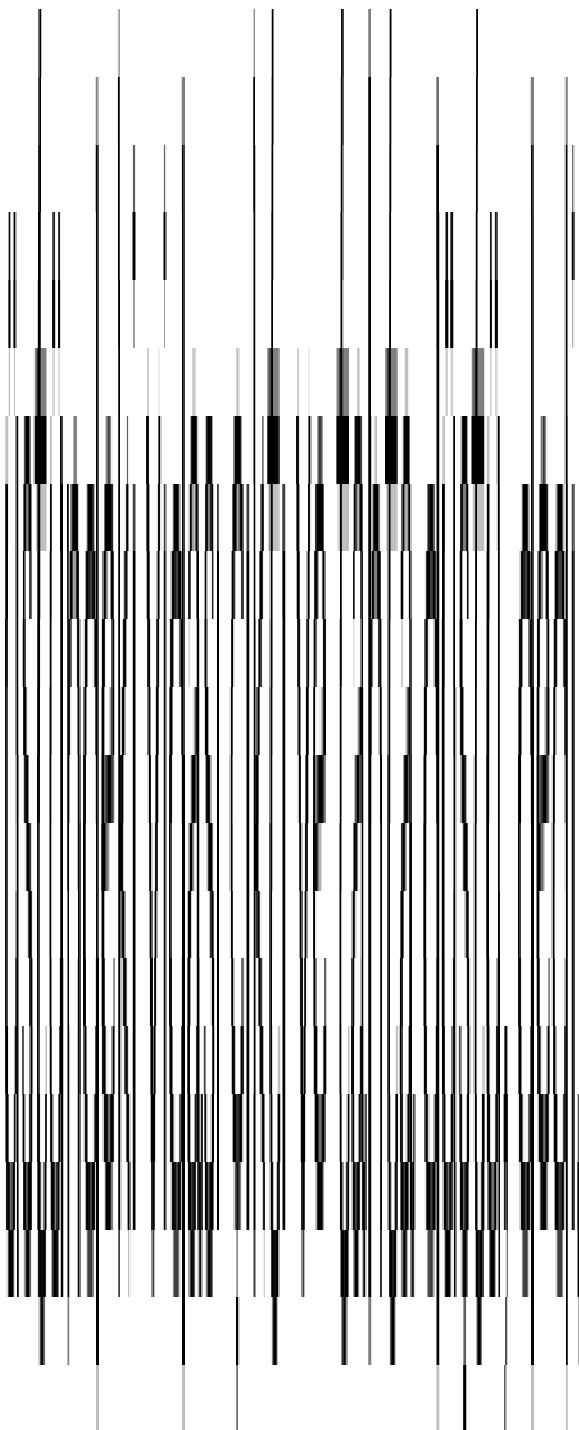


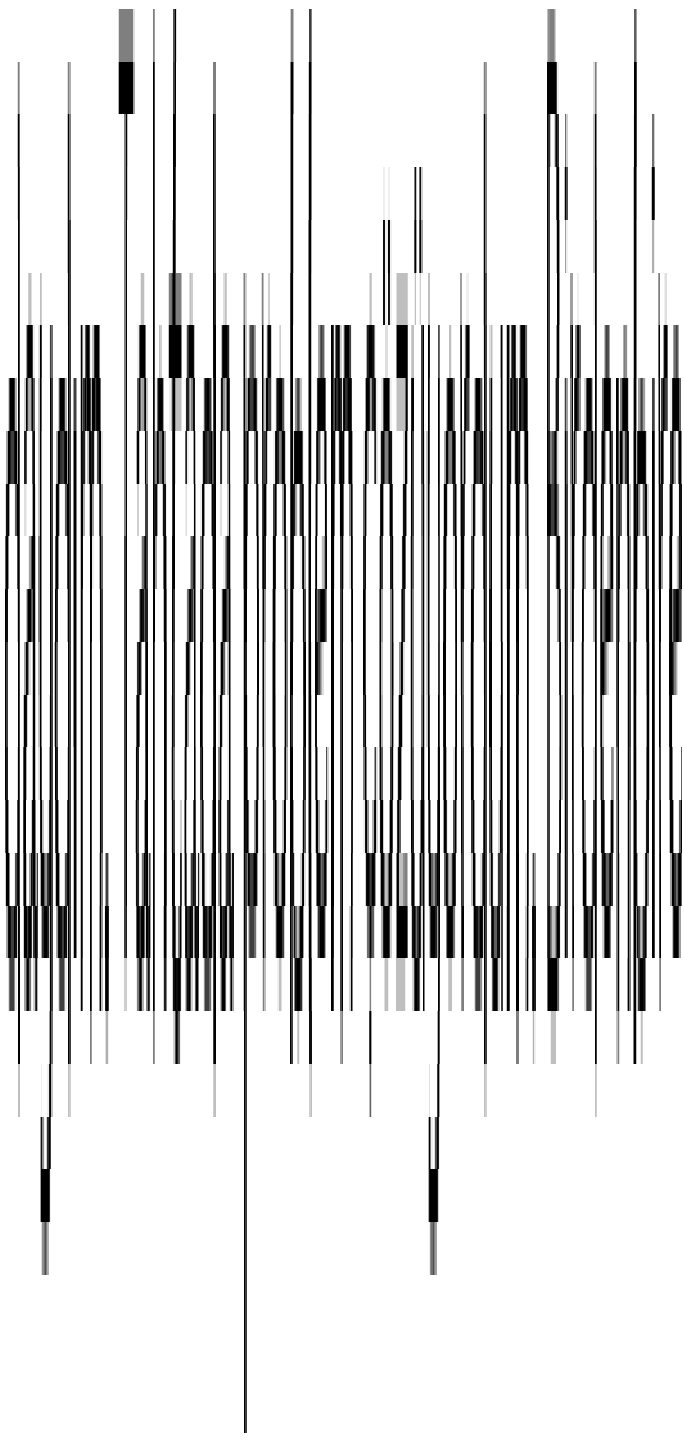


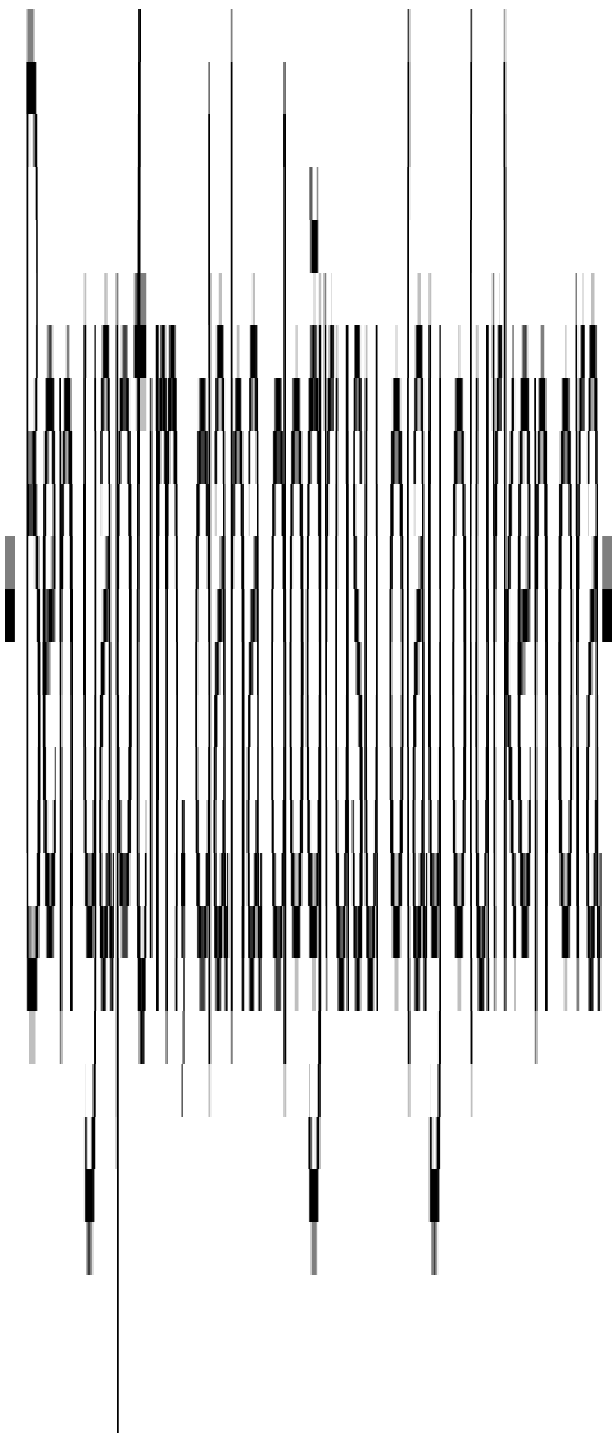


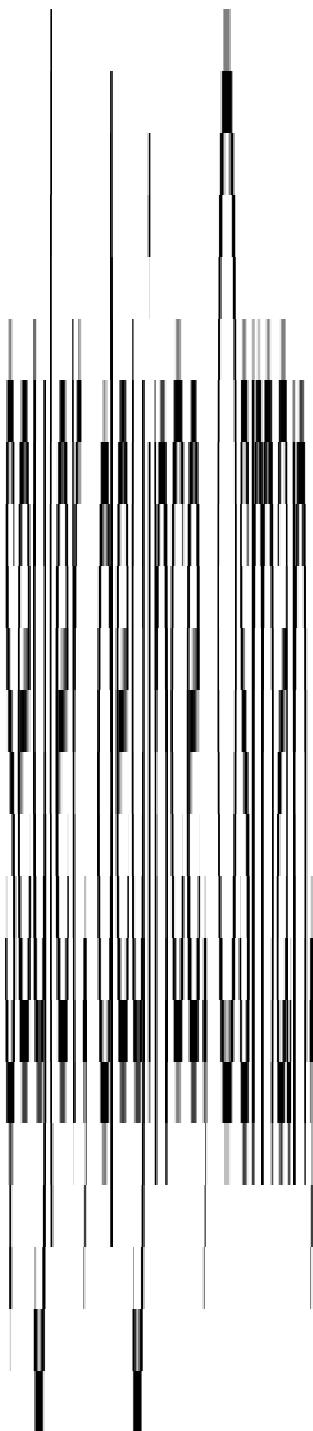


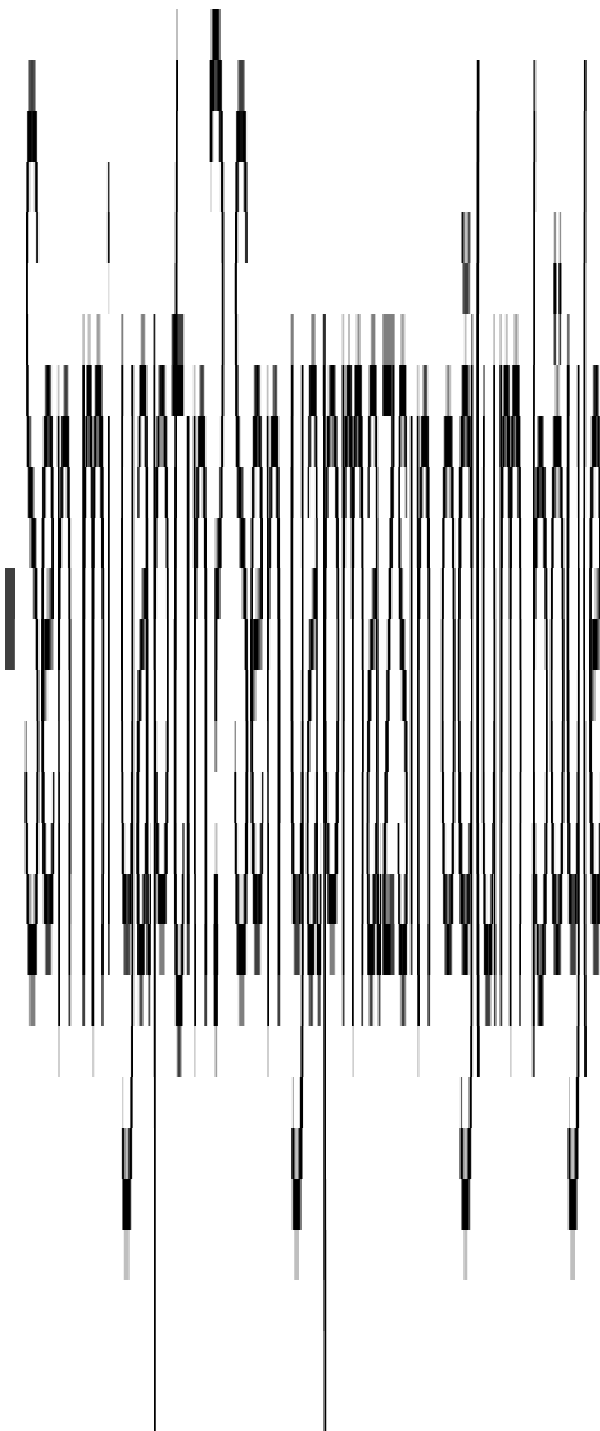


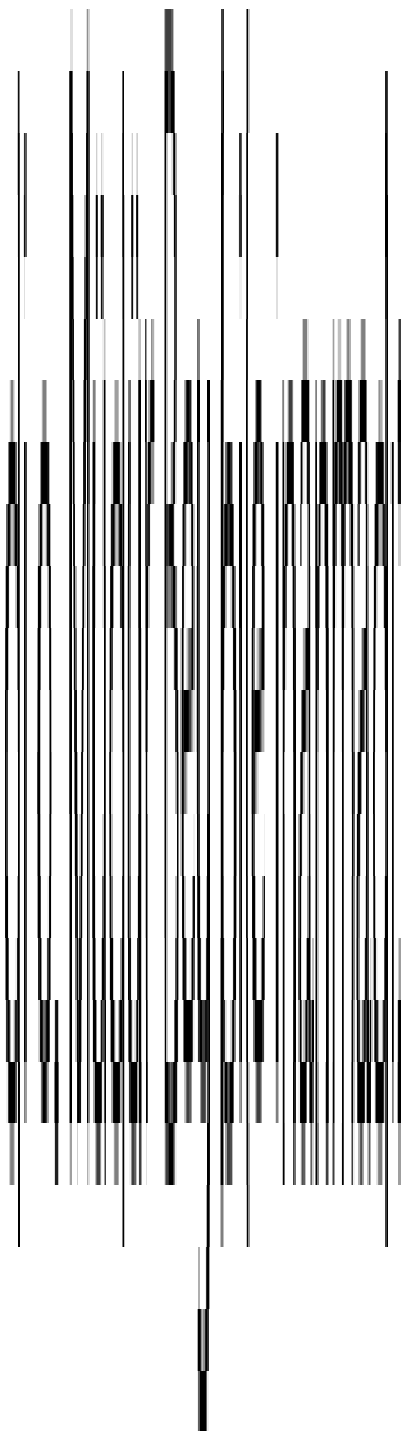


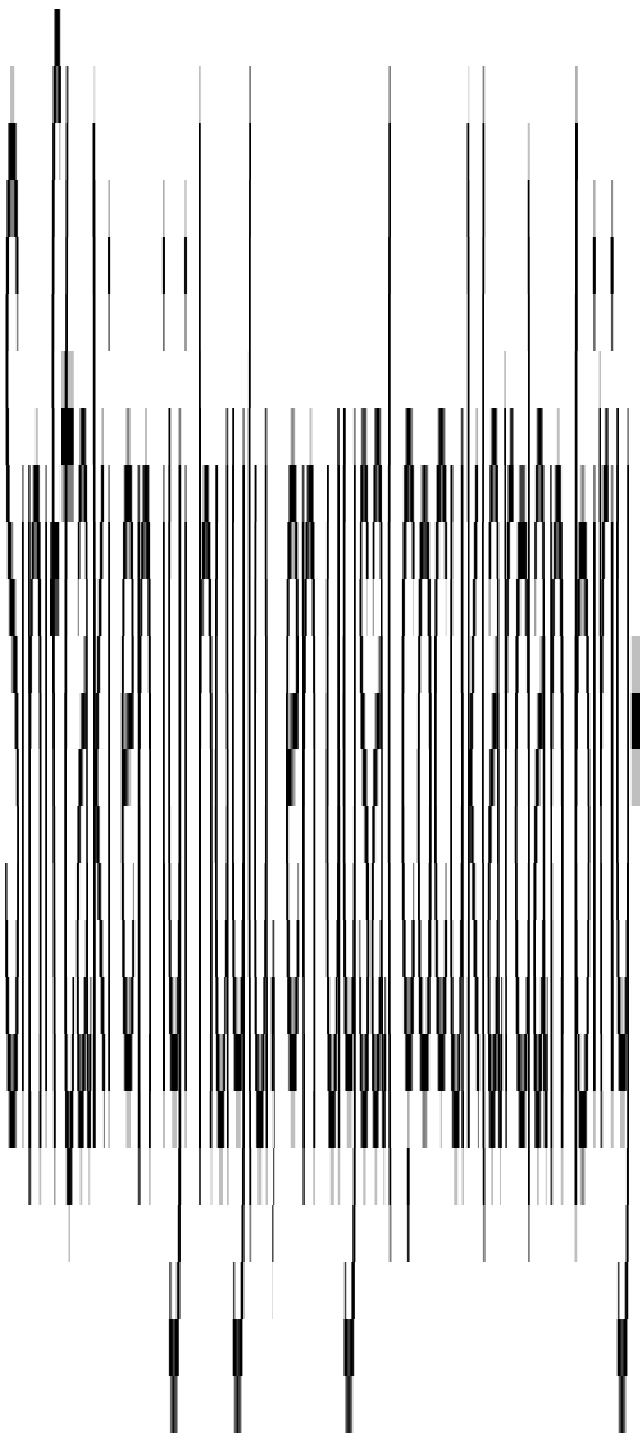




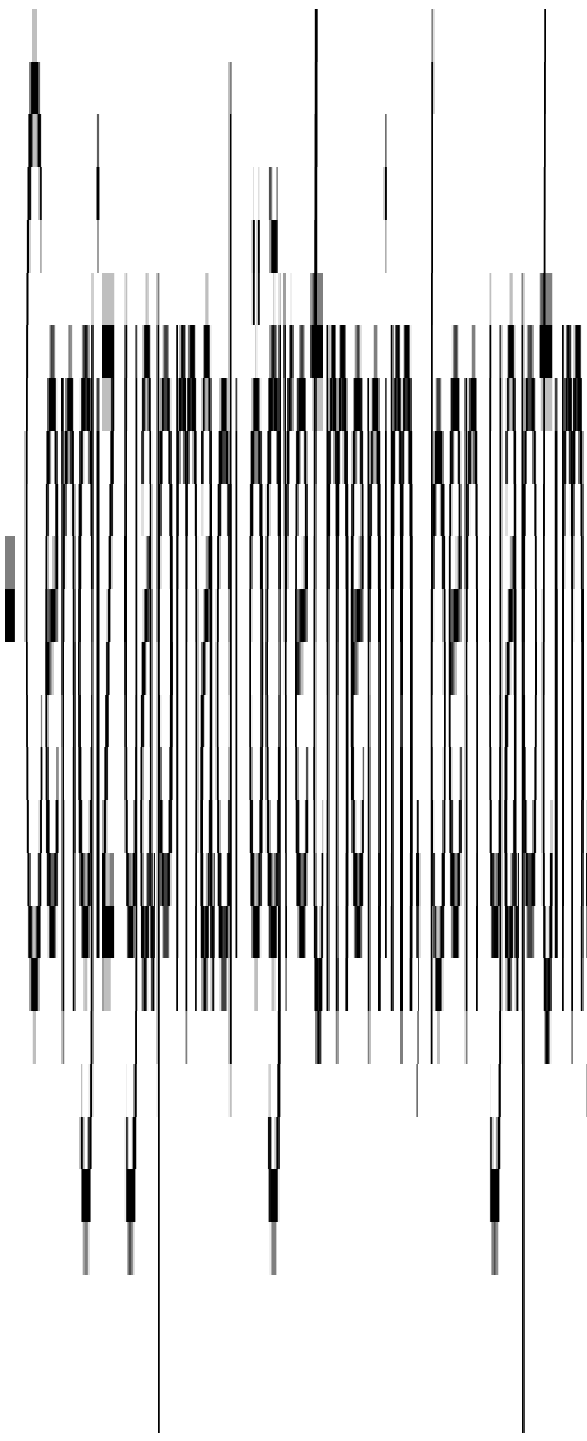


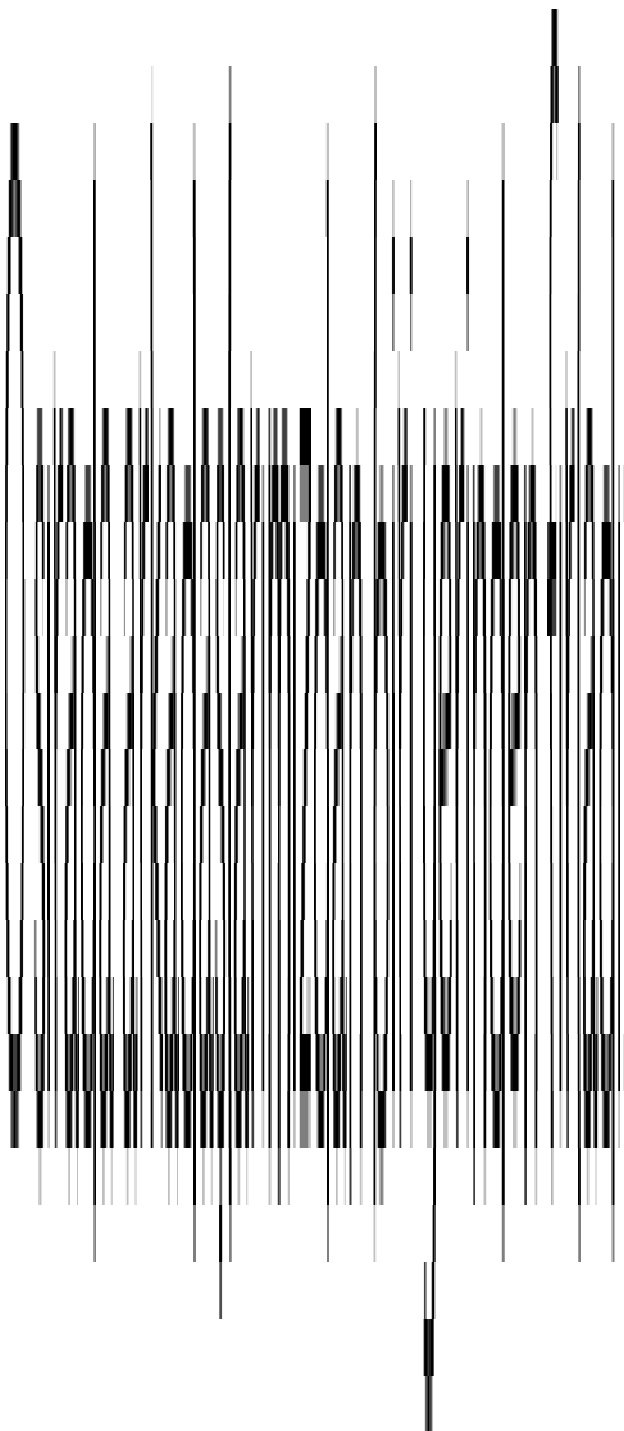




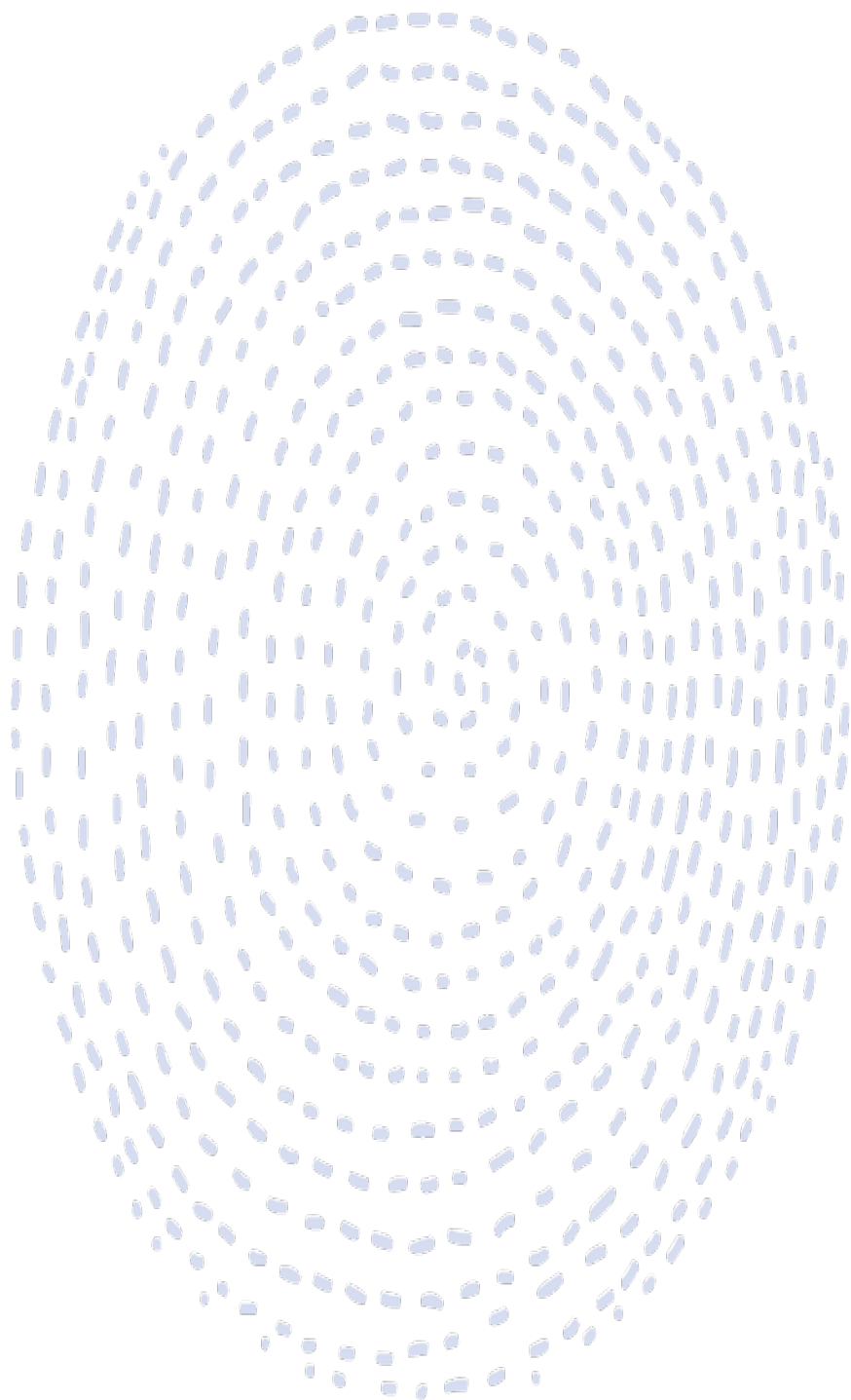


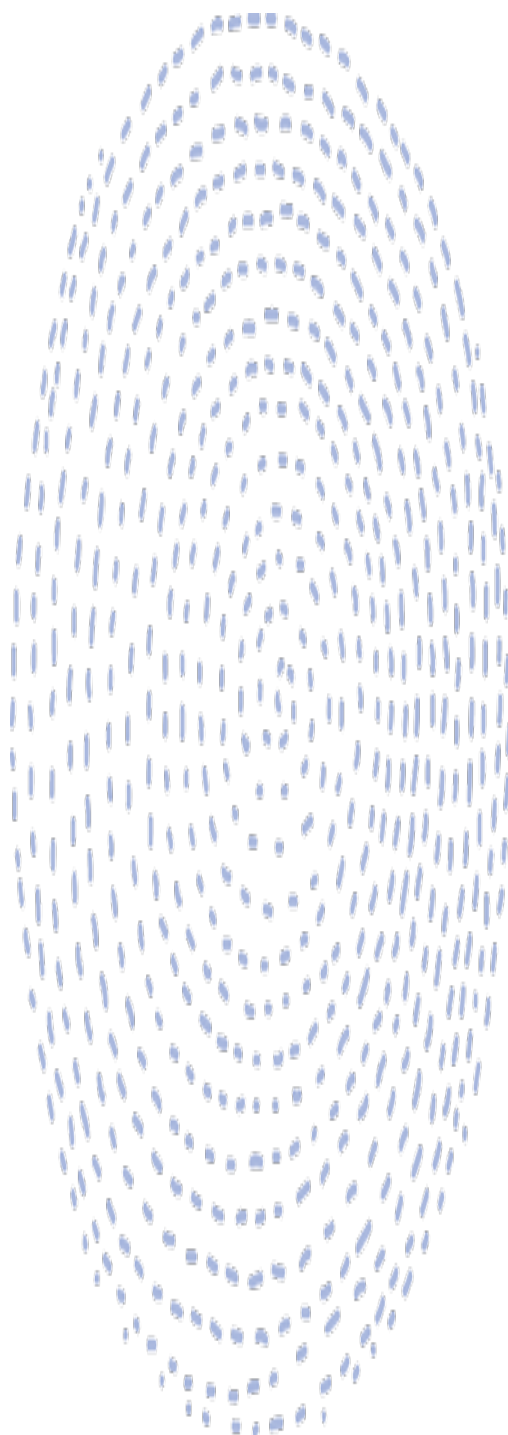




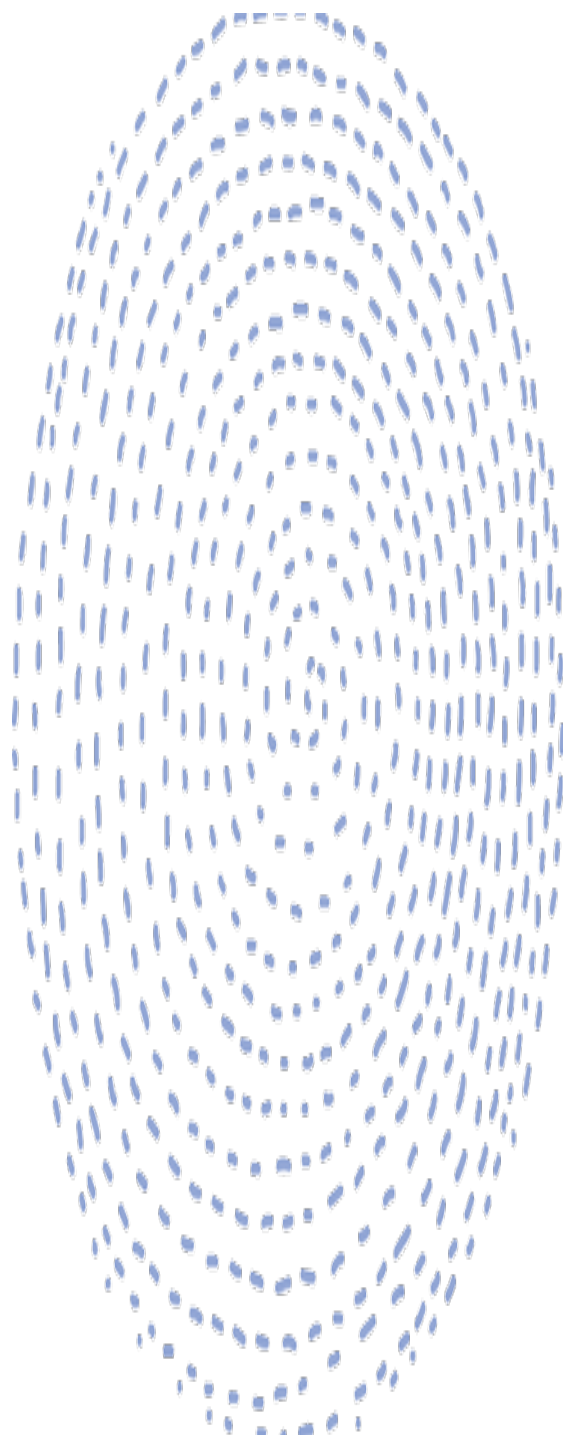


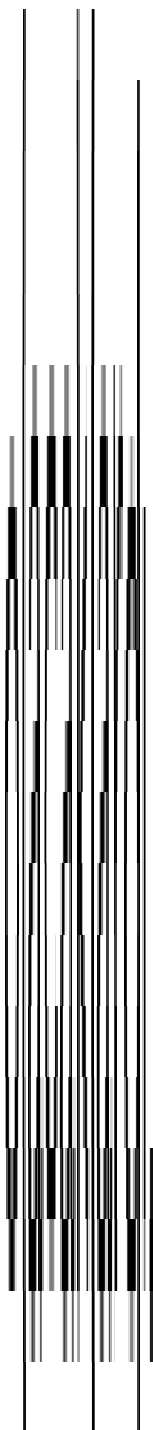


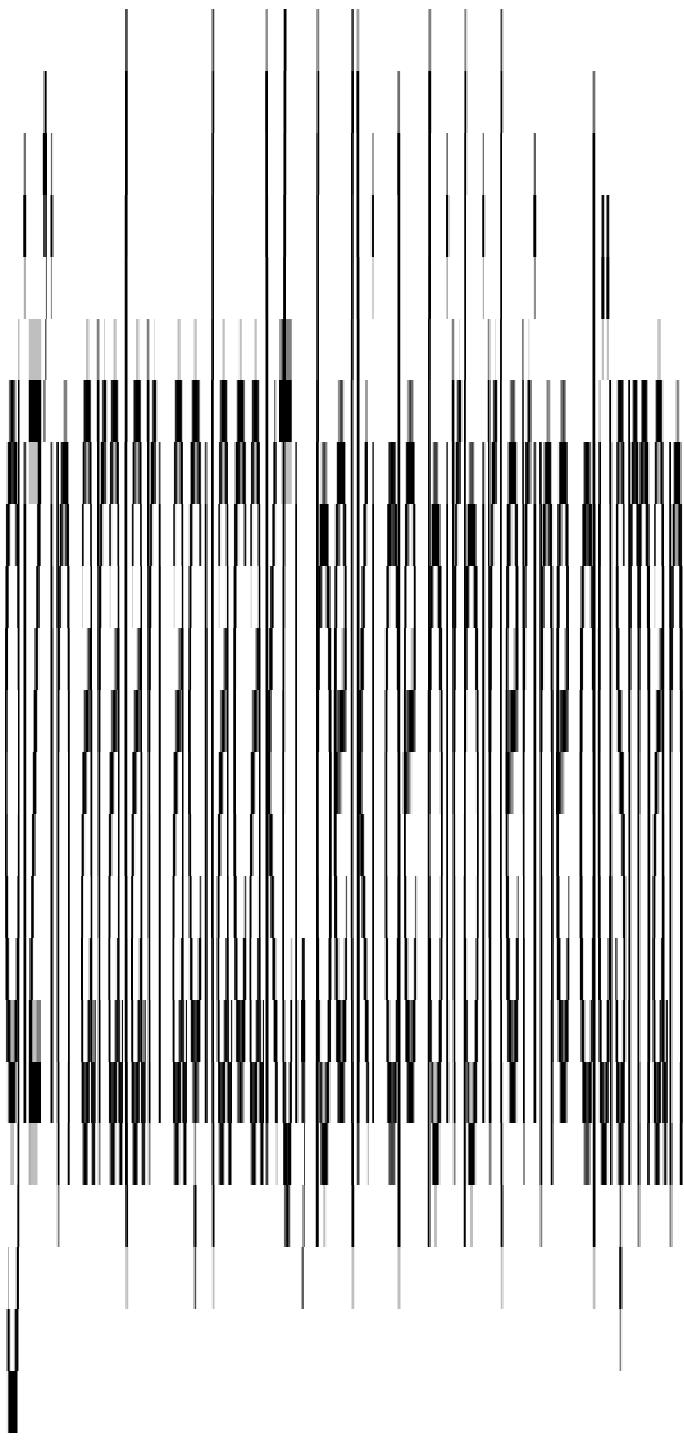


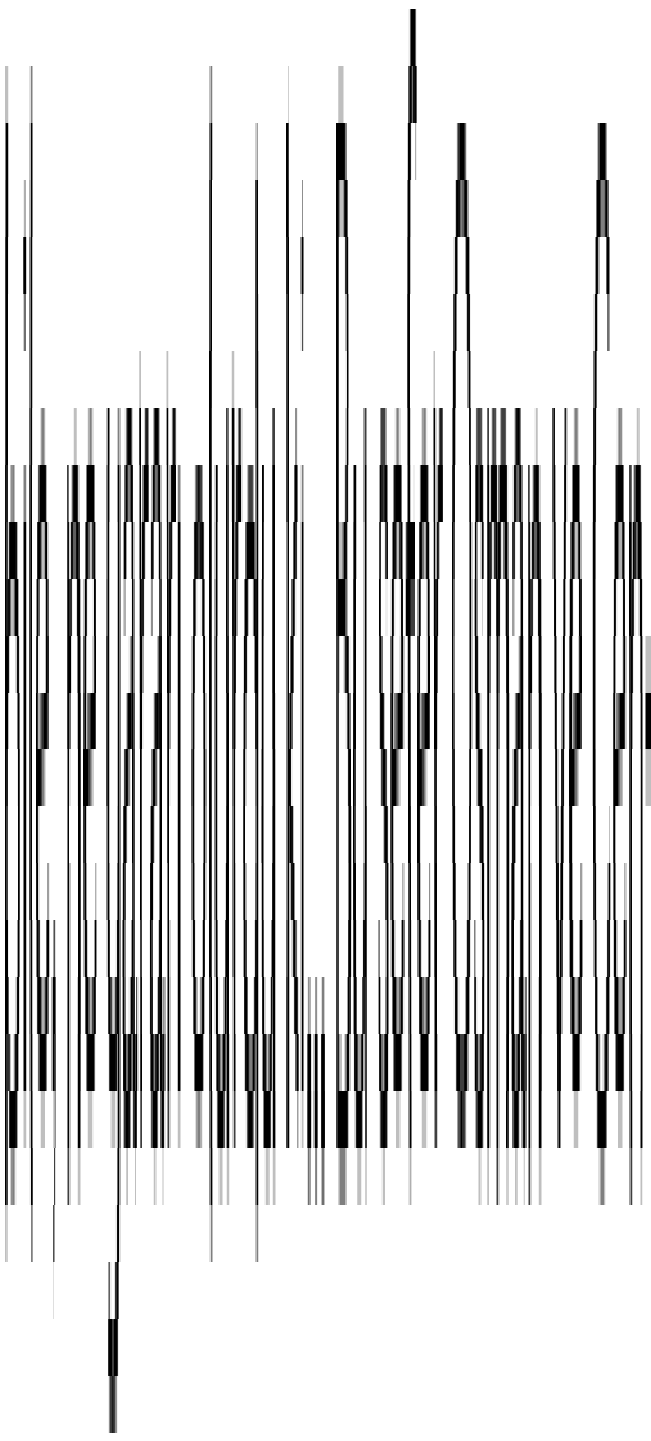


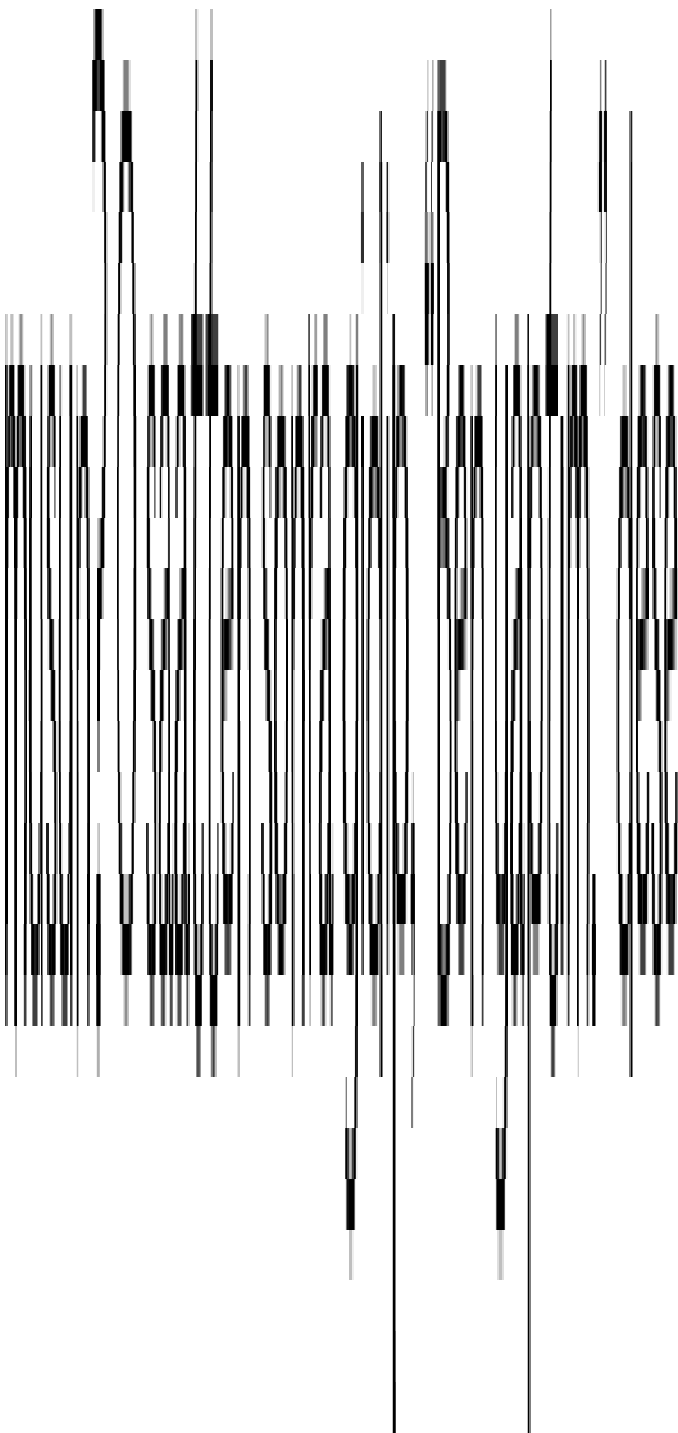


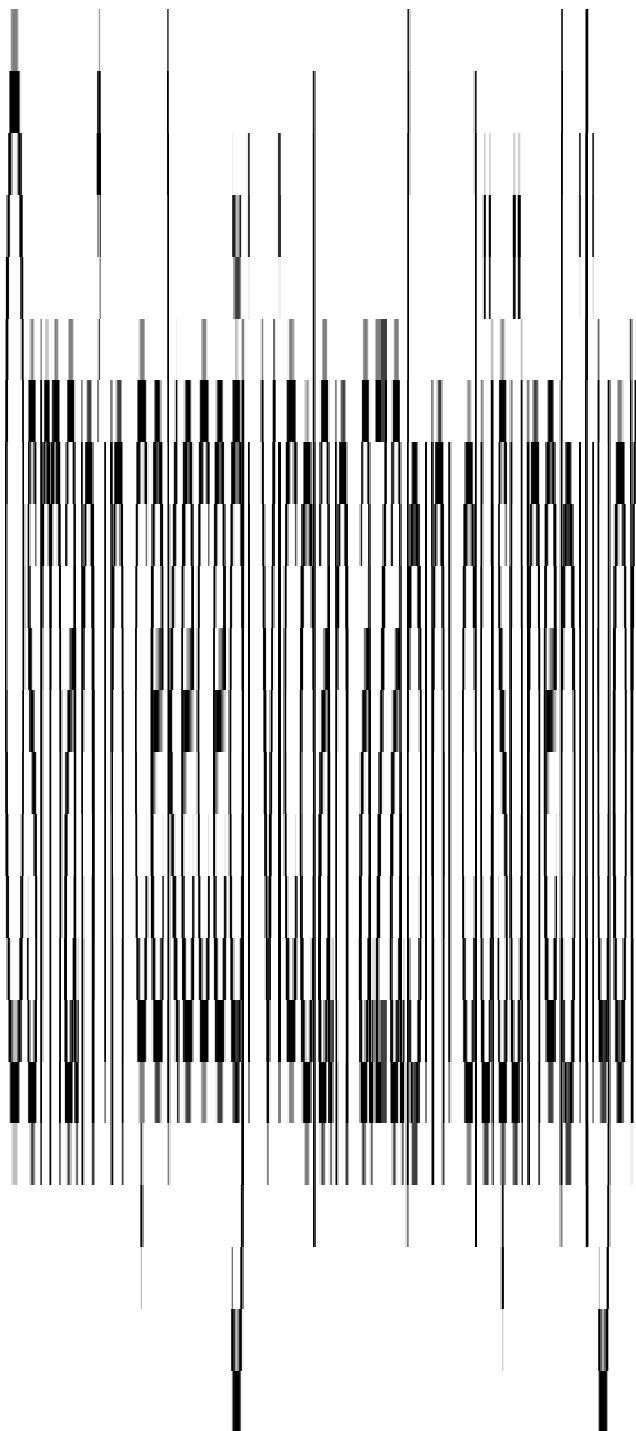


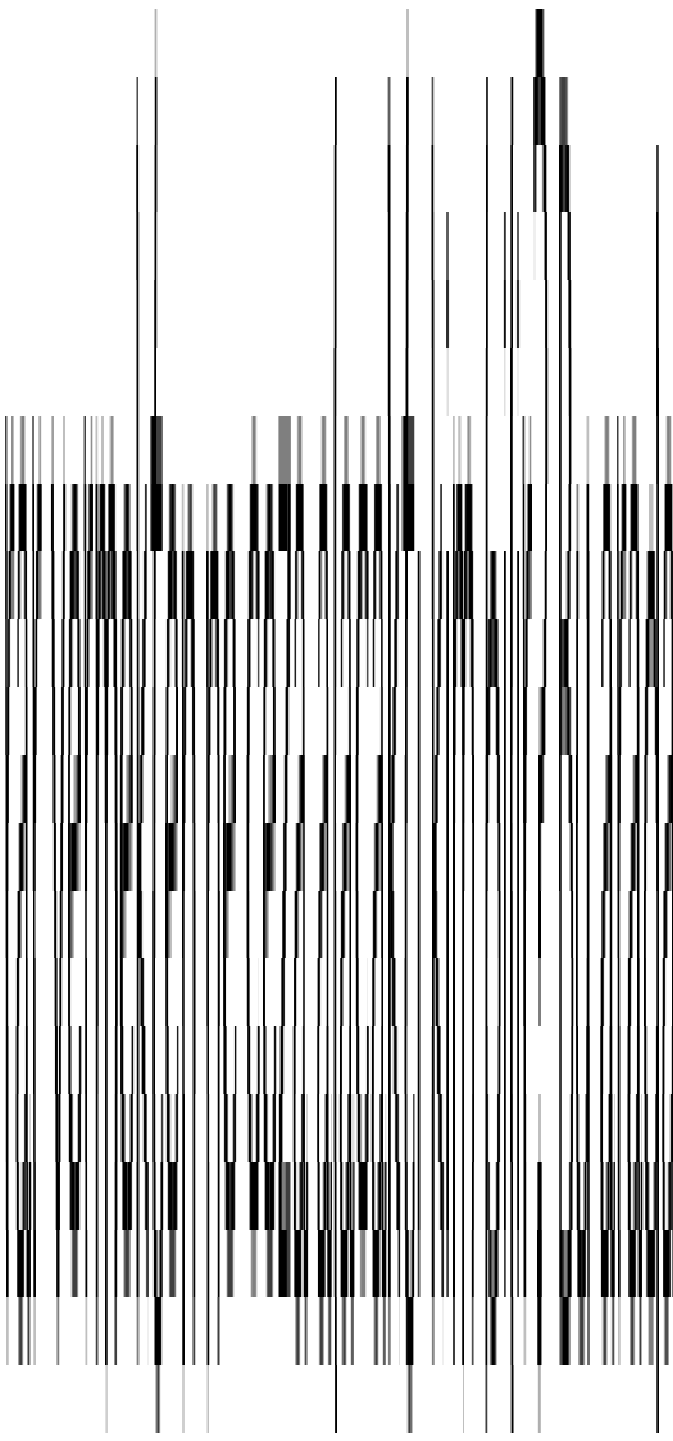


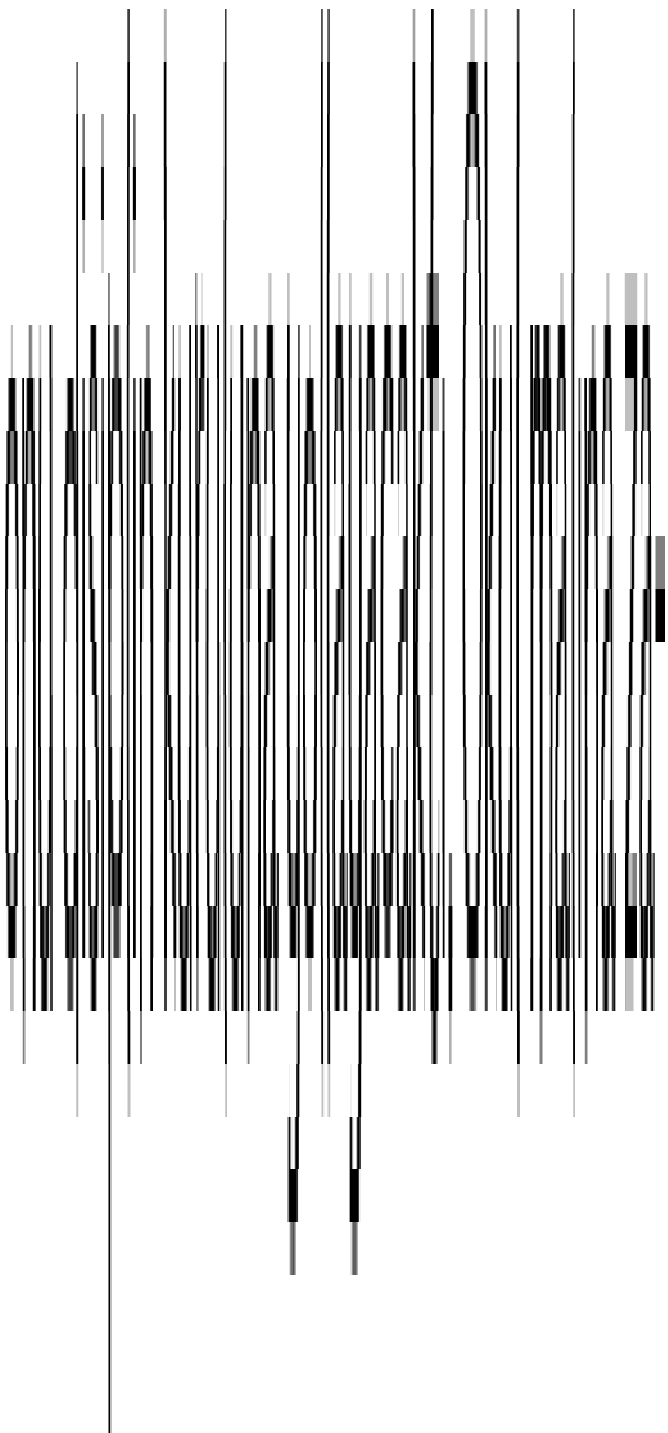


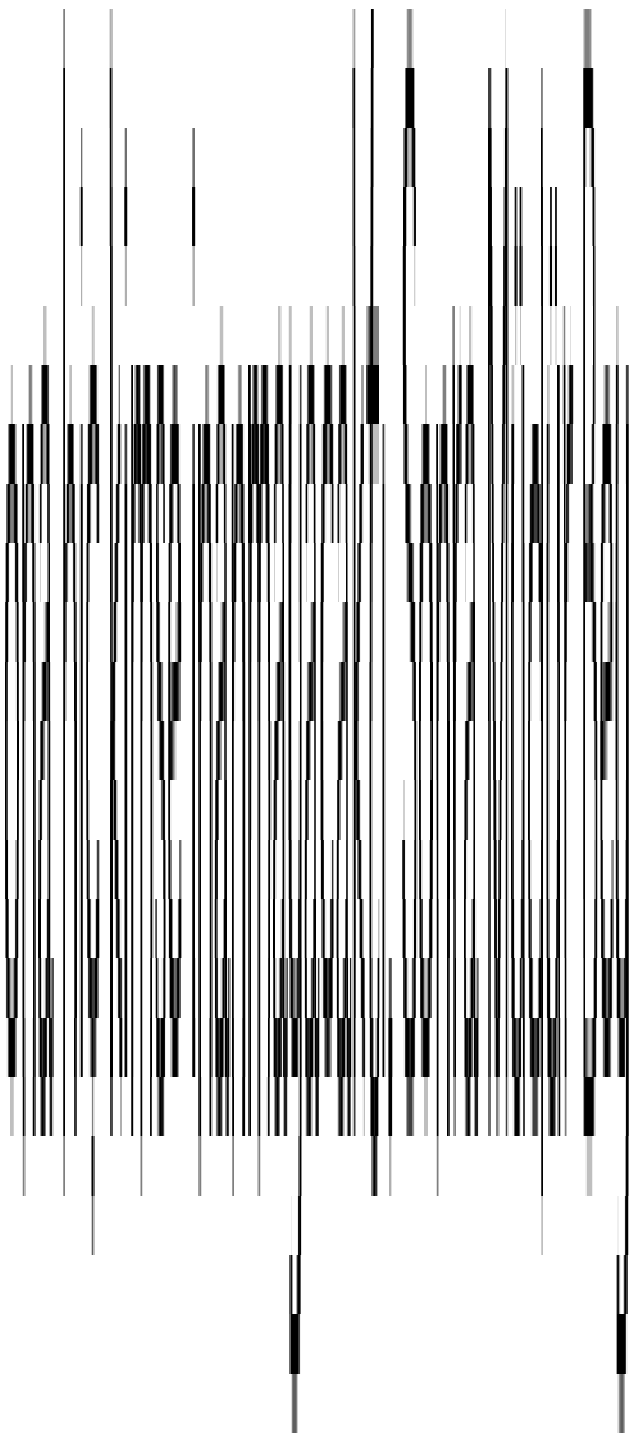


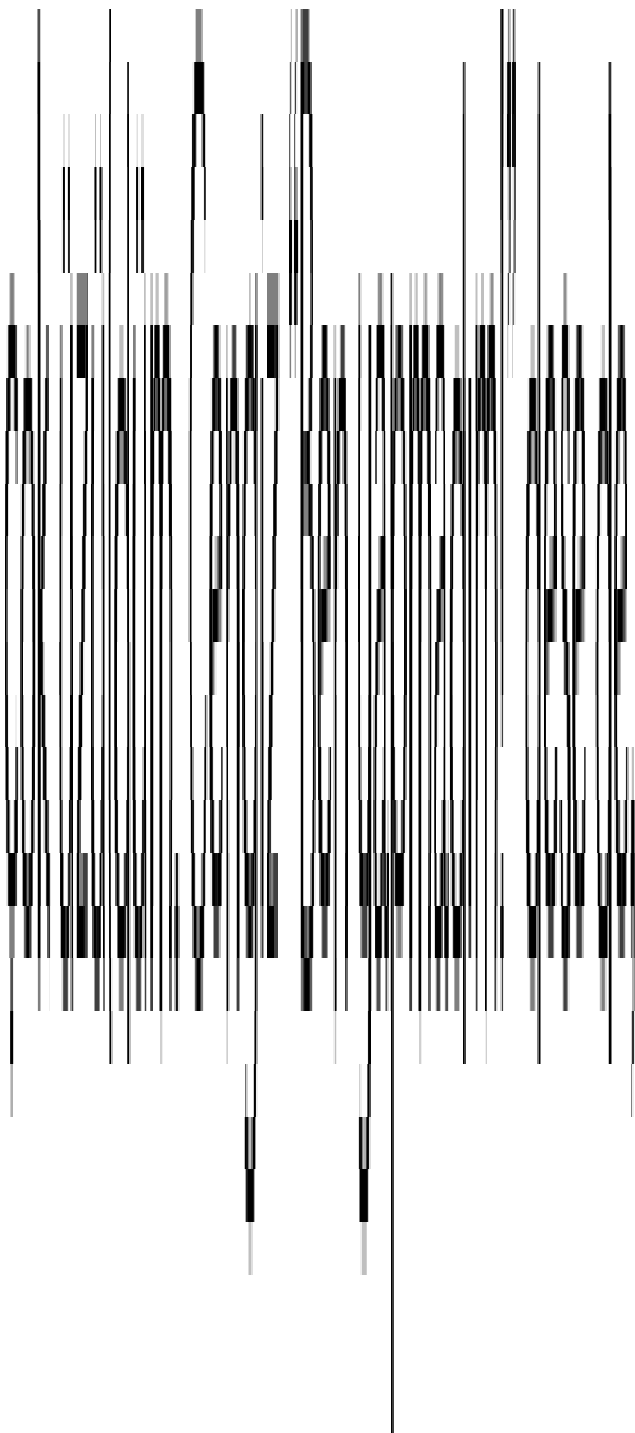


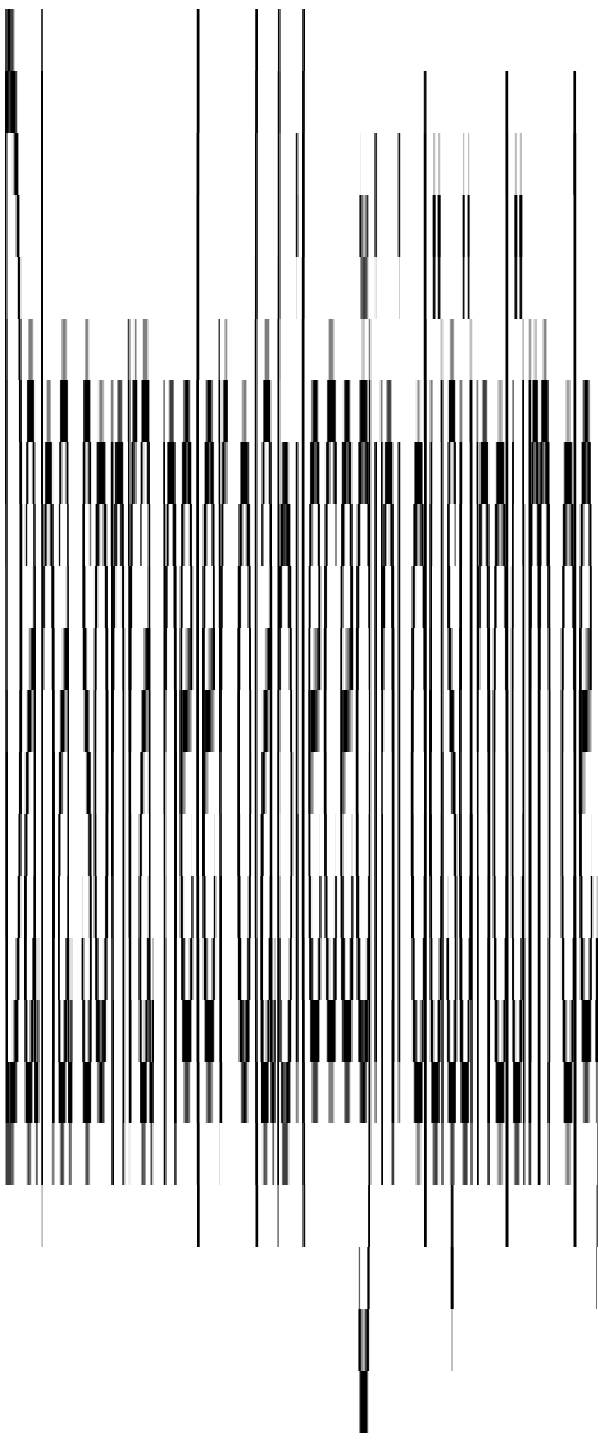


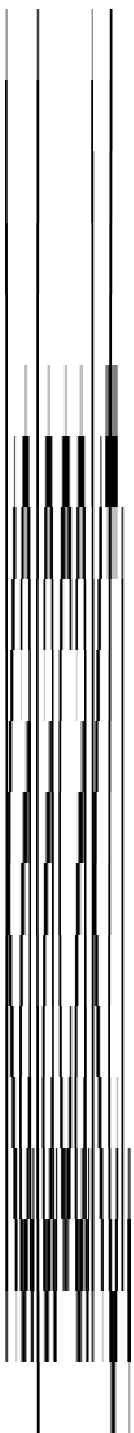


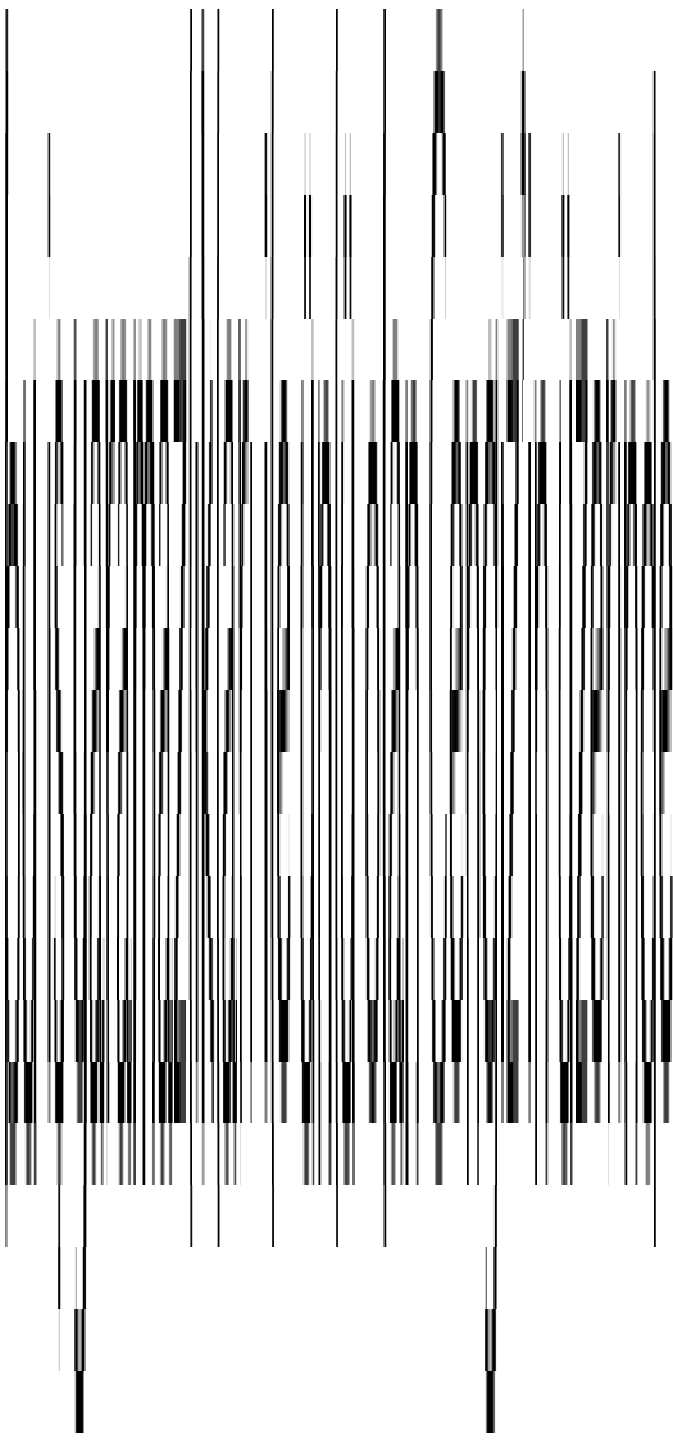


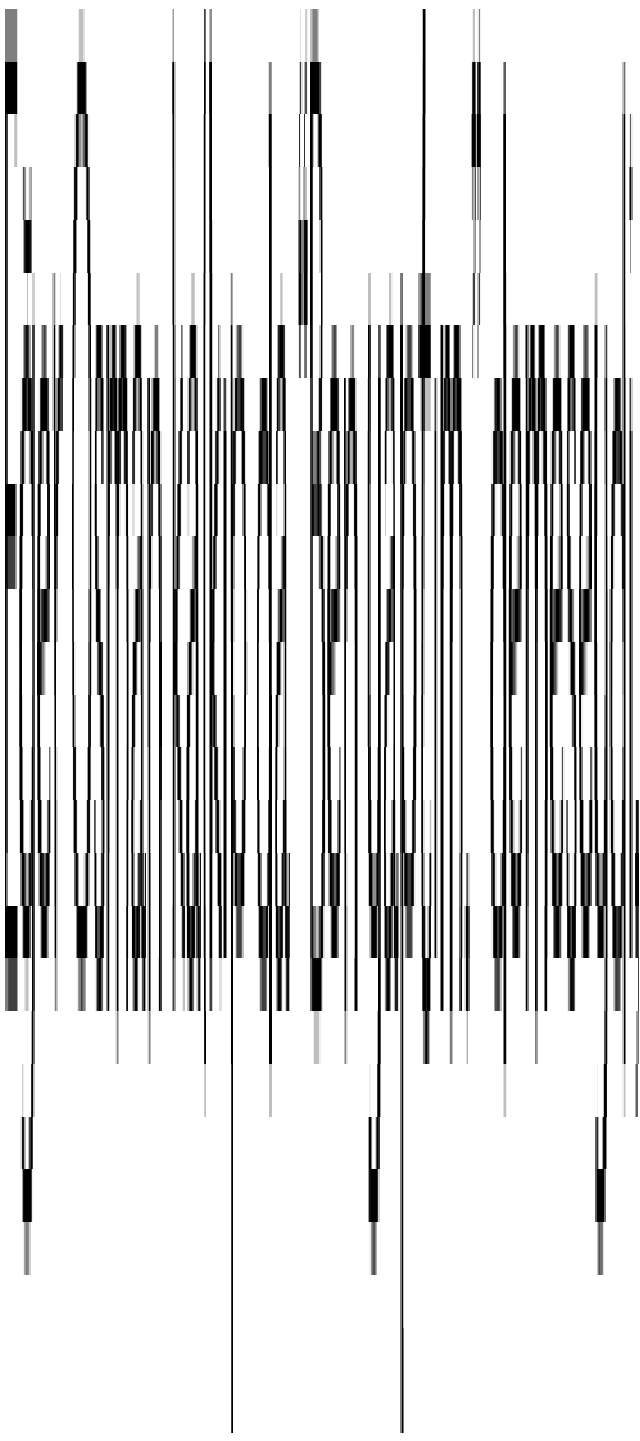


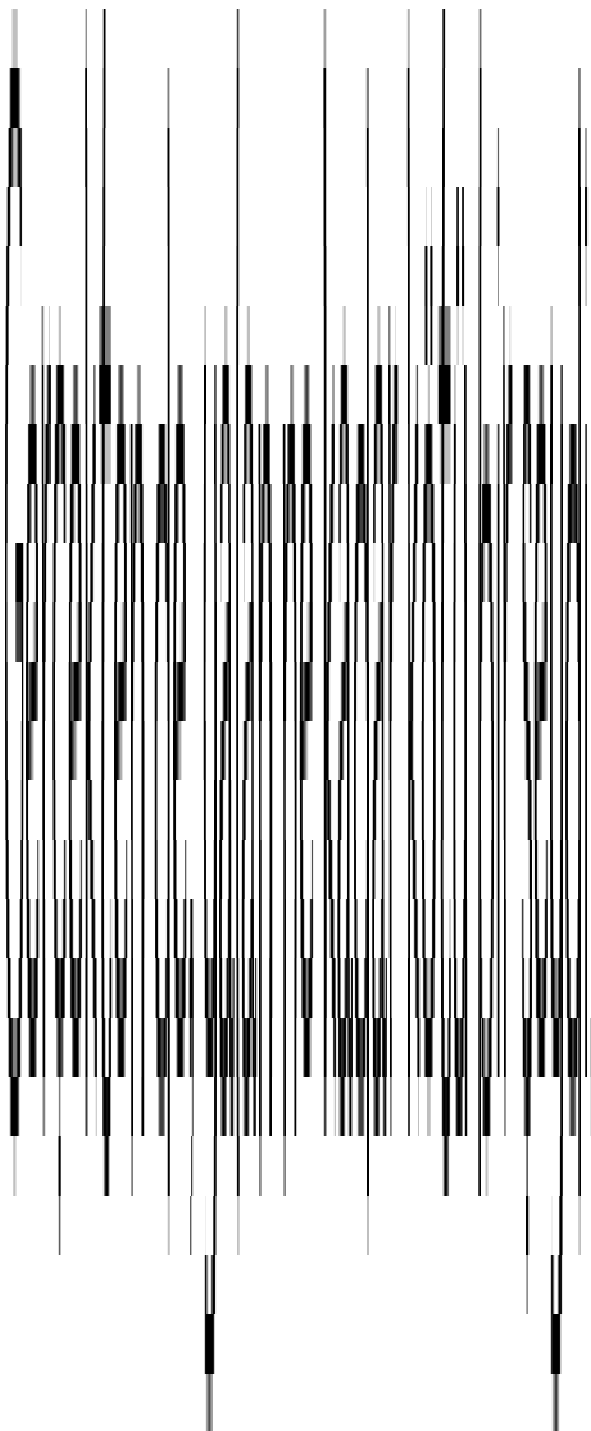


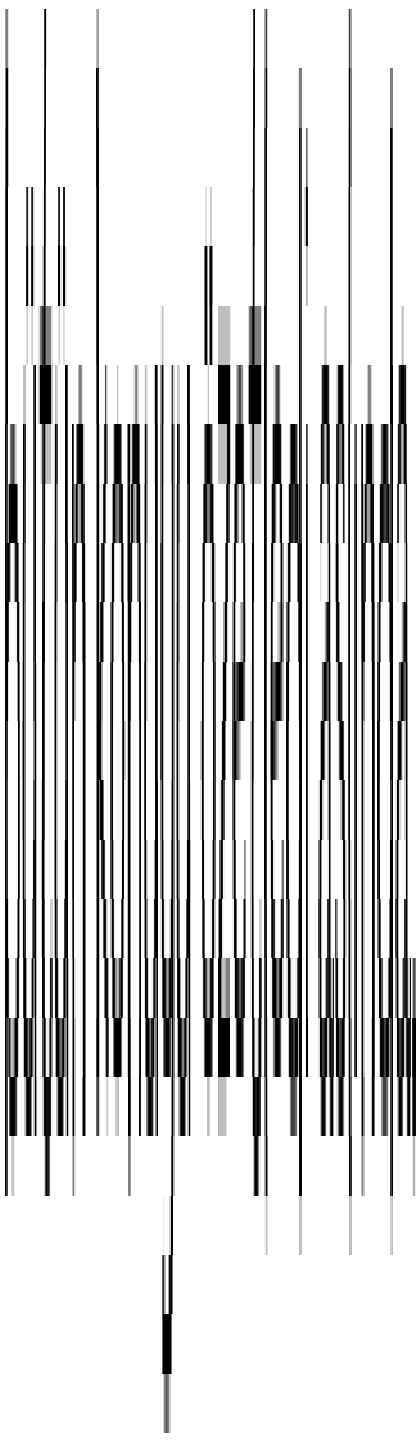


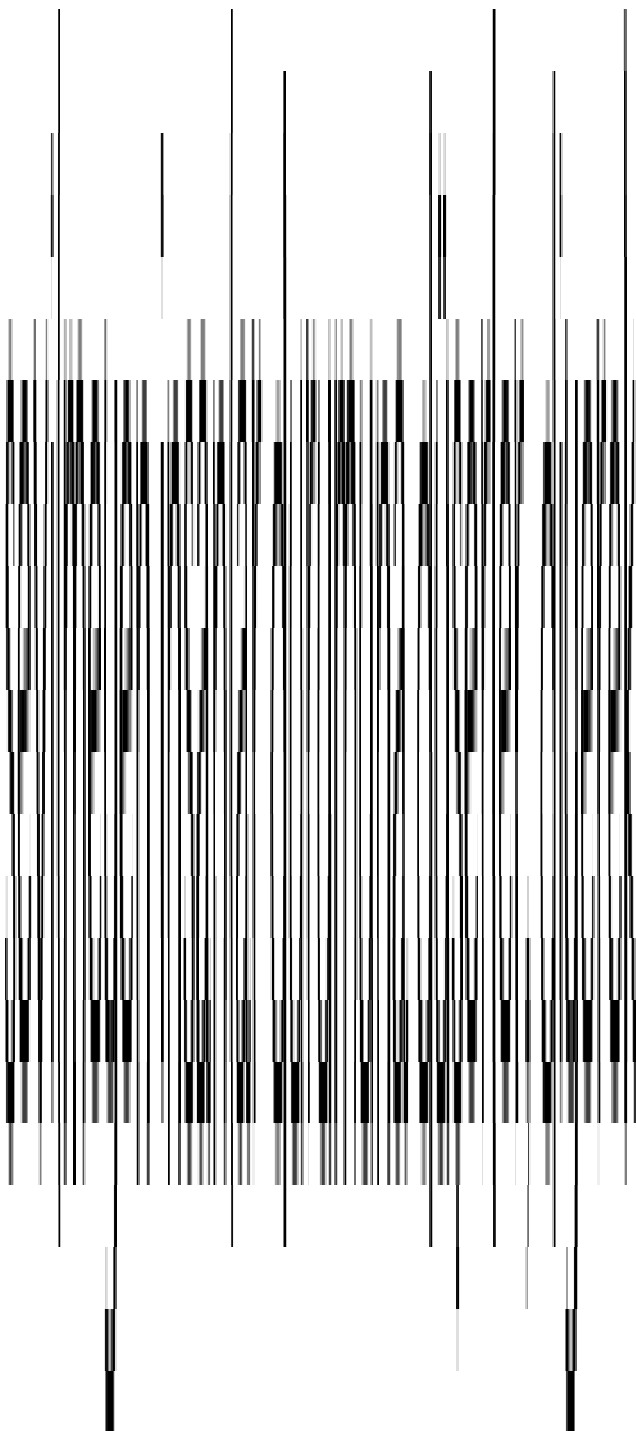


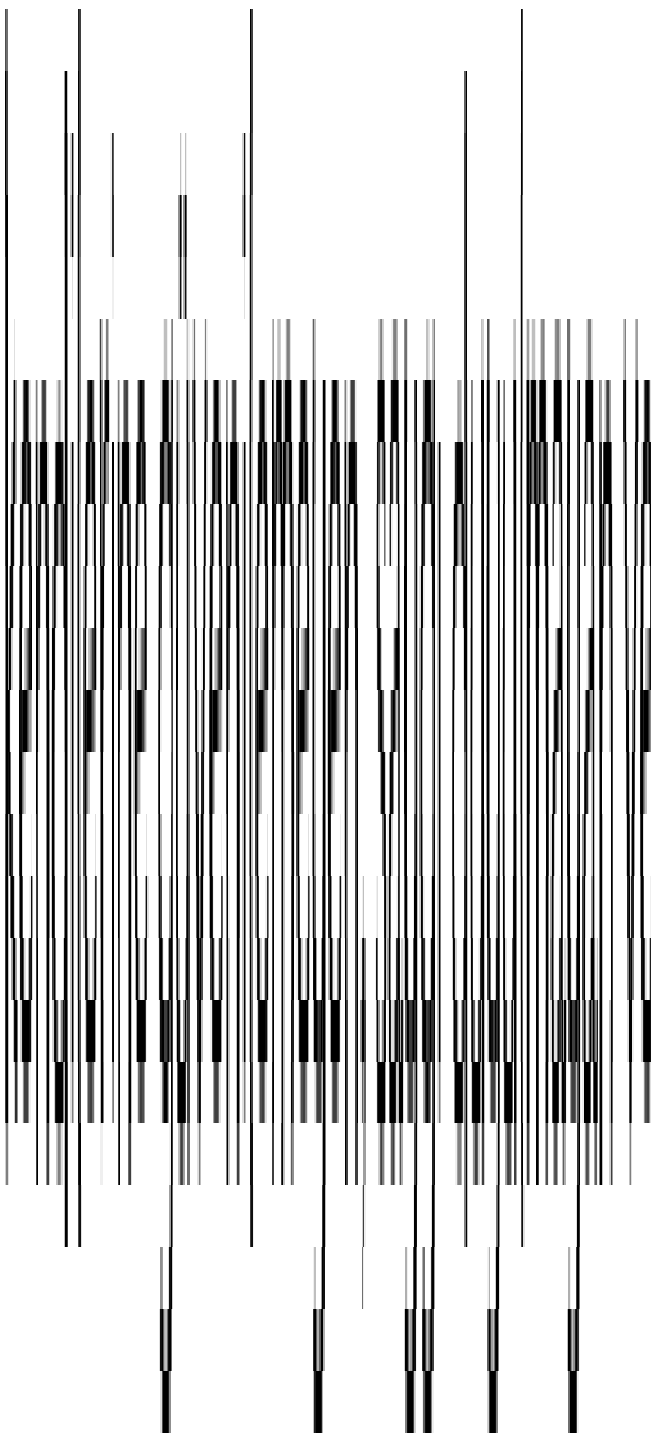


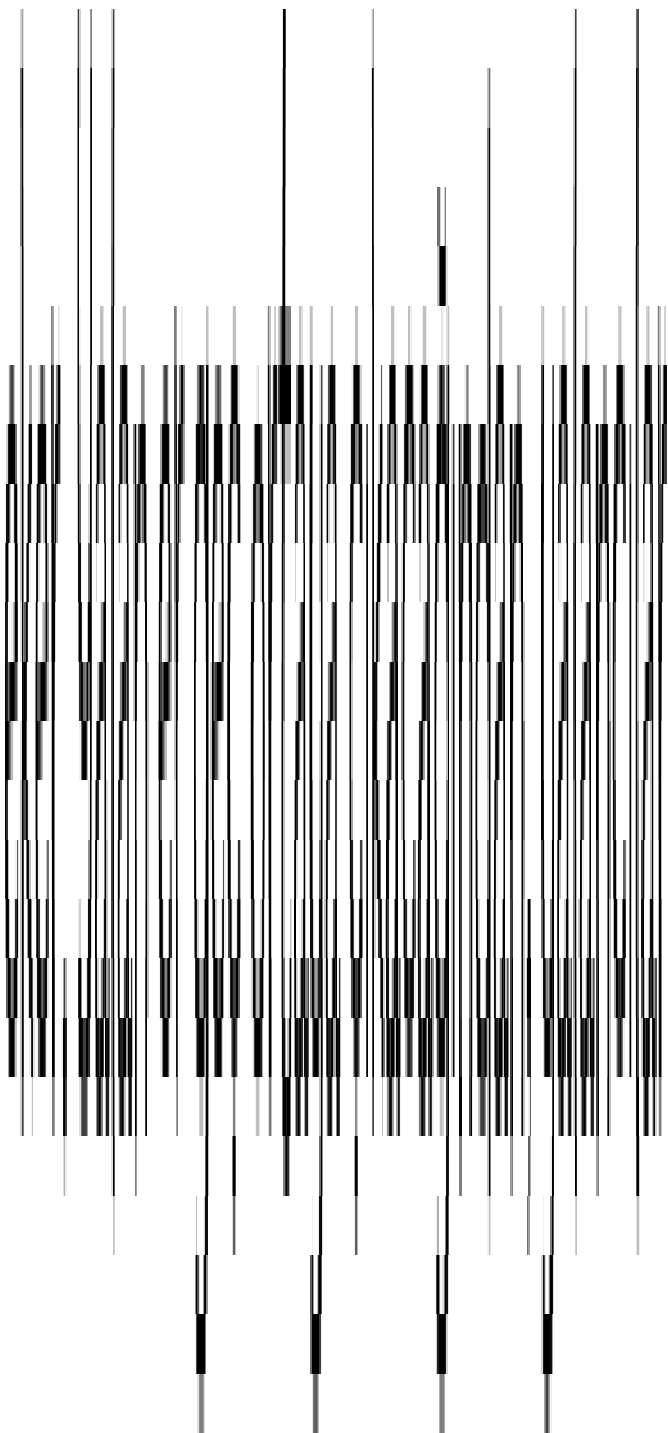


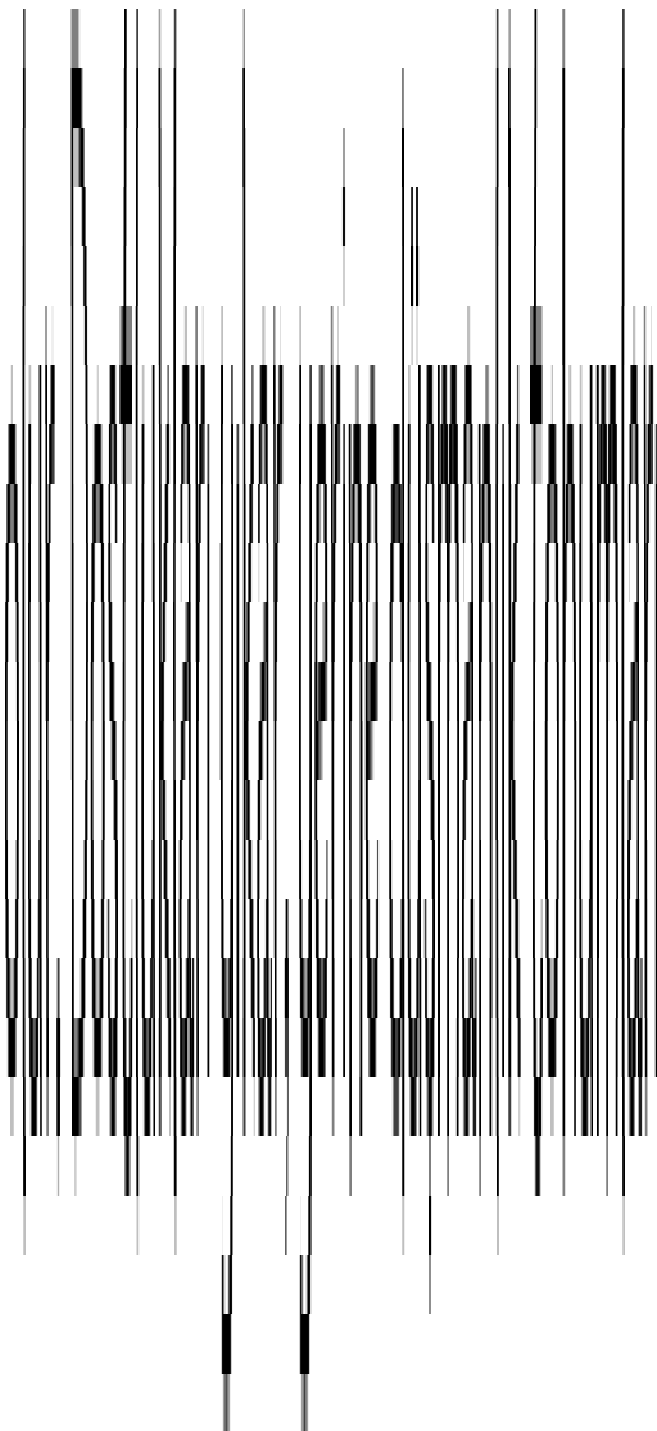


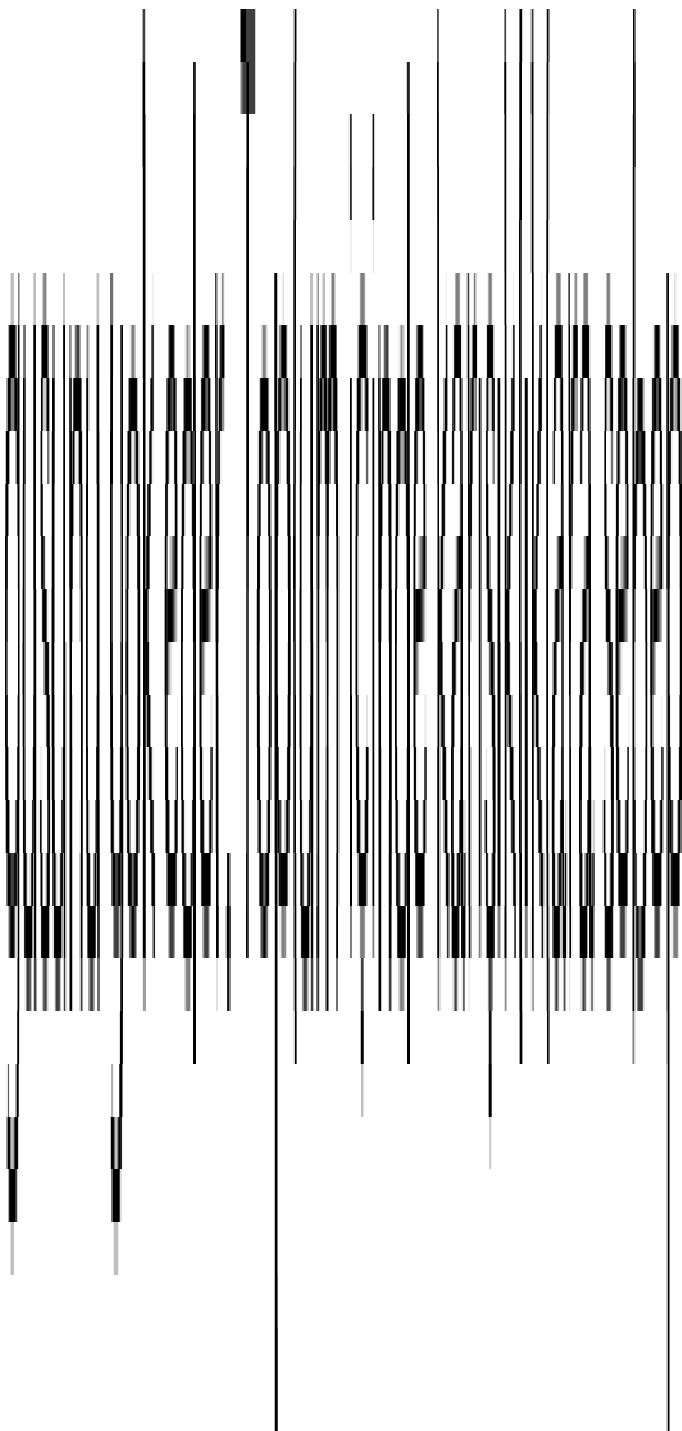


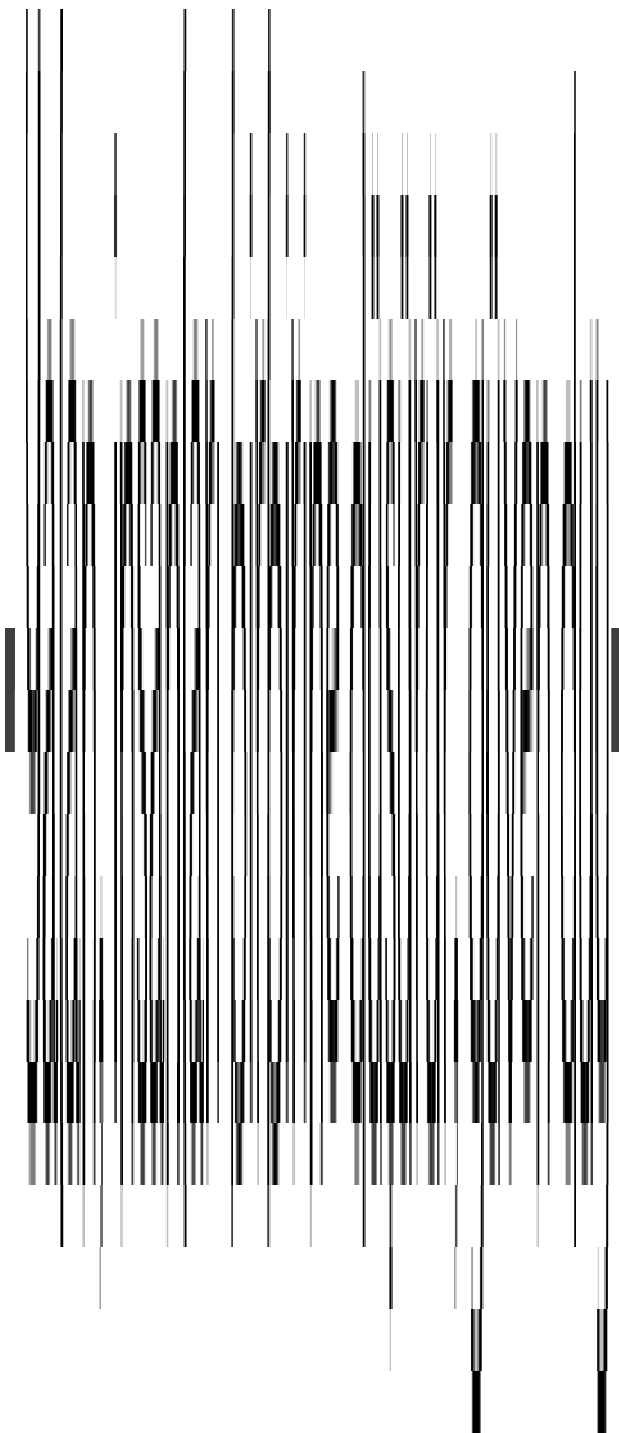


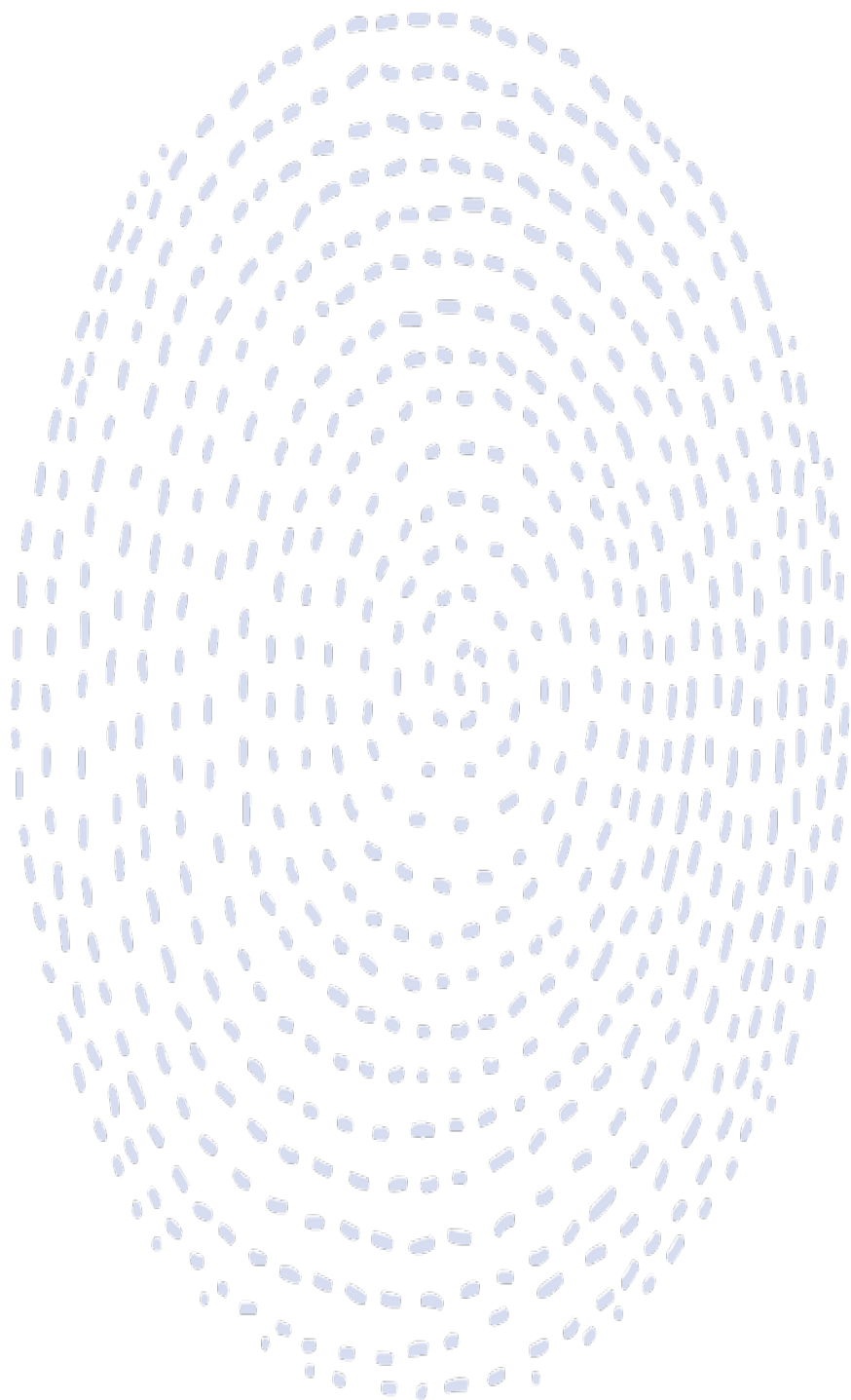


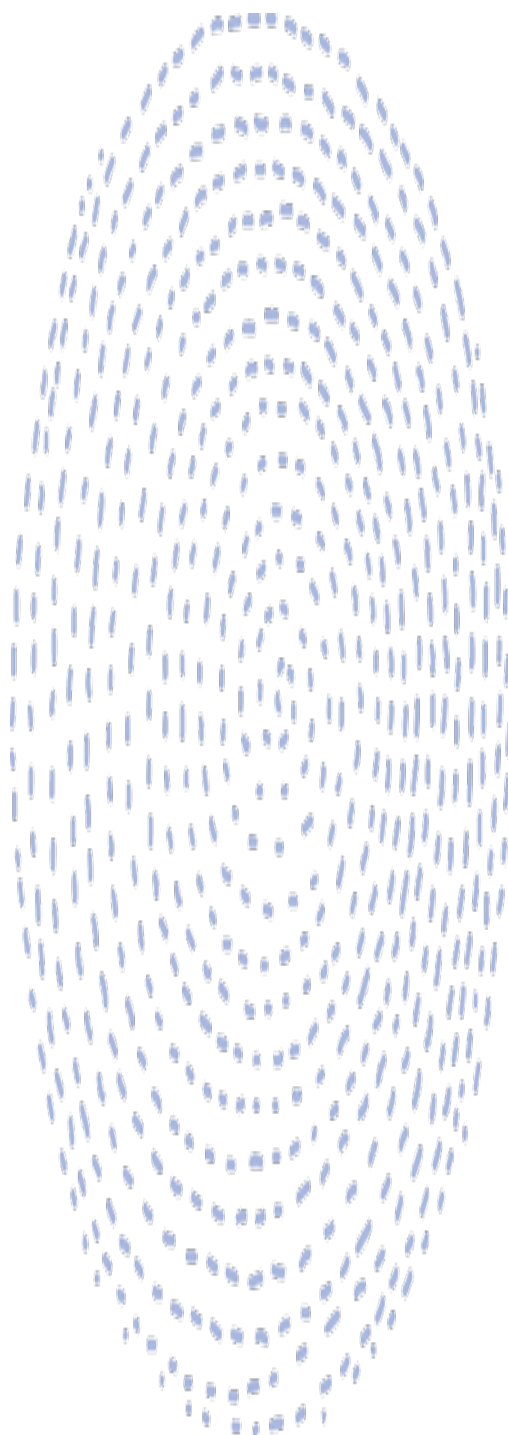




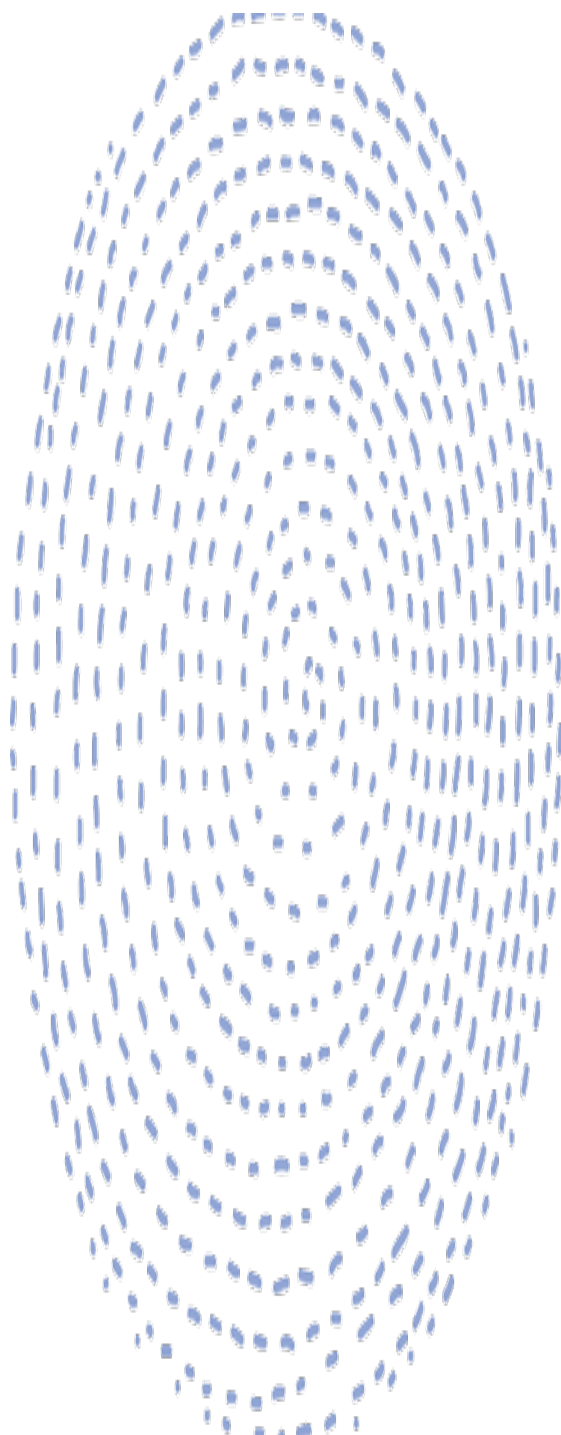


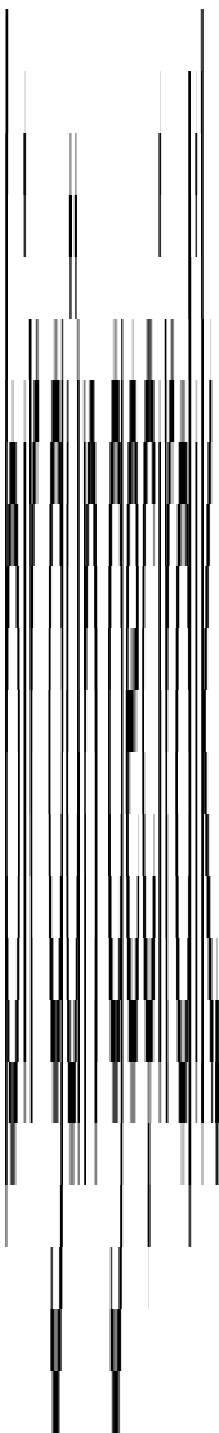


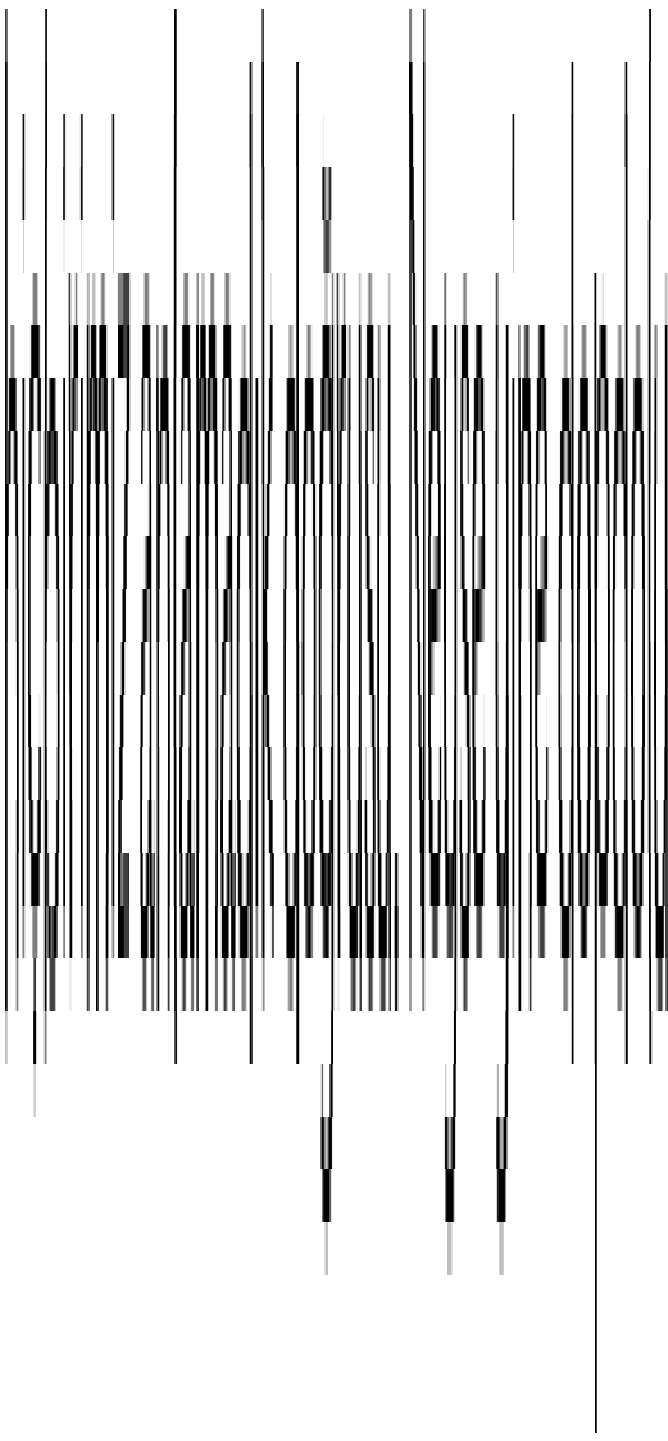


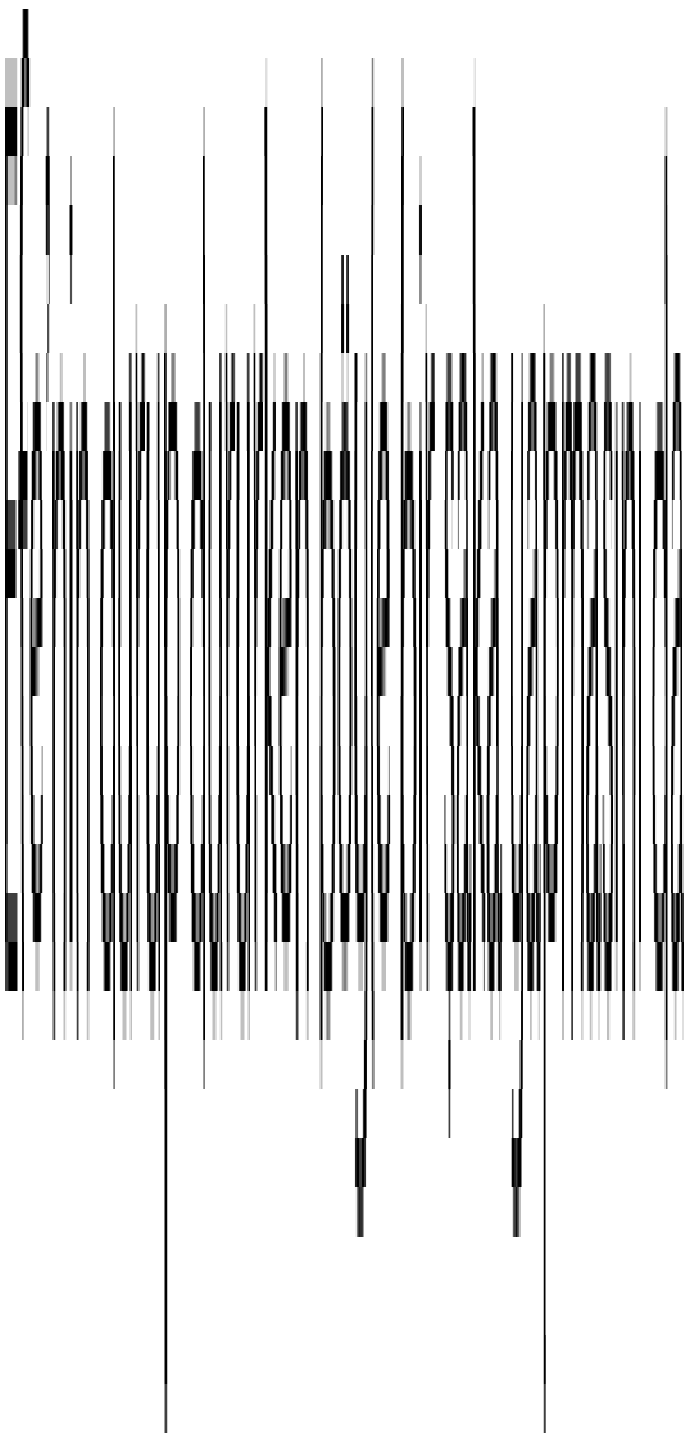


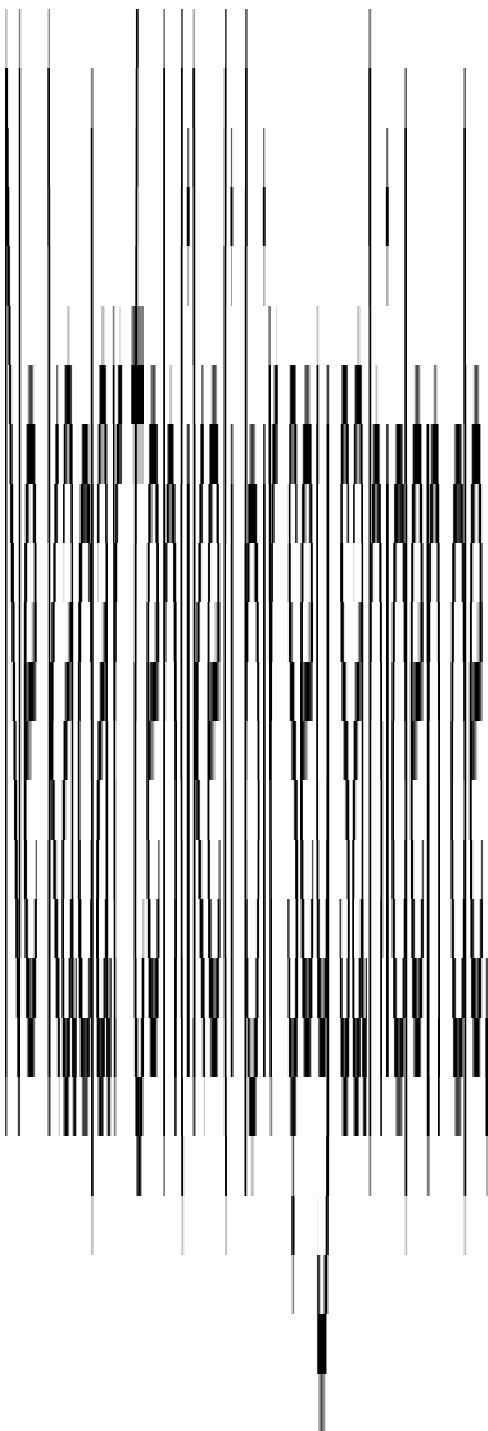


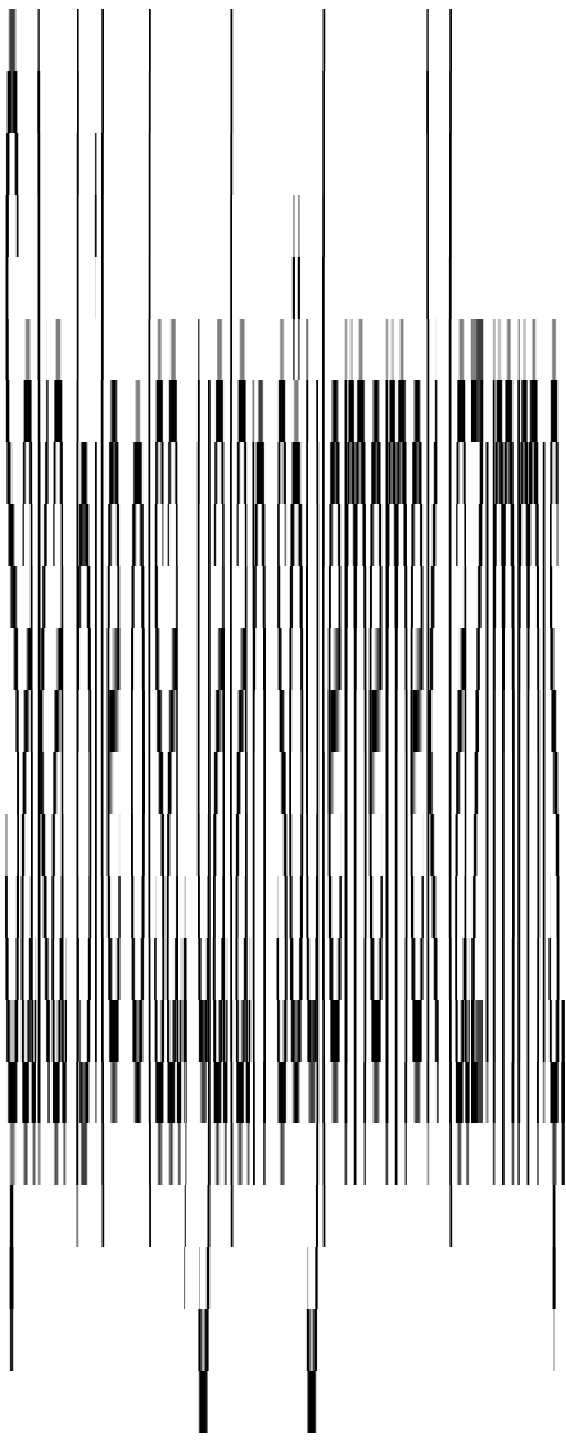


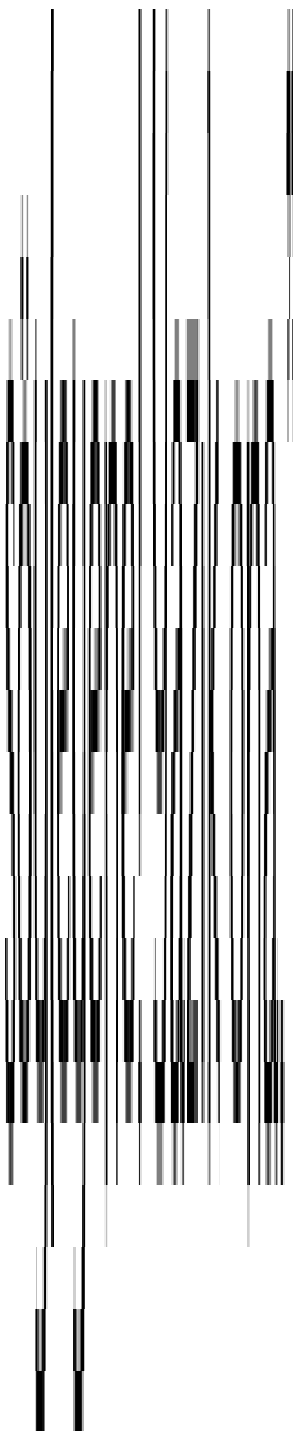


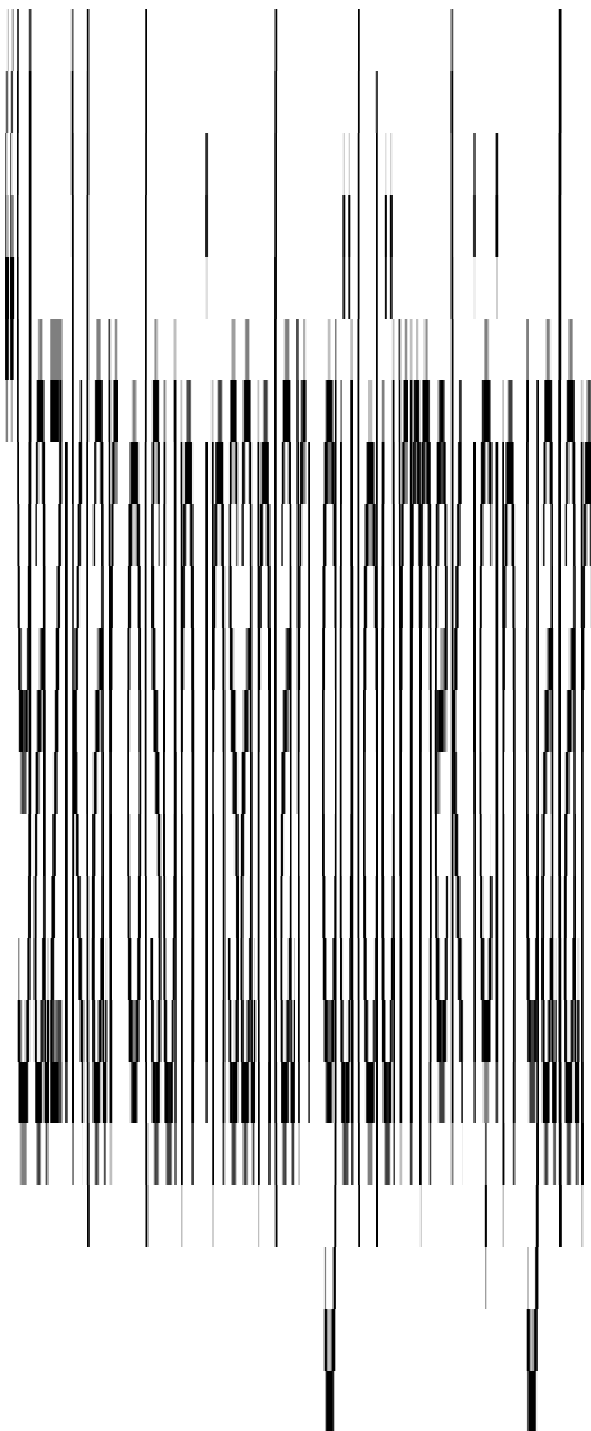


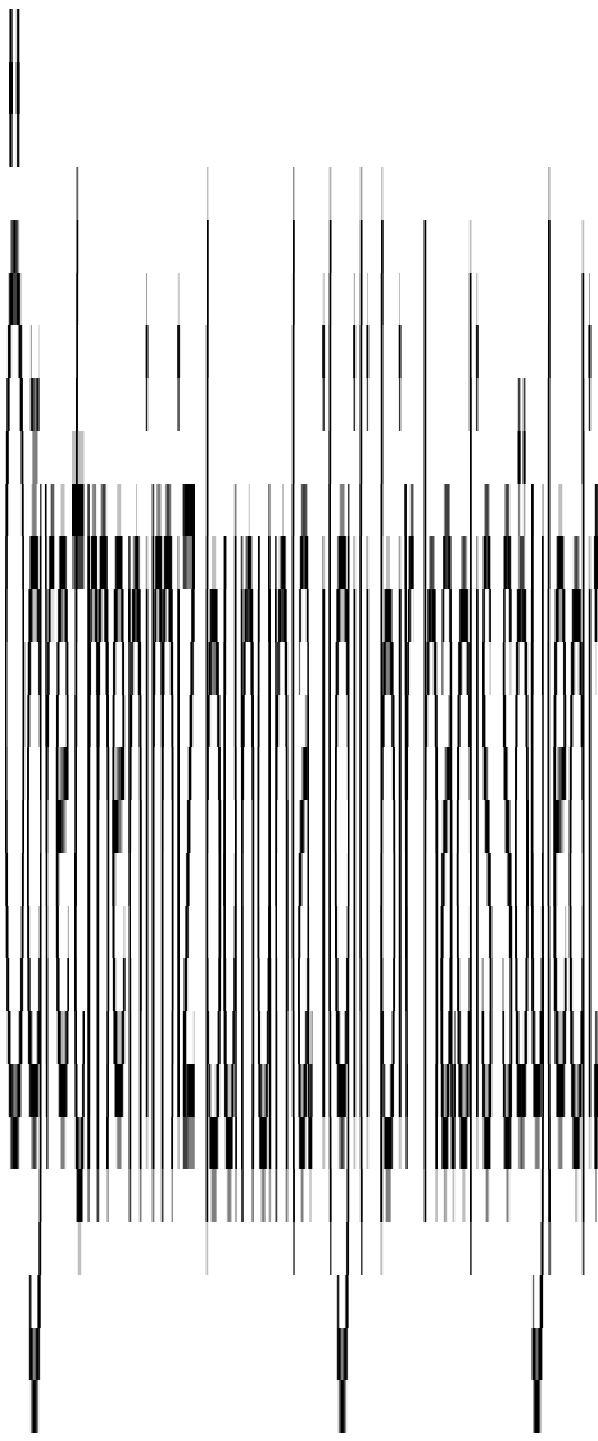




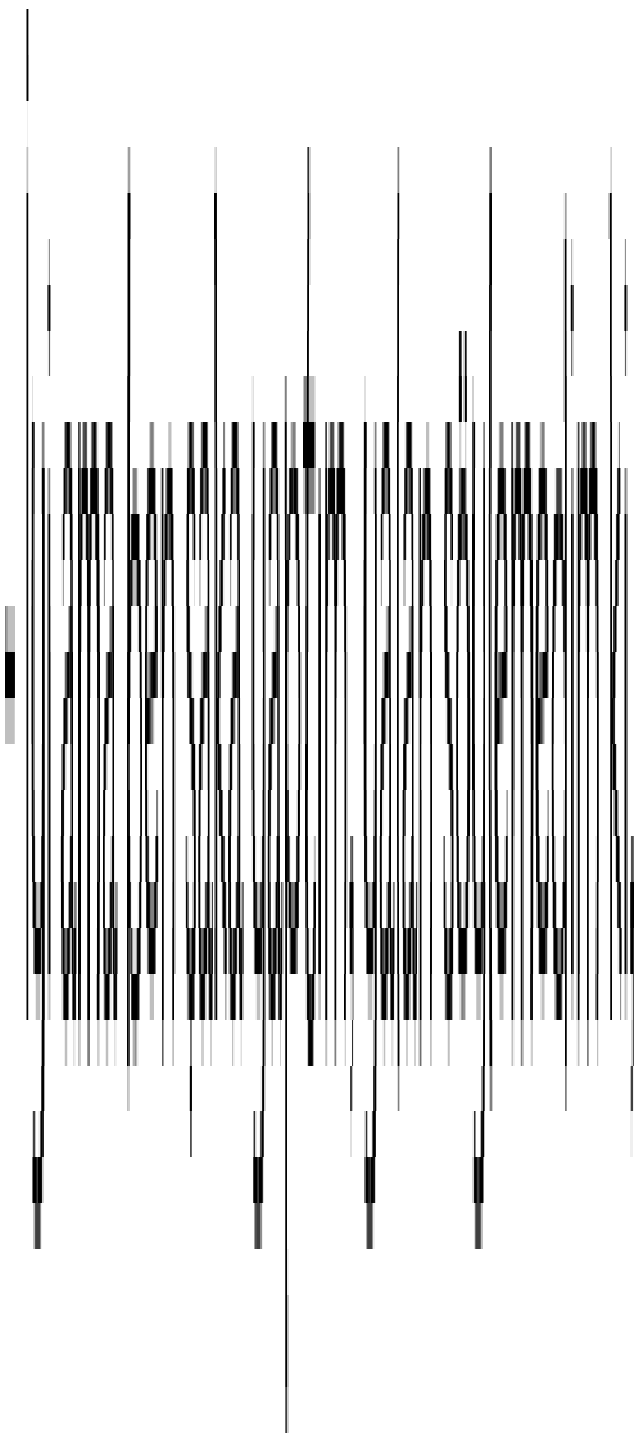


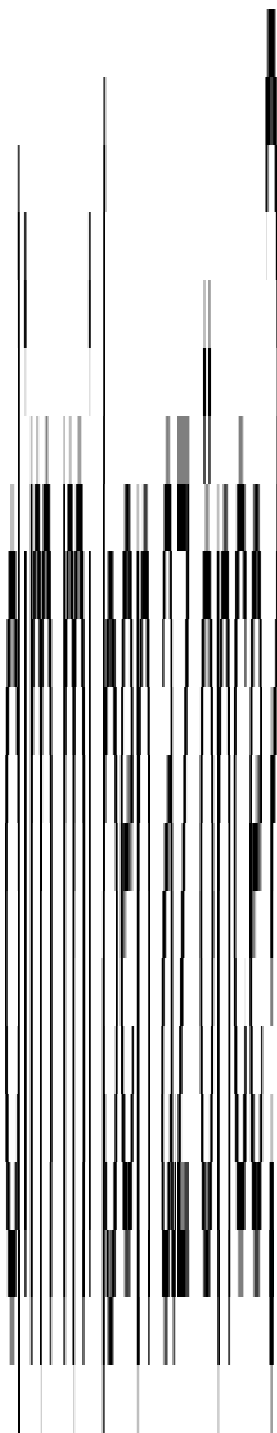


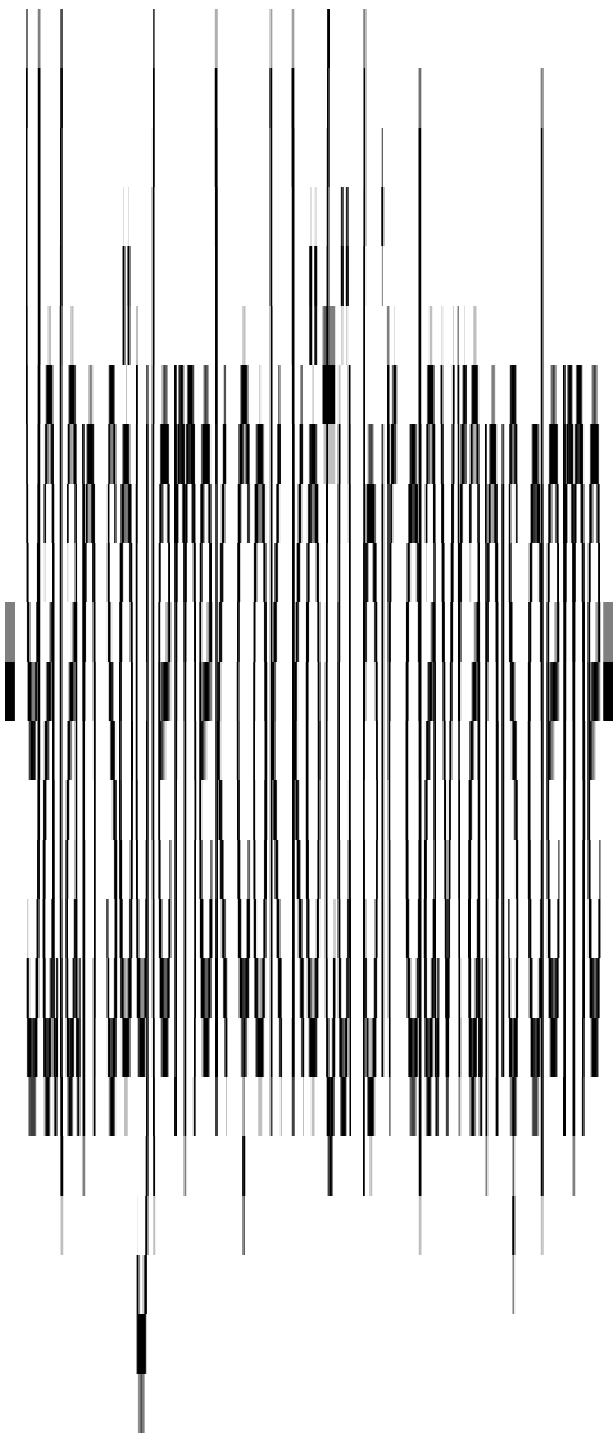


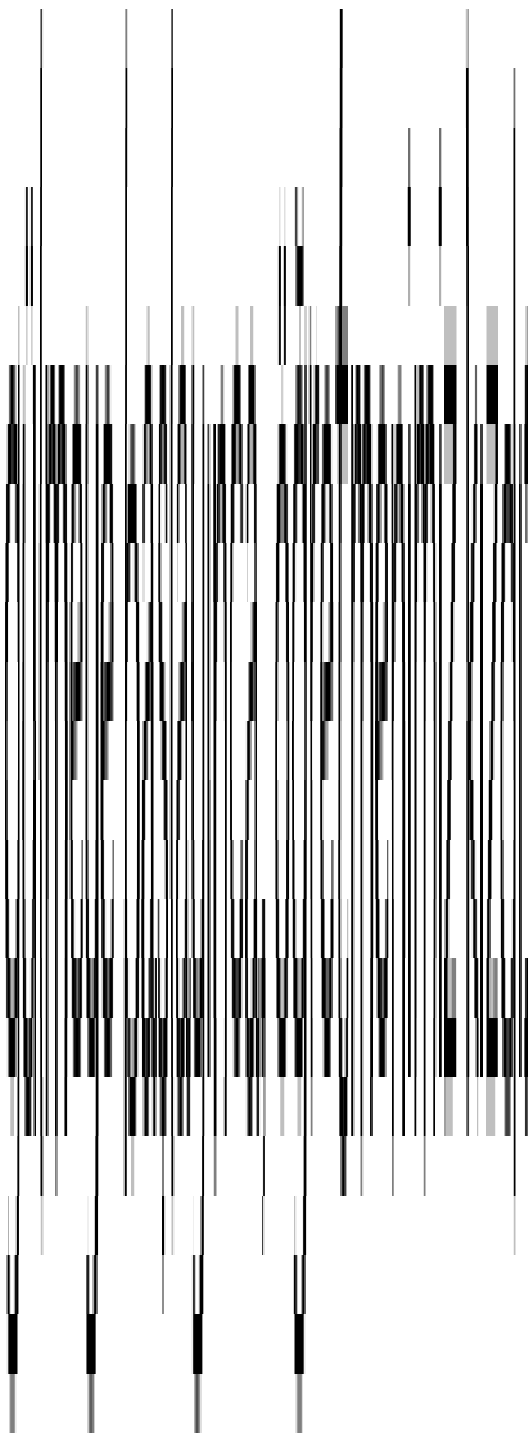


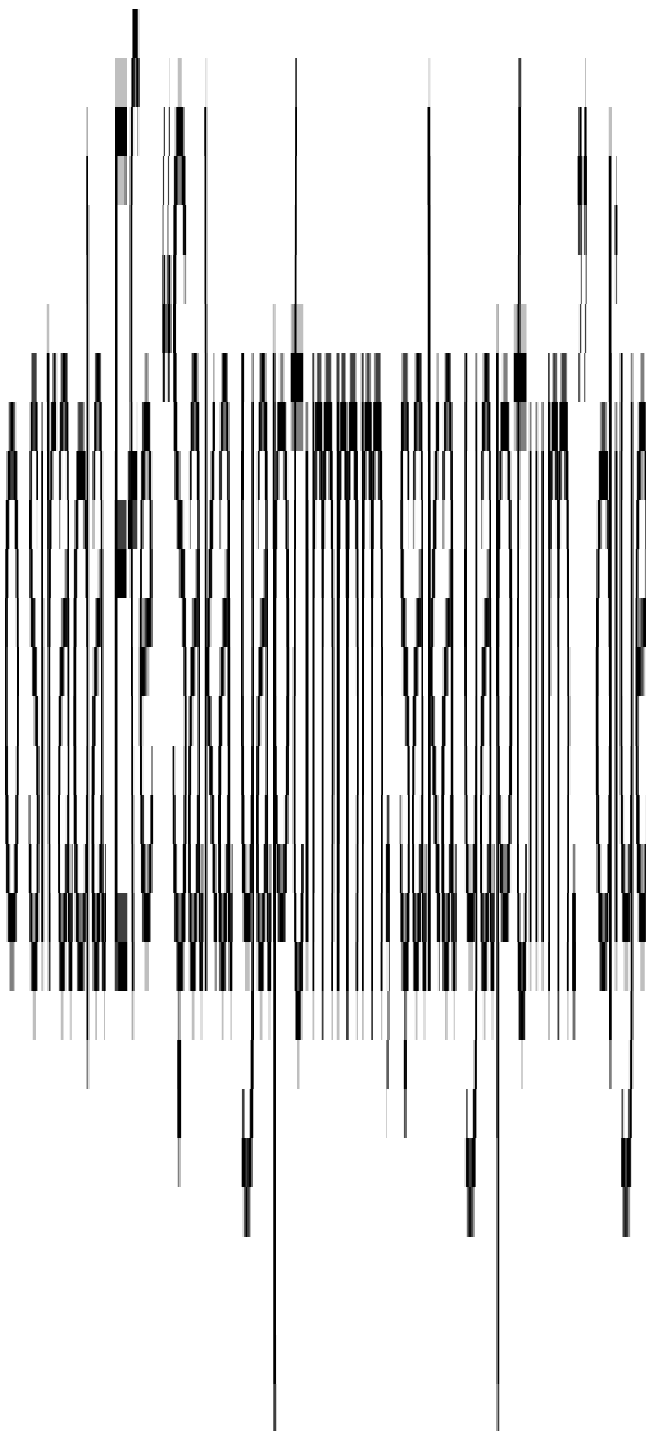


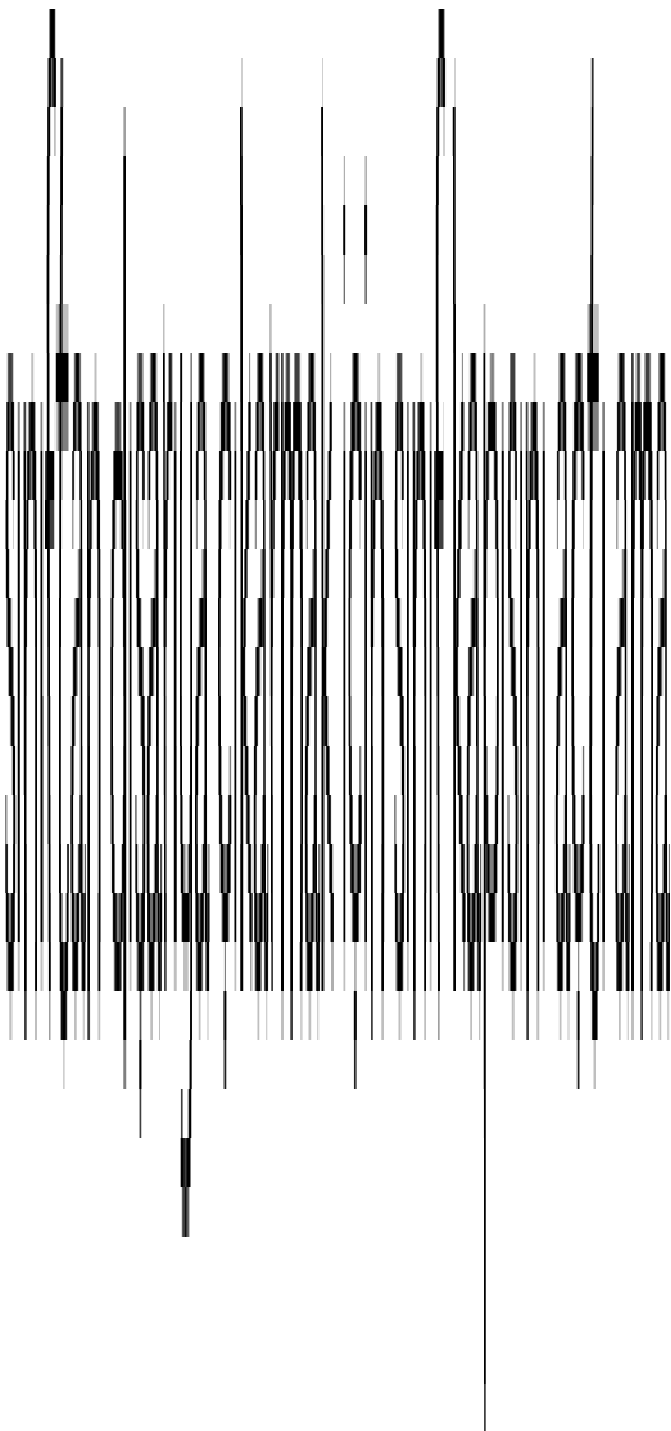


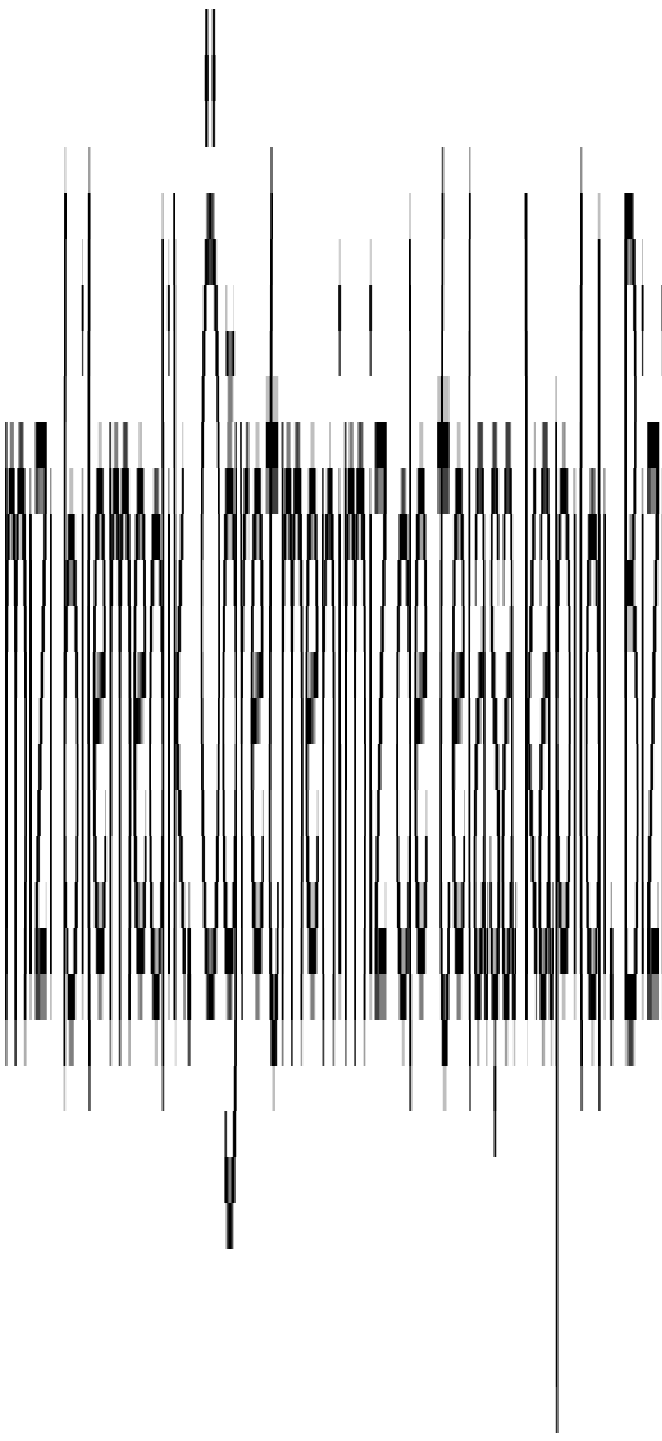


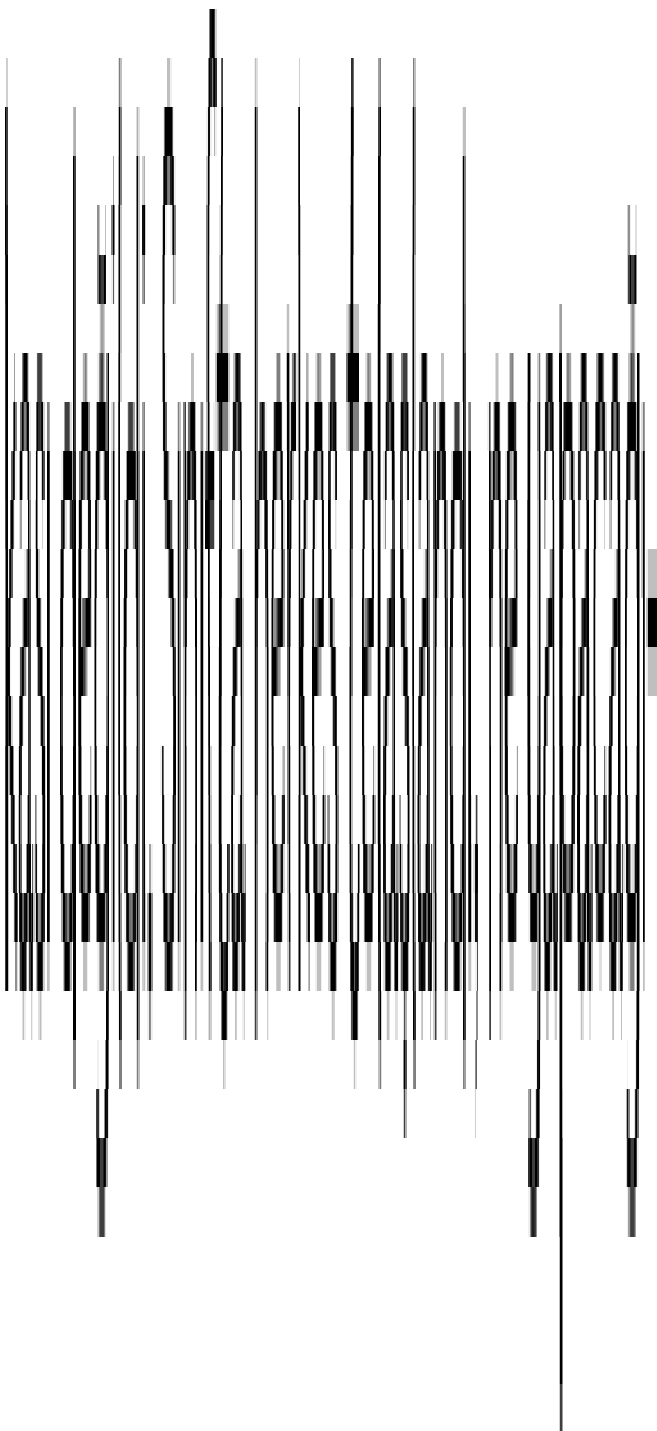


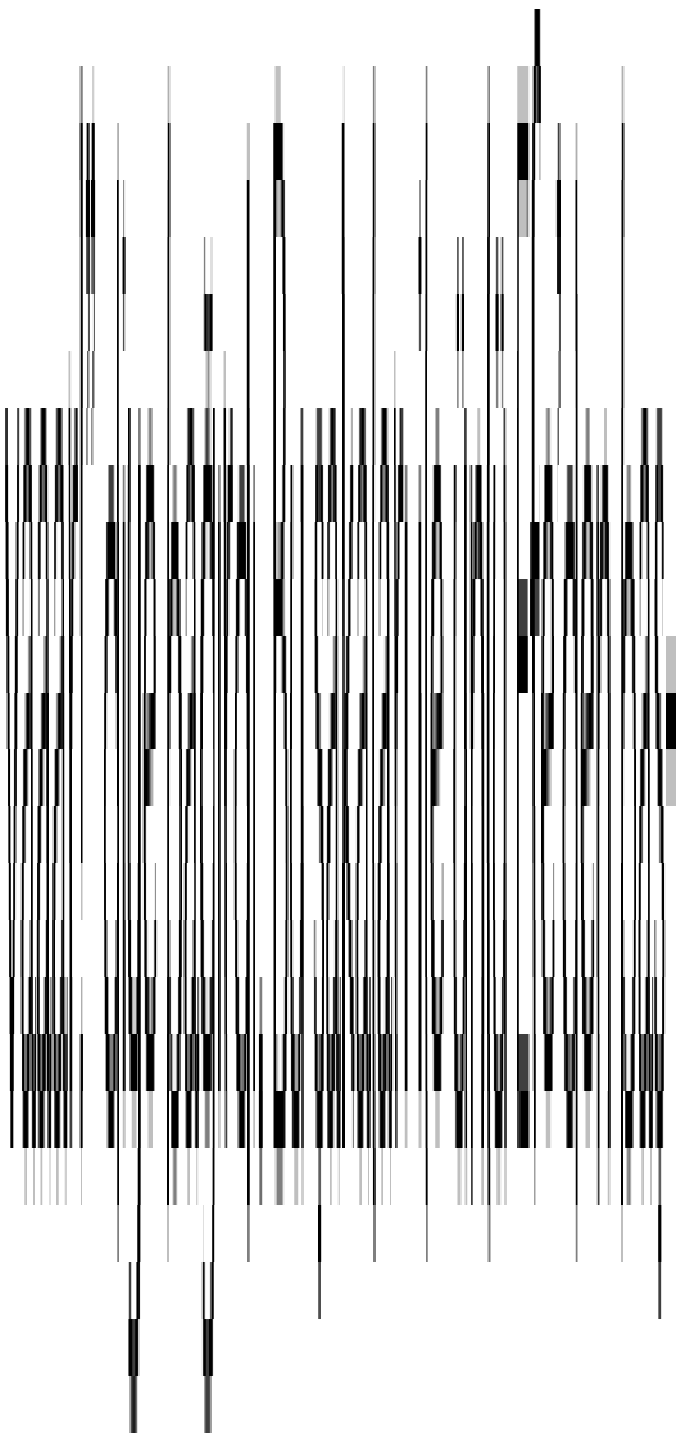


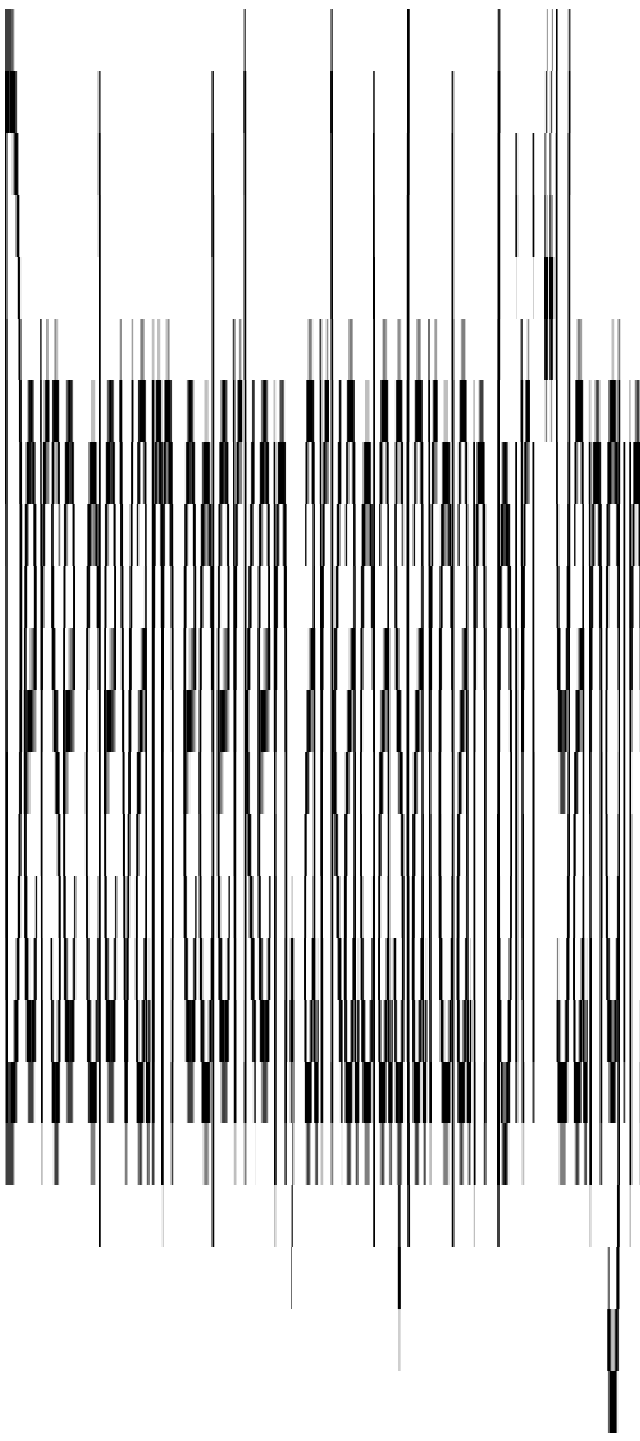


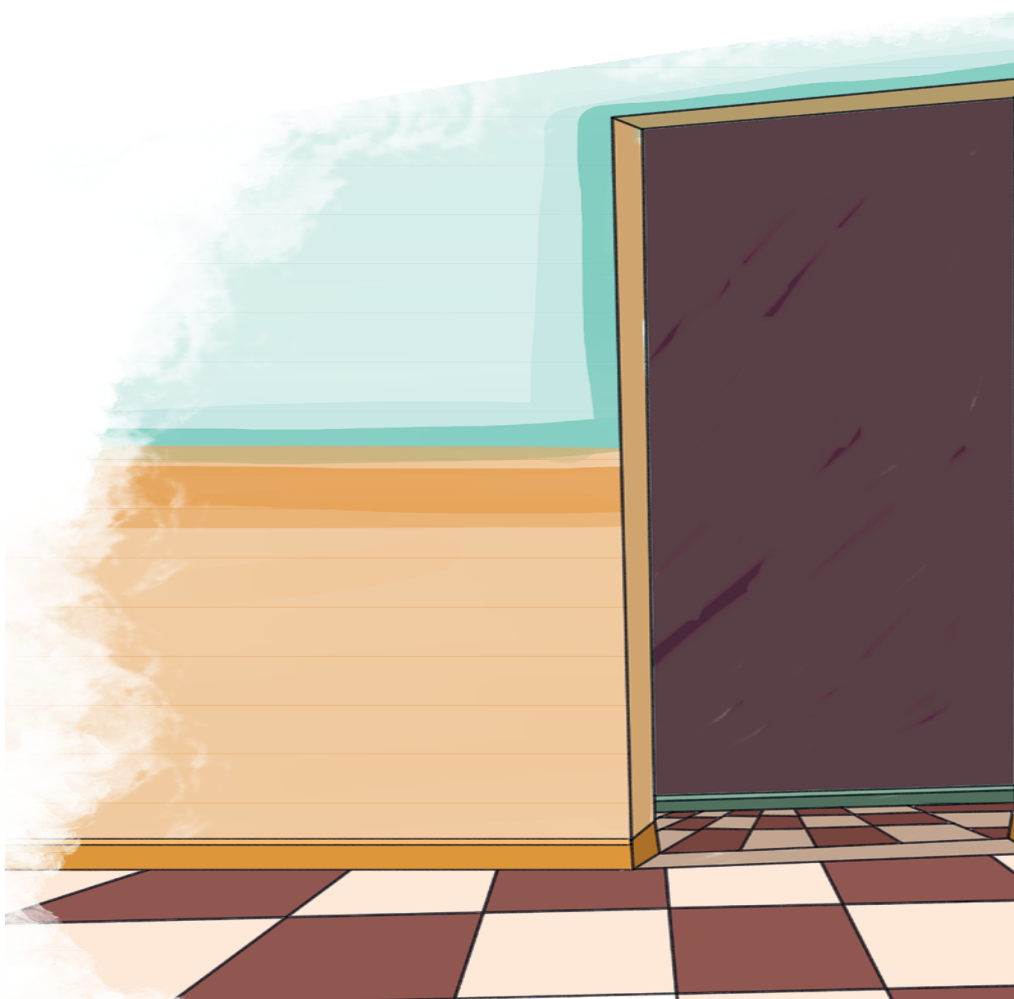














the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1995. The public sector has become a major employer in the UK, and its growth has been a major factor in the overall growth of the economy.

The public sector has also become a major provider of social services, and its growth has been a major factor in the overall growth of the economy. The public sector has become a major provider of social services, and its growth has been a major factor in the overall growth of the economy.

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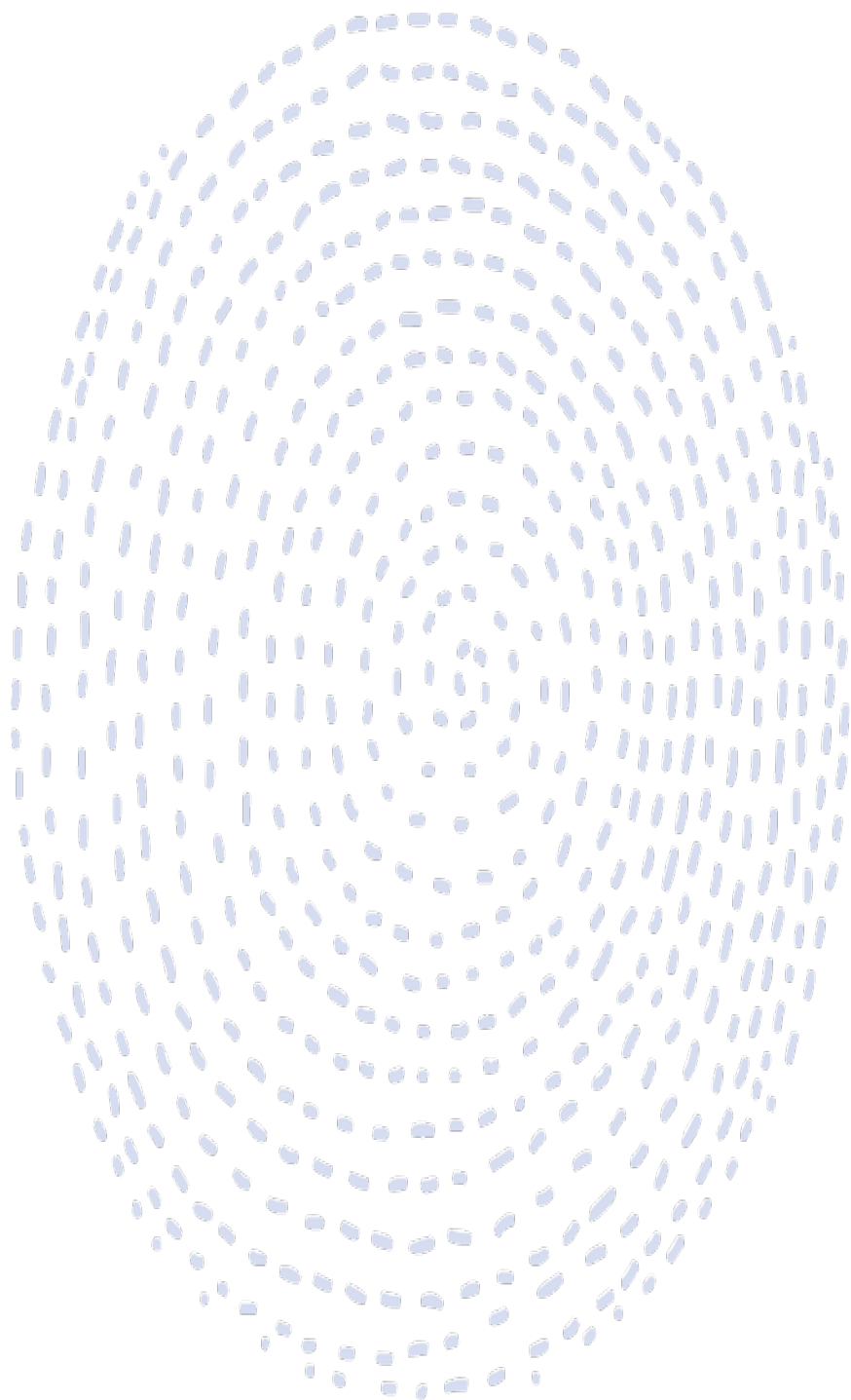
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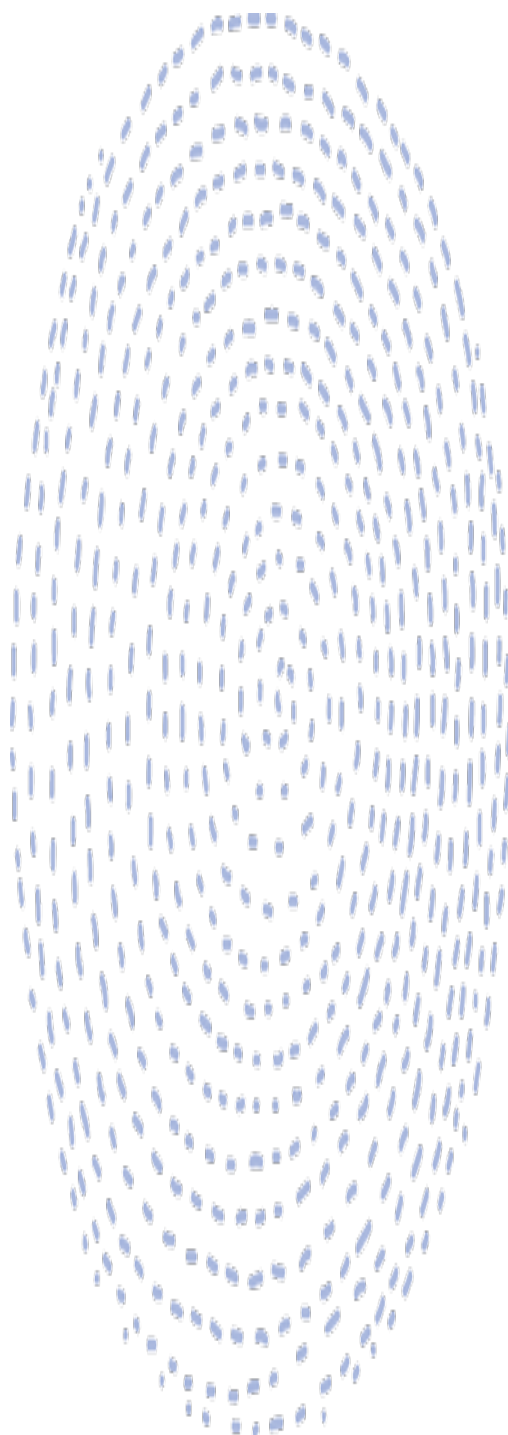
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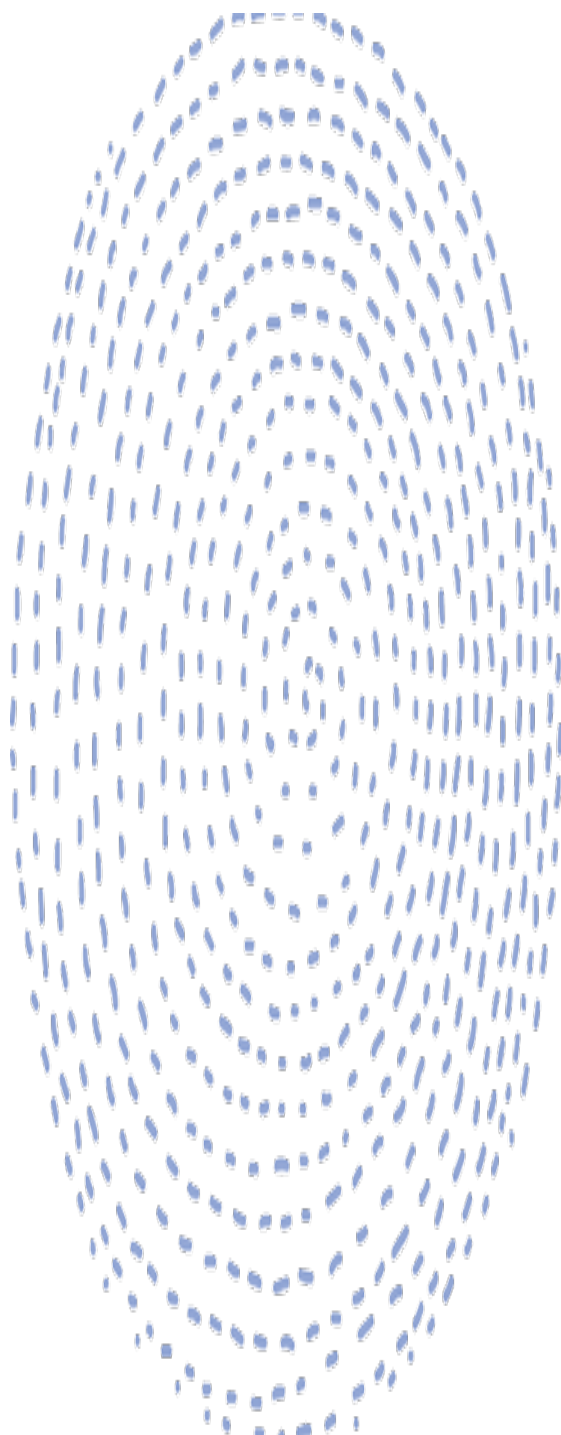
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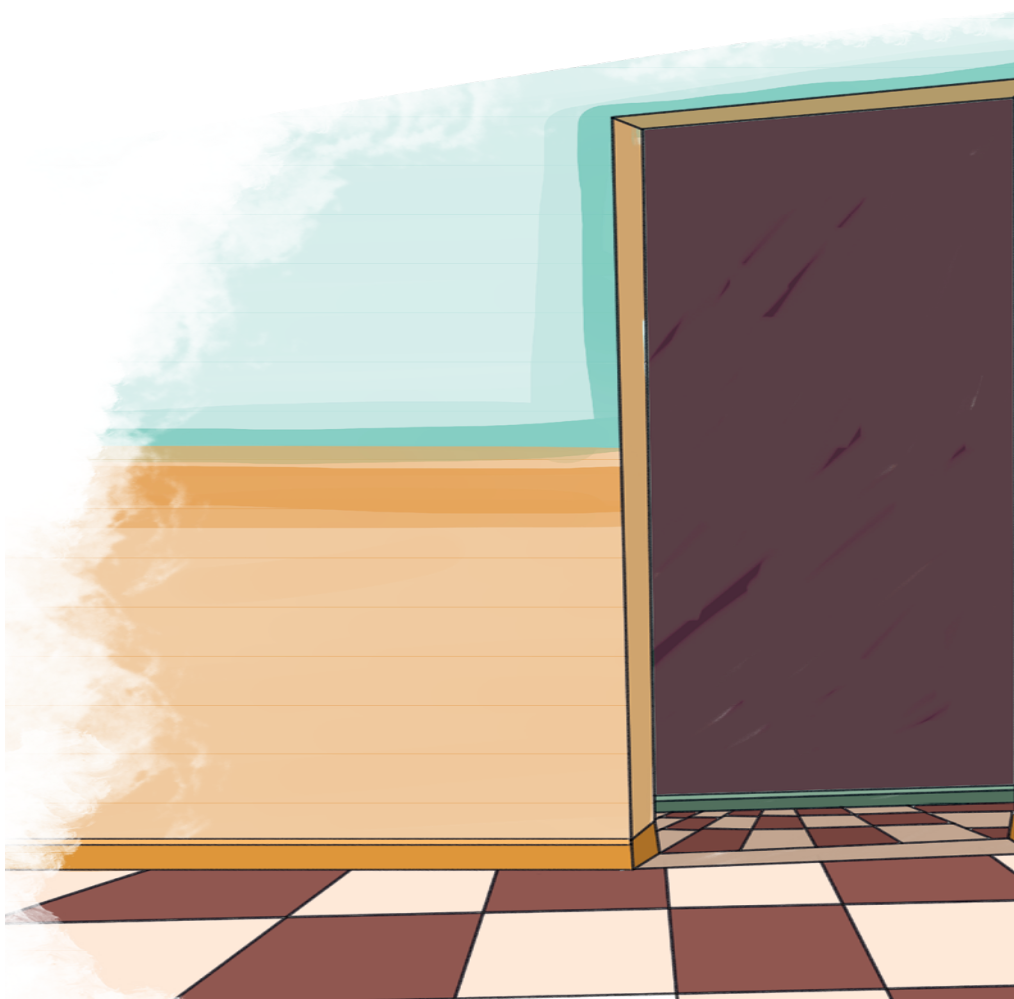






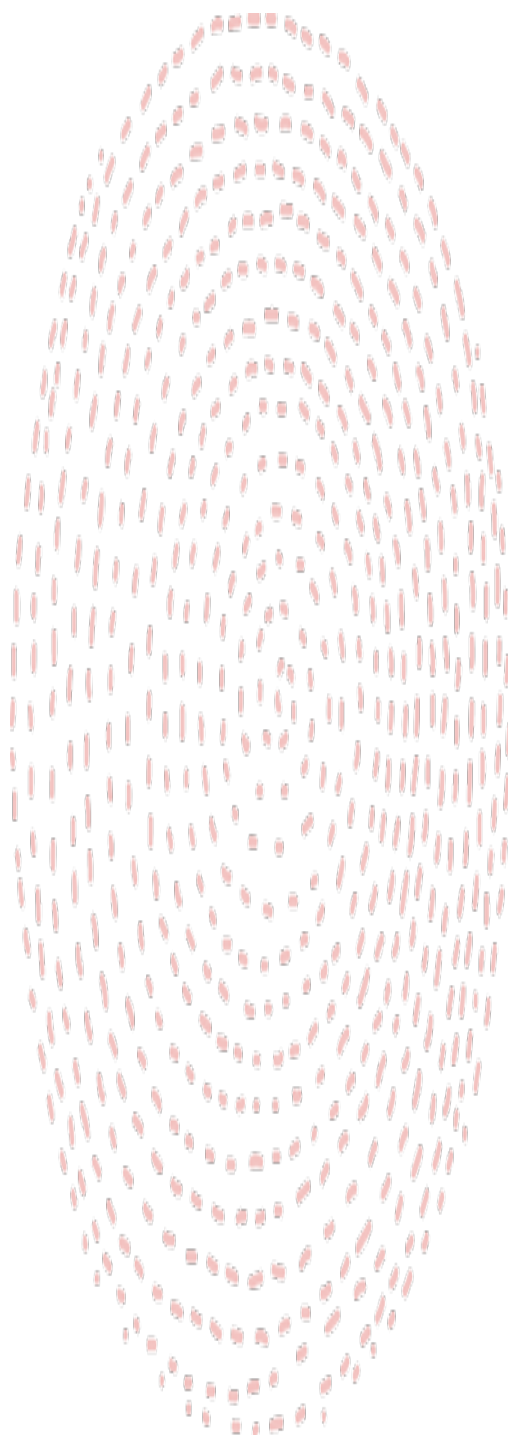




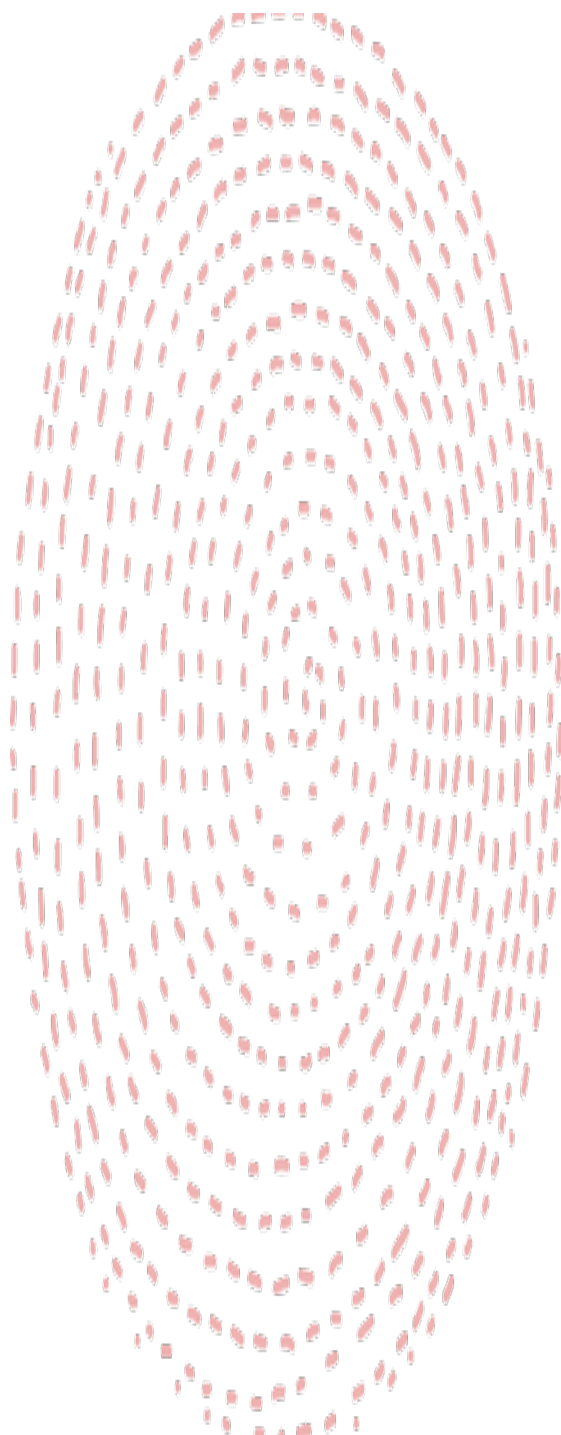


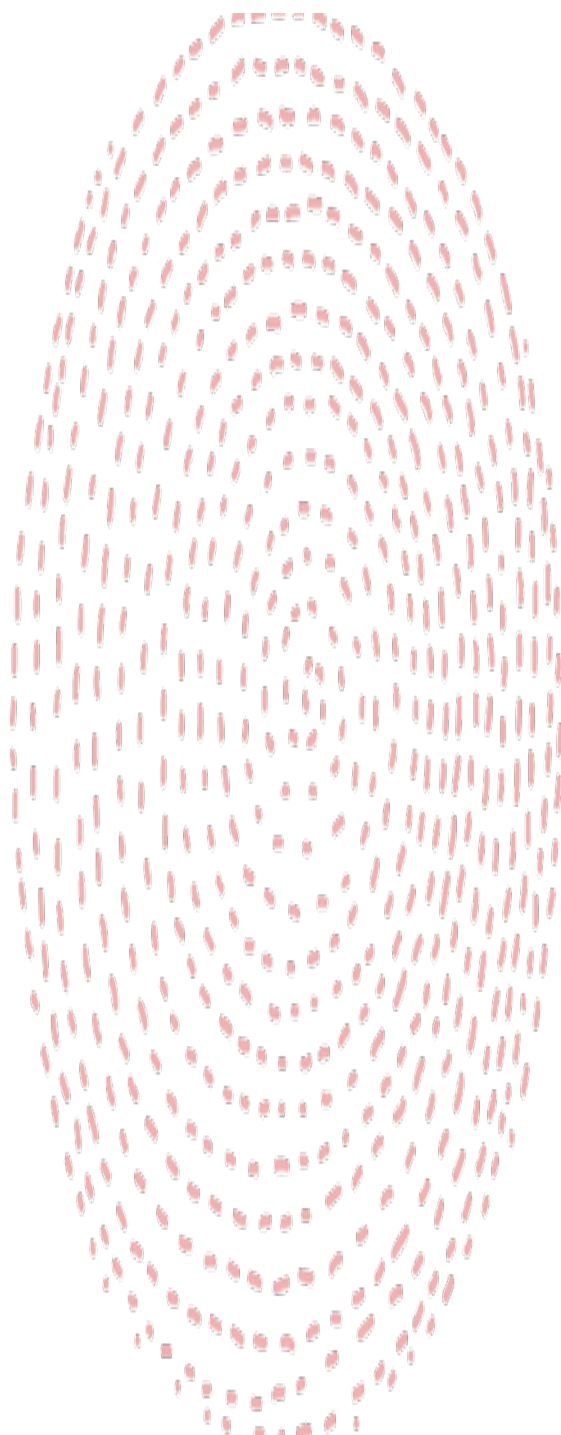


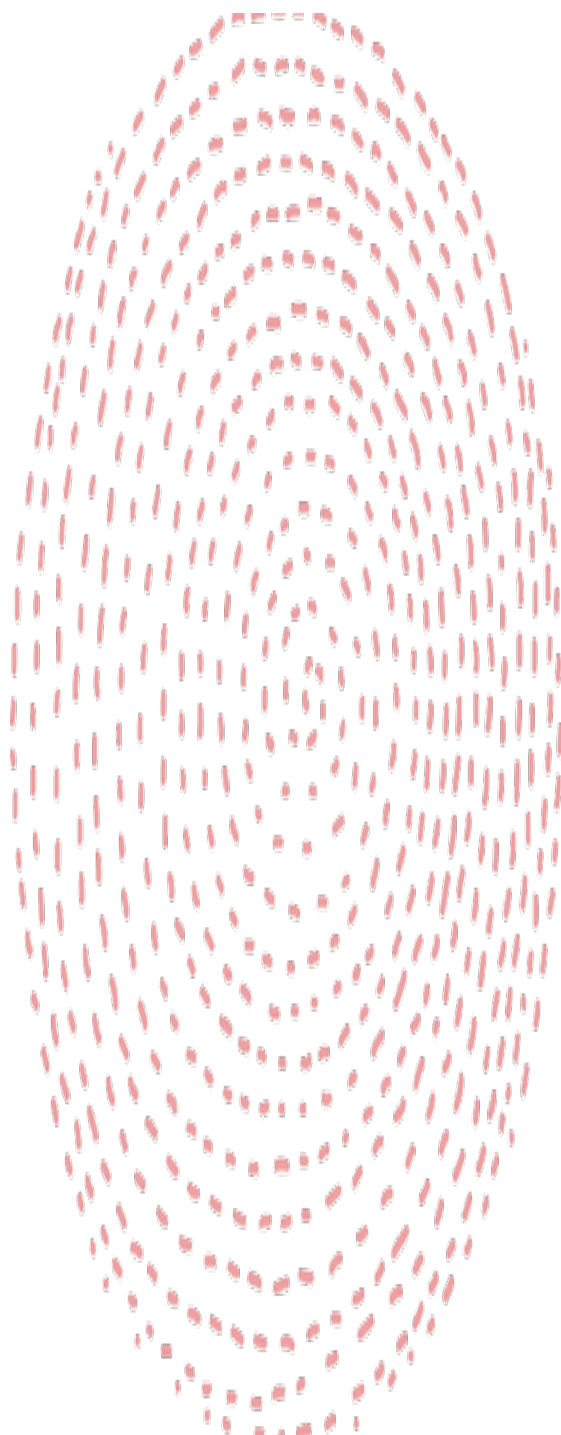


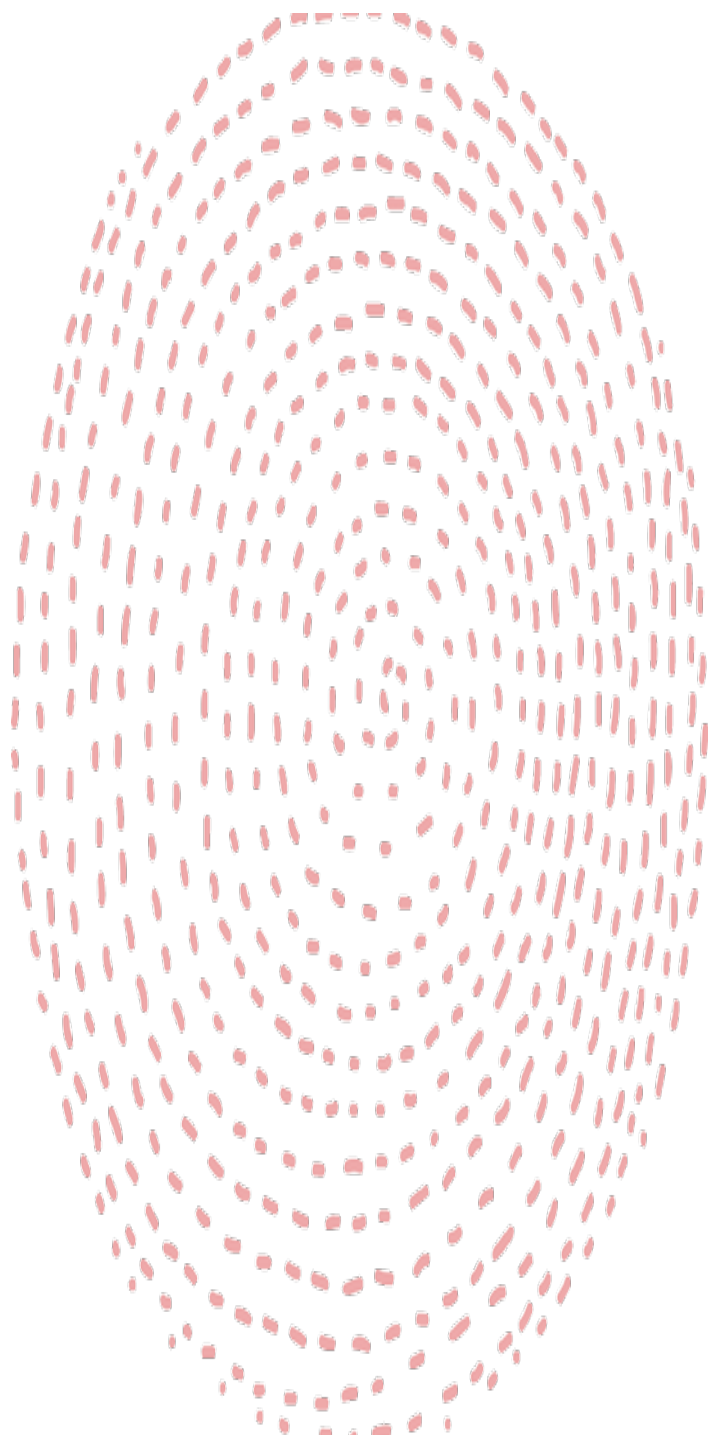












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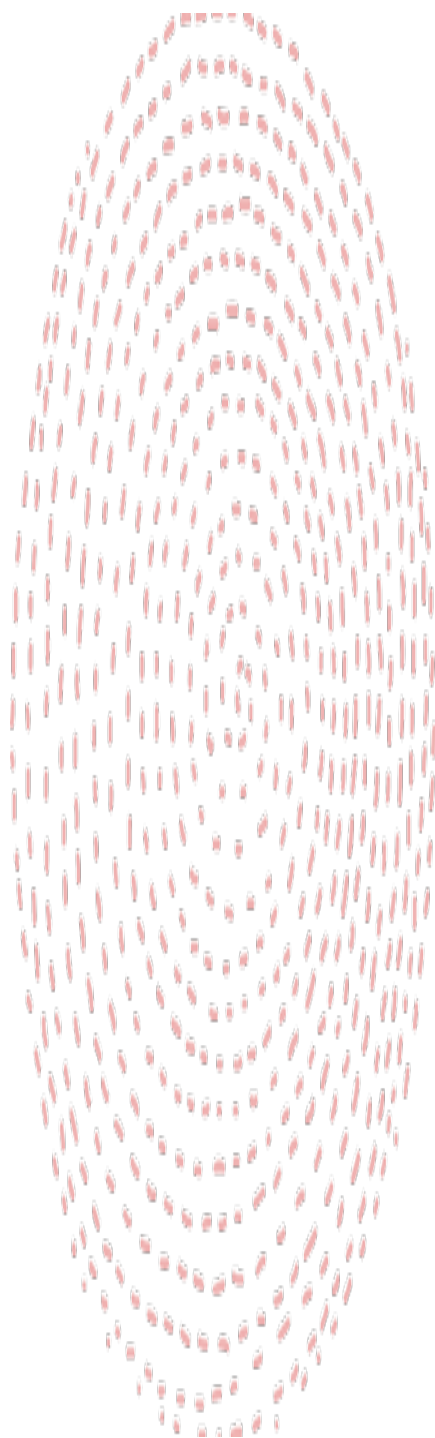
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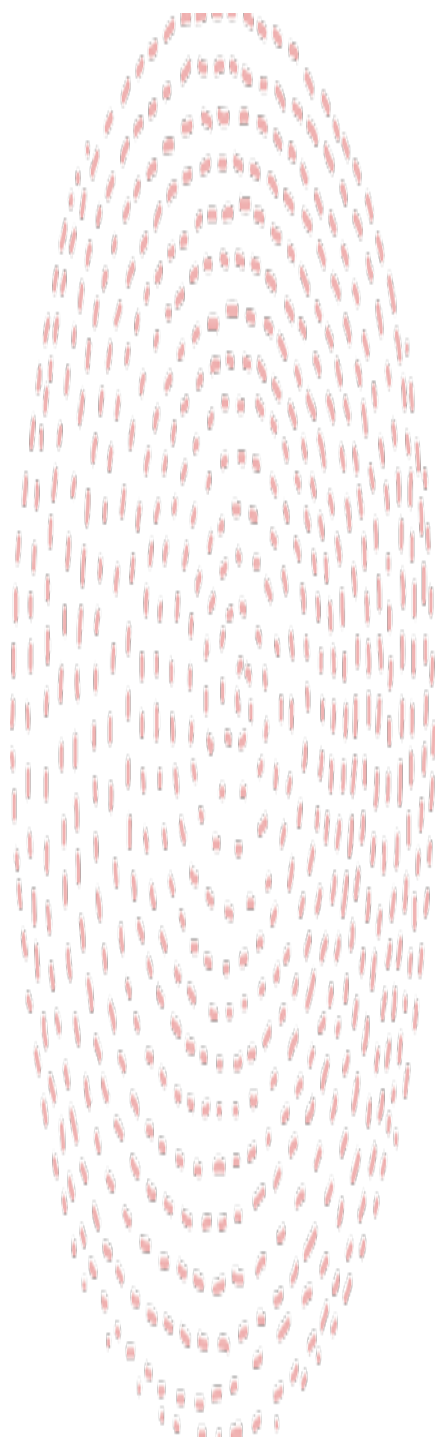
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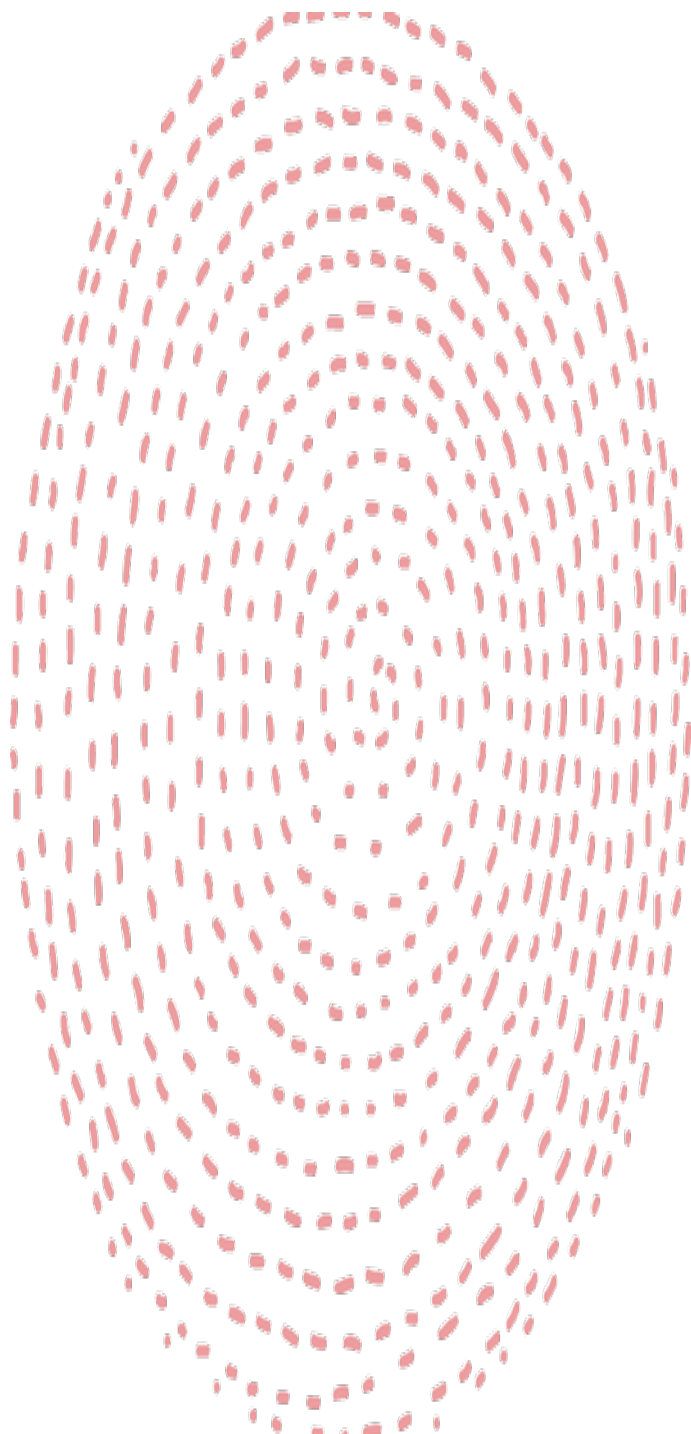
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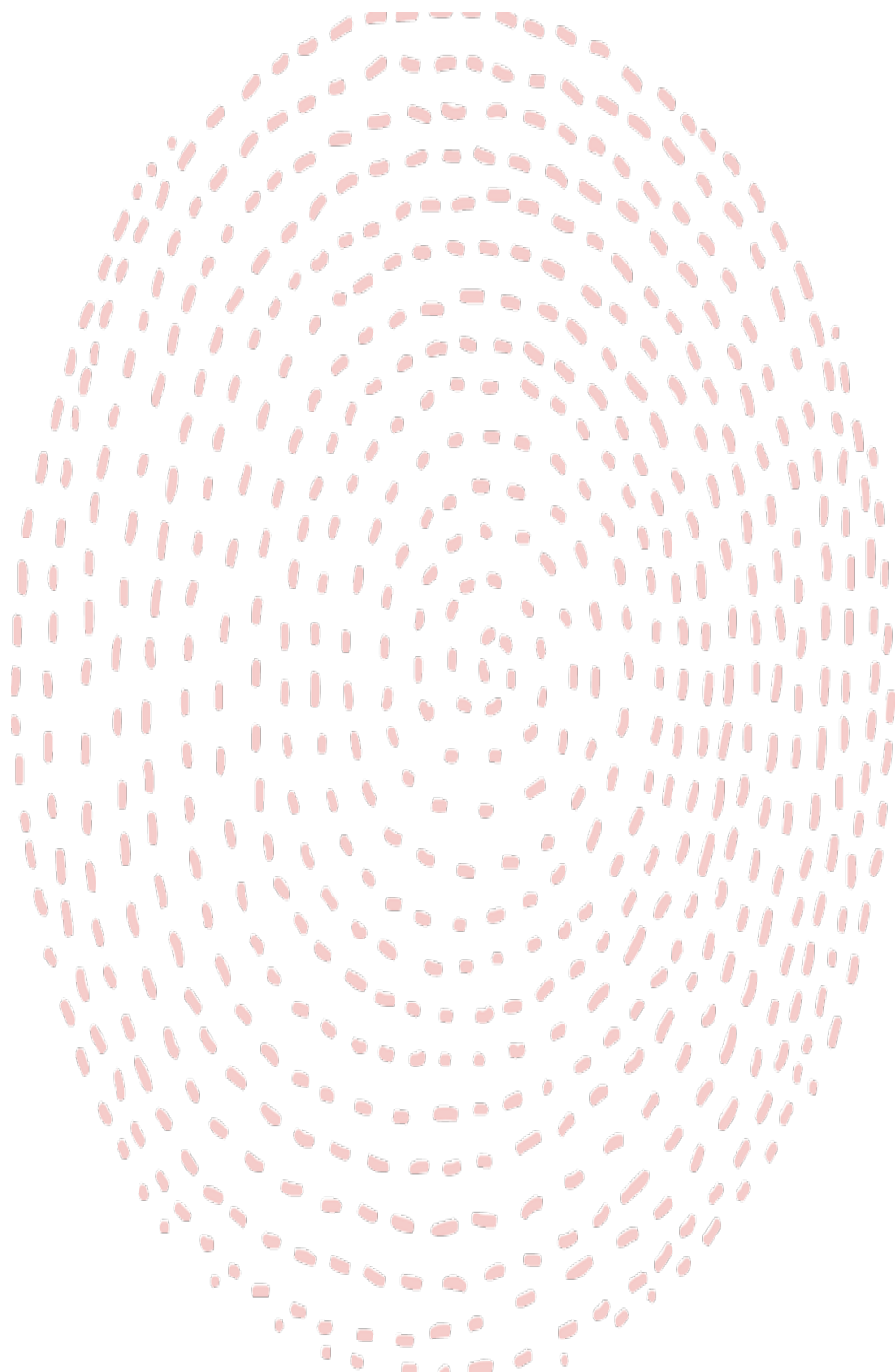
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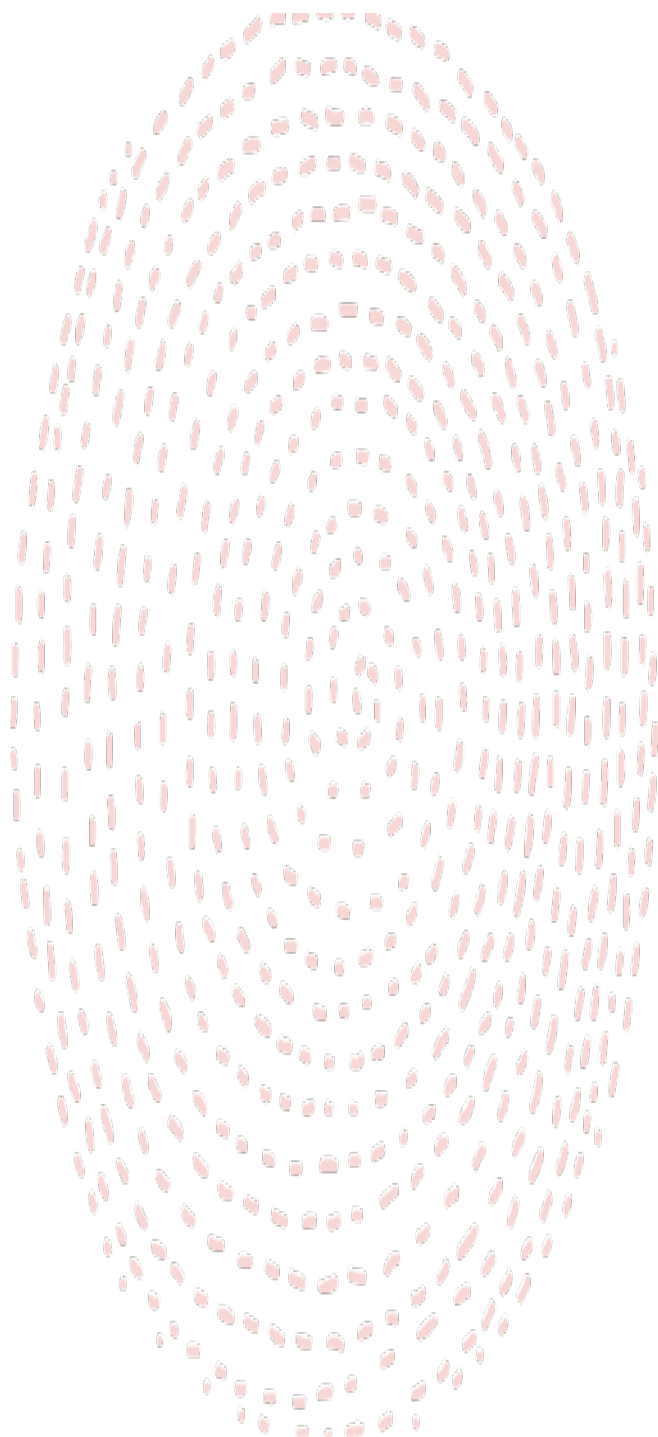
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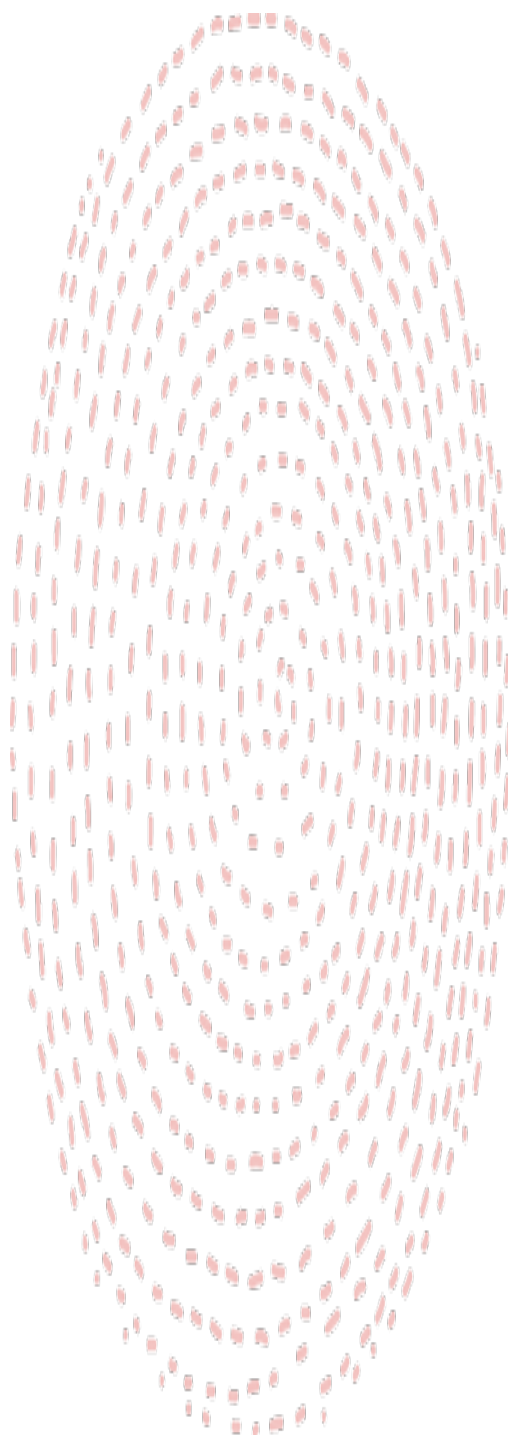
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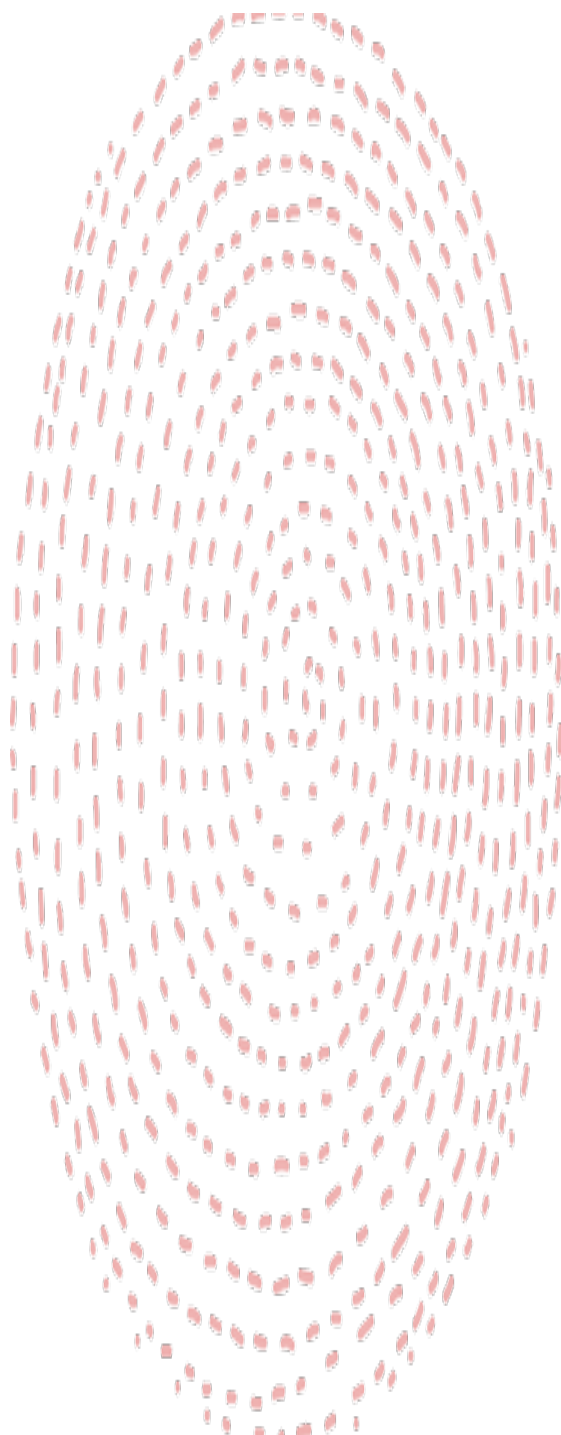
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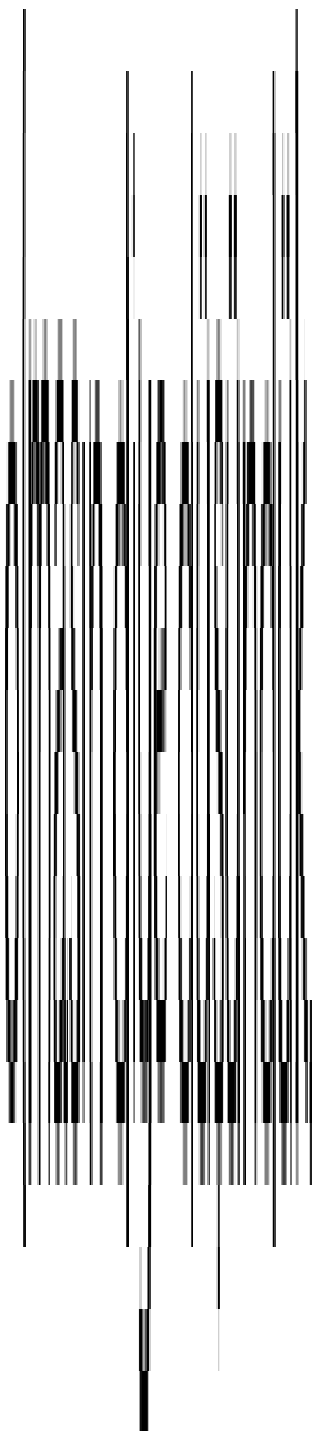
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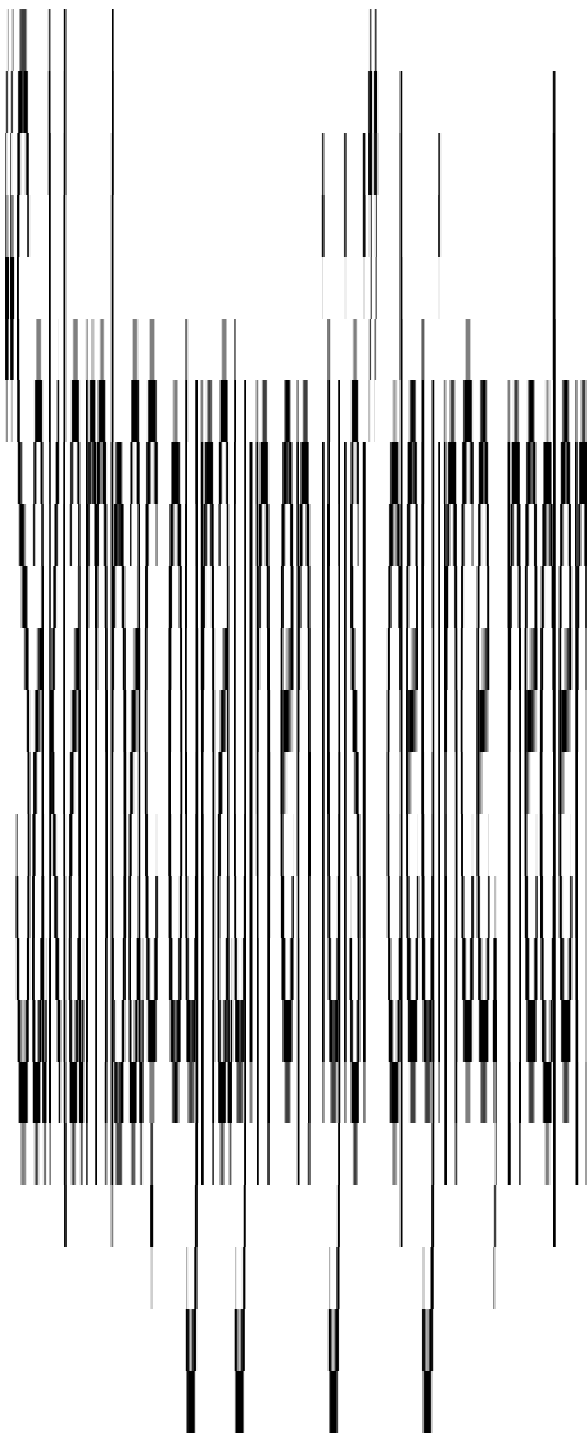


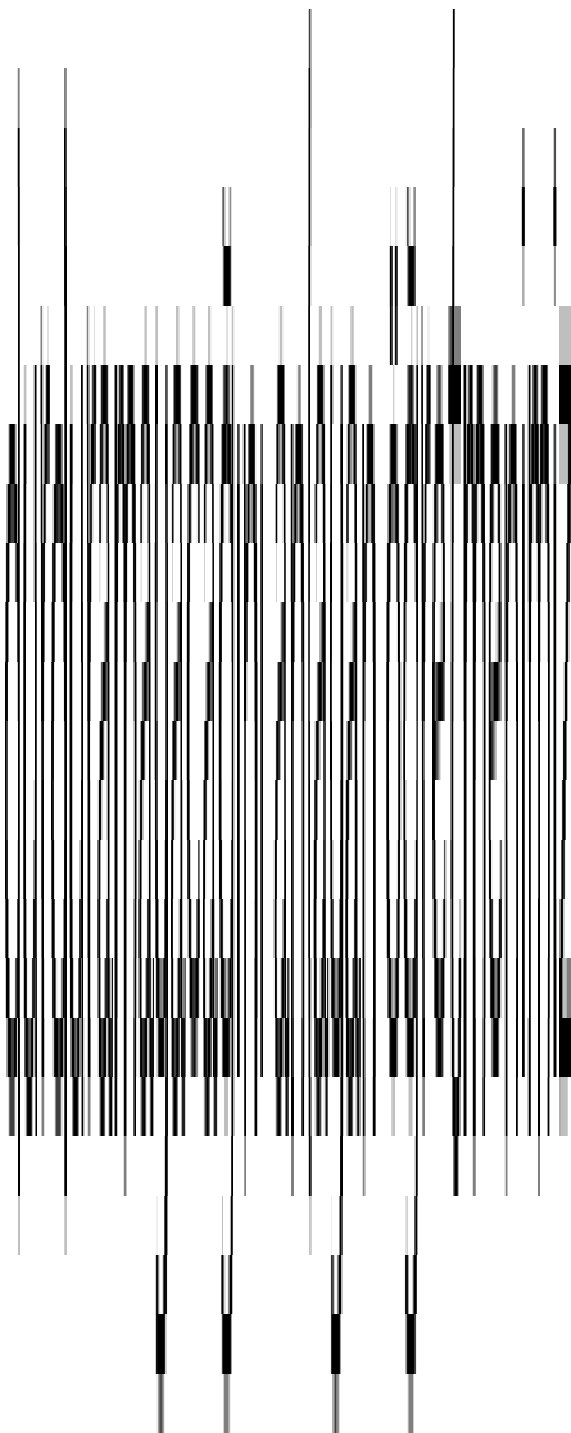


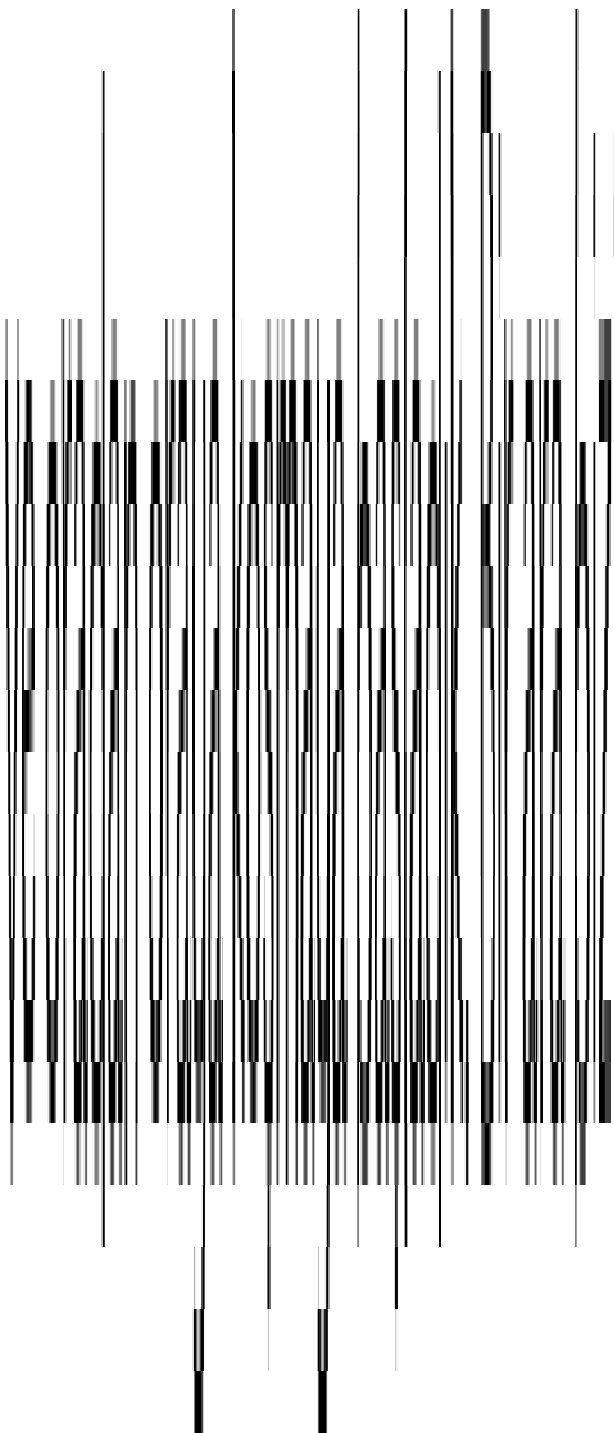


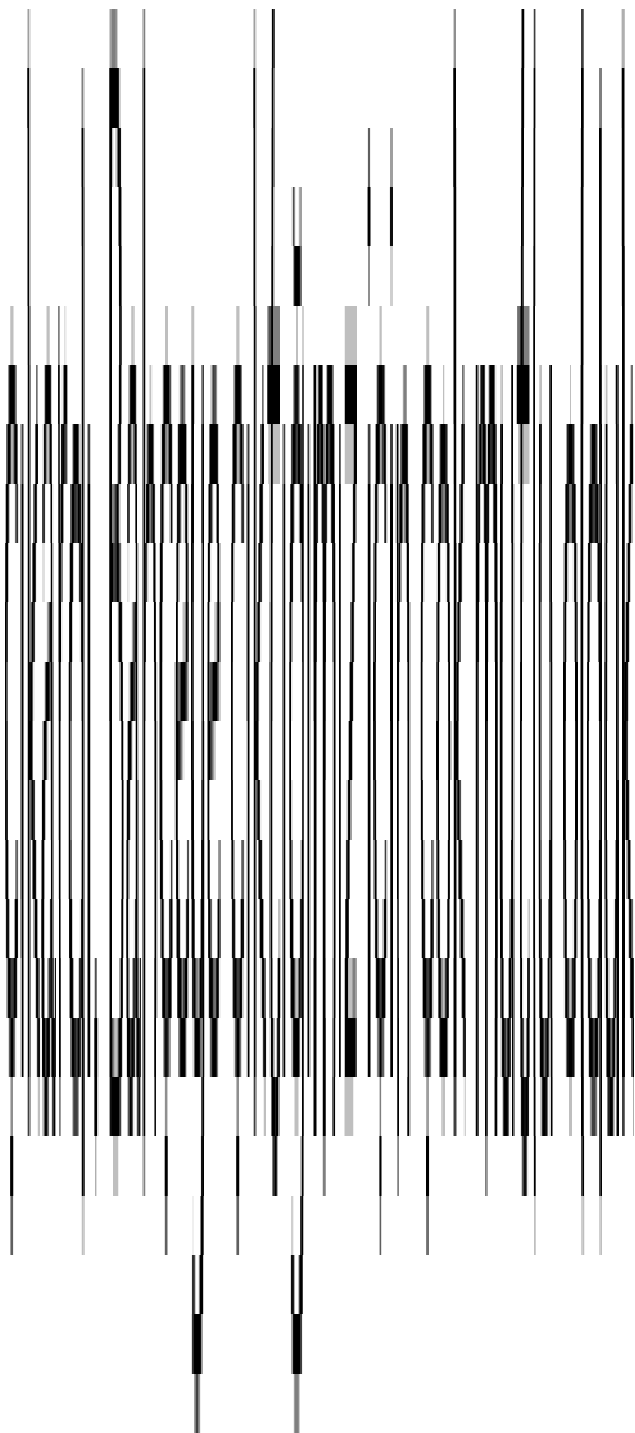


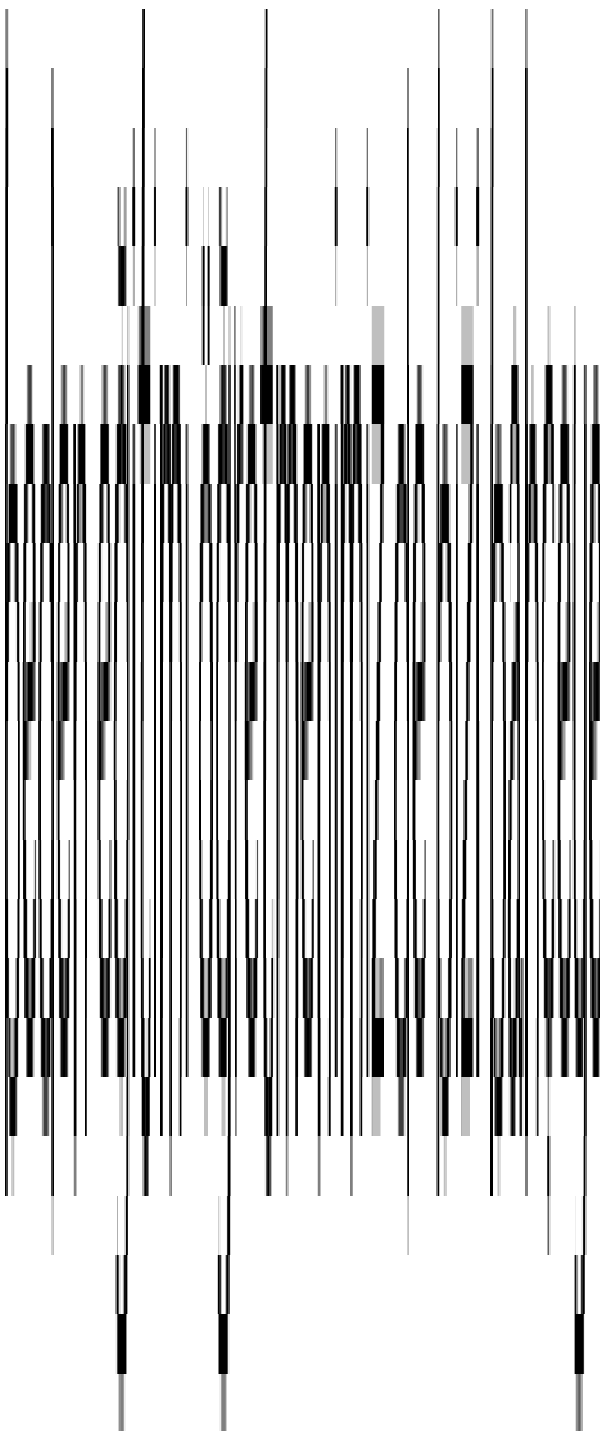


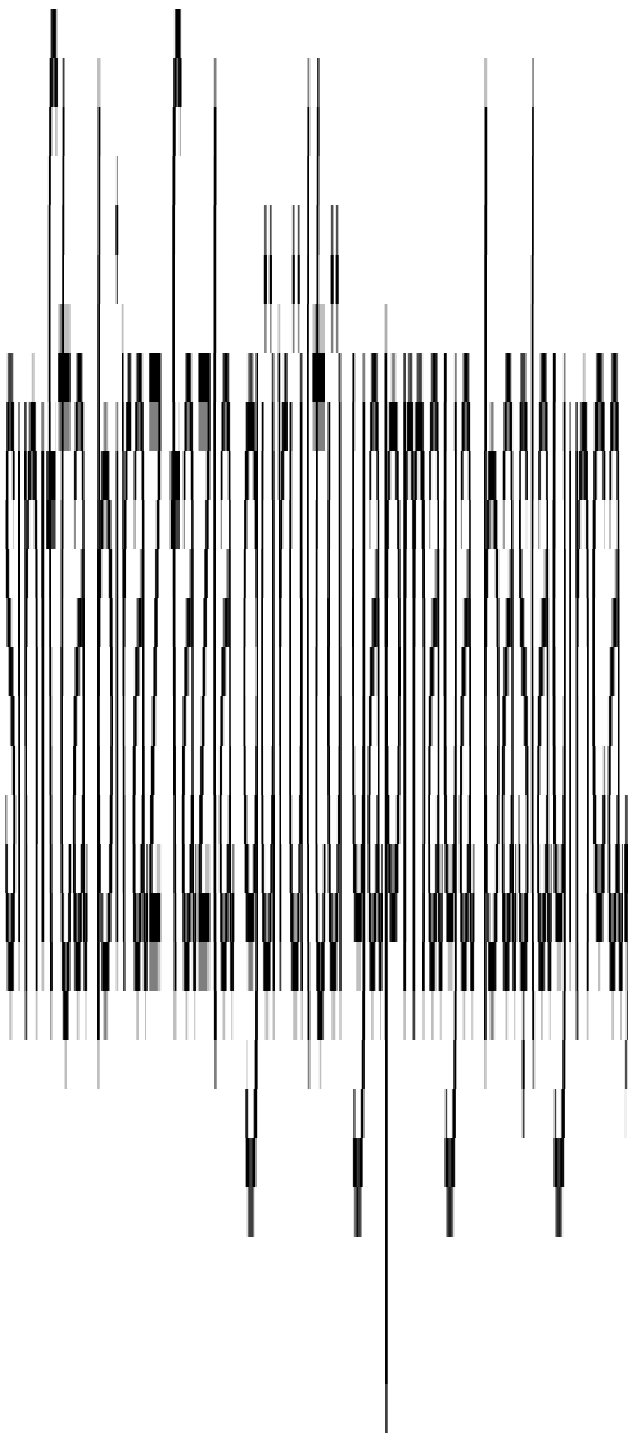


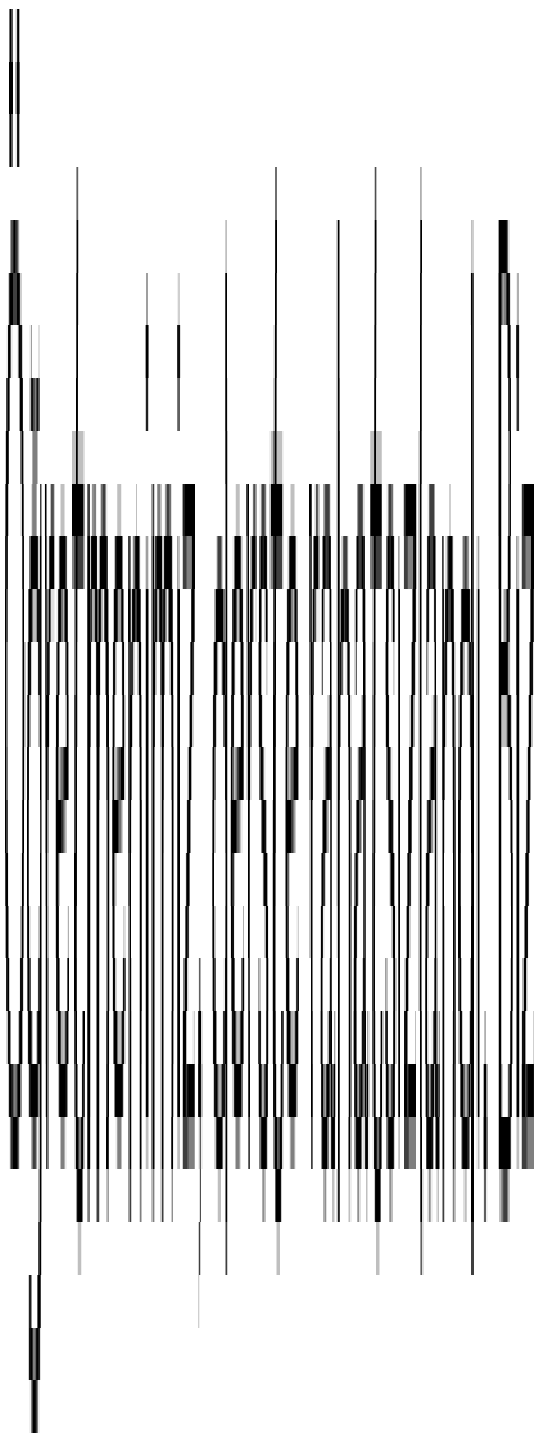


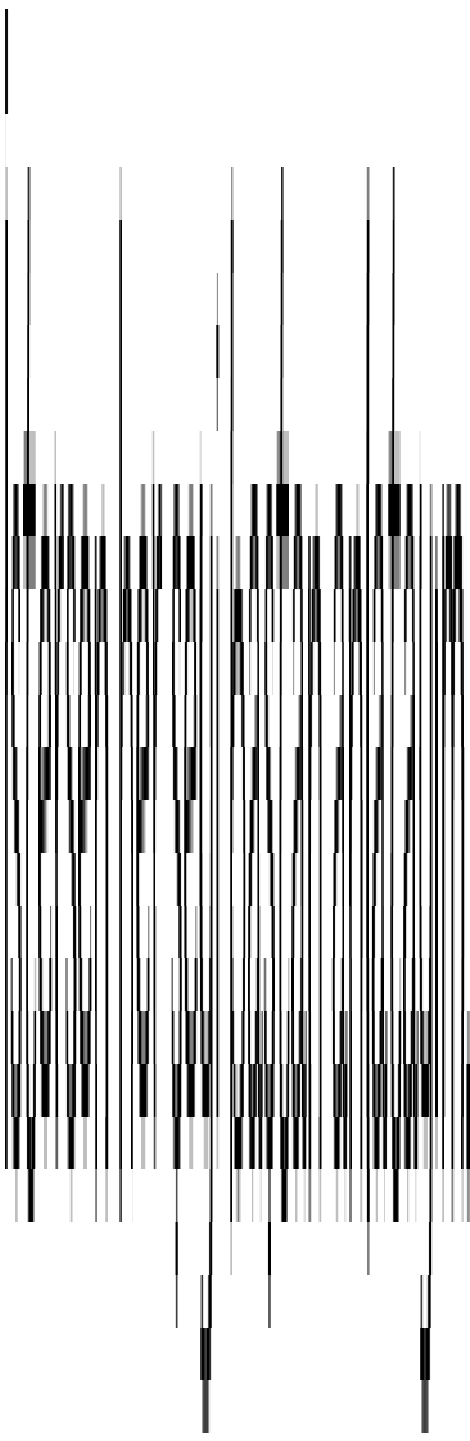


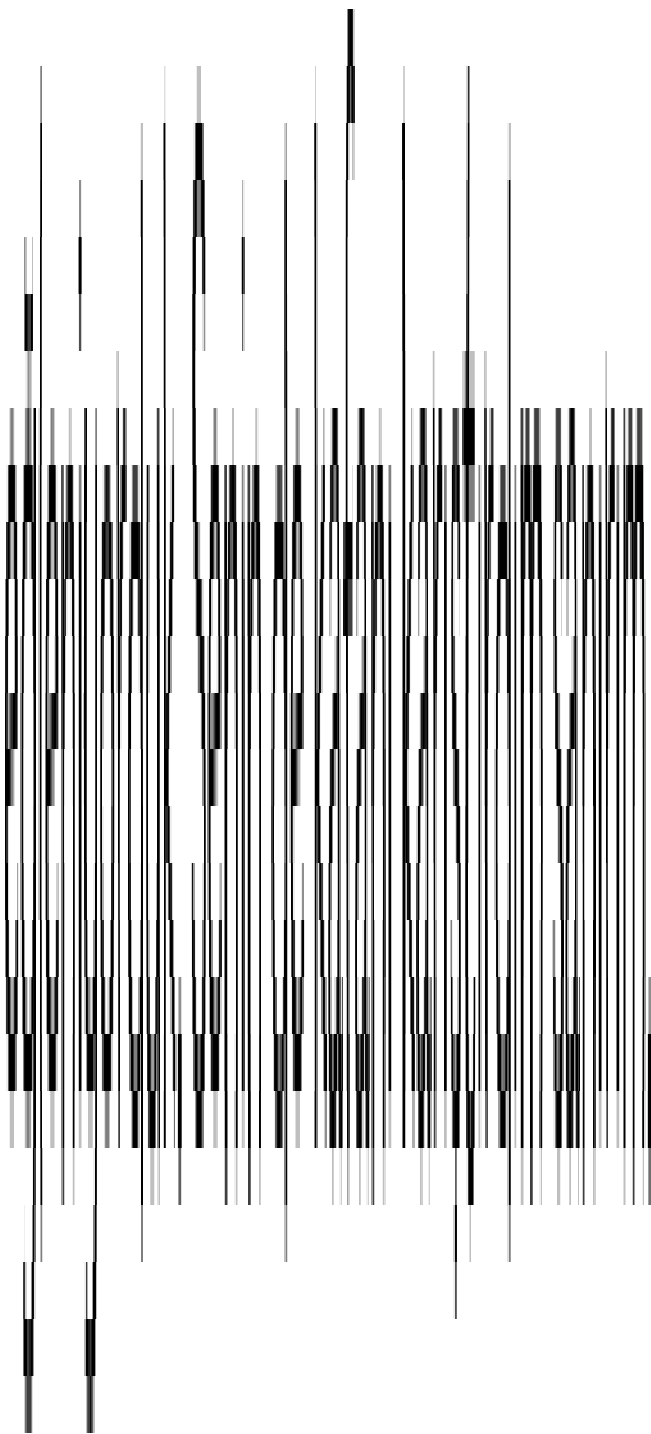


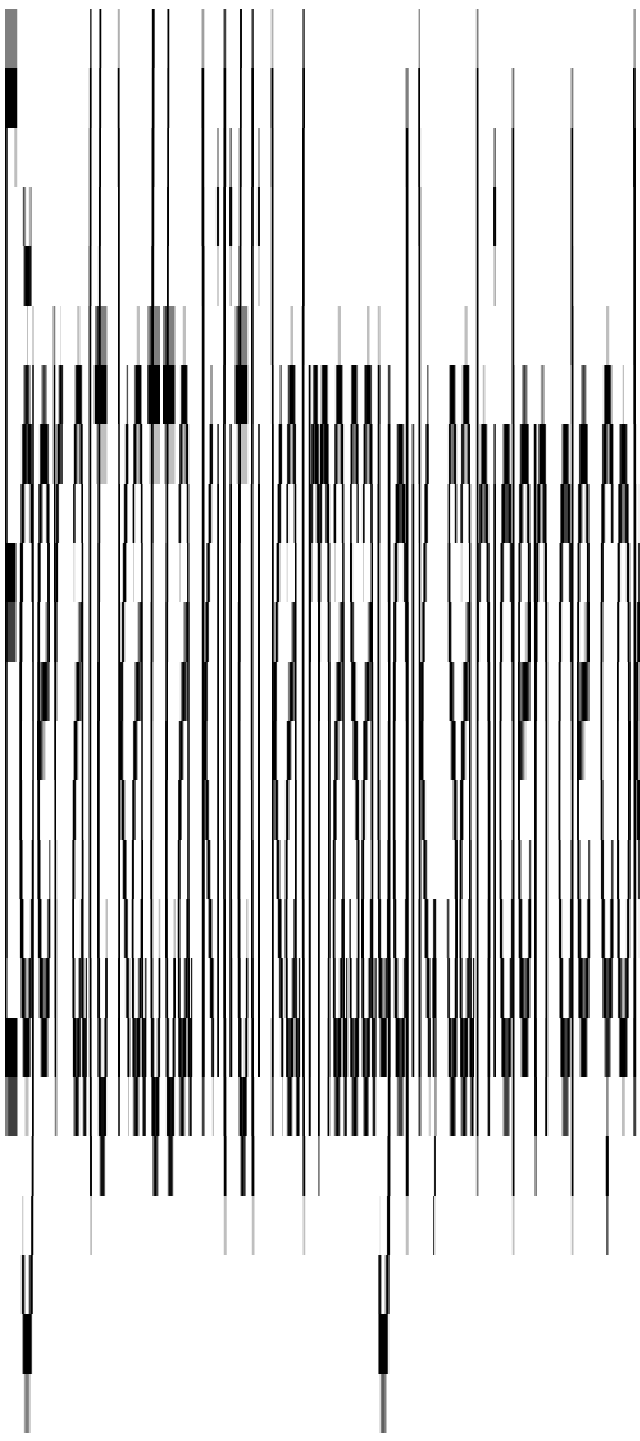


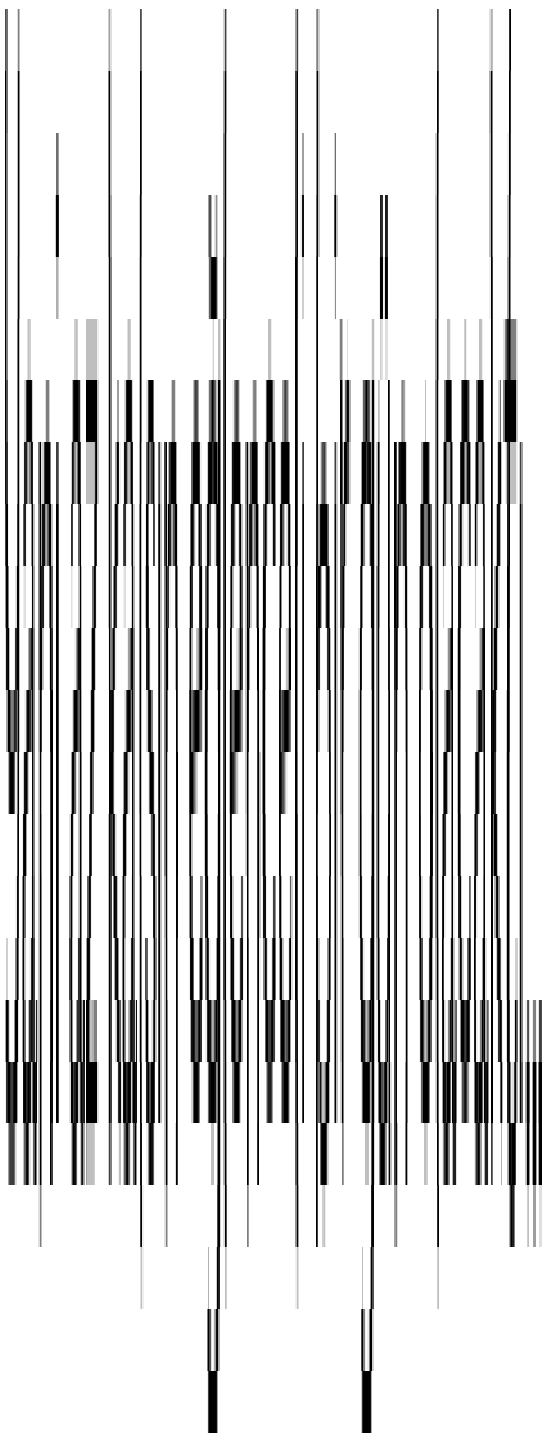


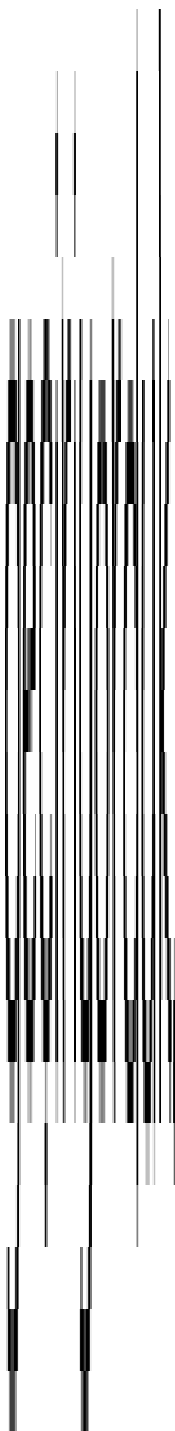


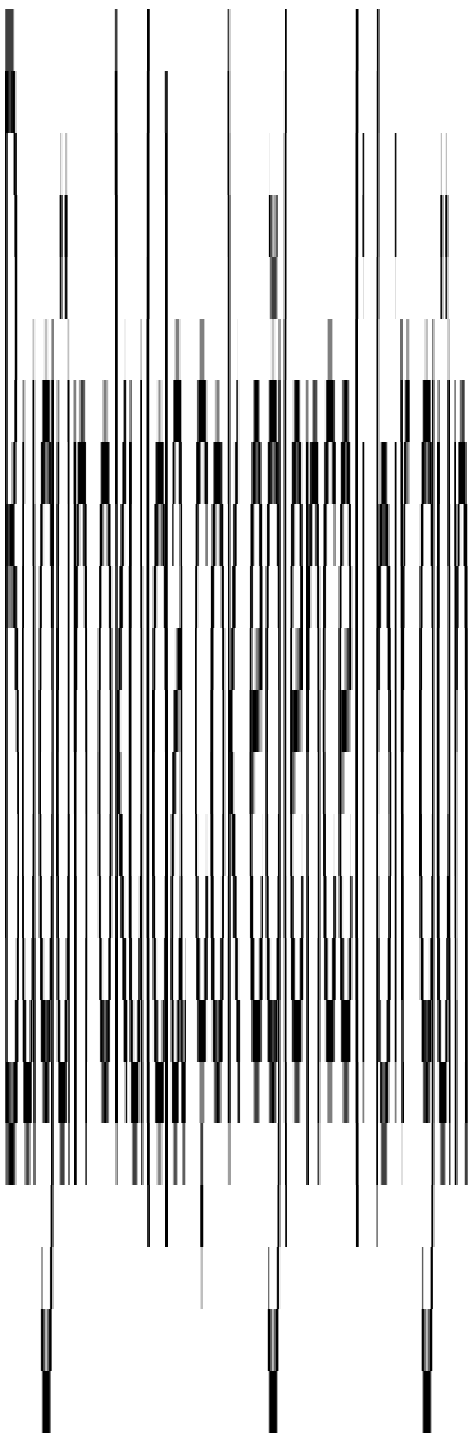


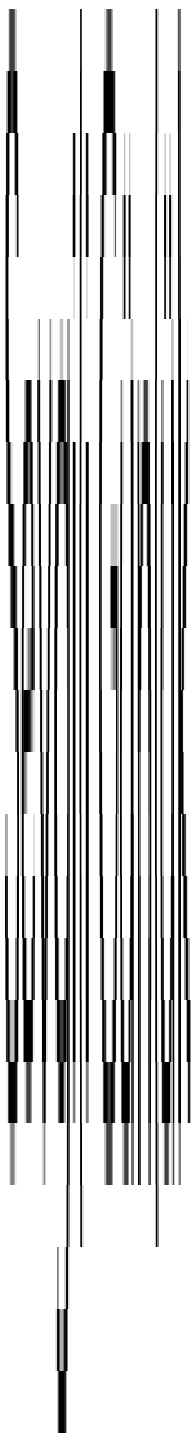


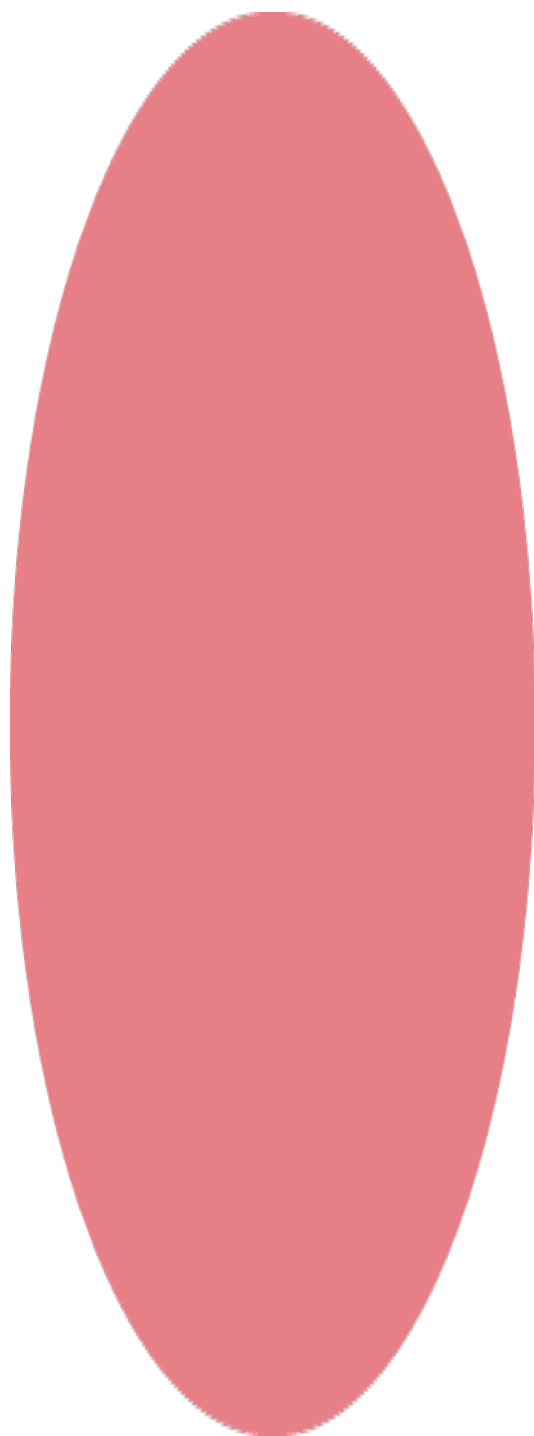




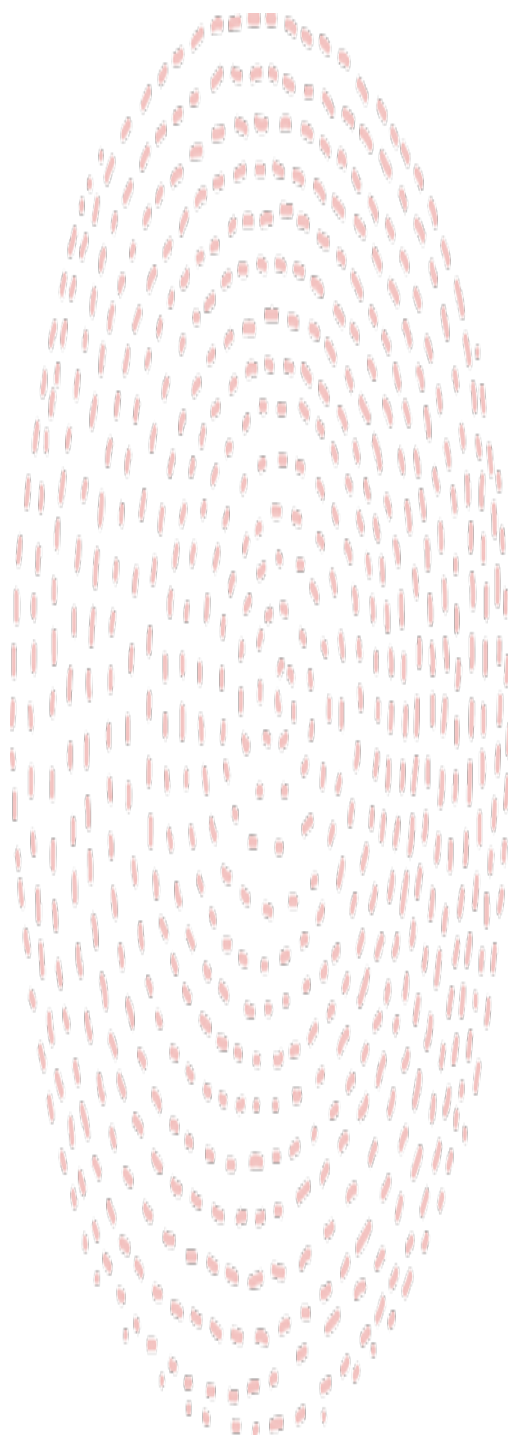




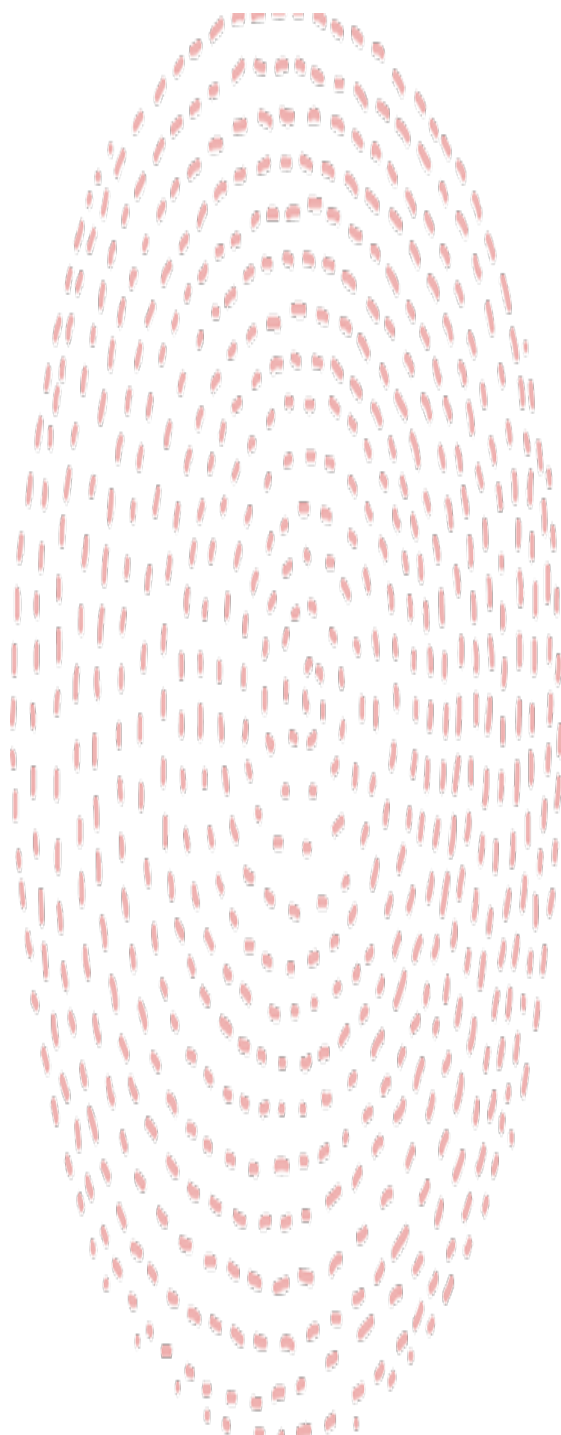












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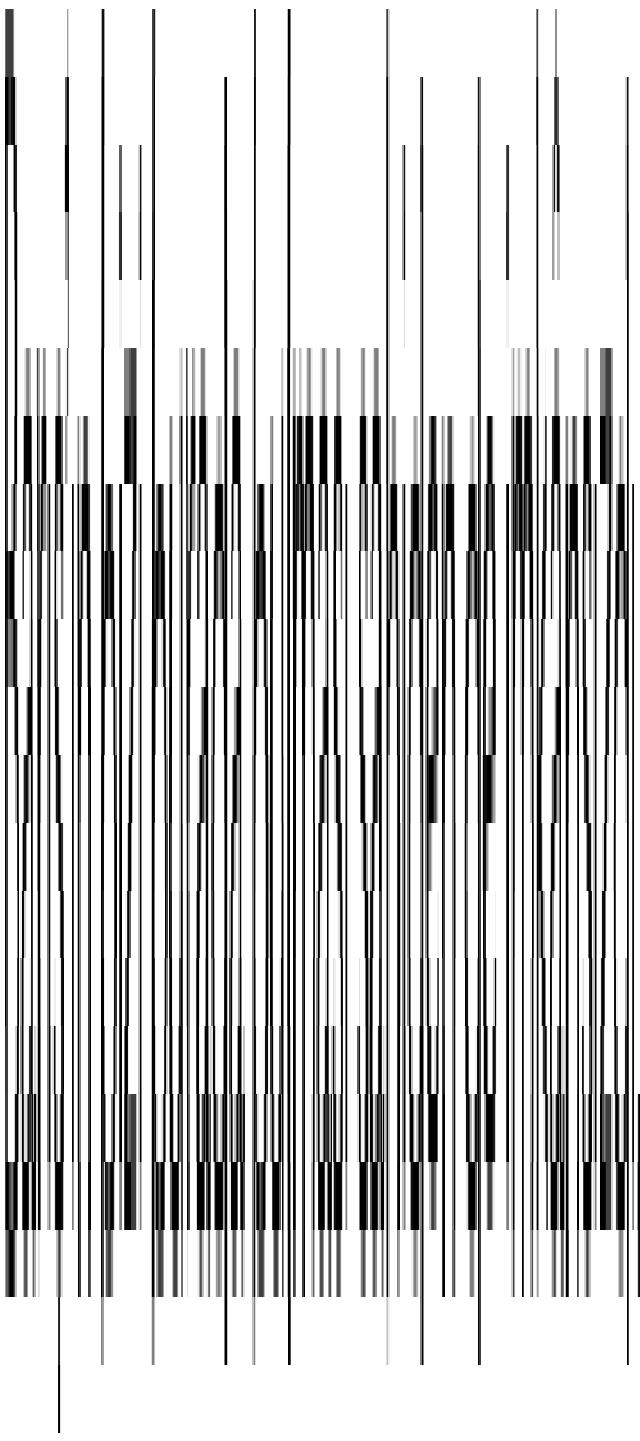
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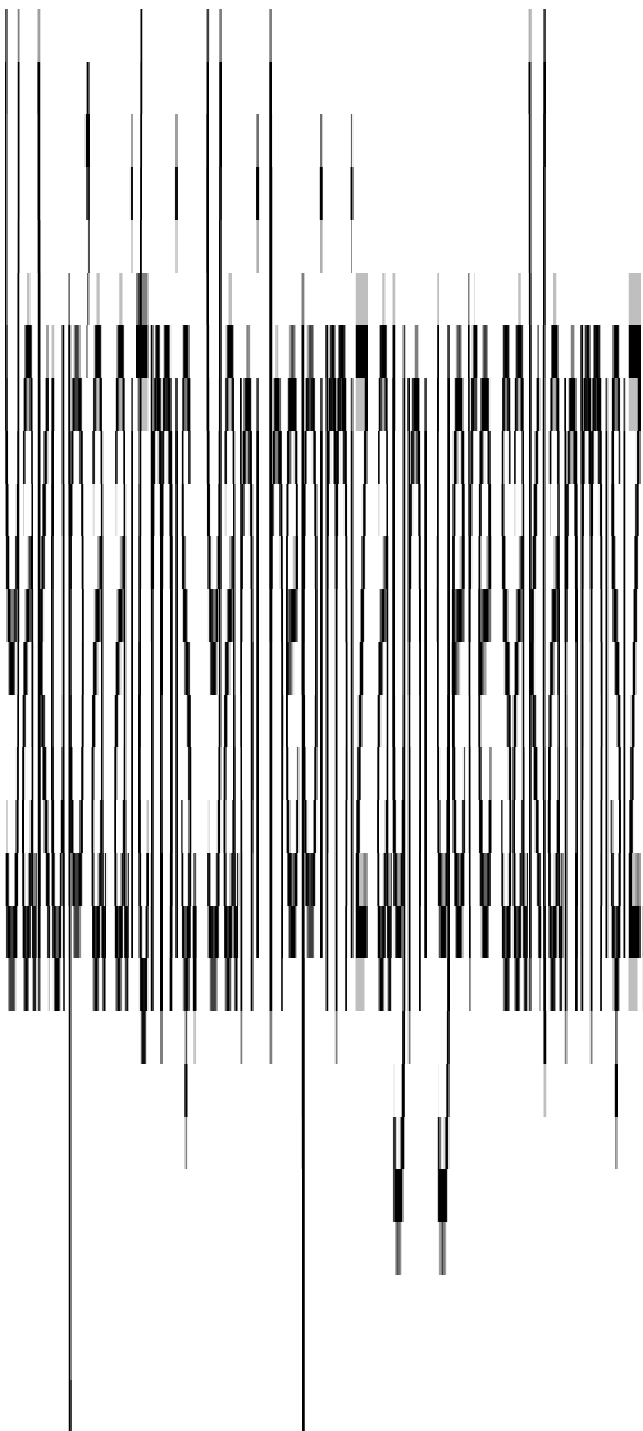
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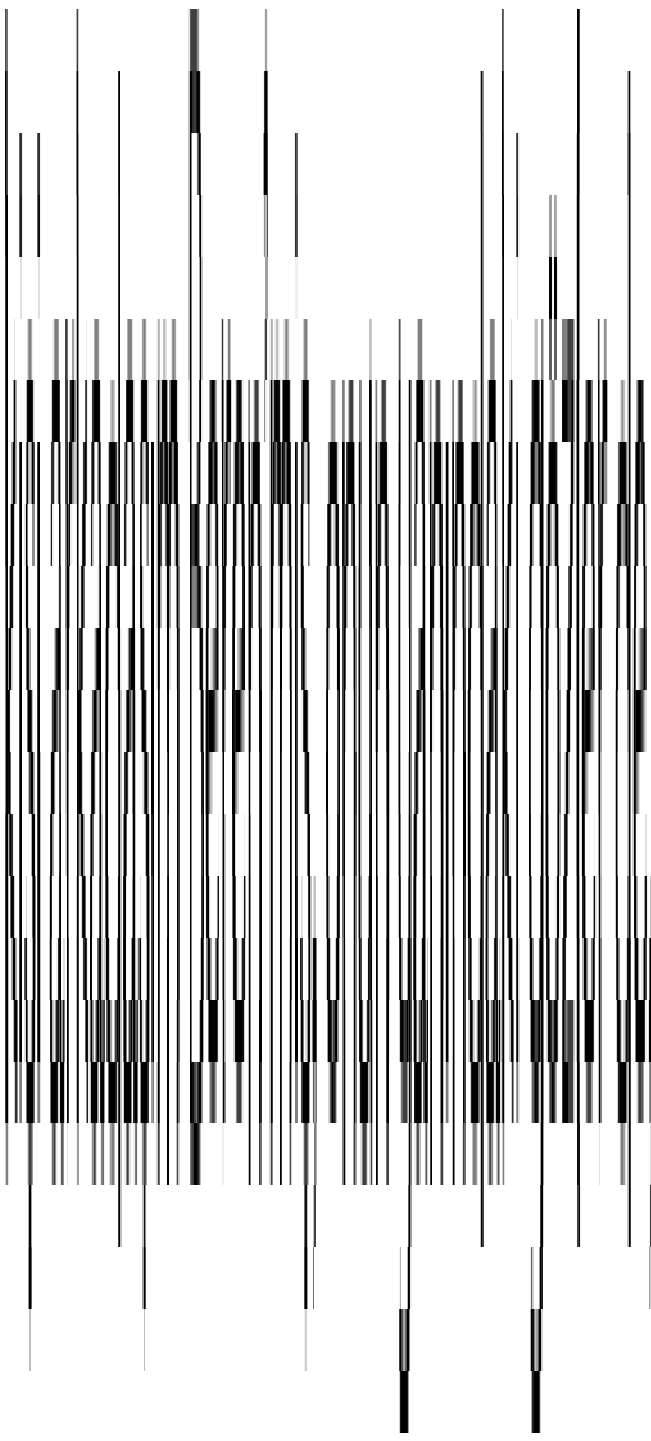
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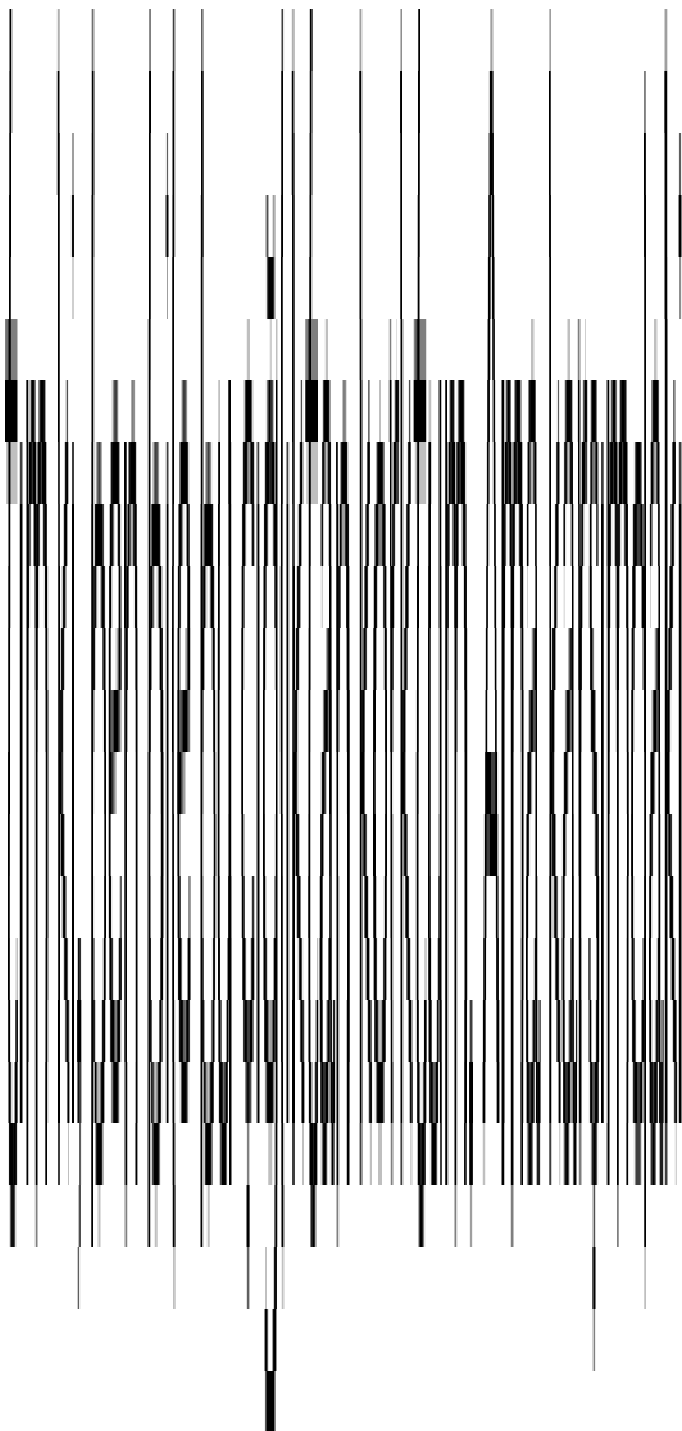
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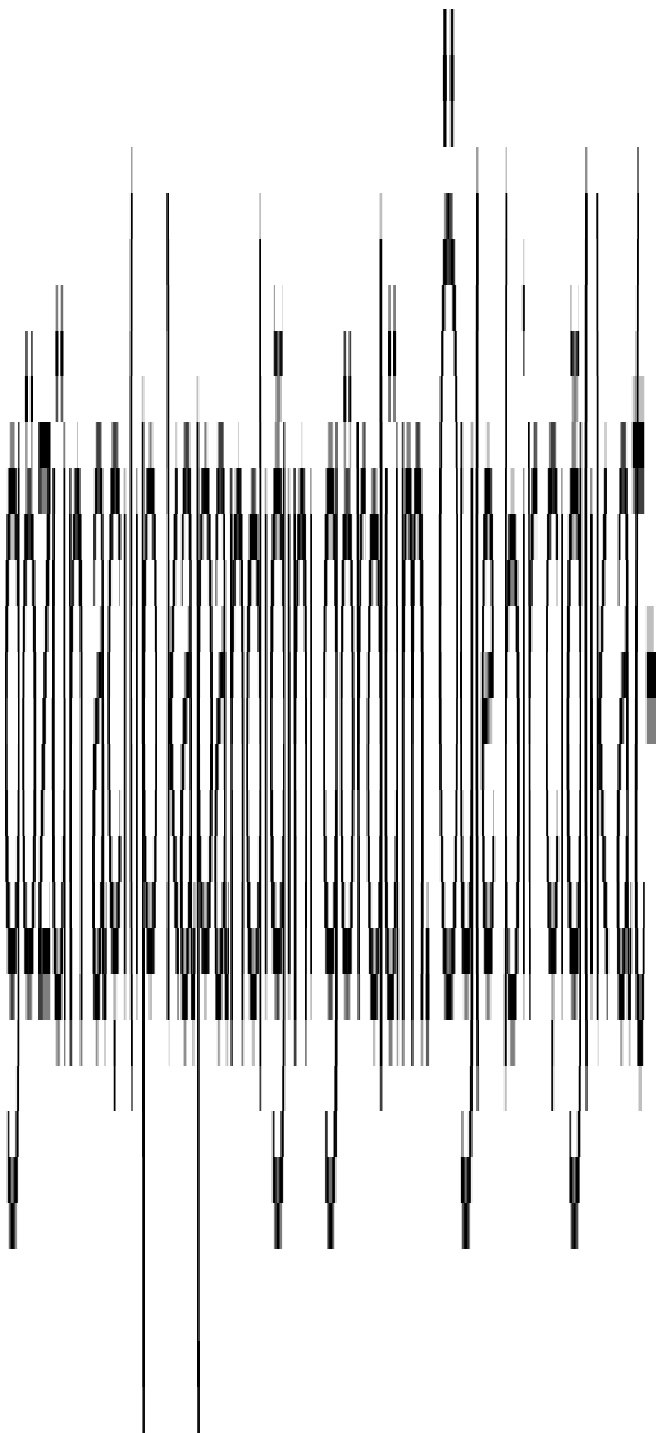
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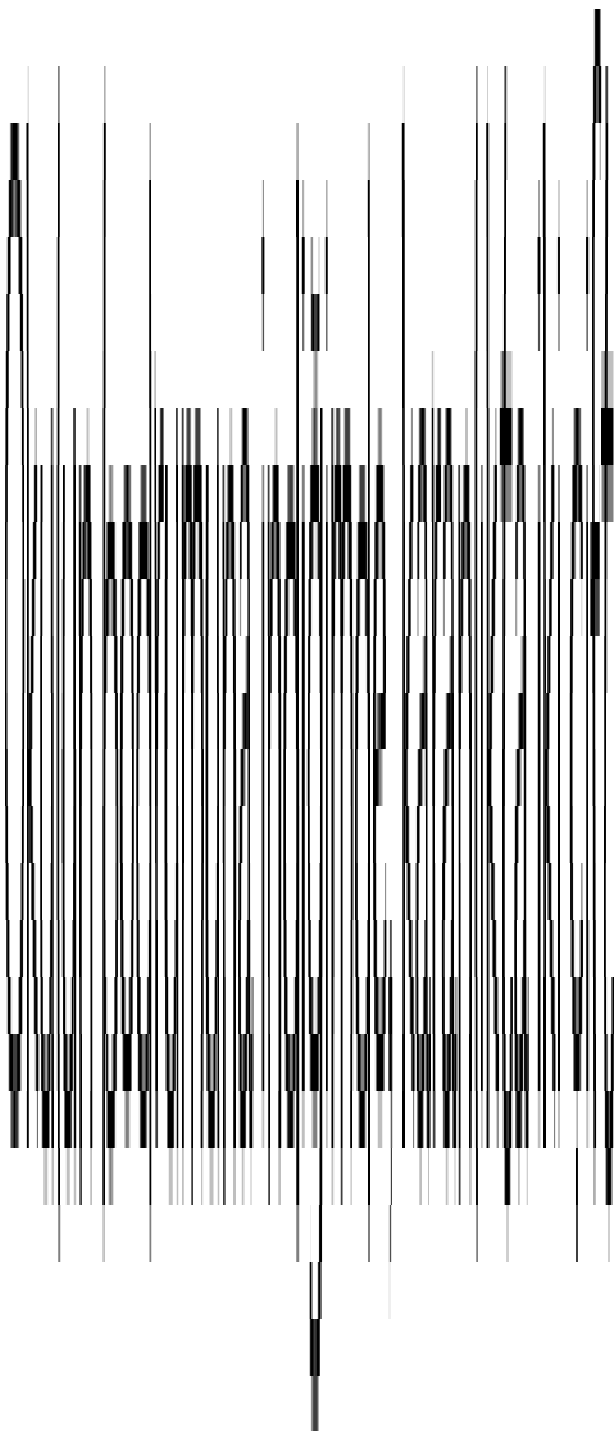


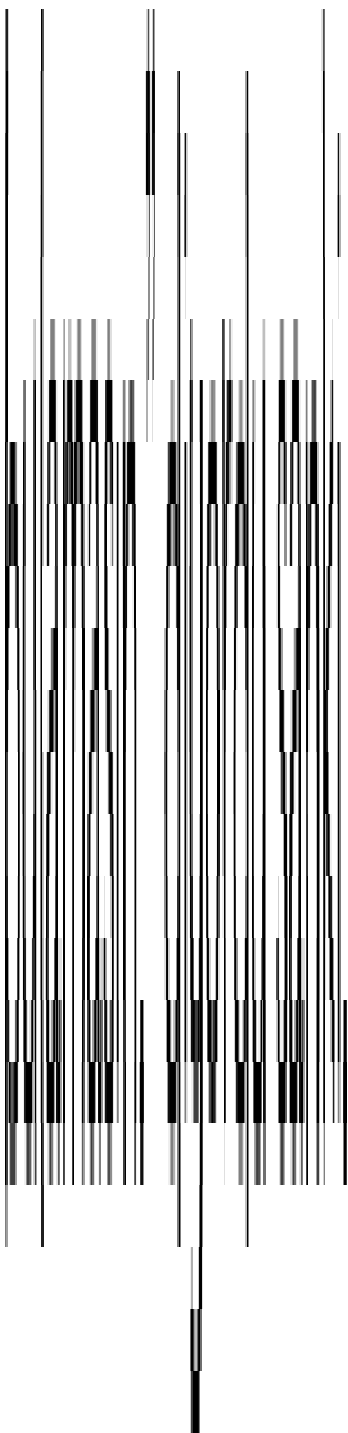


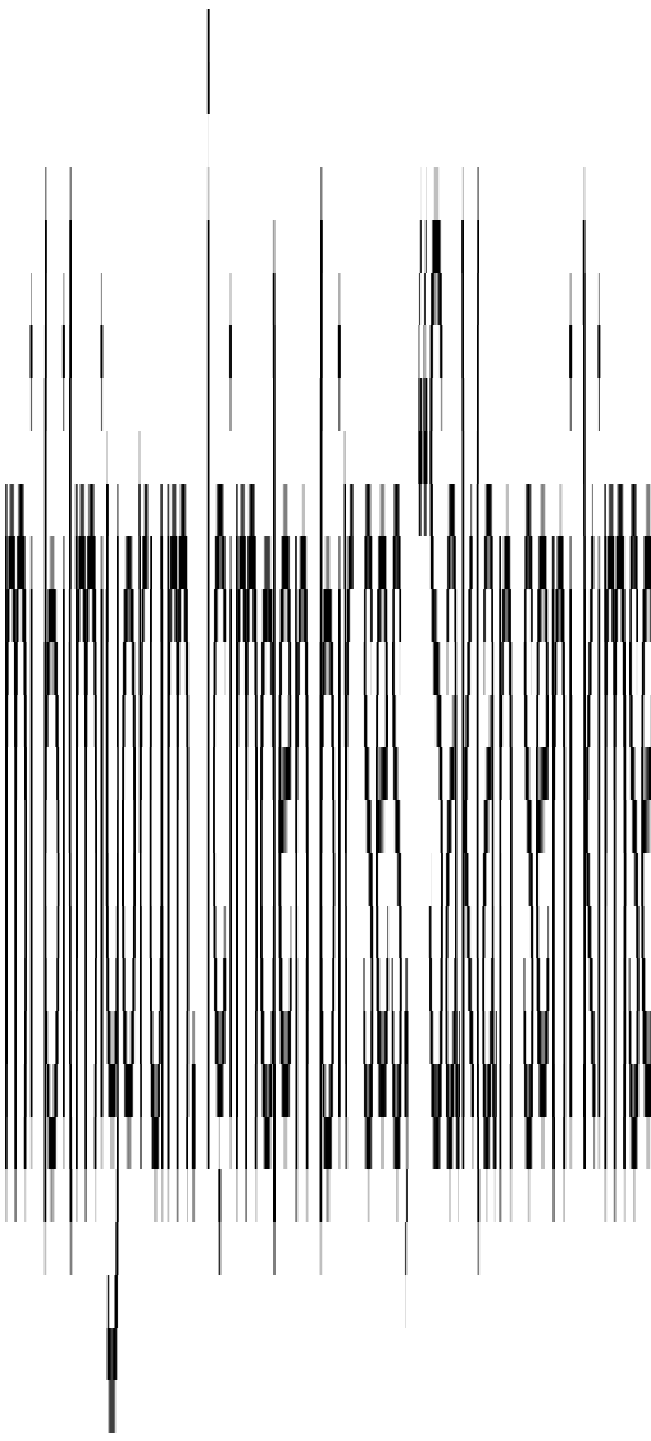


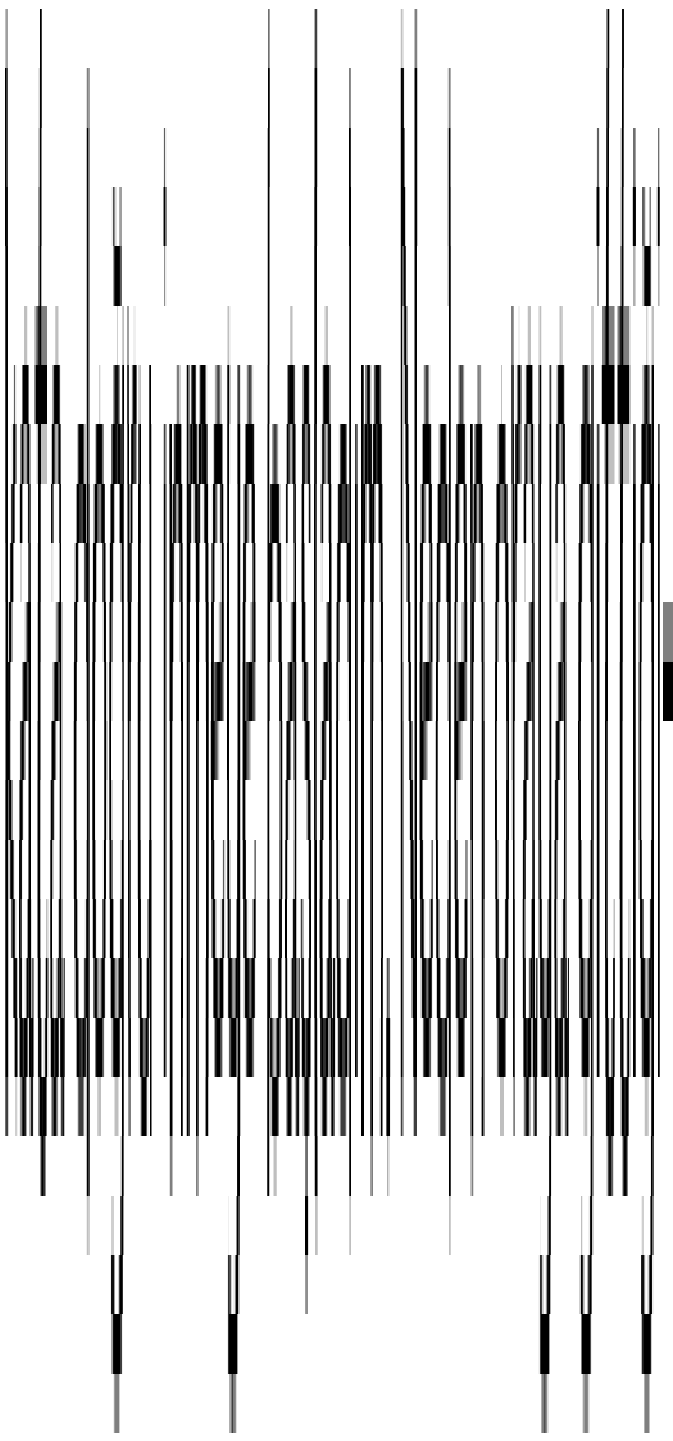


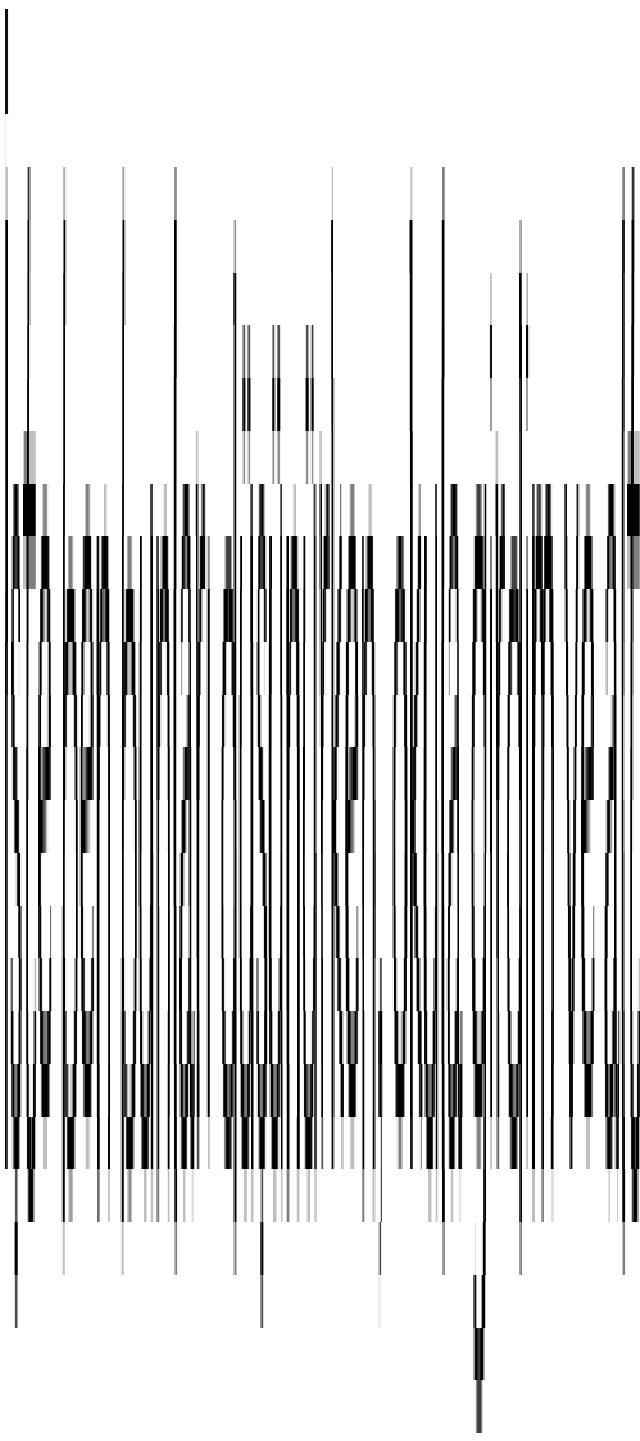


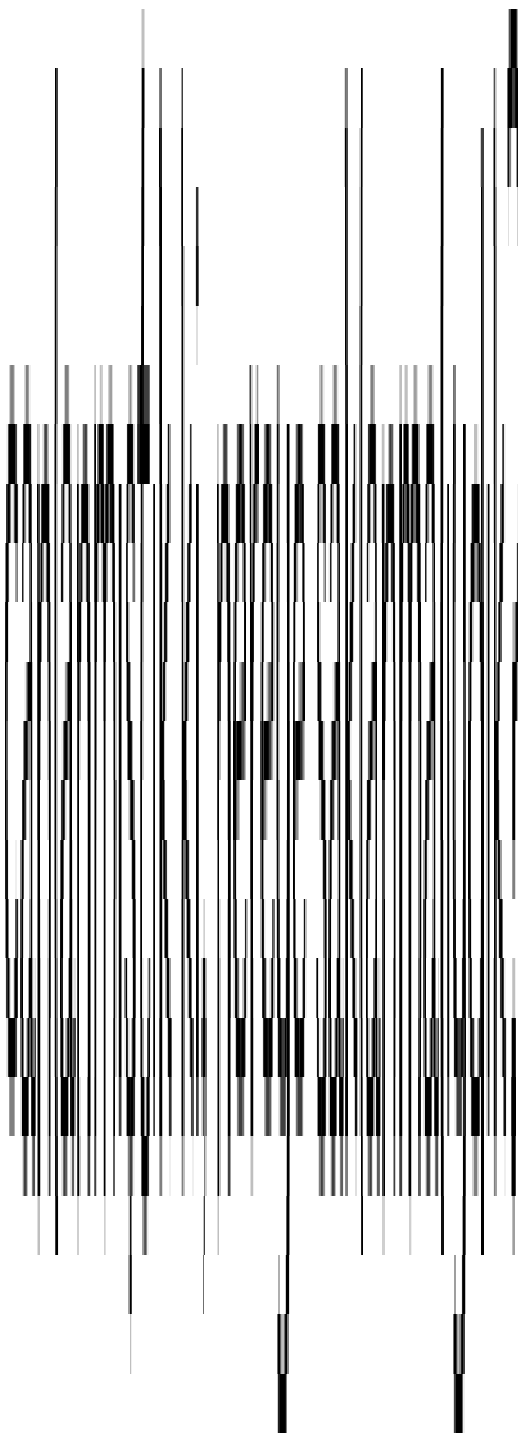


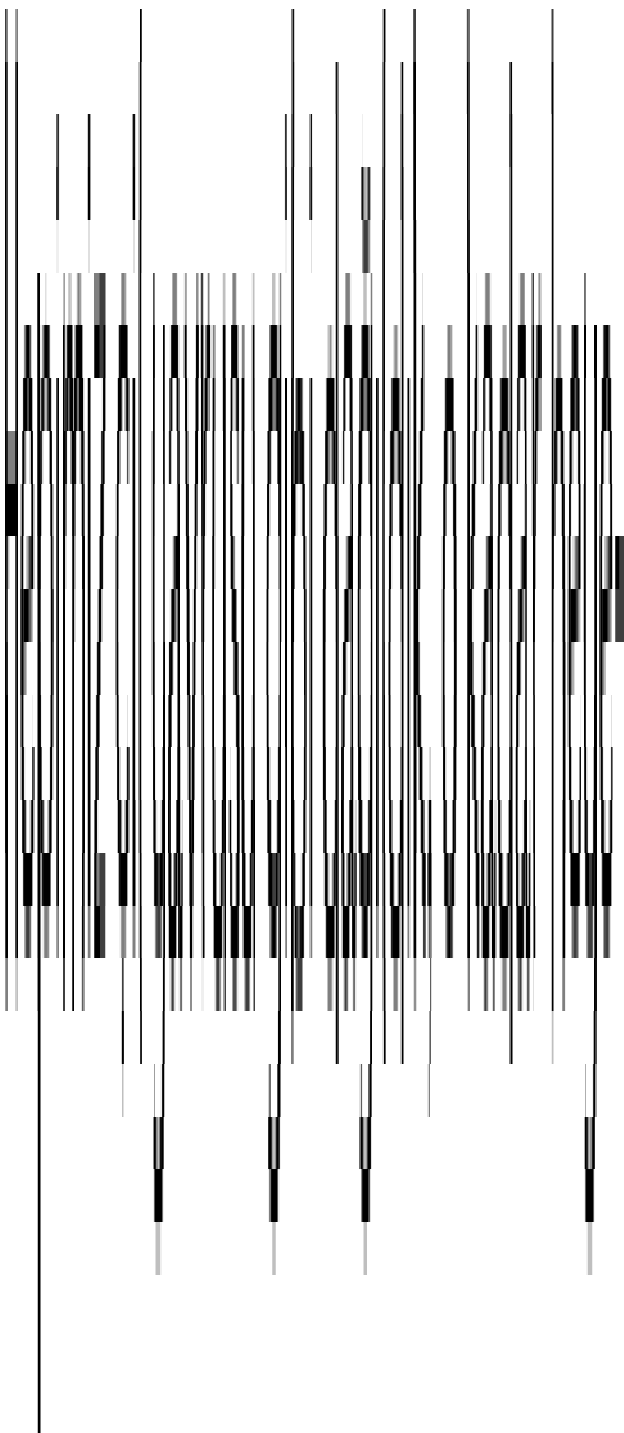


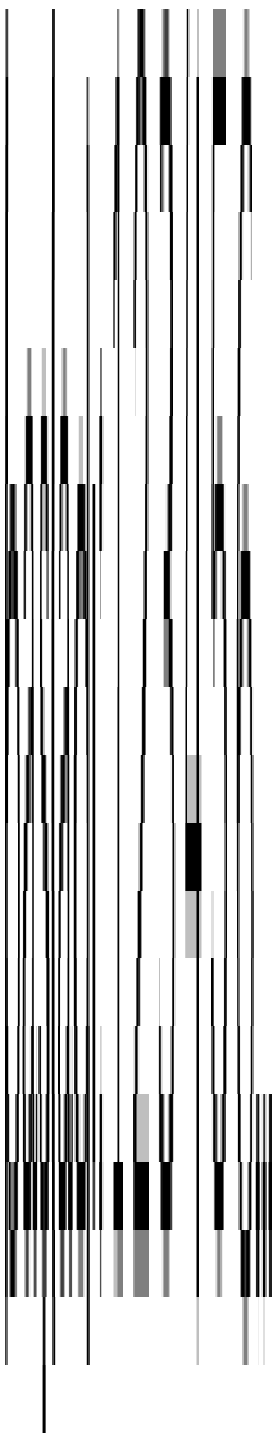


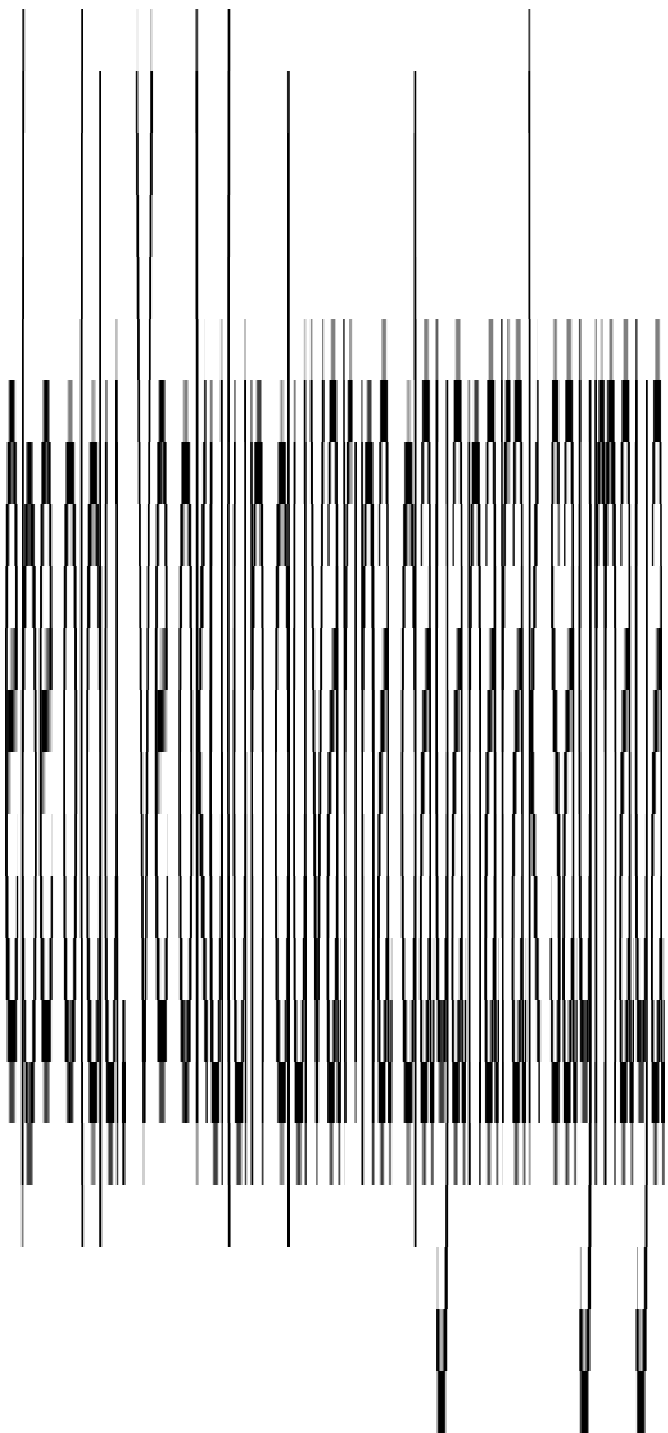


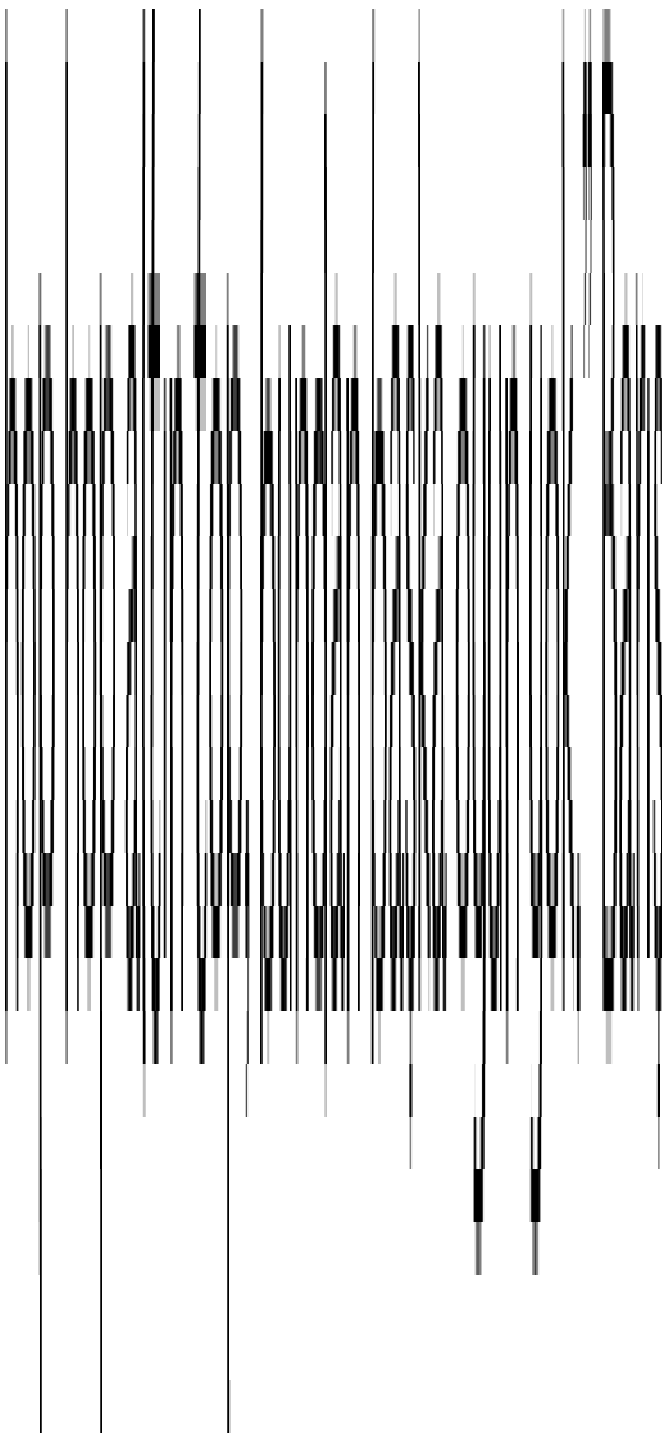


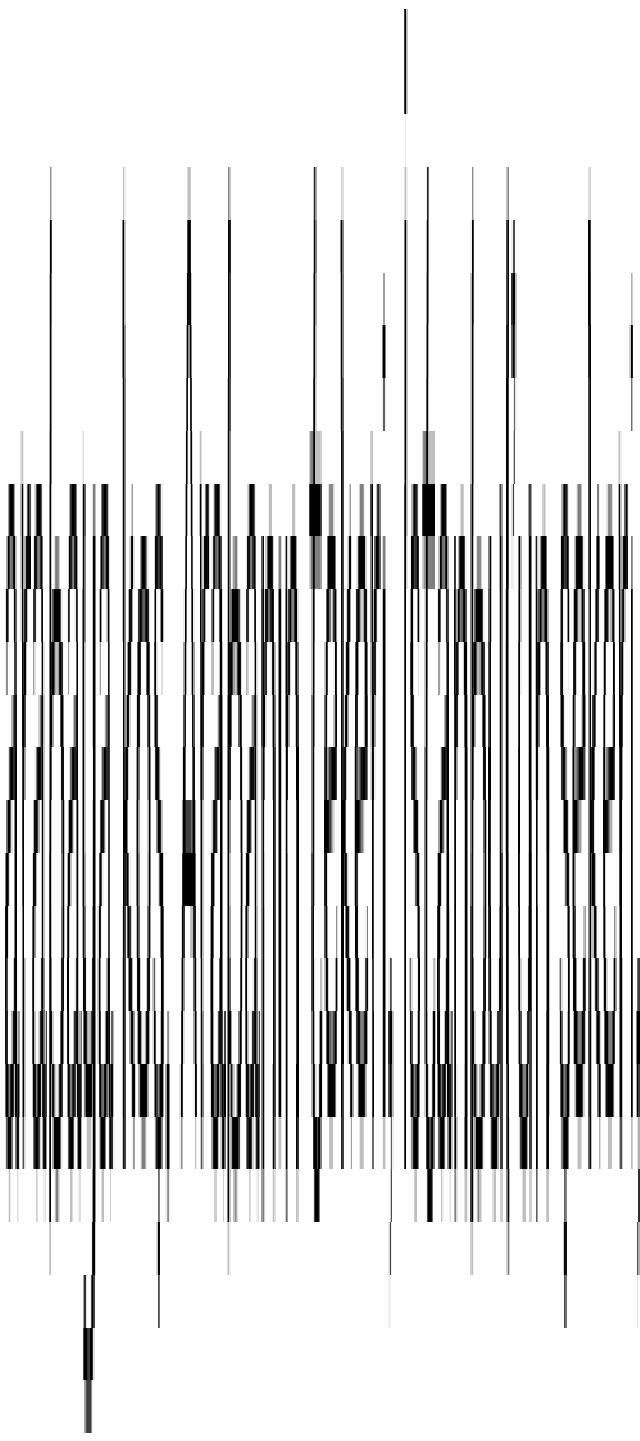


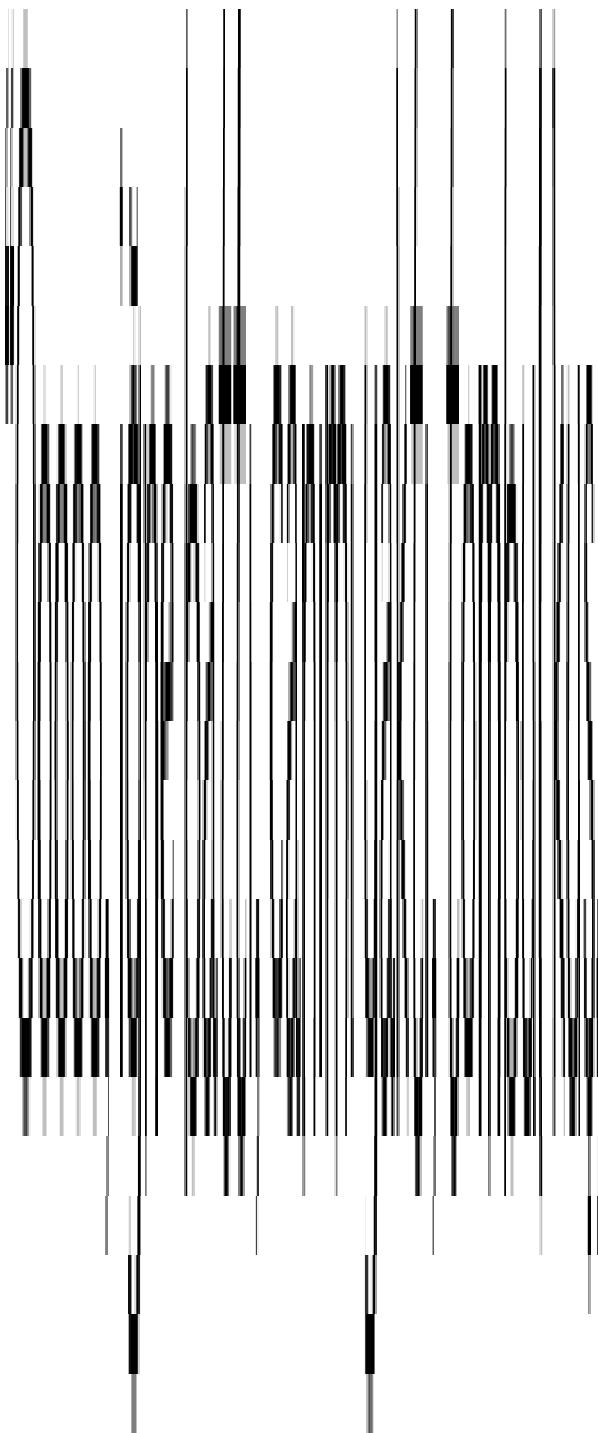


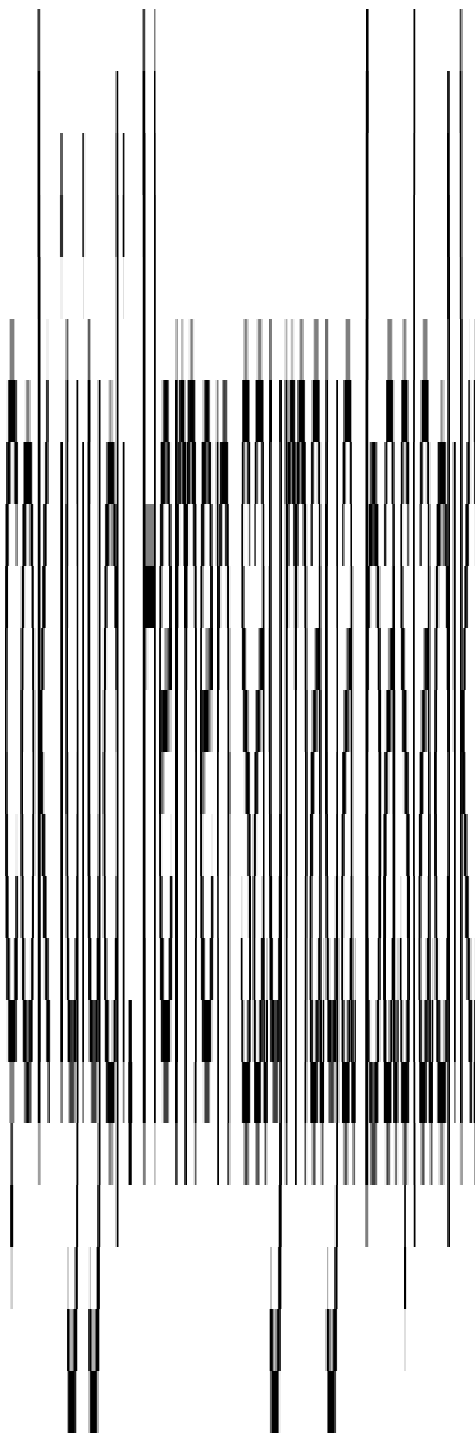


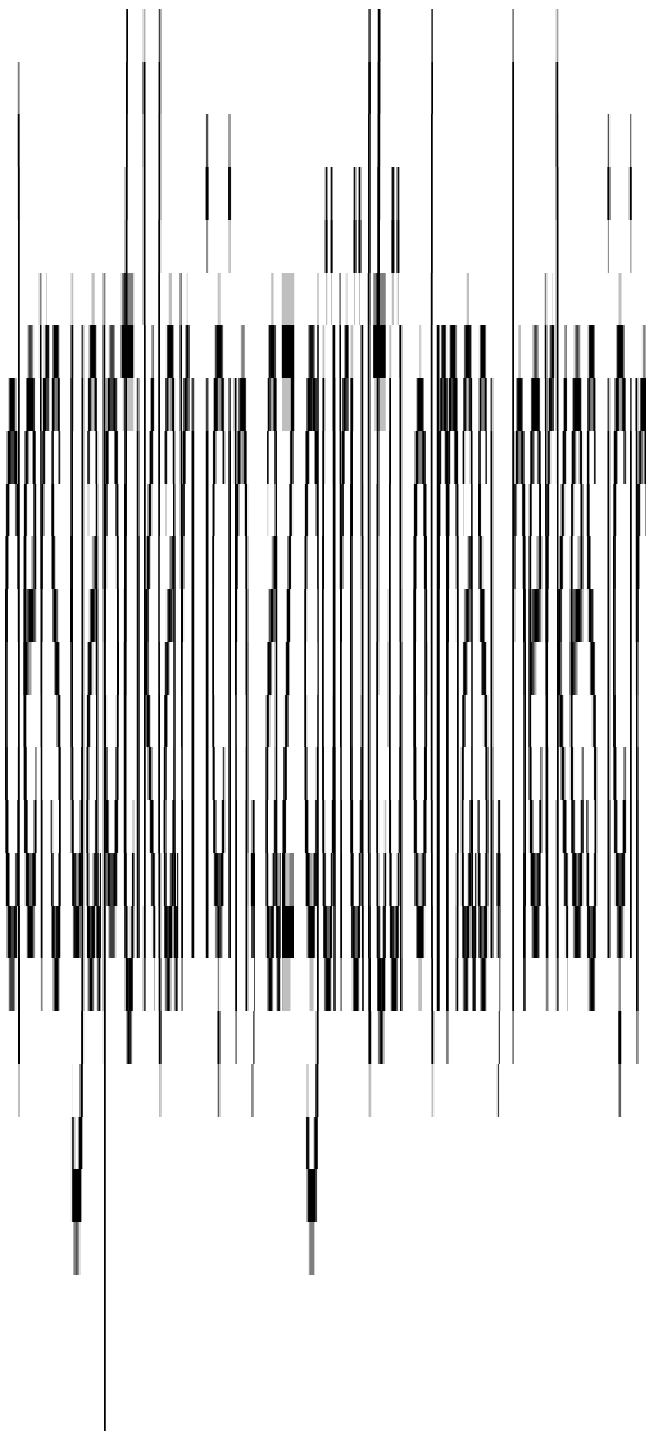


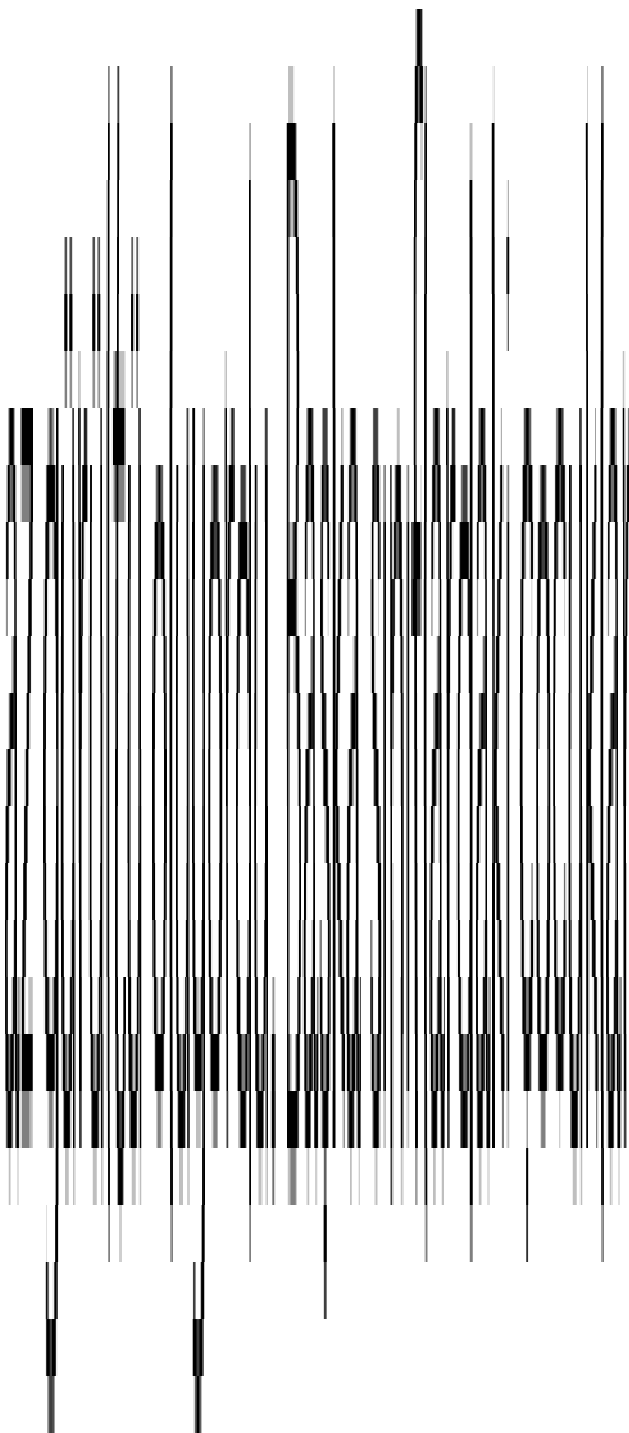


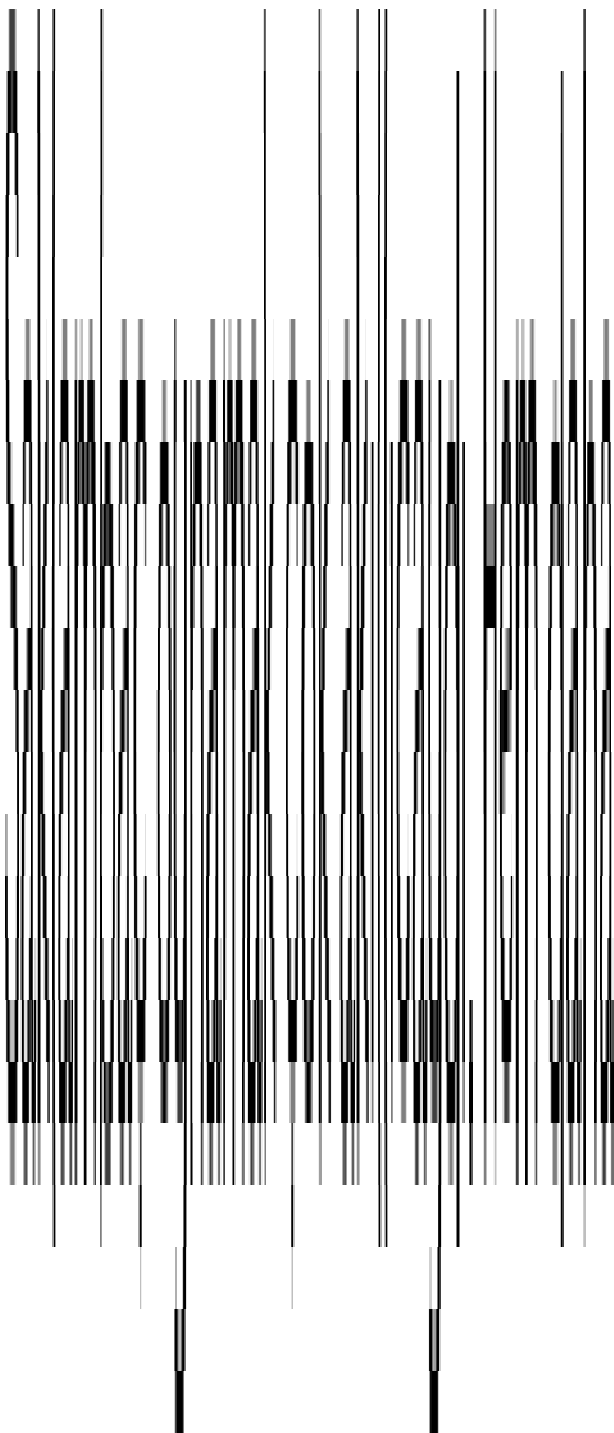




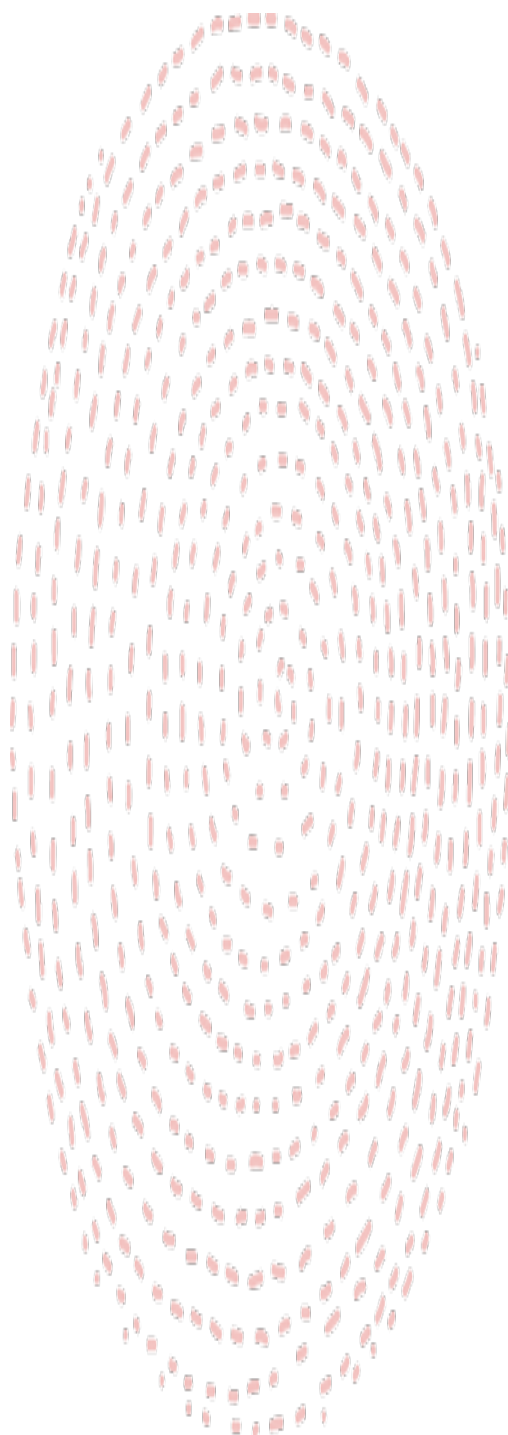




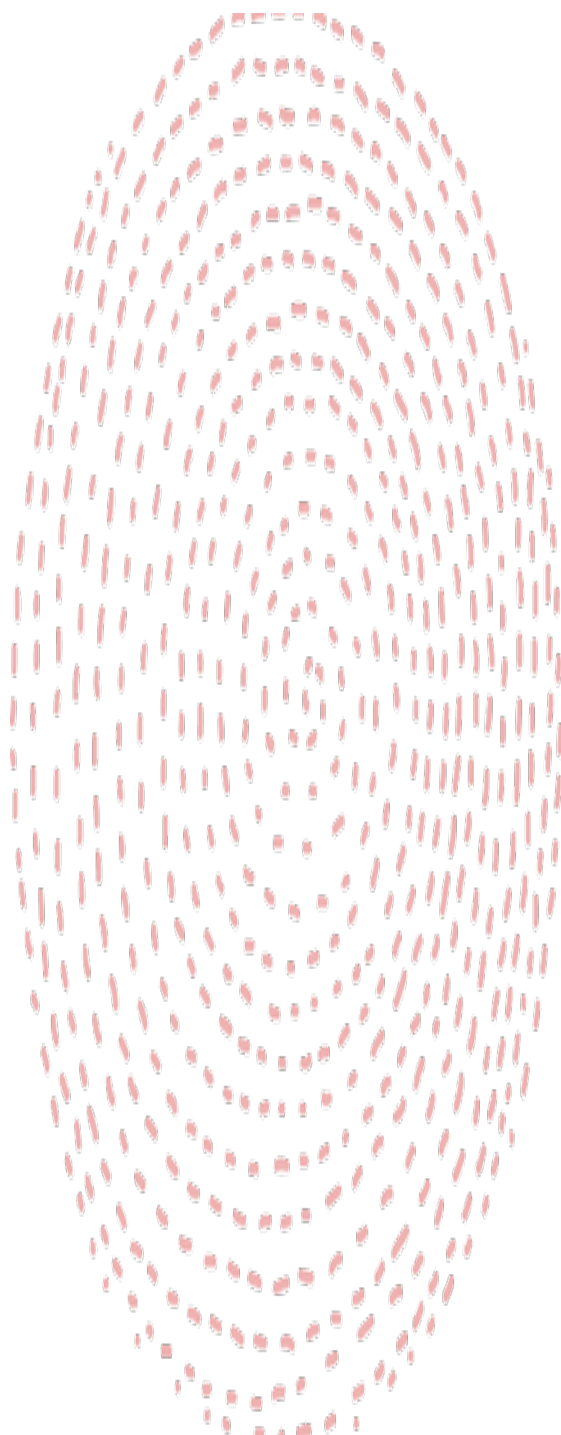


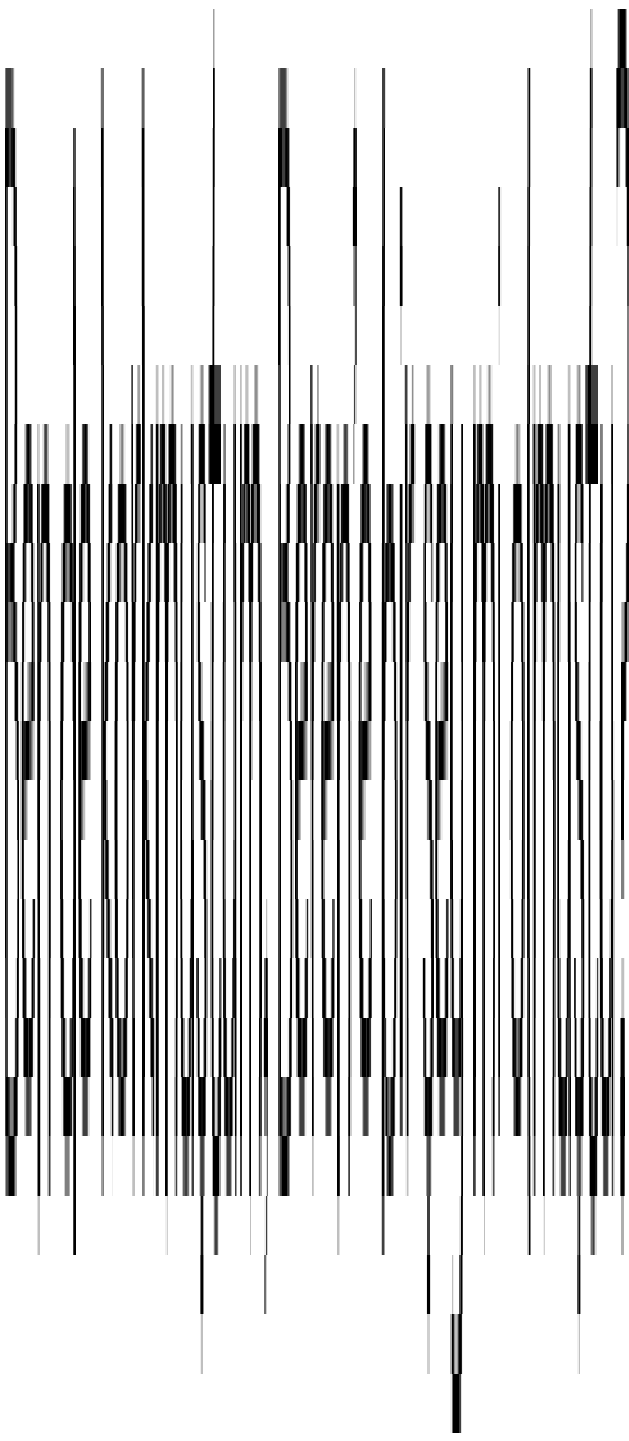


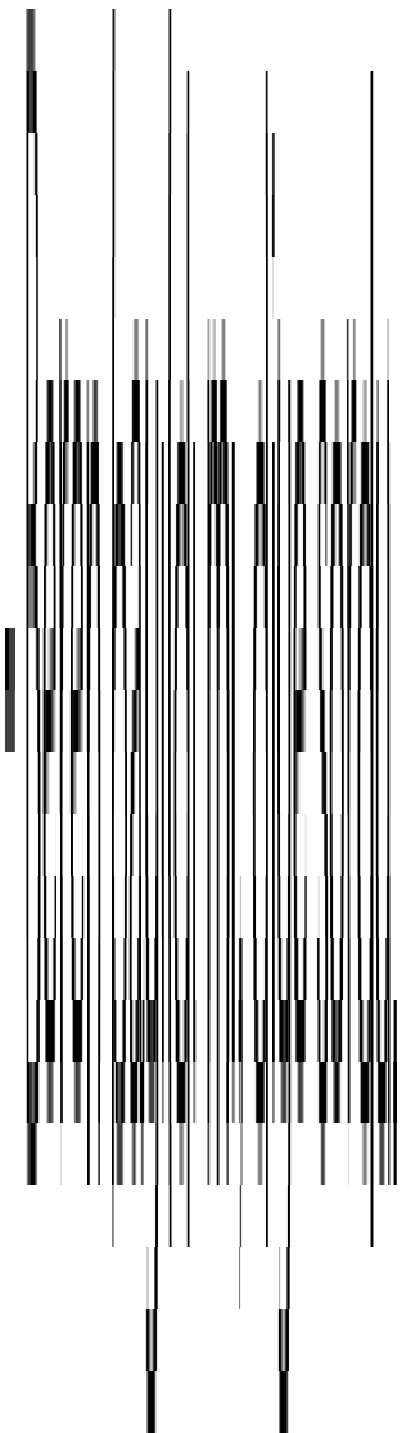


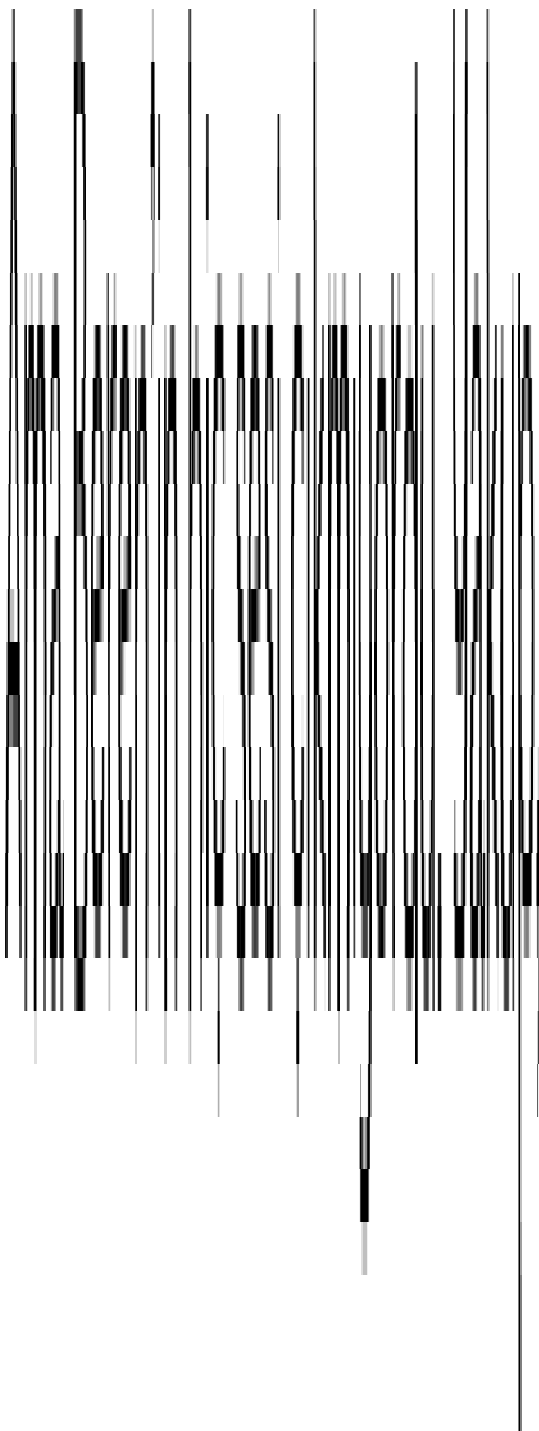


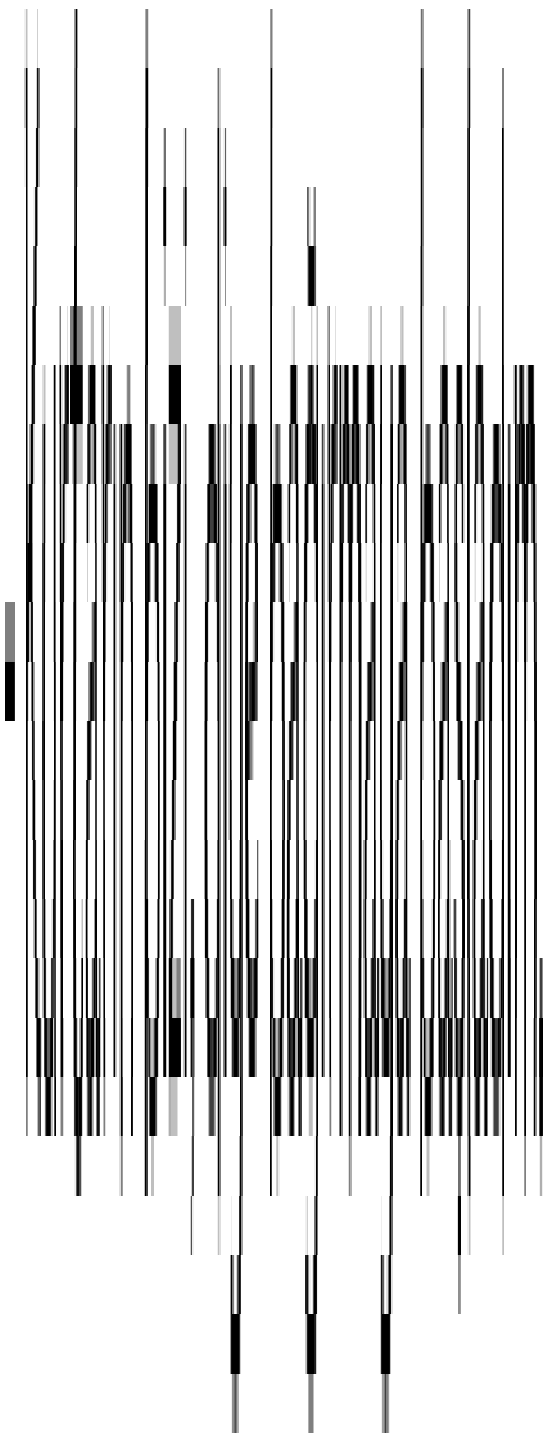


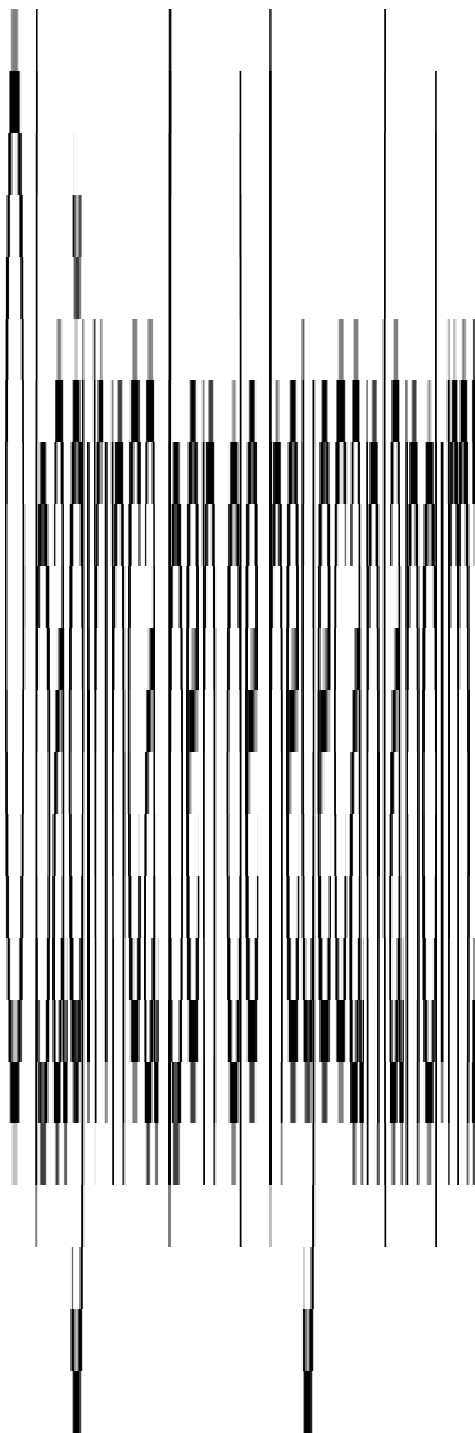


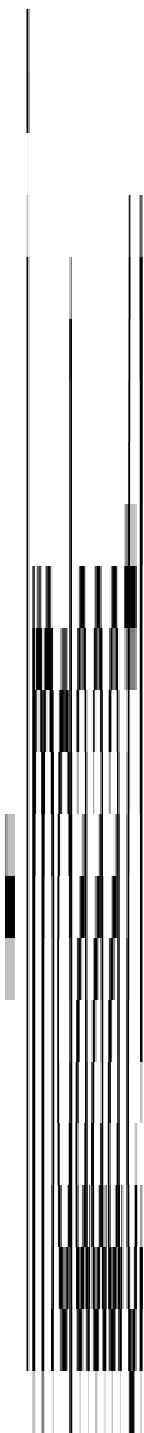


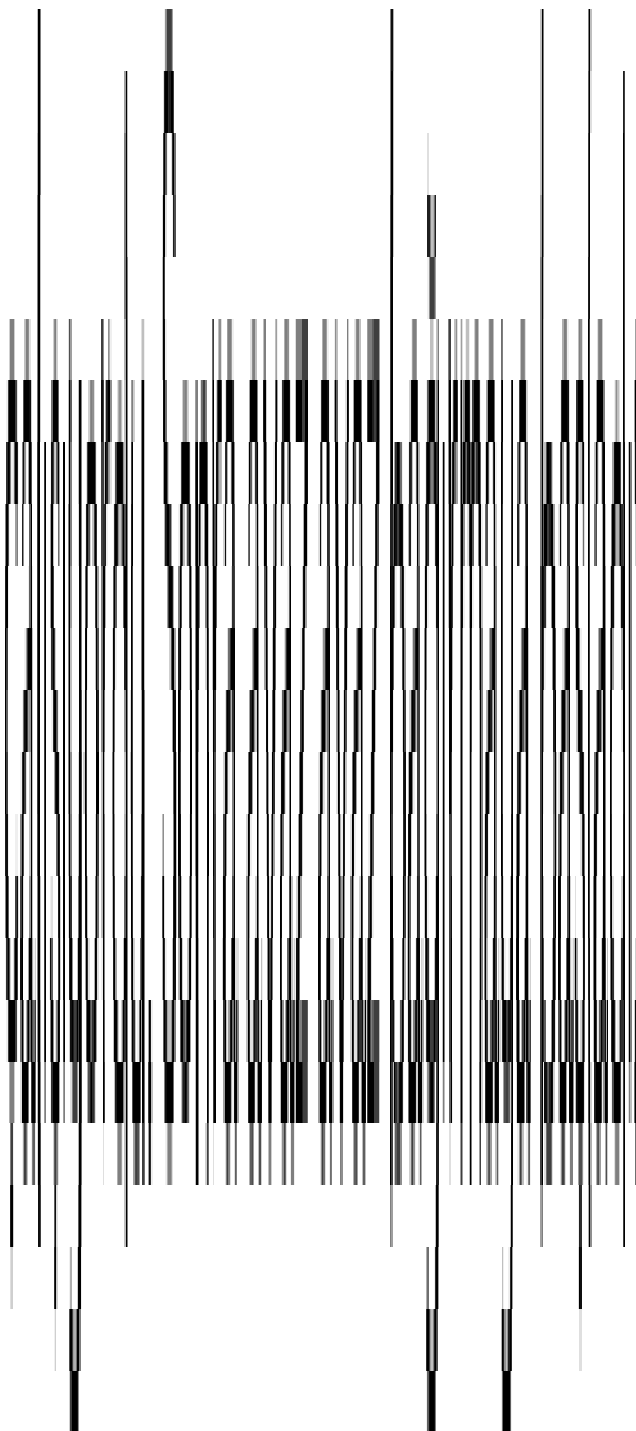


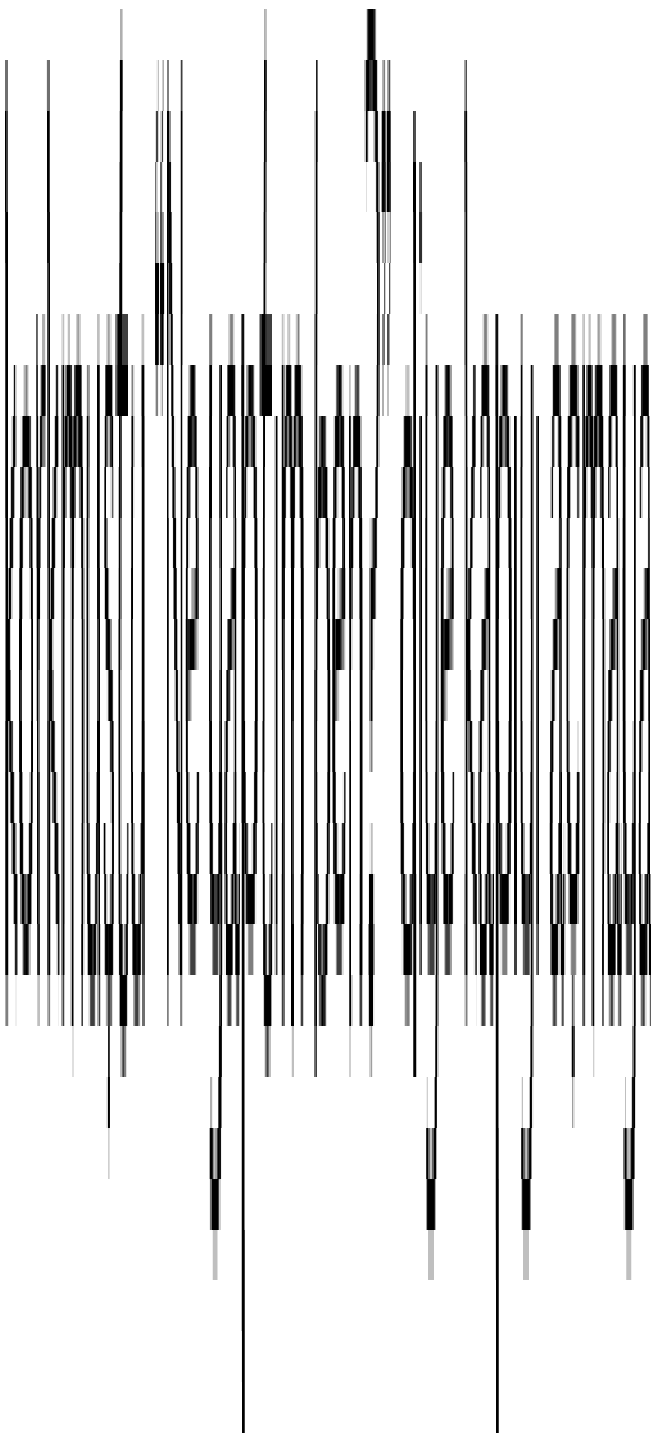


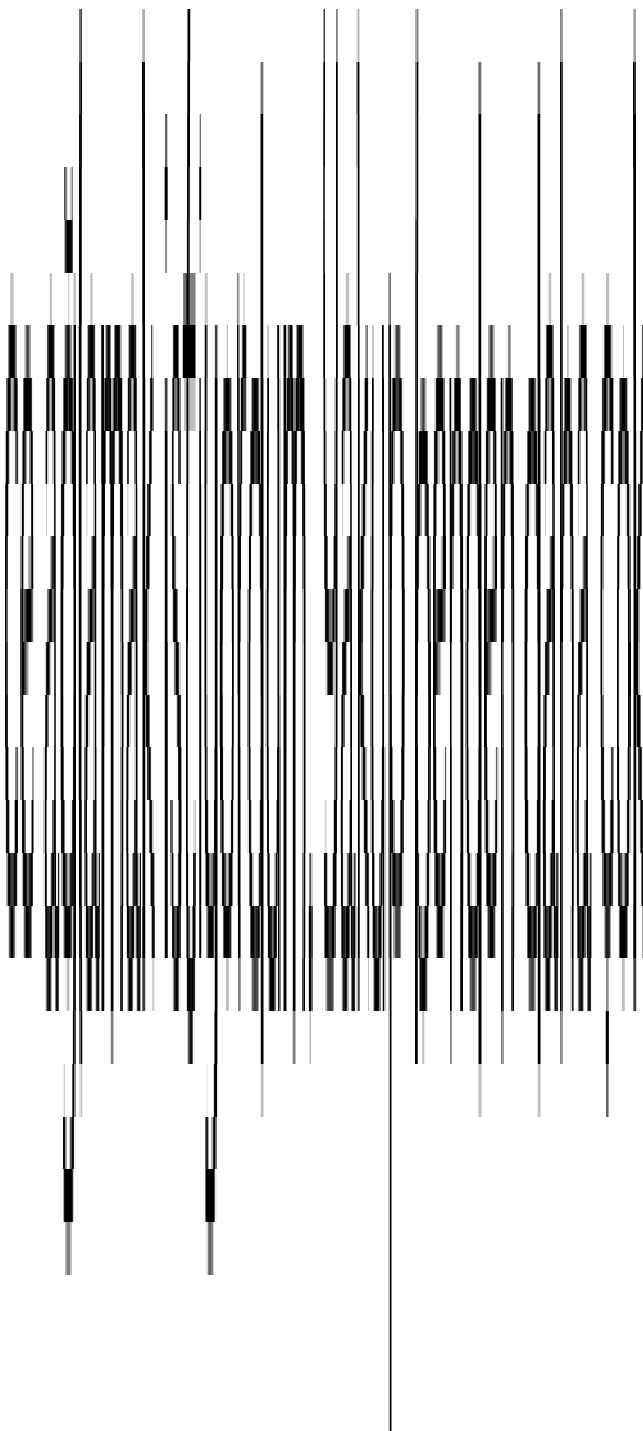


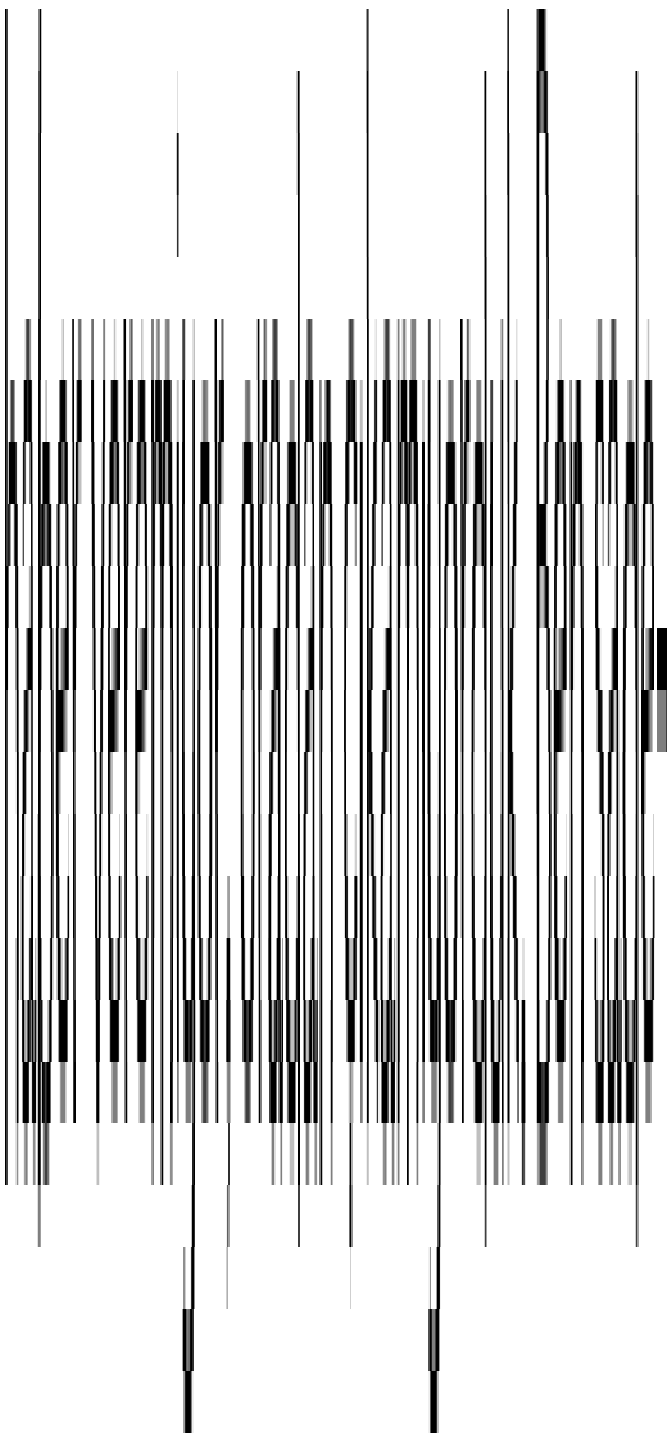


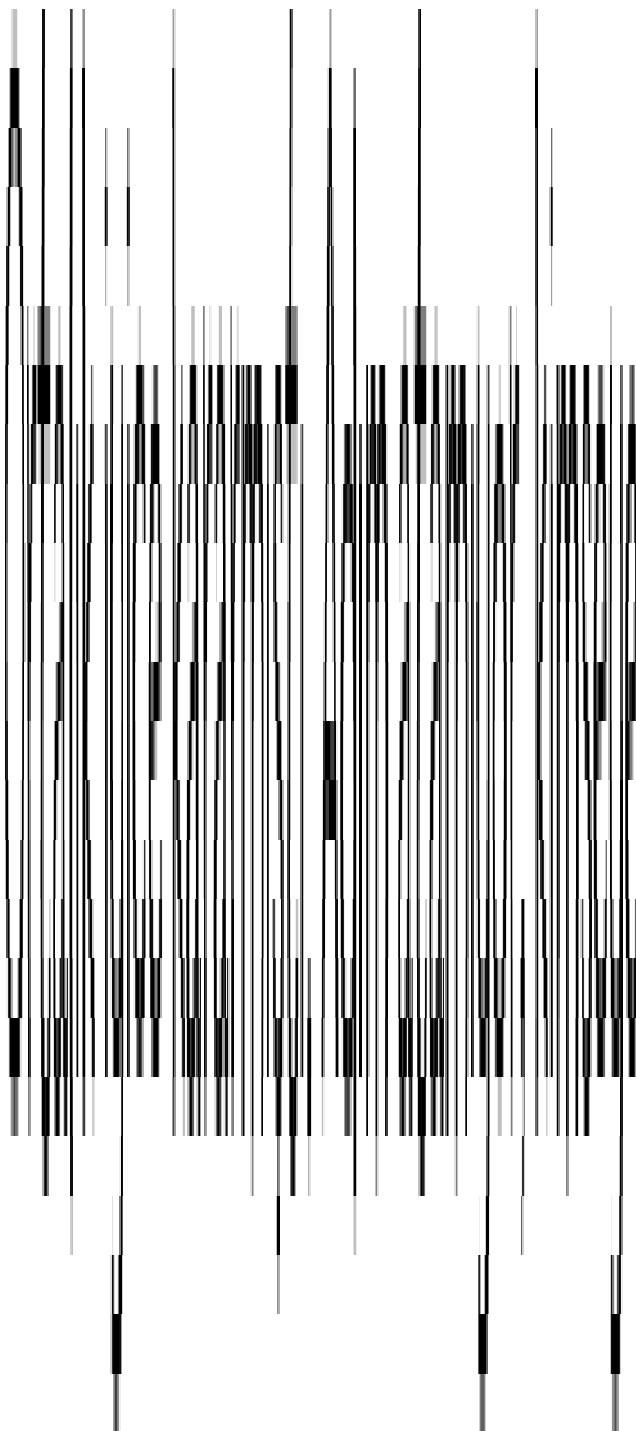


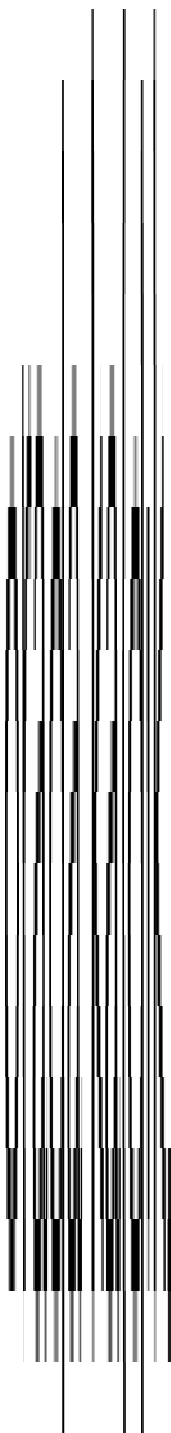


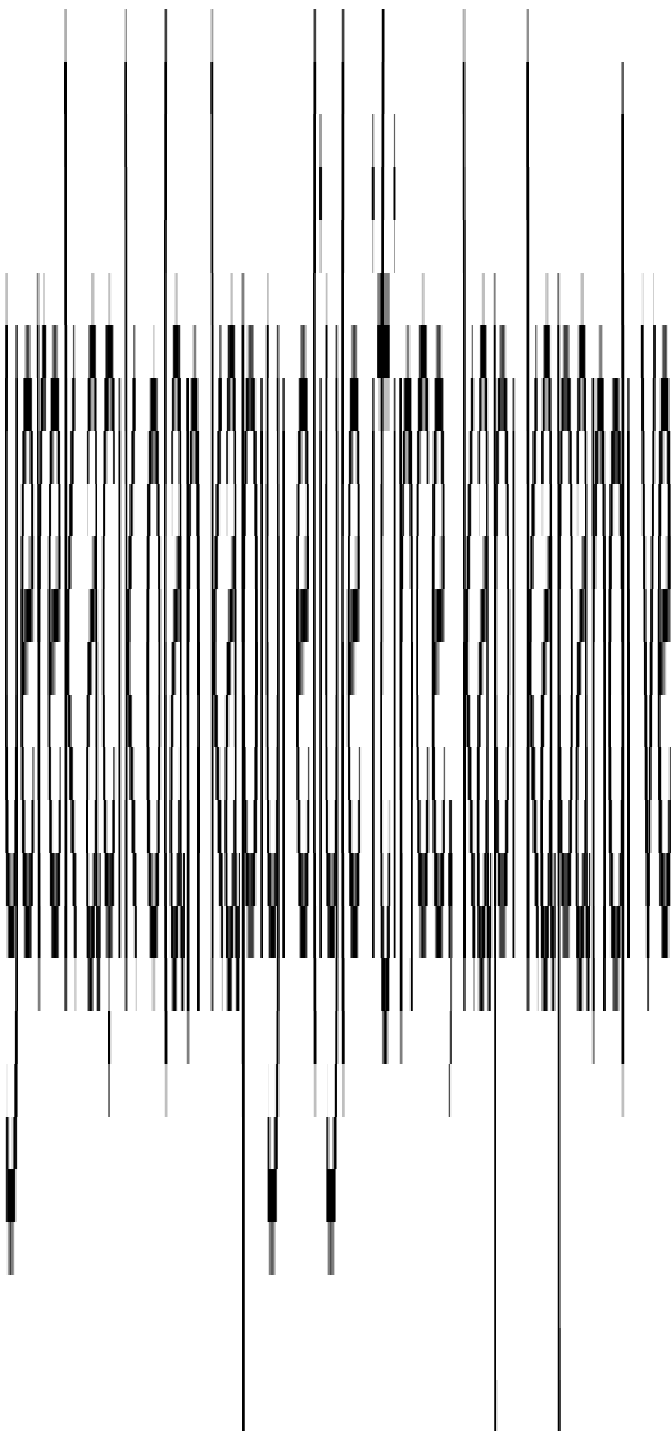


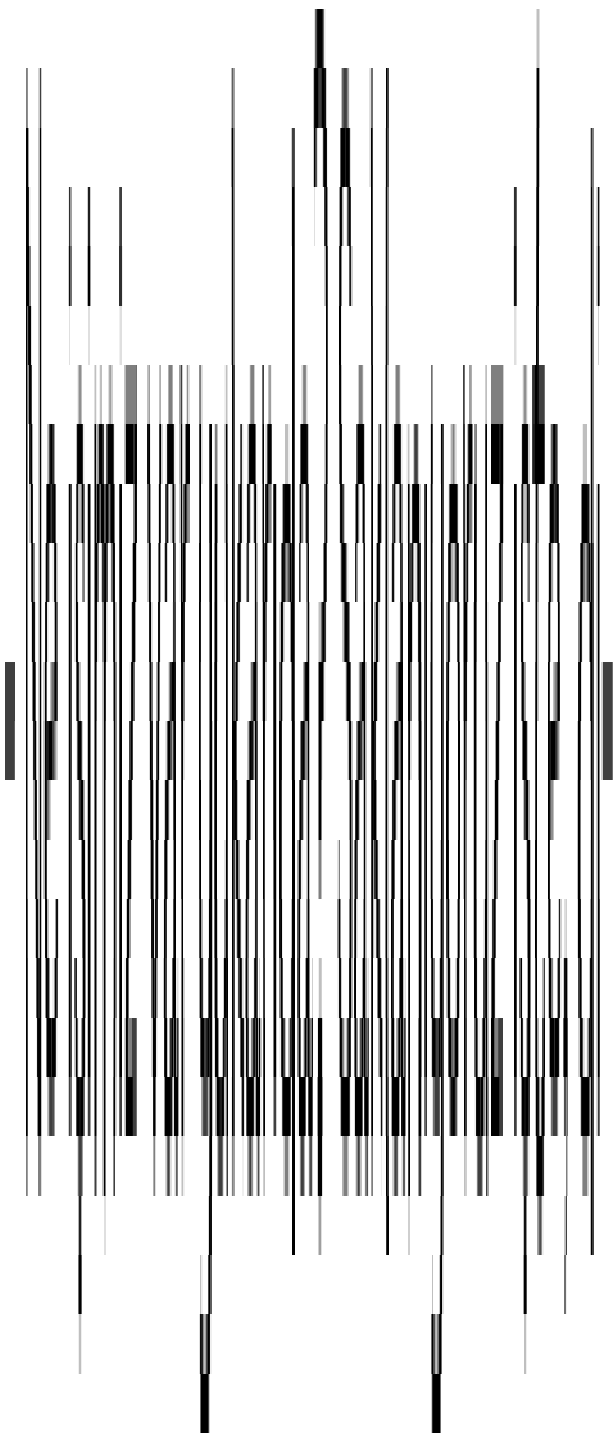


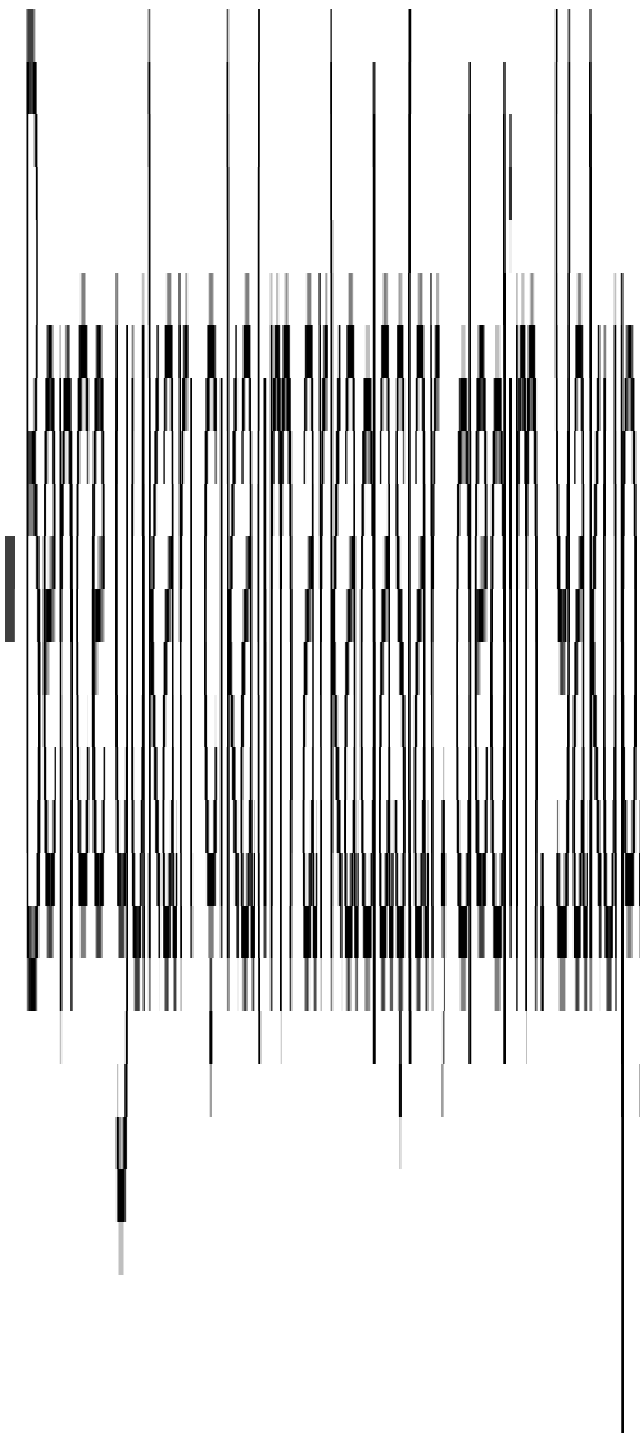


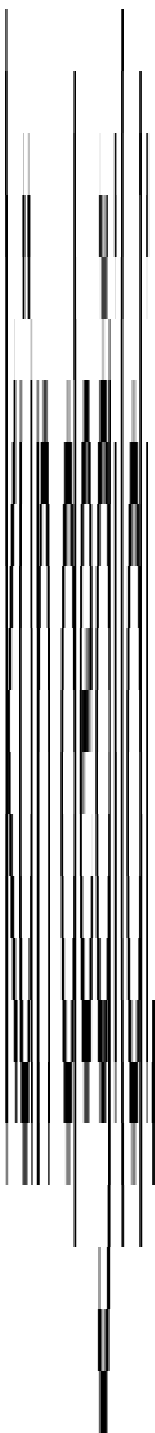


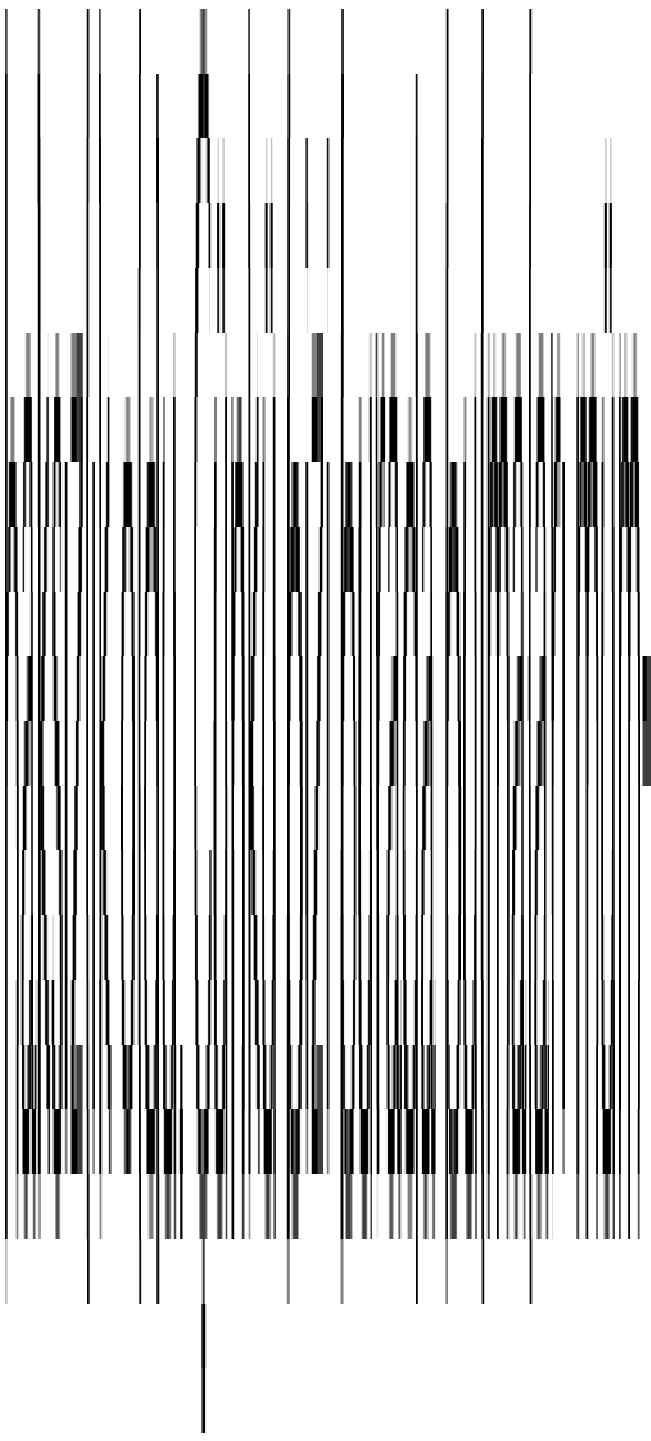




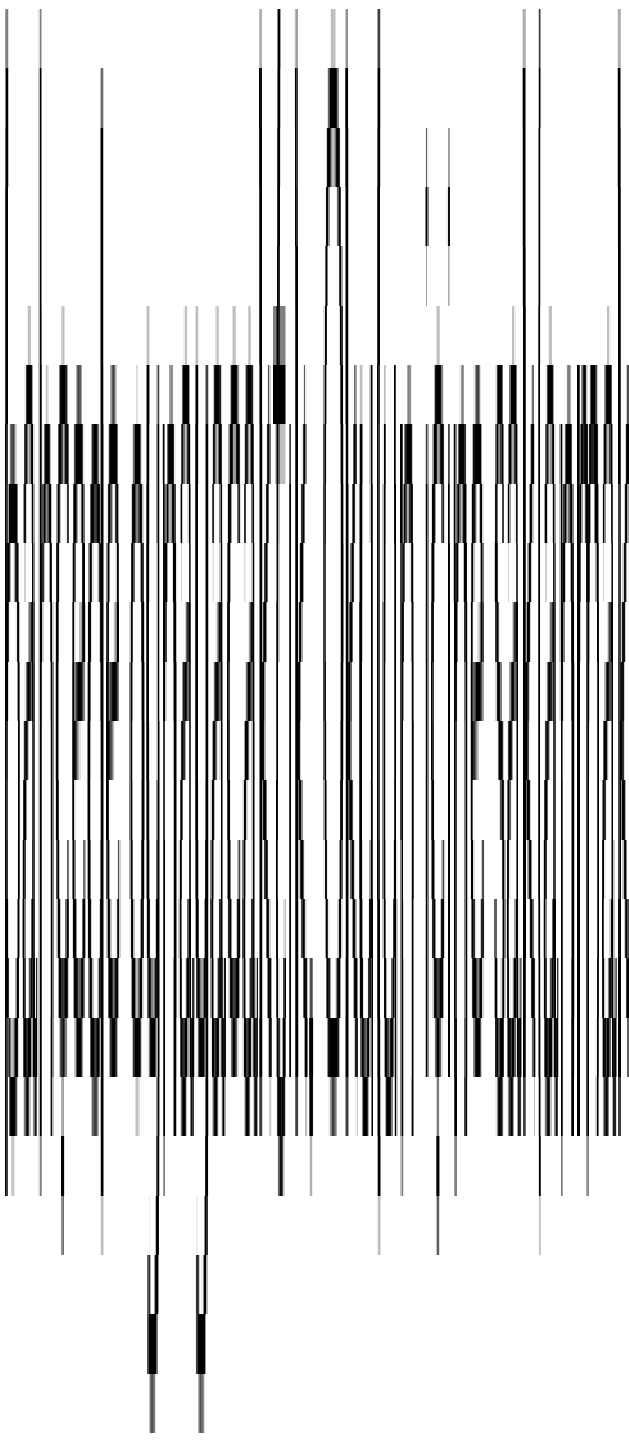


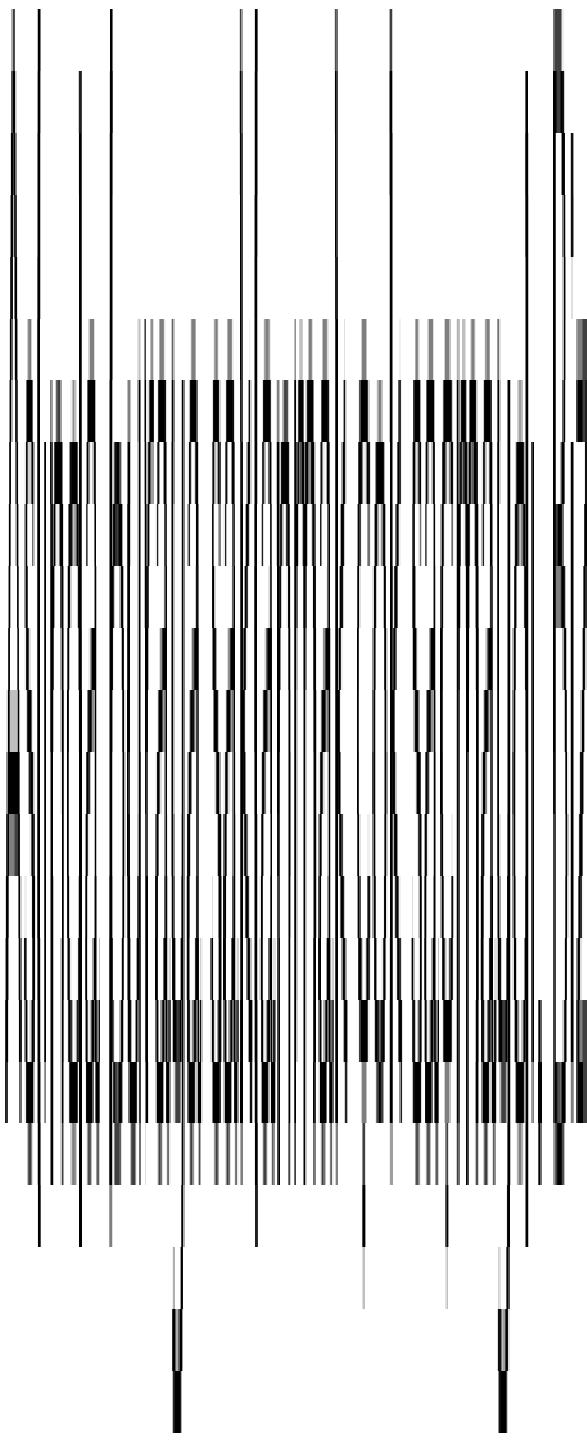


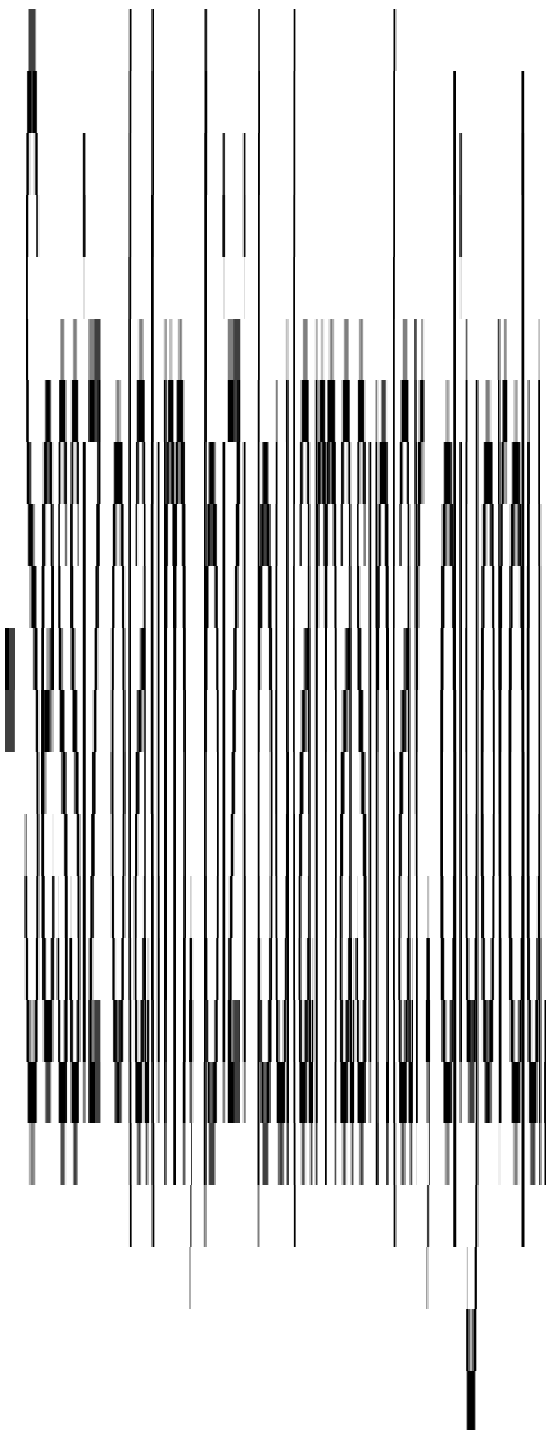


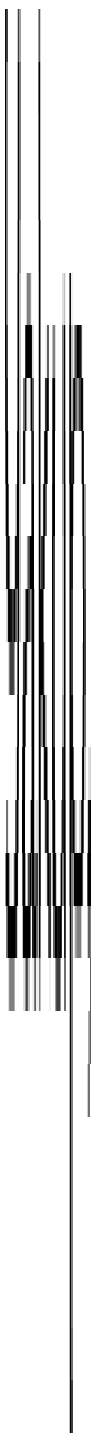


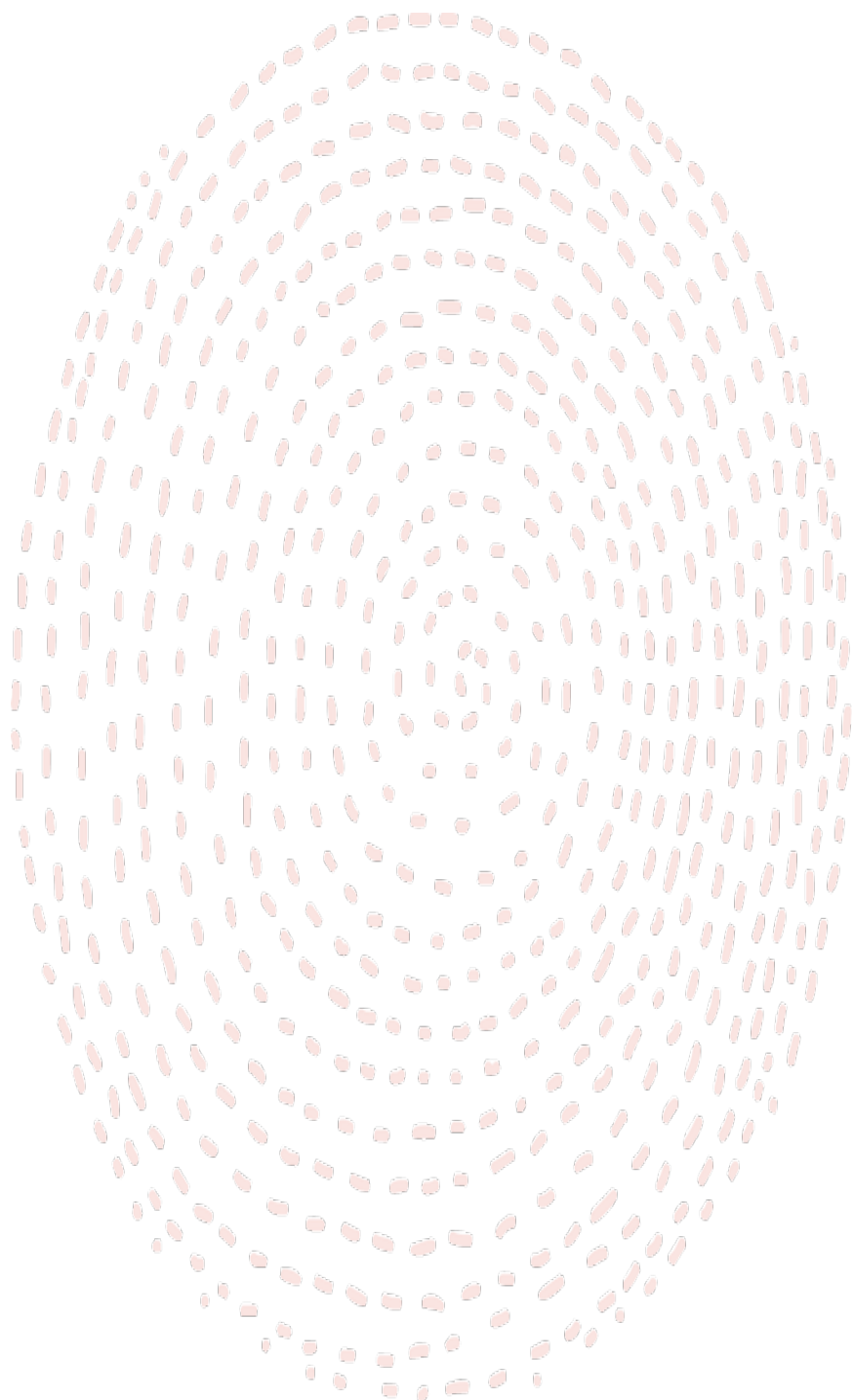
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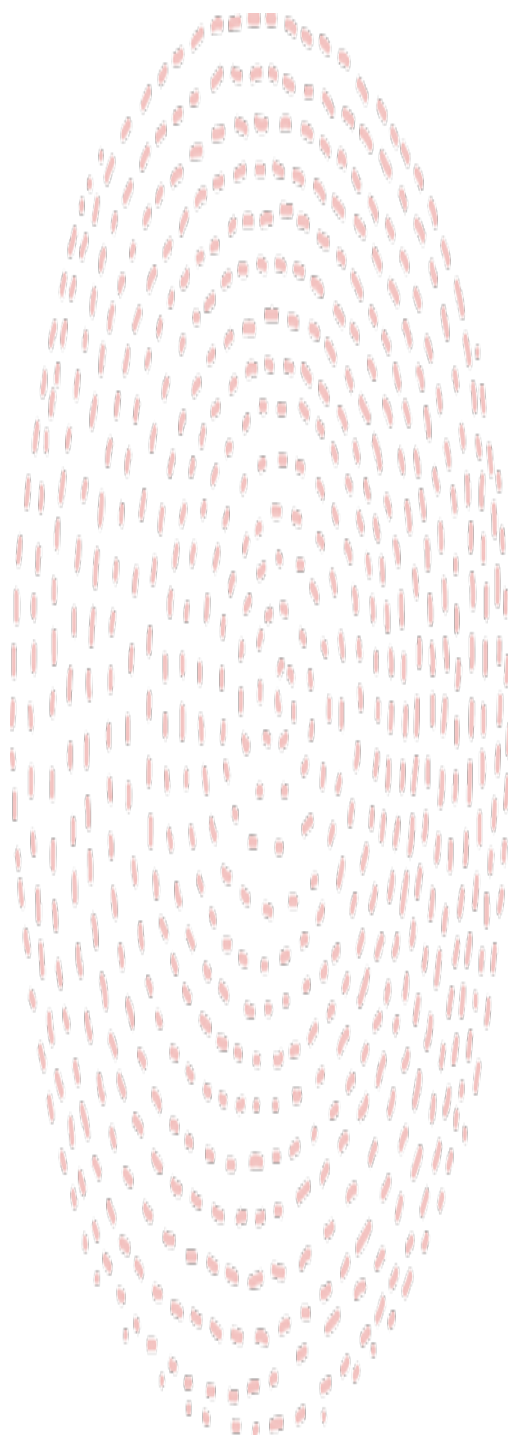




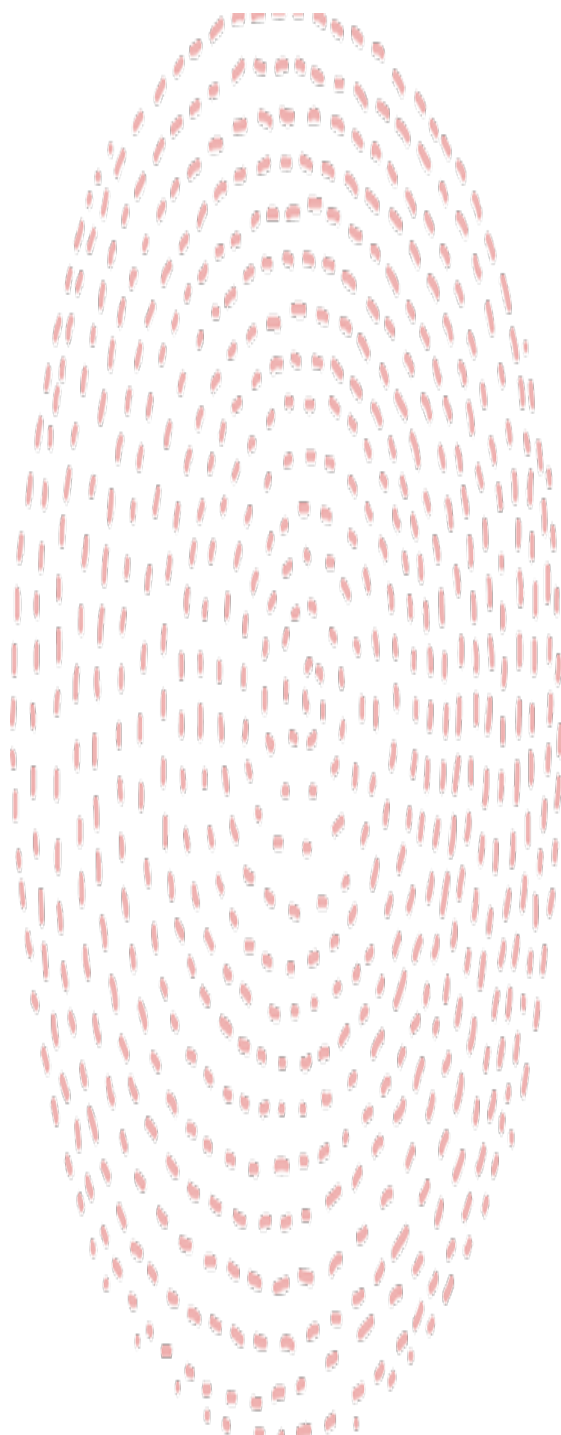












the 1990s, the number of people in the UK with a long-term condition has increased by 50% (Department of Health 1999). The prevalence of long-term conditions is also increasing in other countries (e.g. Australia, Canada, France, Germany, Italy, Japan, the Netherlands, Norway, Sweden, Switzerland, Taiwan, the USA and the USSR) (World Health Organization 1999).

Long-term conditions are a major cause of disability and are a leading cause of death in the UK. The prevalence of long-term conditions is increasing in the UK and in other countries. The prevalence of long-term conditions is also increasing in other countries (e.g. Australia, Canada, France, Germany, Italy, Japan, the Netherlands, Norway, Sweden, Switzerland, Taiwan, the USA and the USSR) (World Health Organization 1999).

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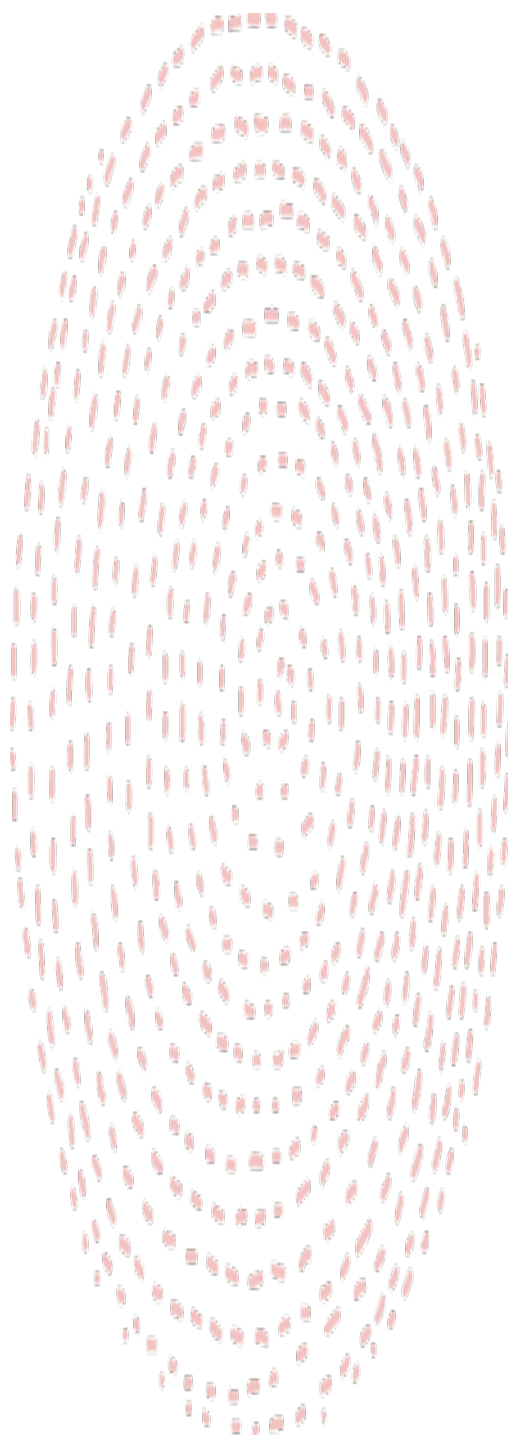
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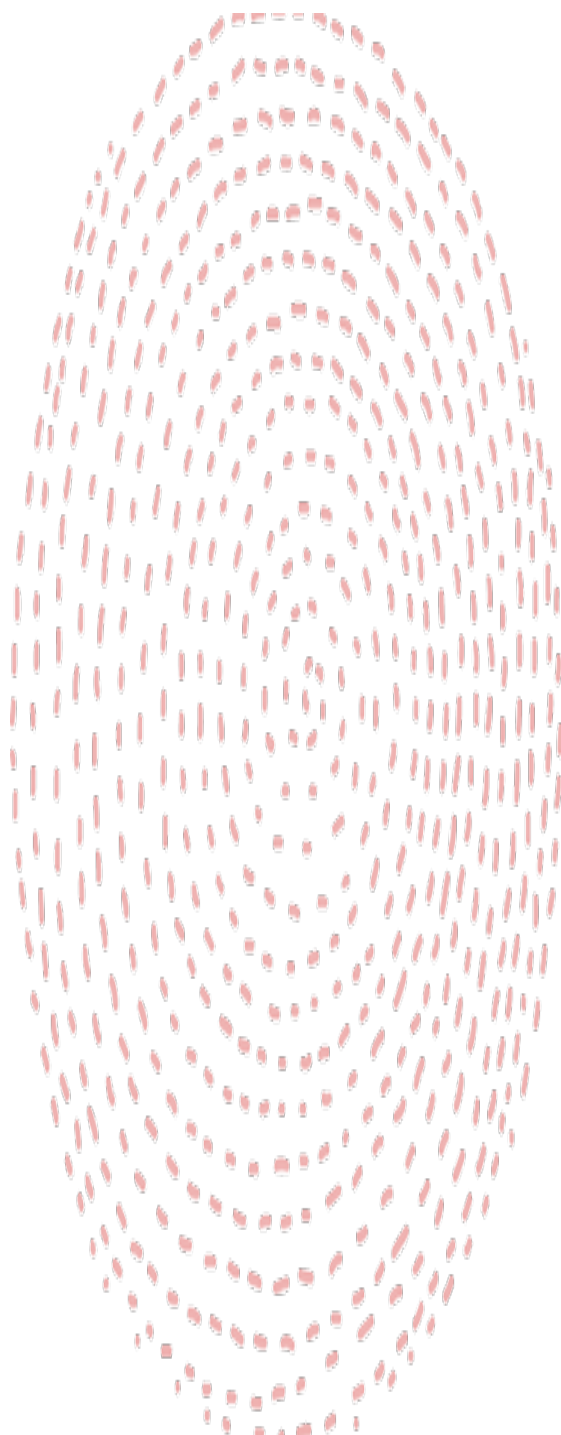


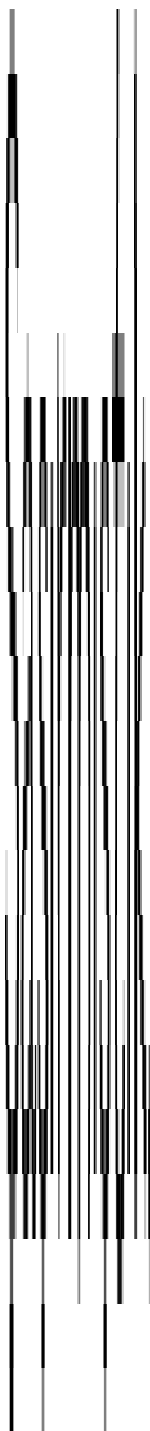


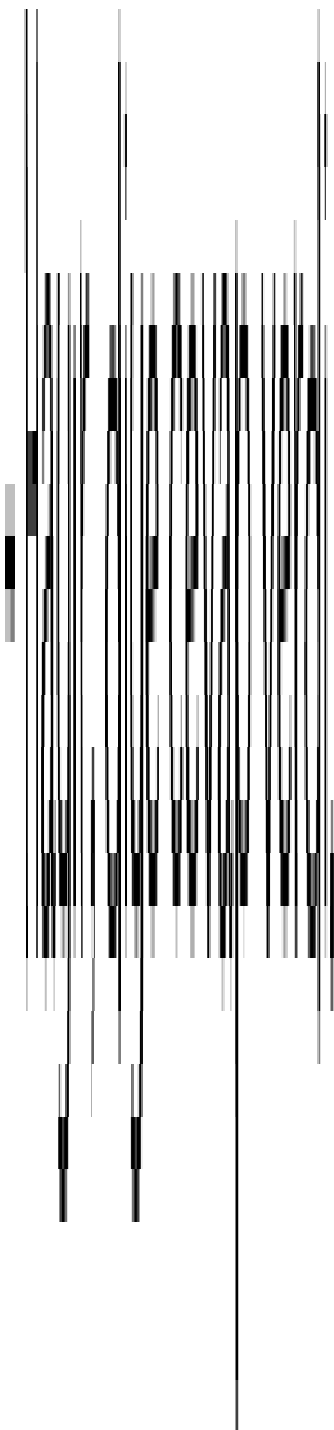


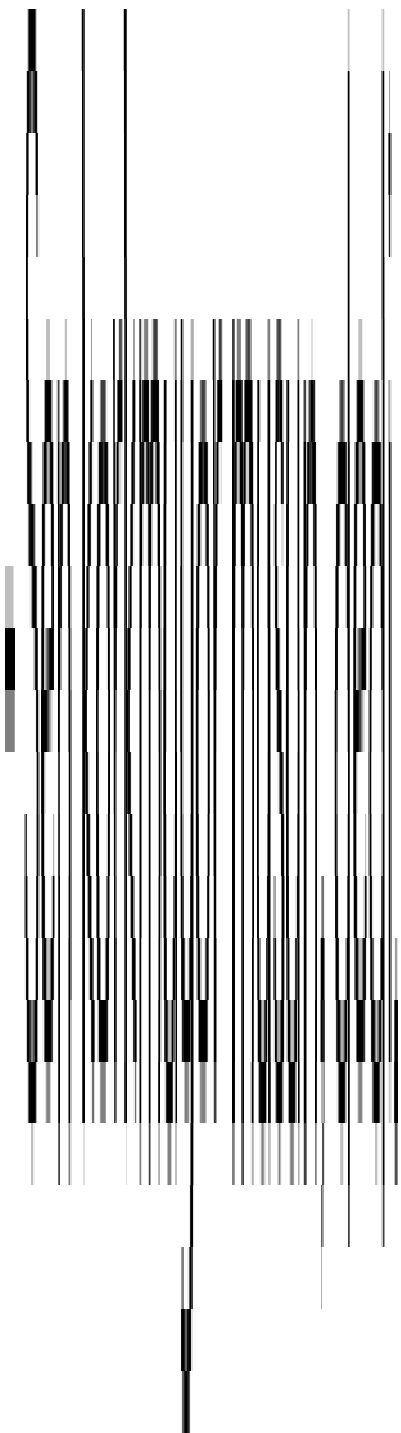


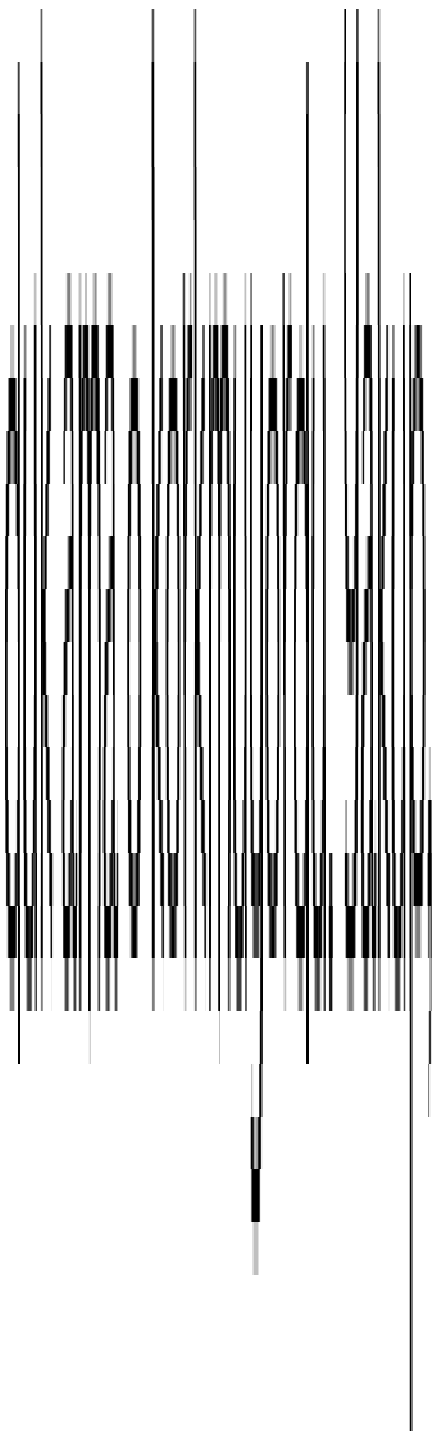


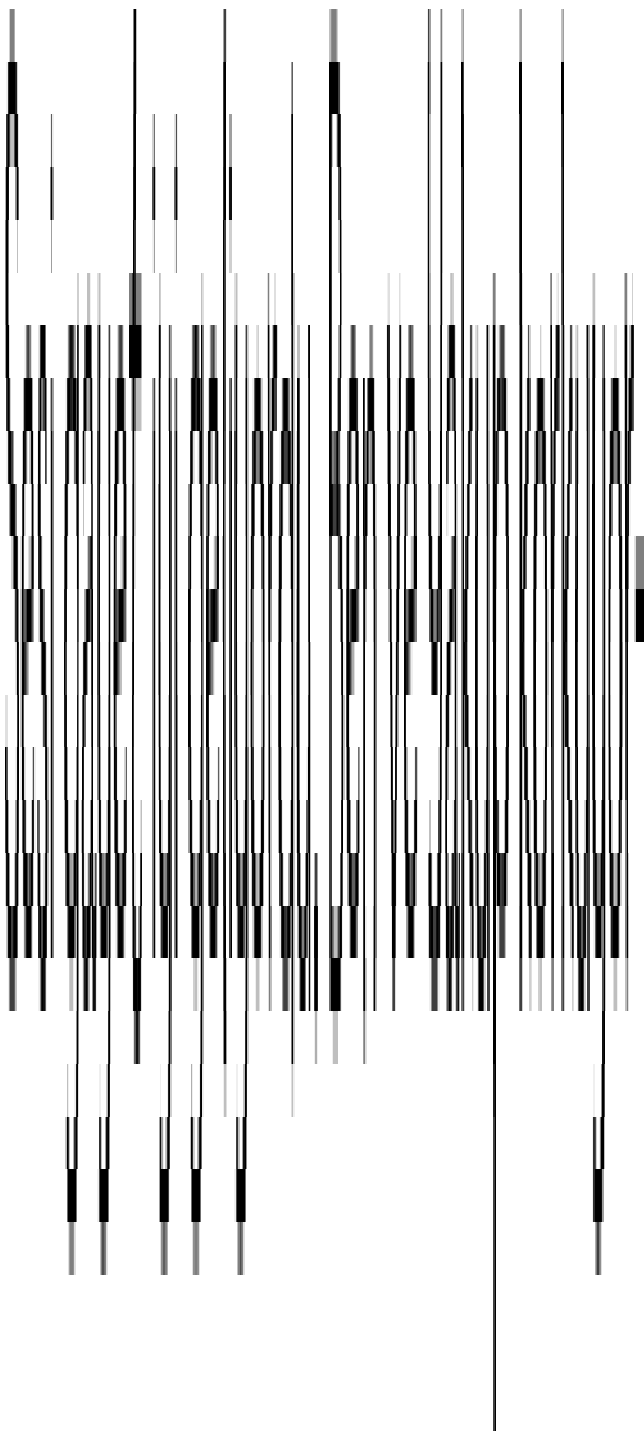


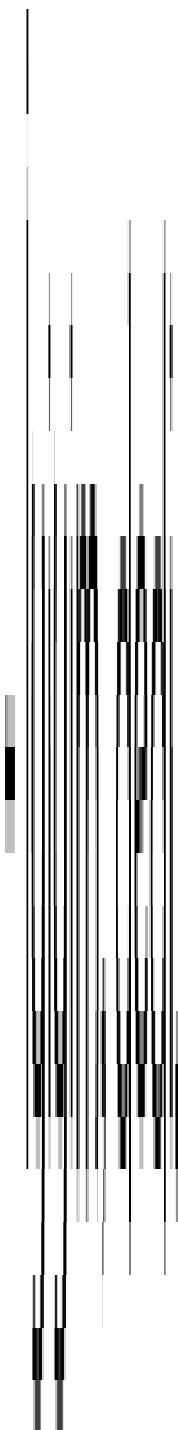


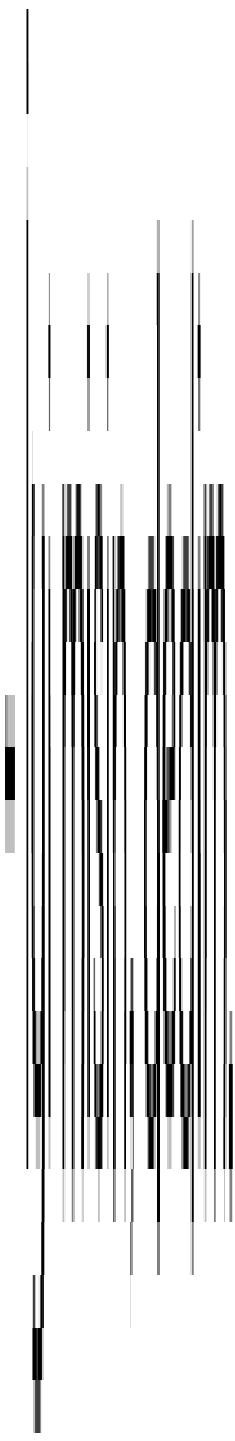












the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million. The number of people who are malnourished has increased from 1.2 billion to 1.5 billion. The number of people who are obese has increased from 100 million to 300 million.

There is a growing awareness of the need to address the problem of malnutrition. The World Health Organization (WHO) has launched a global strategy to reduce malnutrition. The strategy is based on three pillars: (1) improving the quality of food, (2) improving the access to food, and (3) improving the utilization of food. The strategy is based on the principle that malnutrition is a preventable disease.

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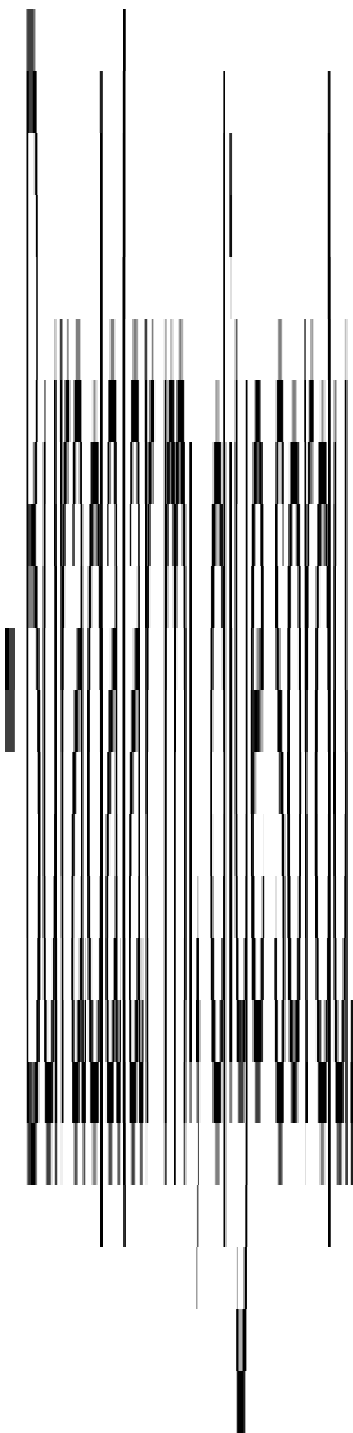
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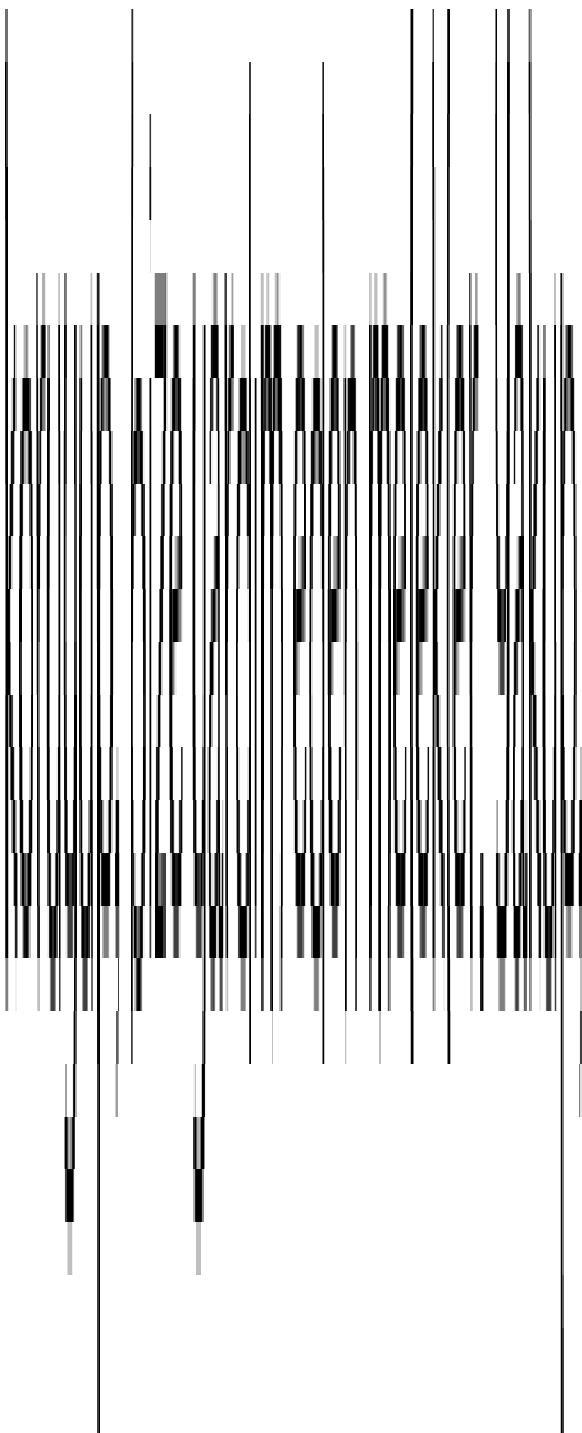
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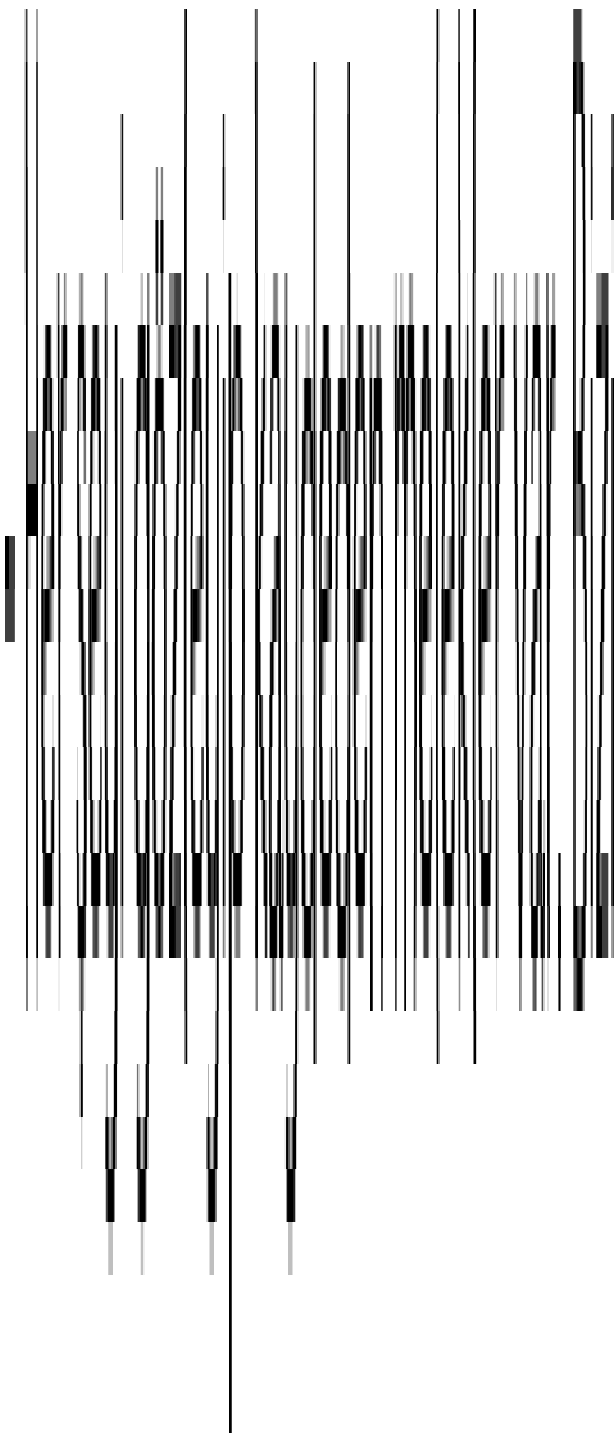
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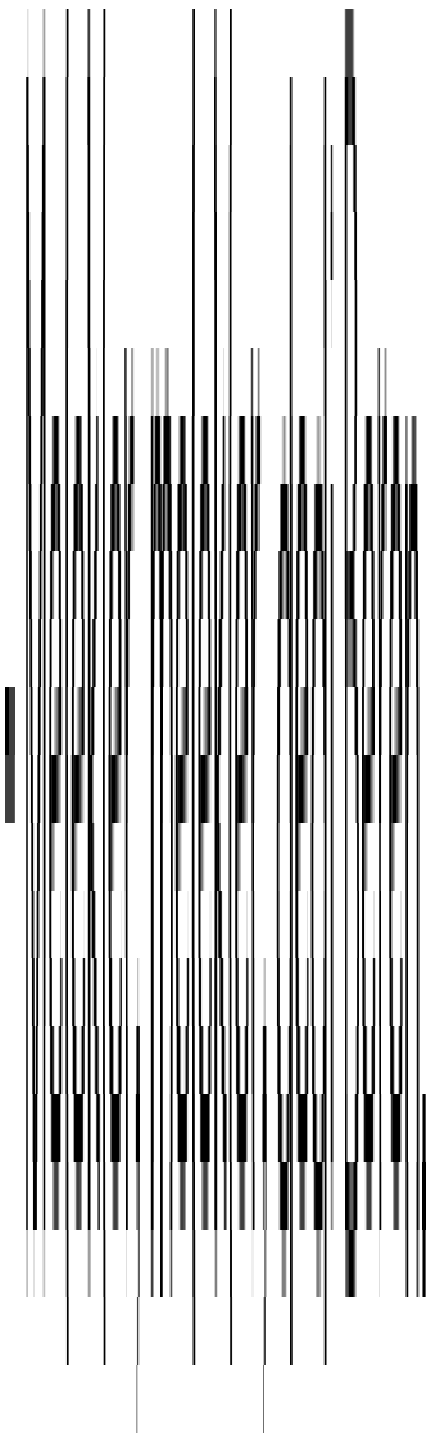


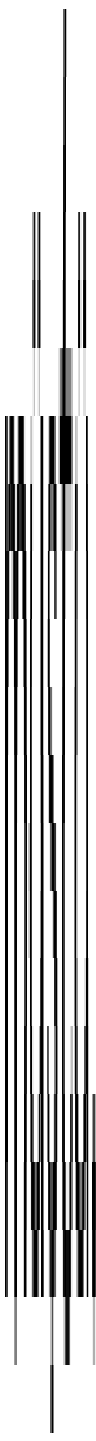


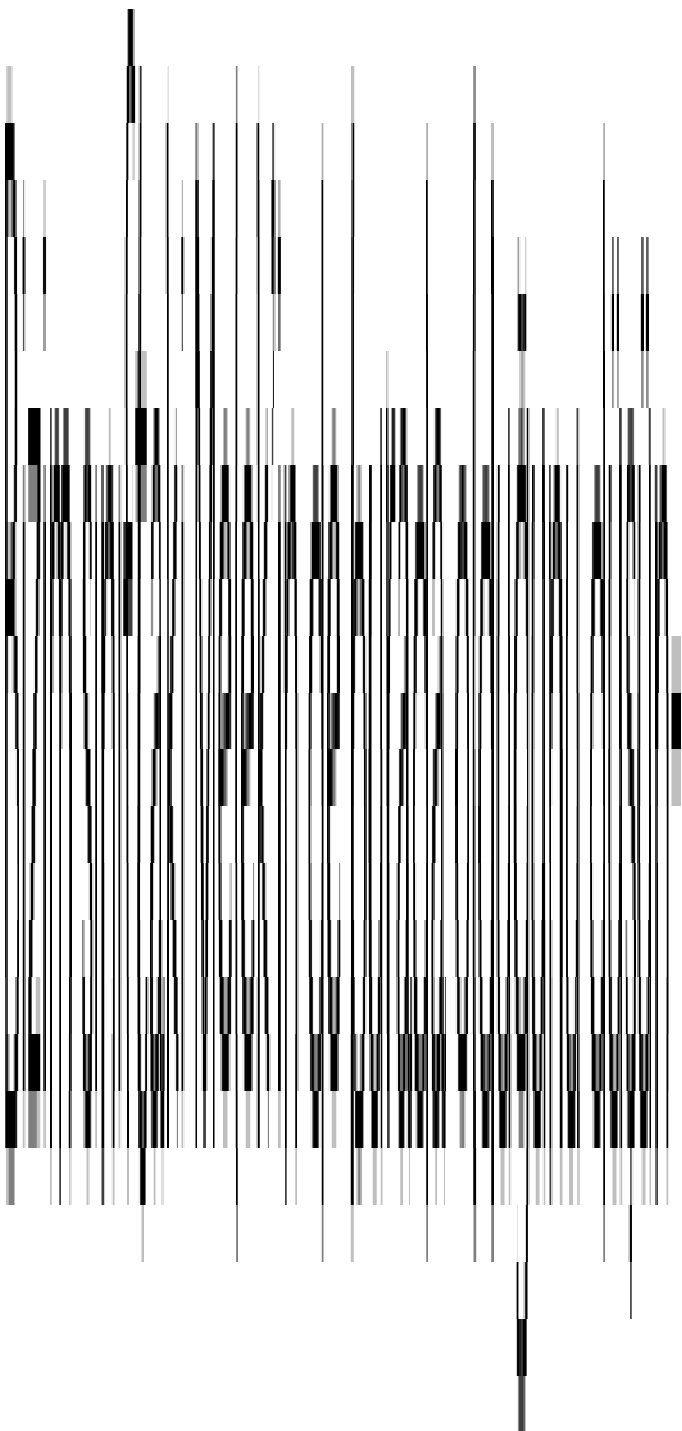


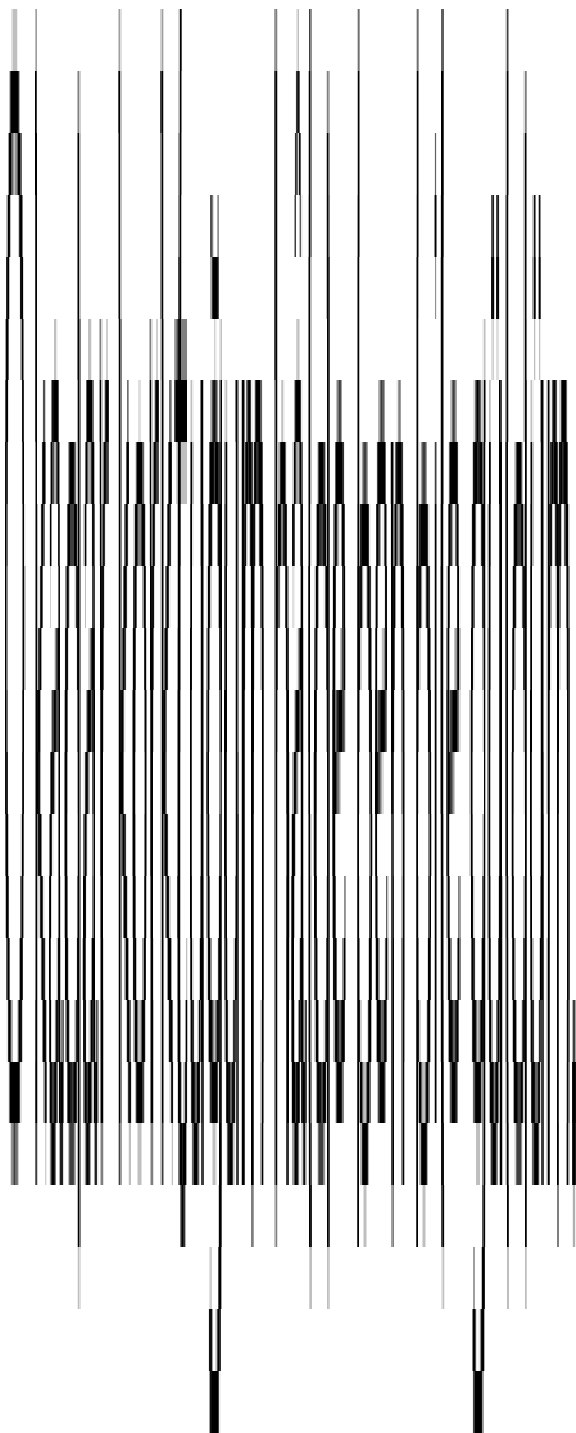


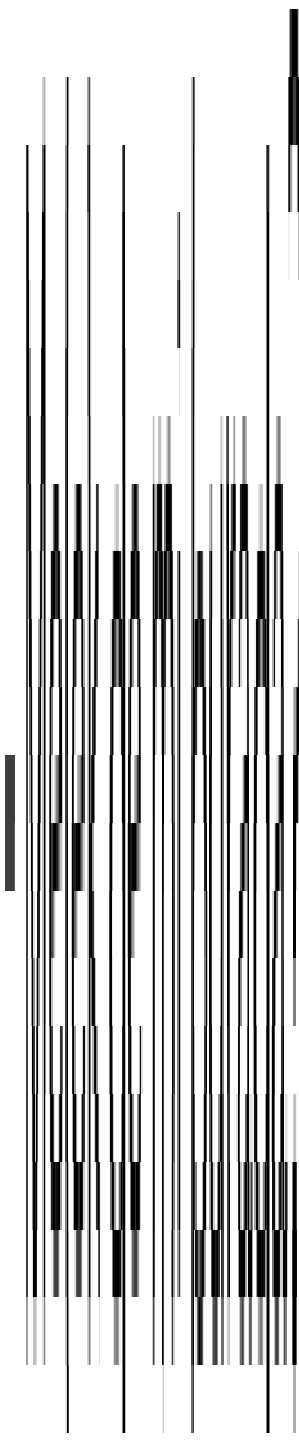


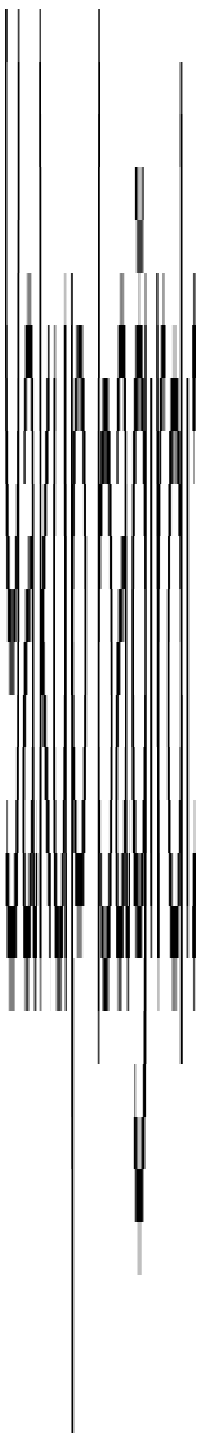




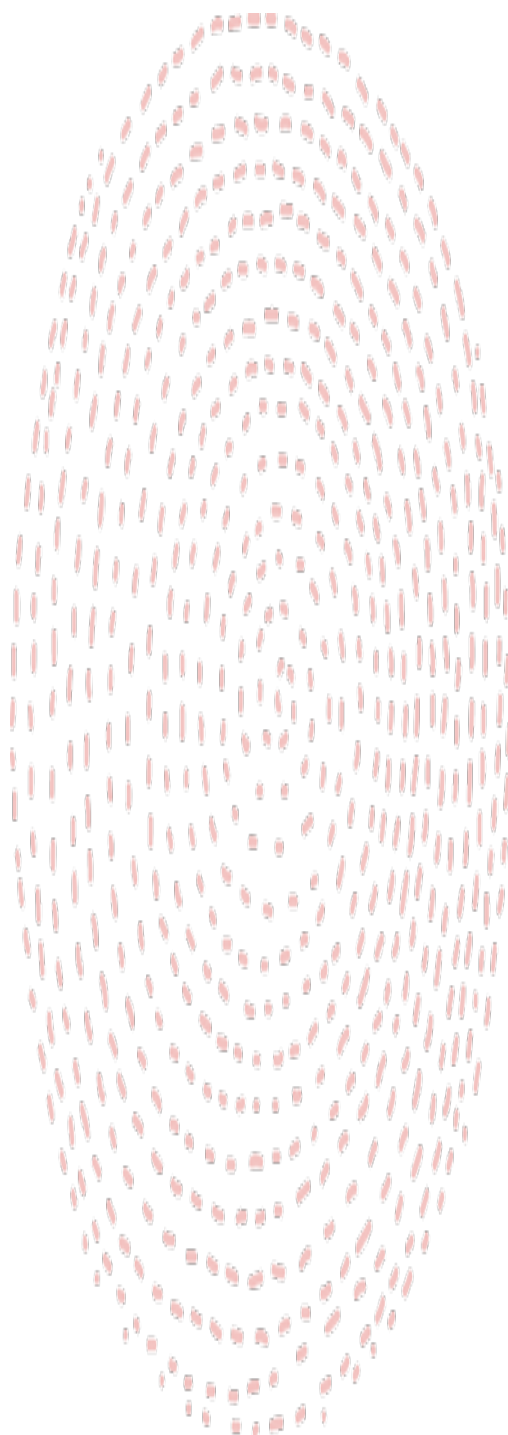




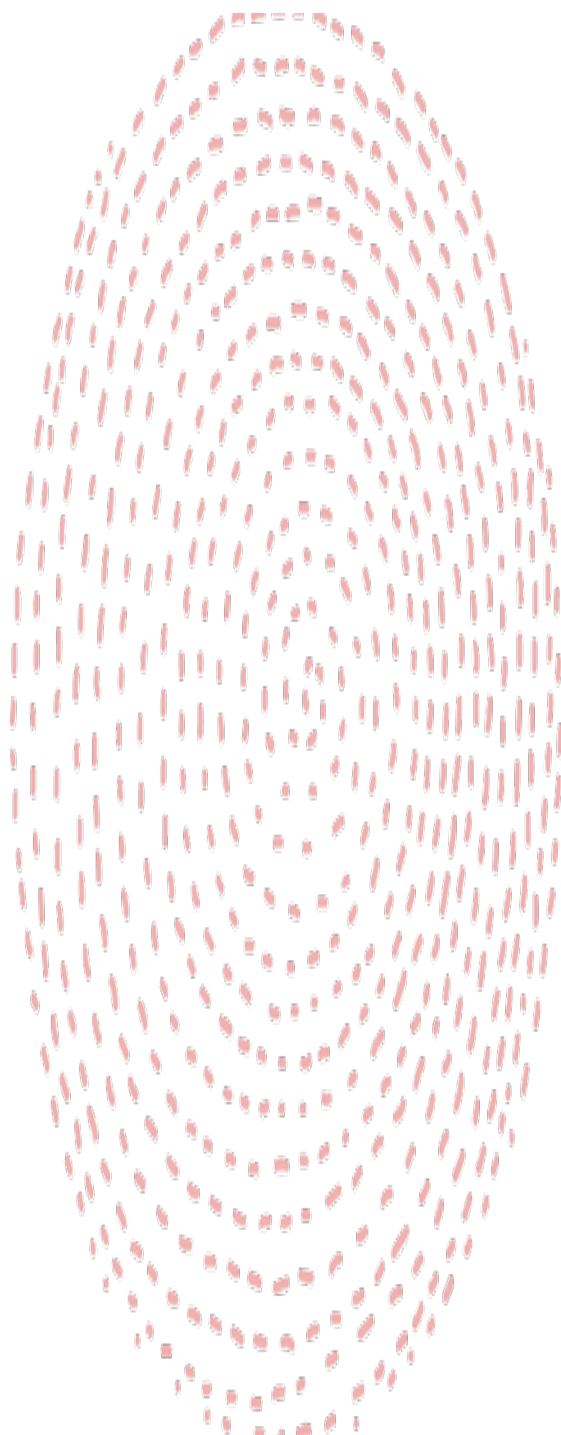


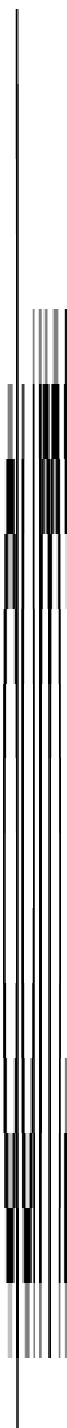


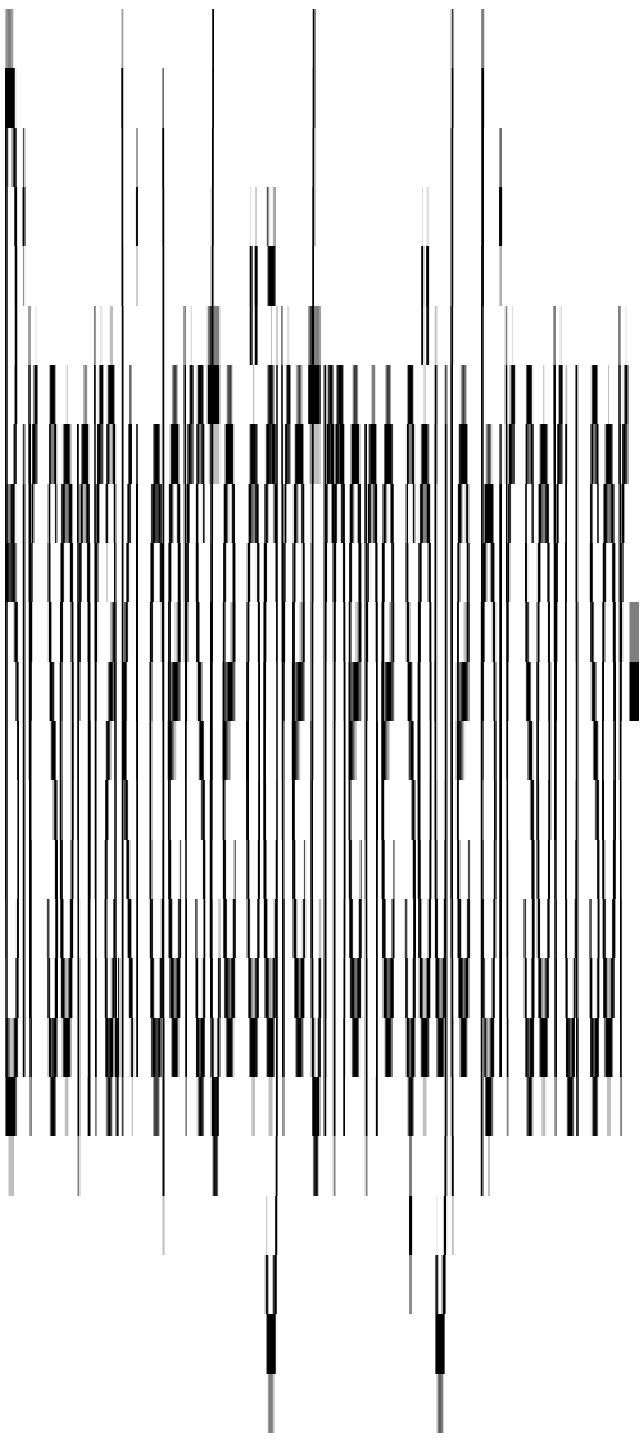


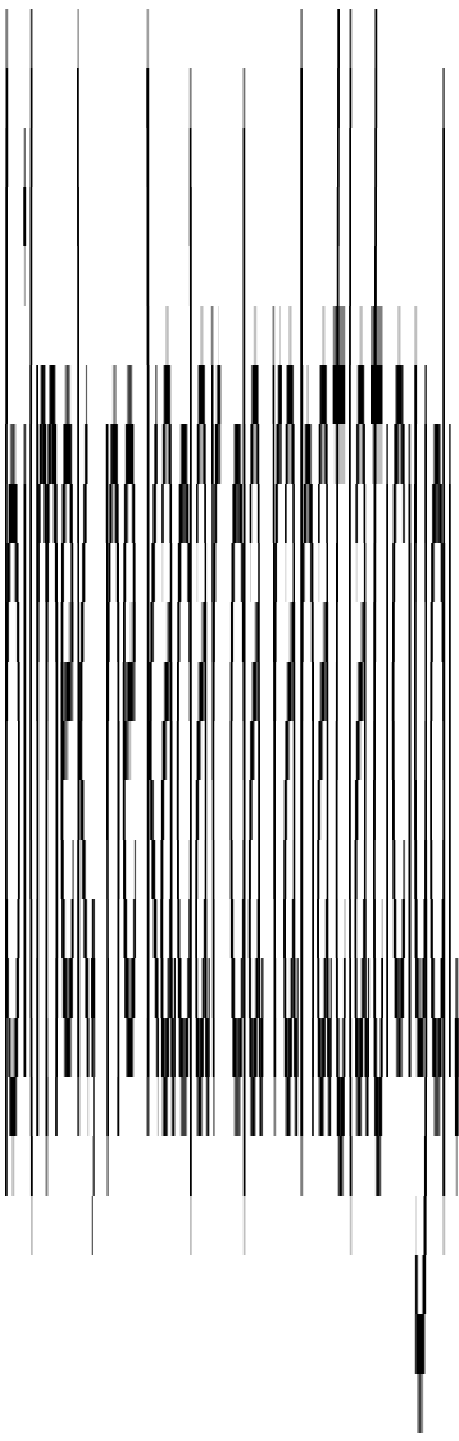


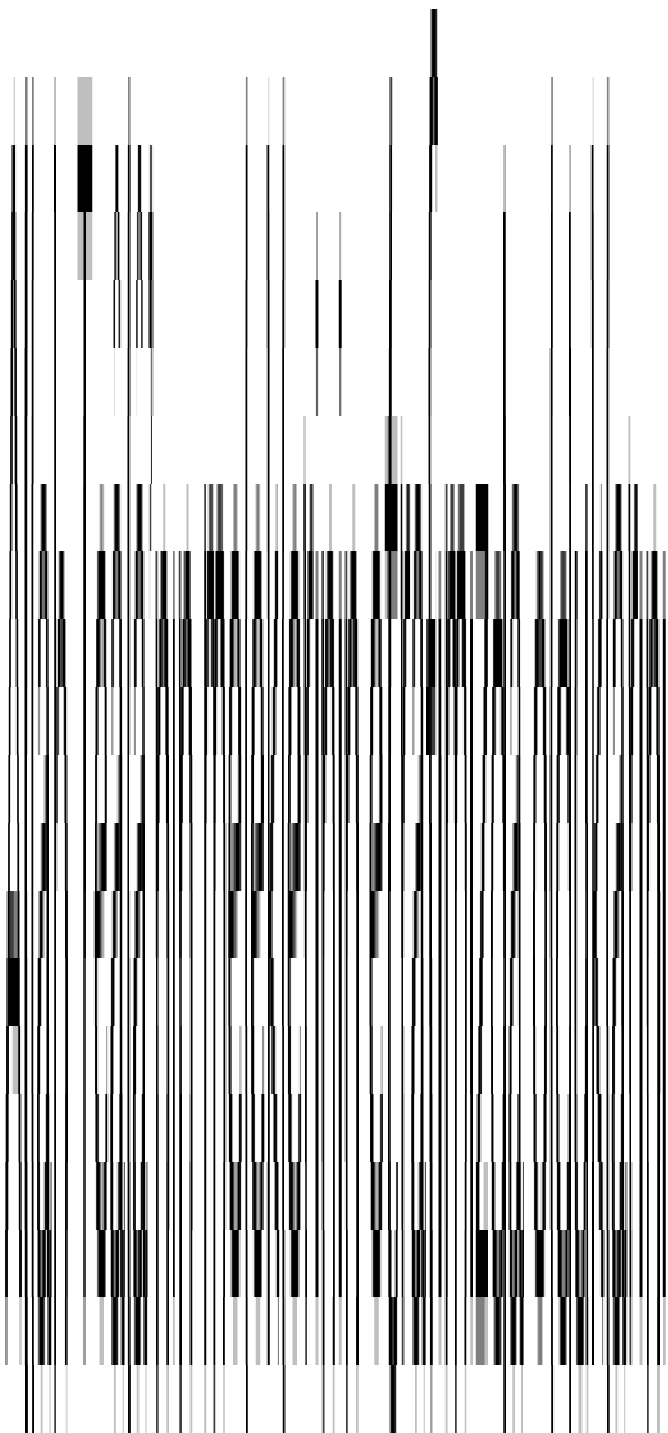


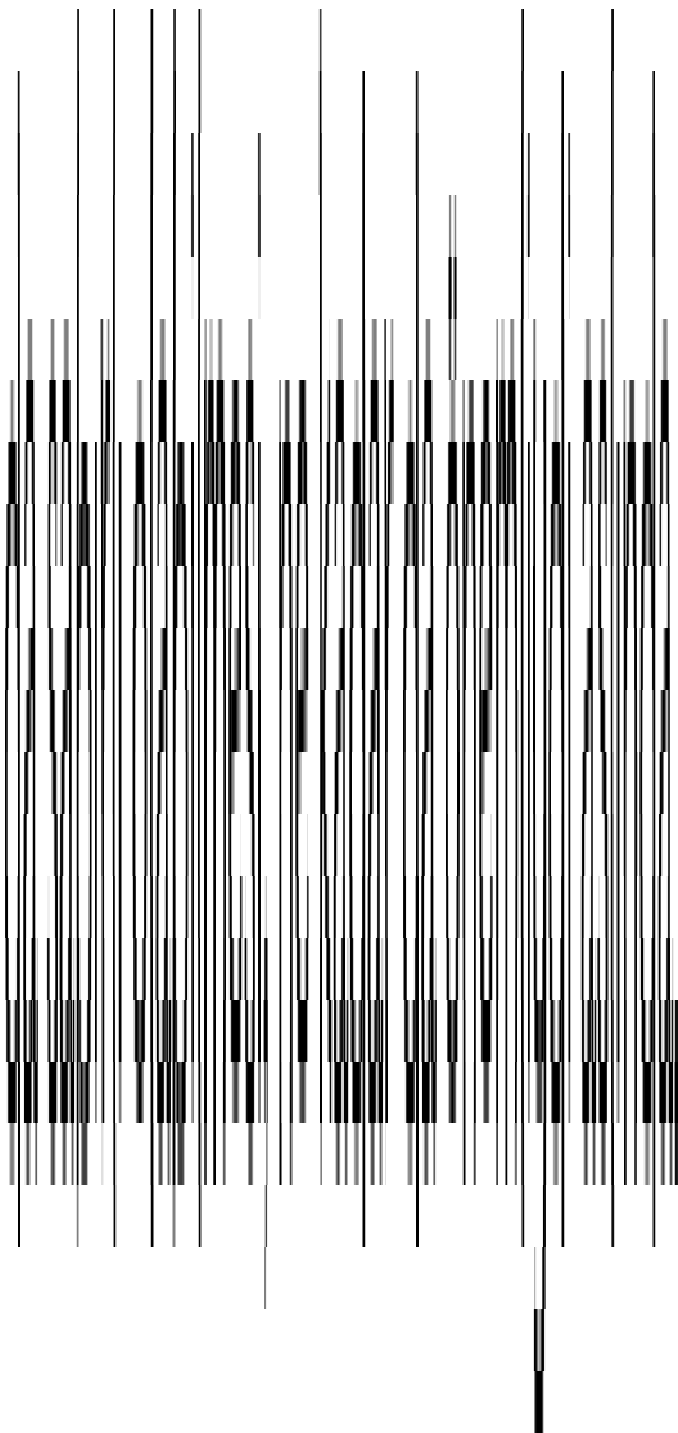


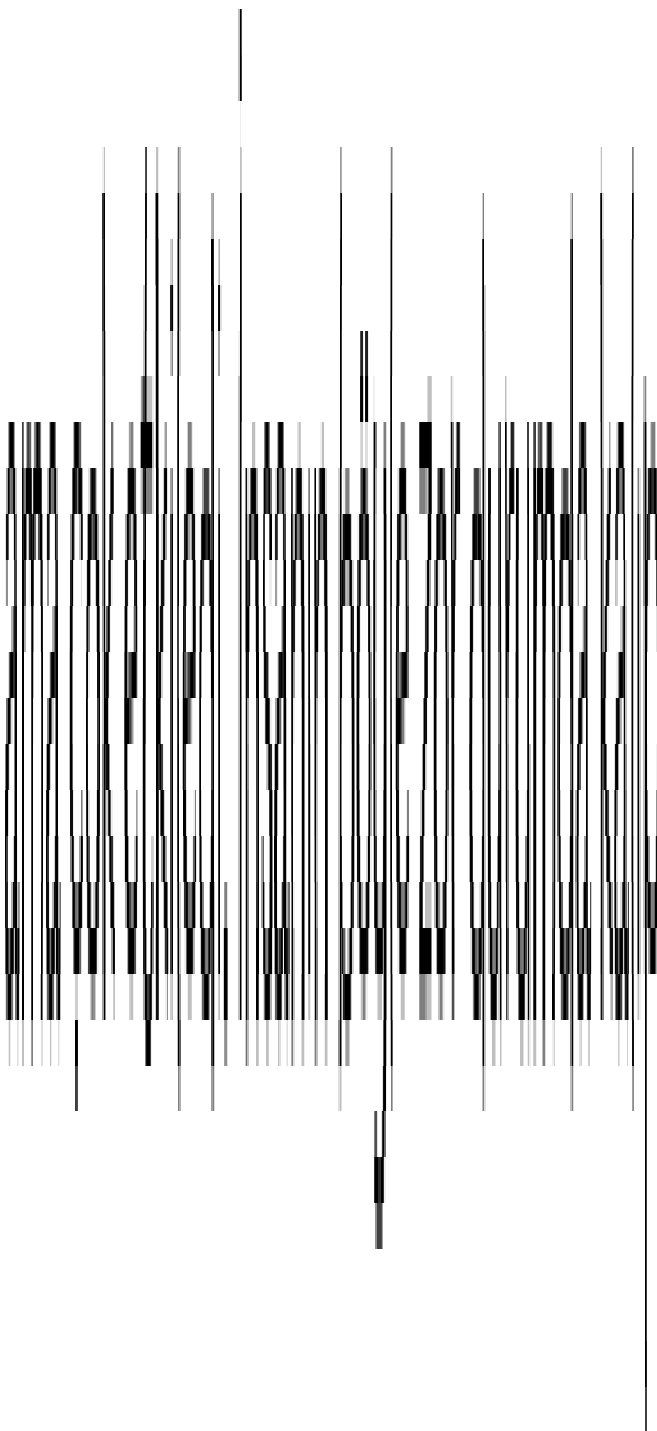


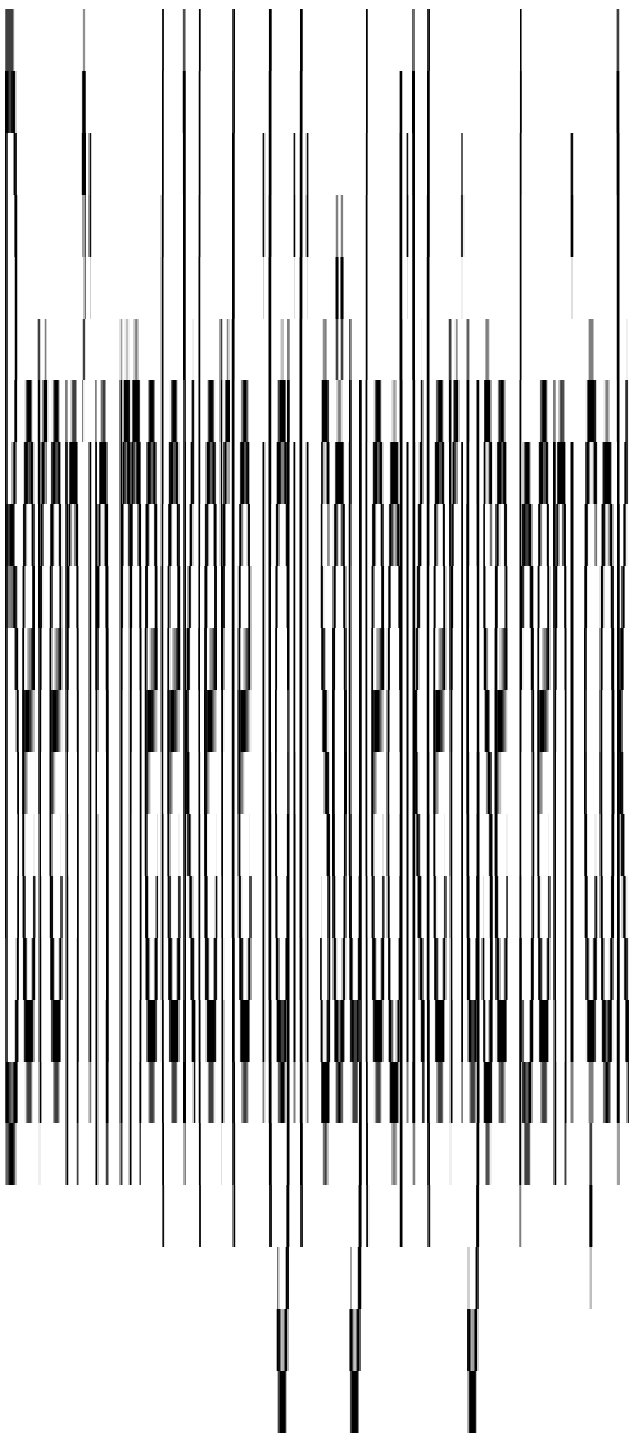


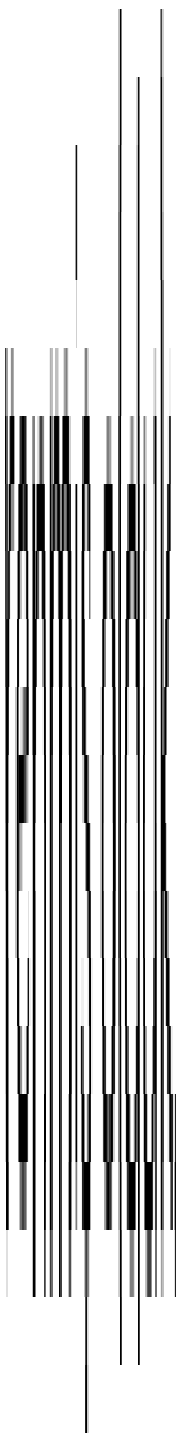


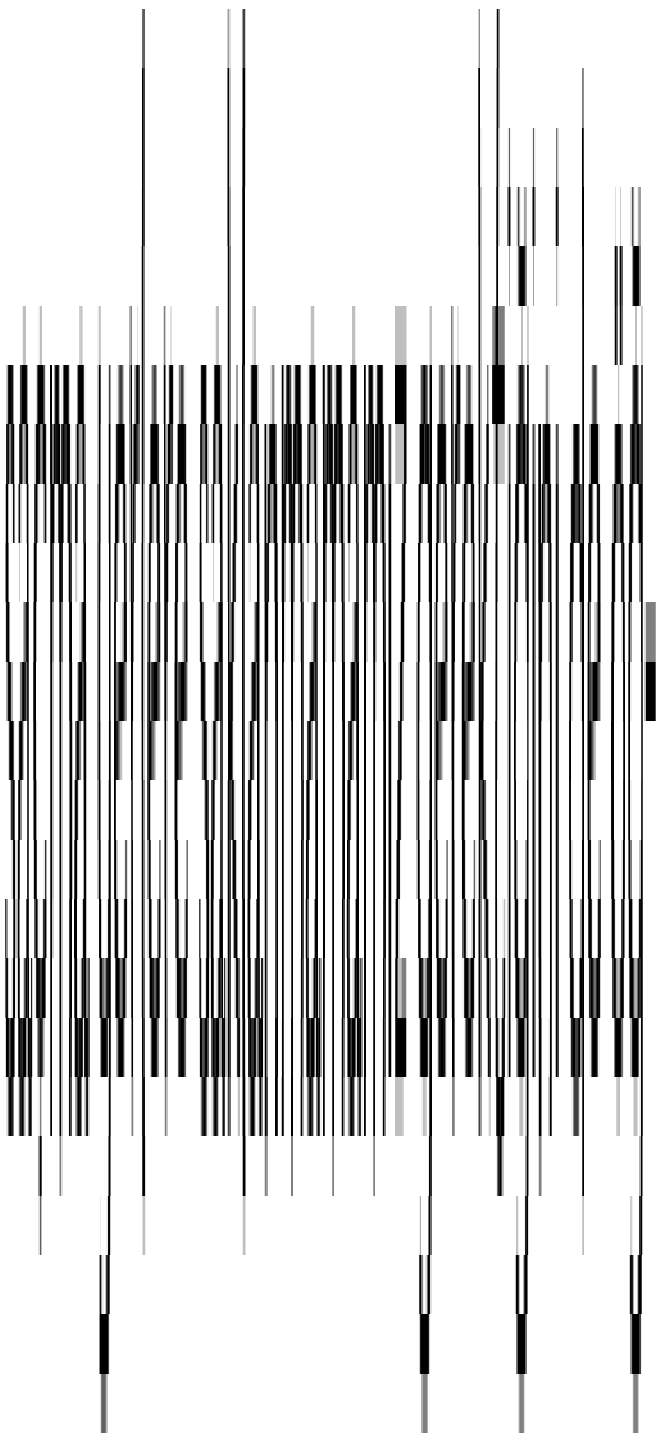


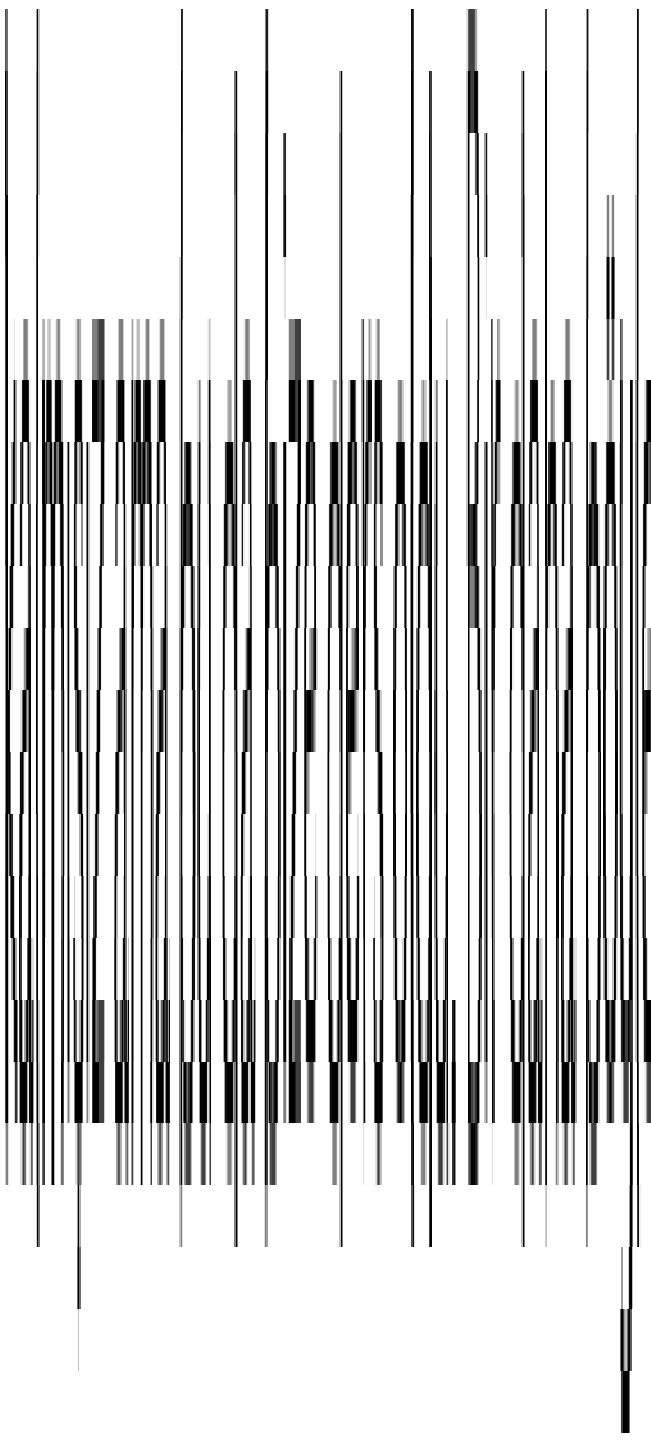


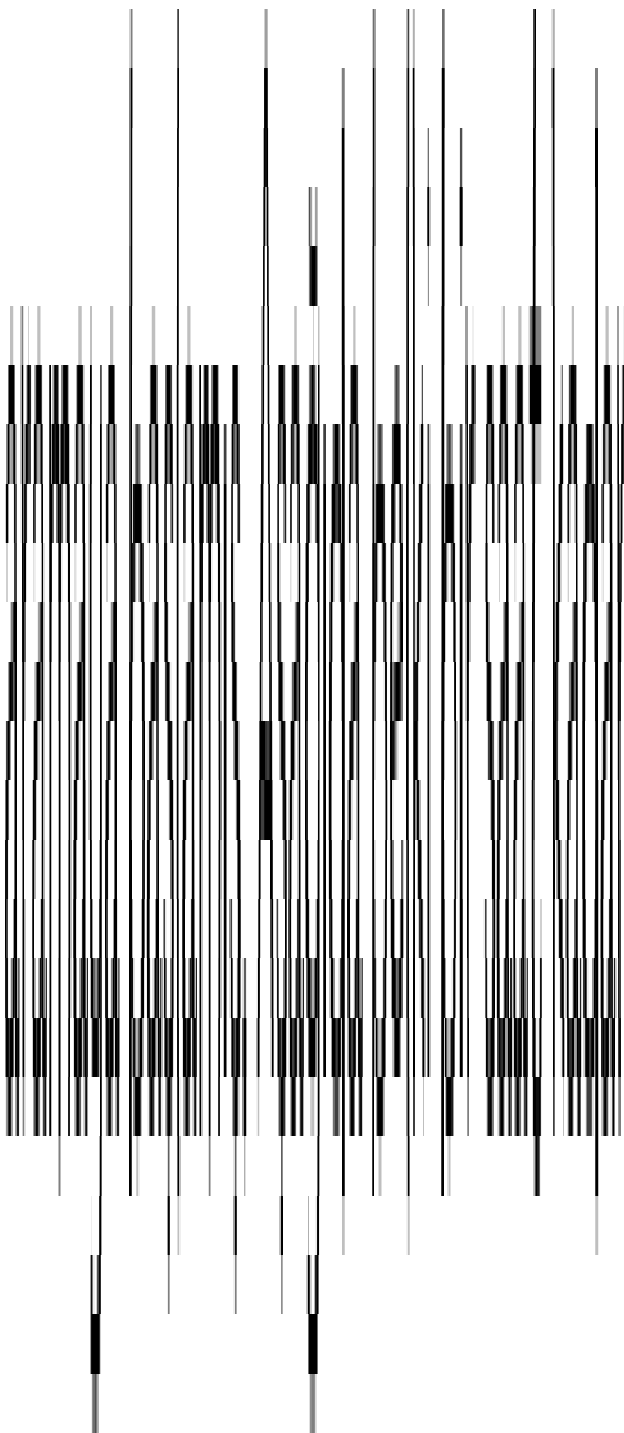


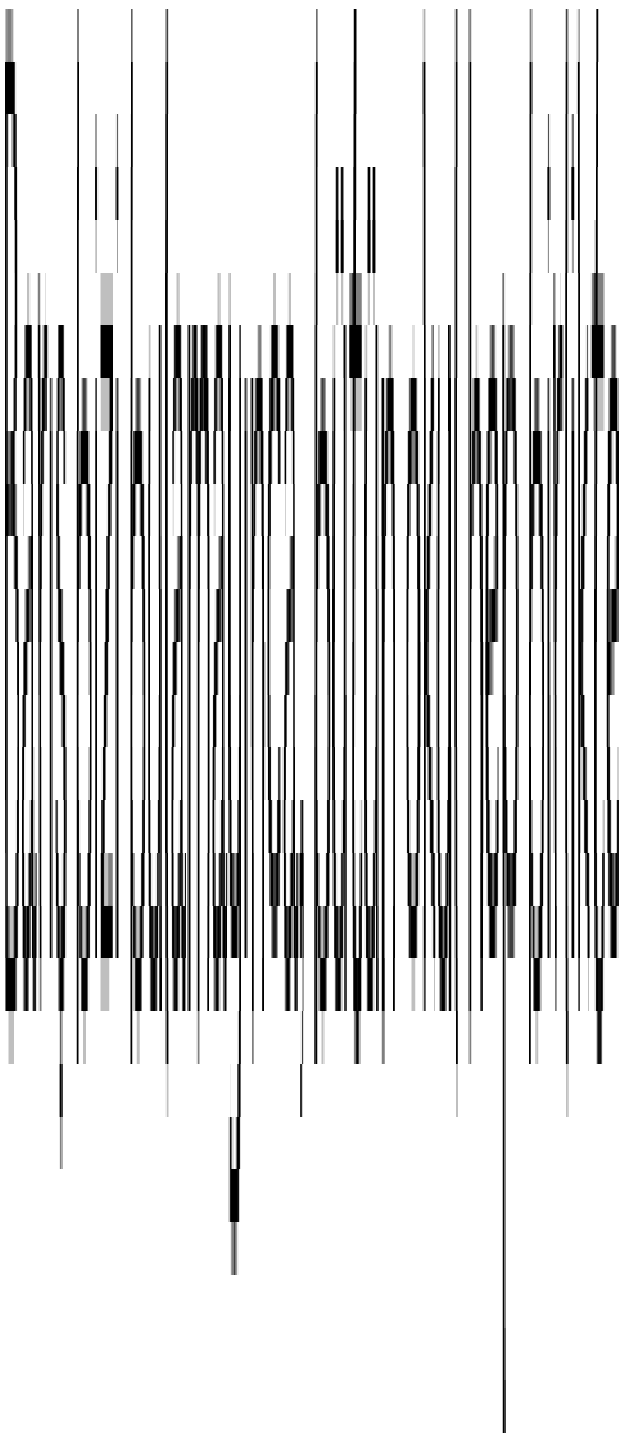


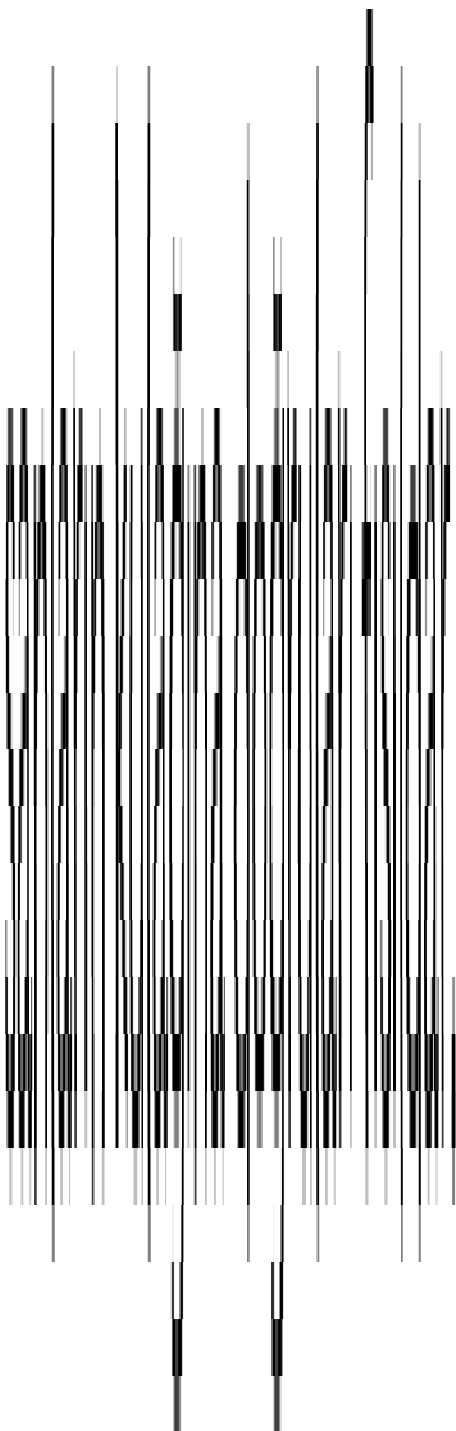


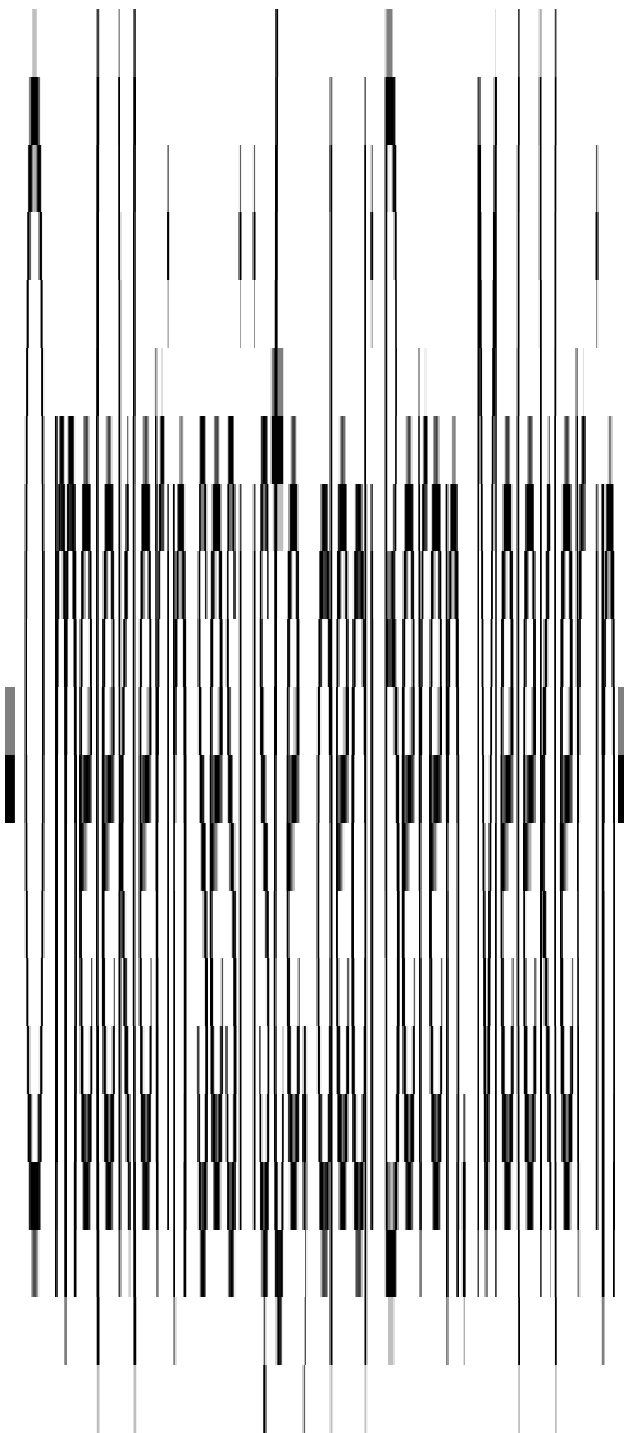


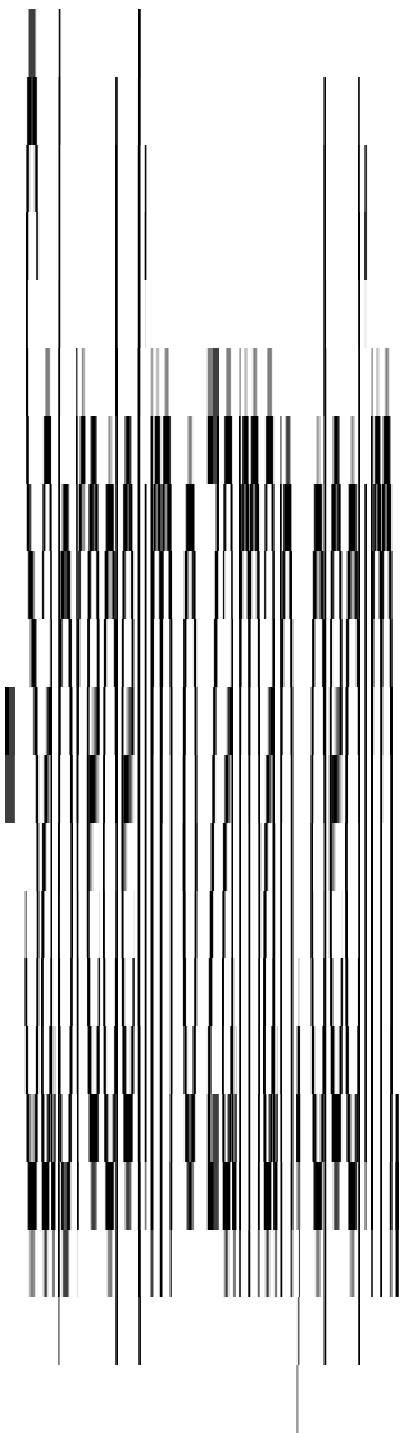


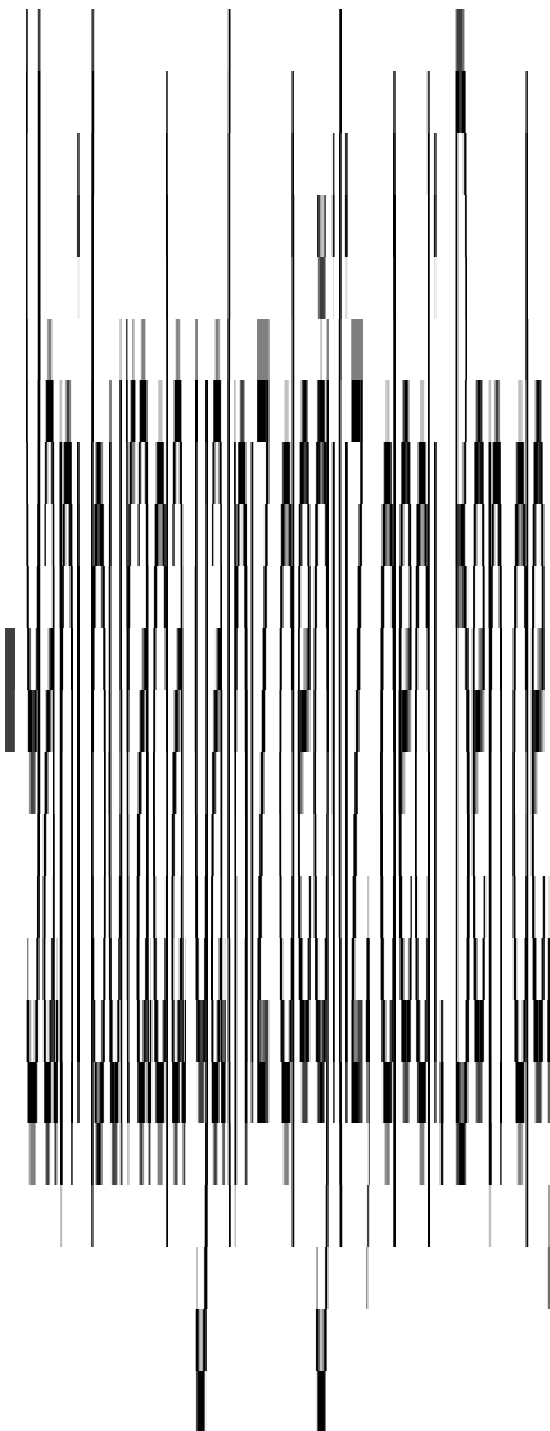


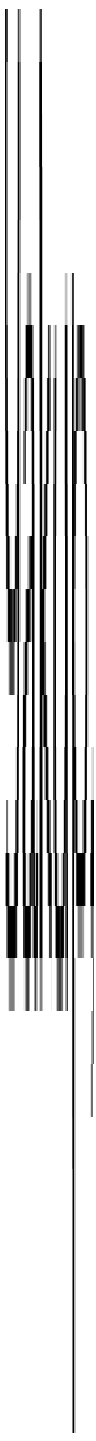


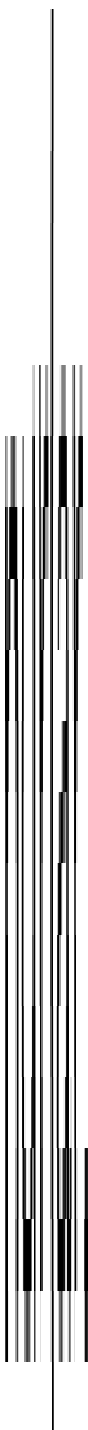


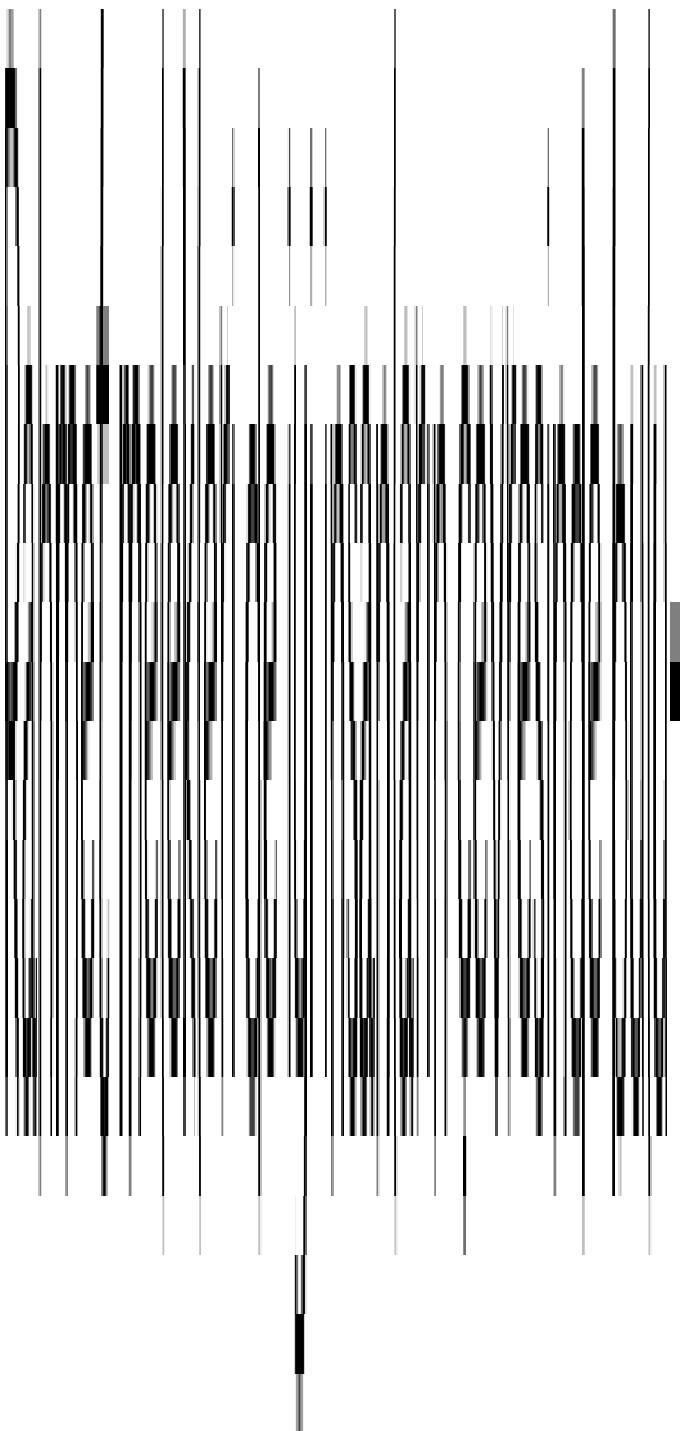


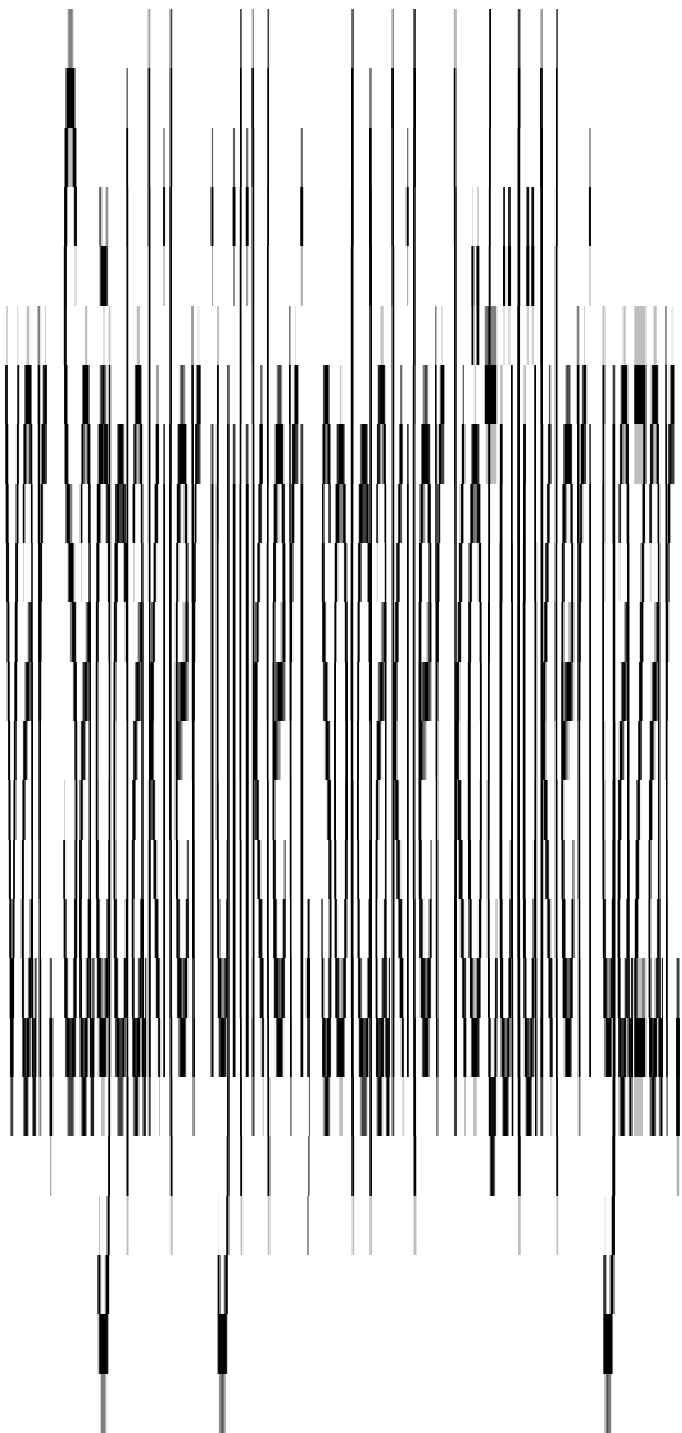


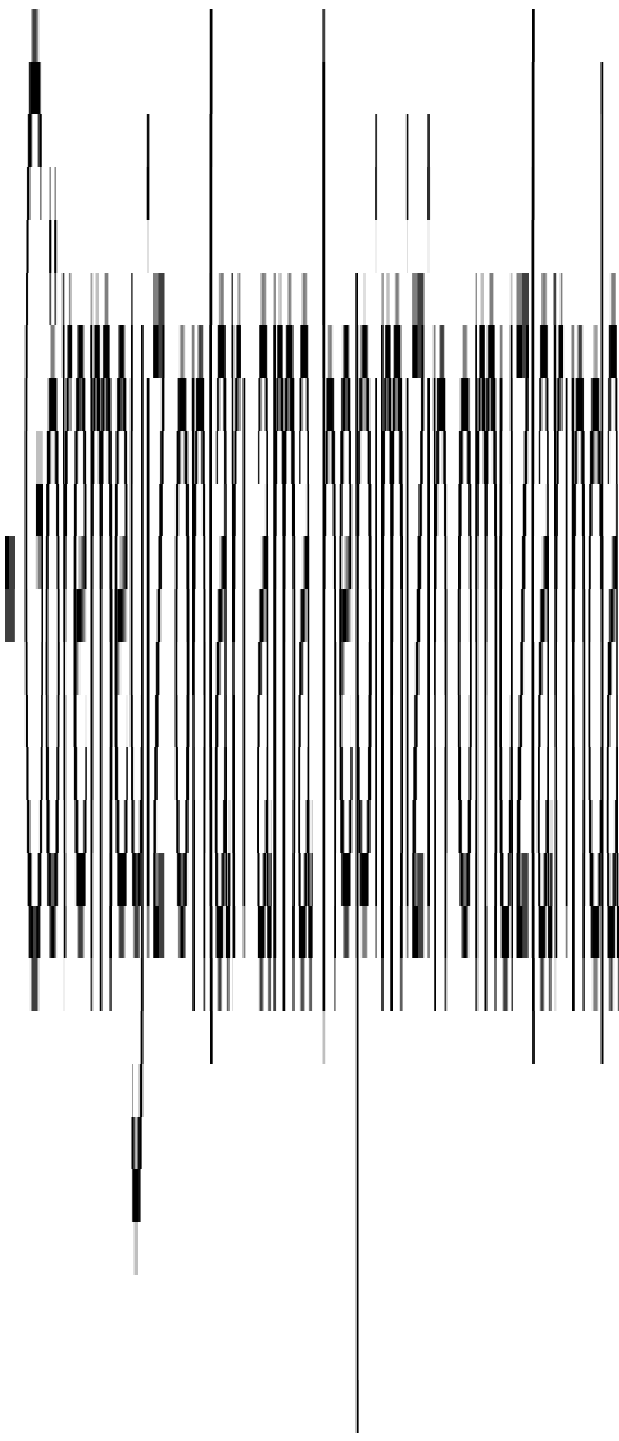




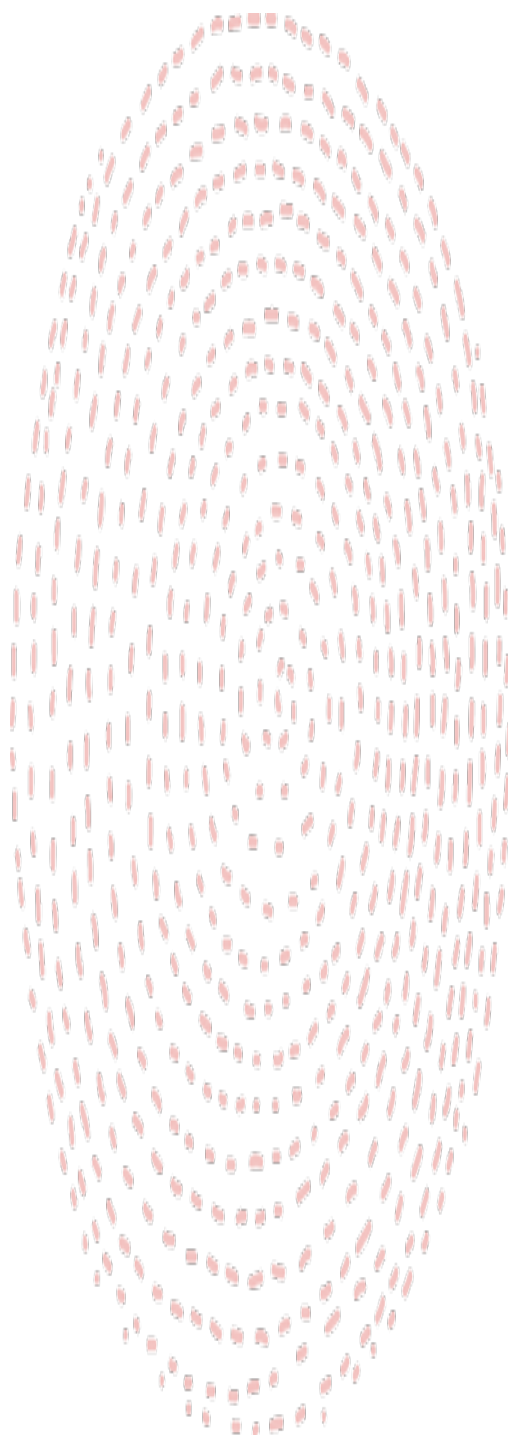




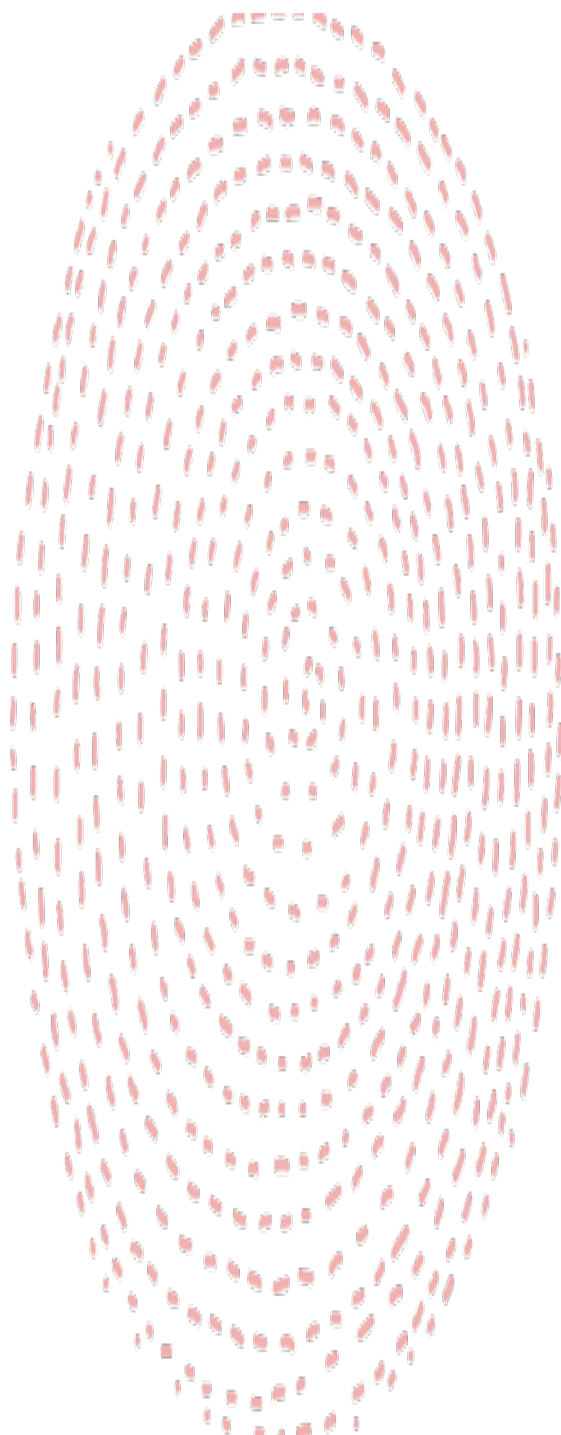




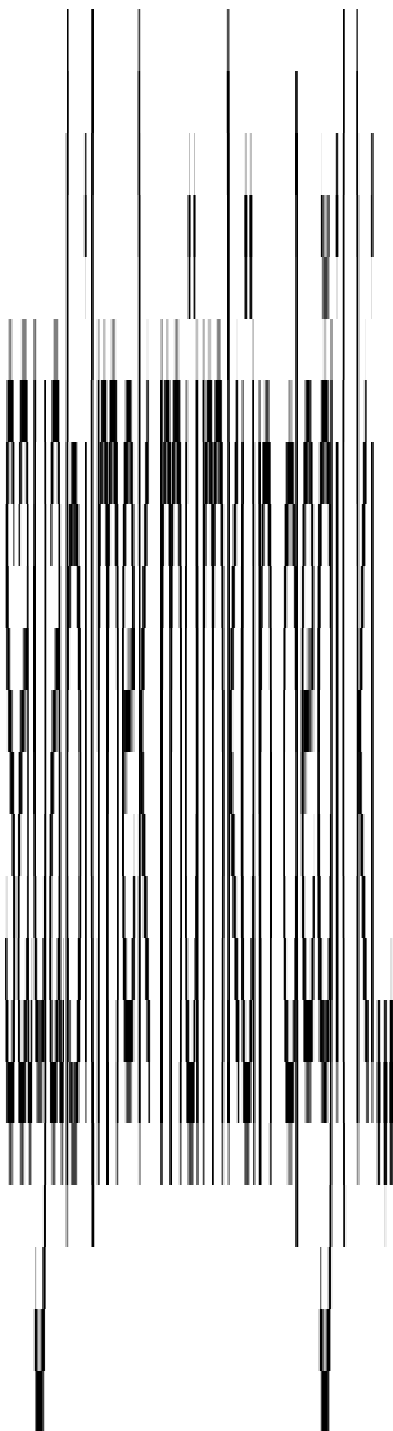


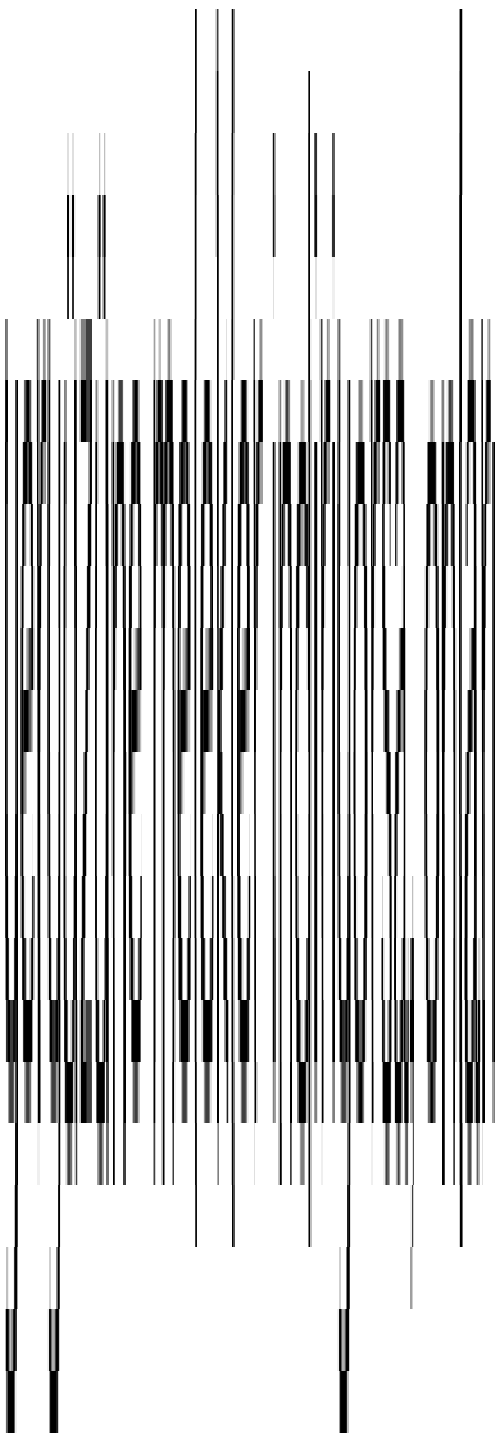


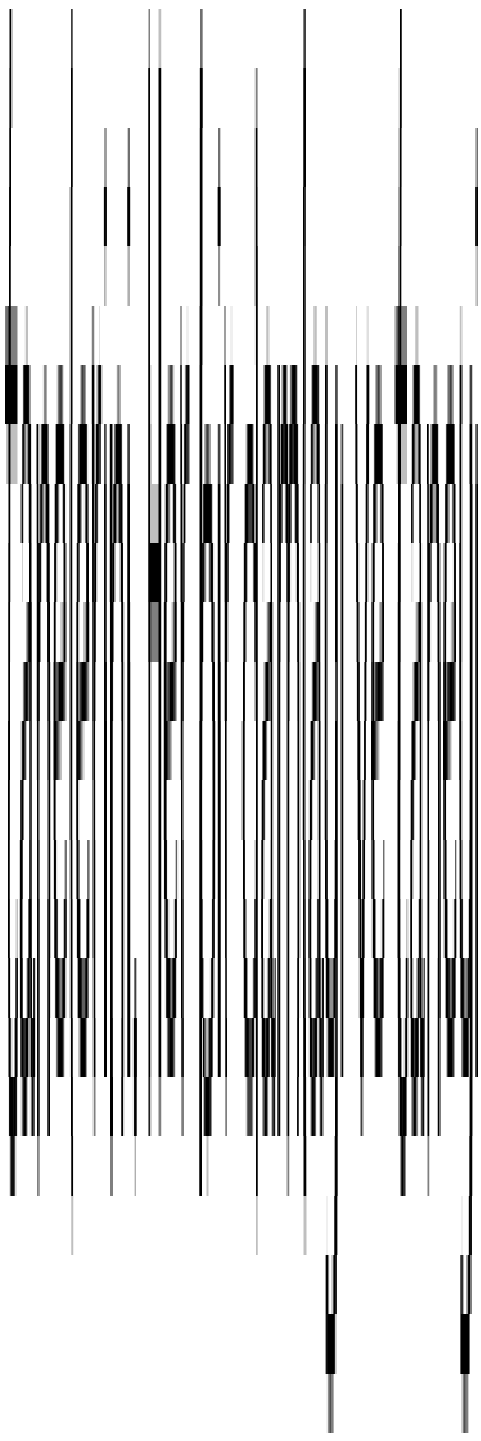
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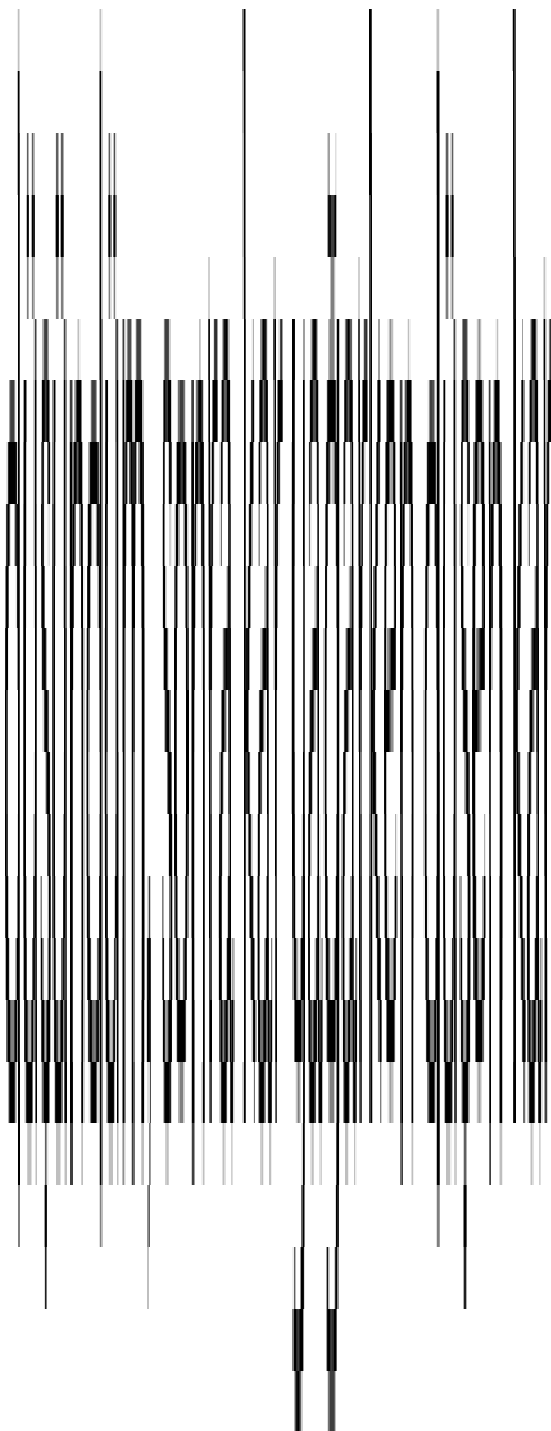


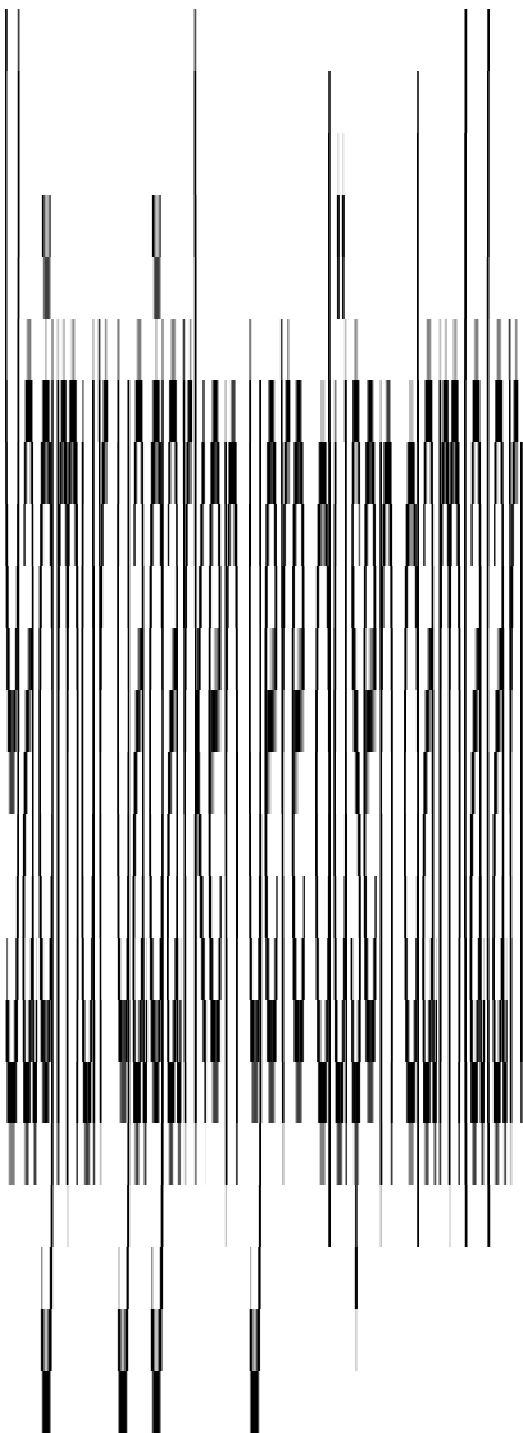


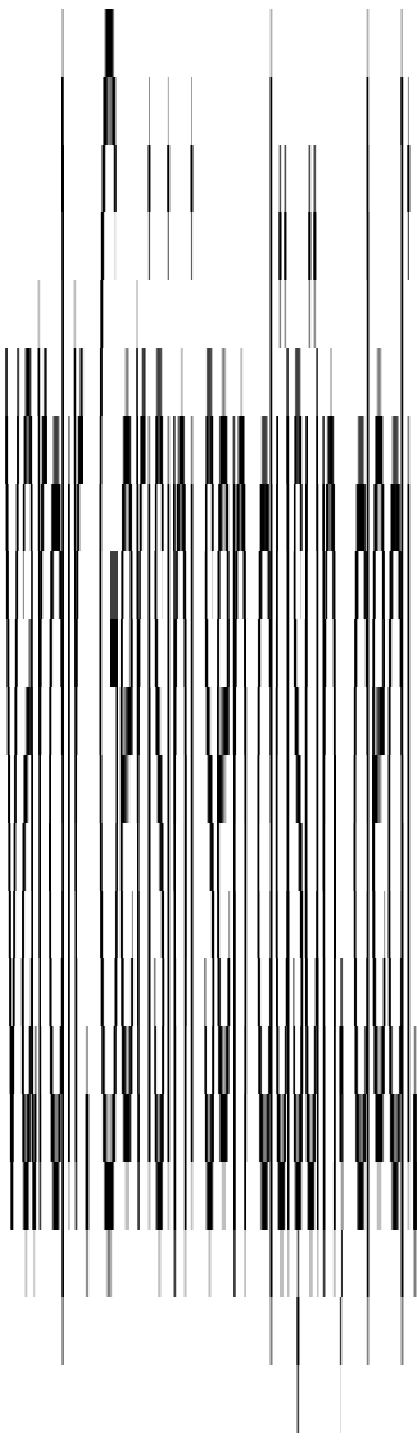


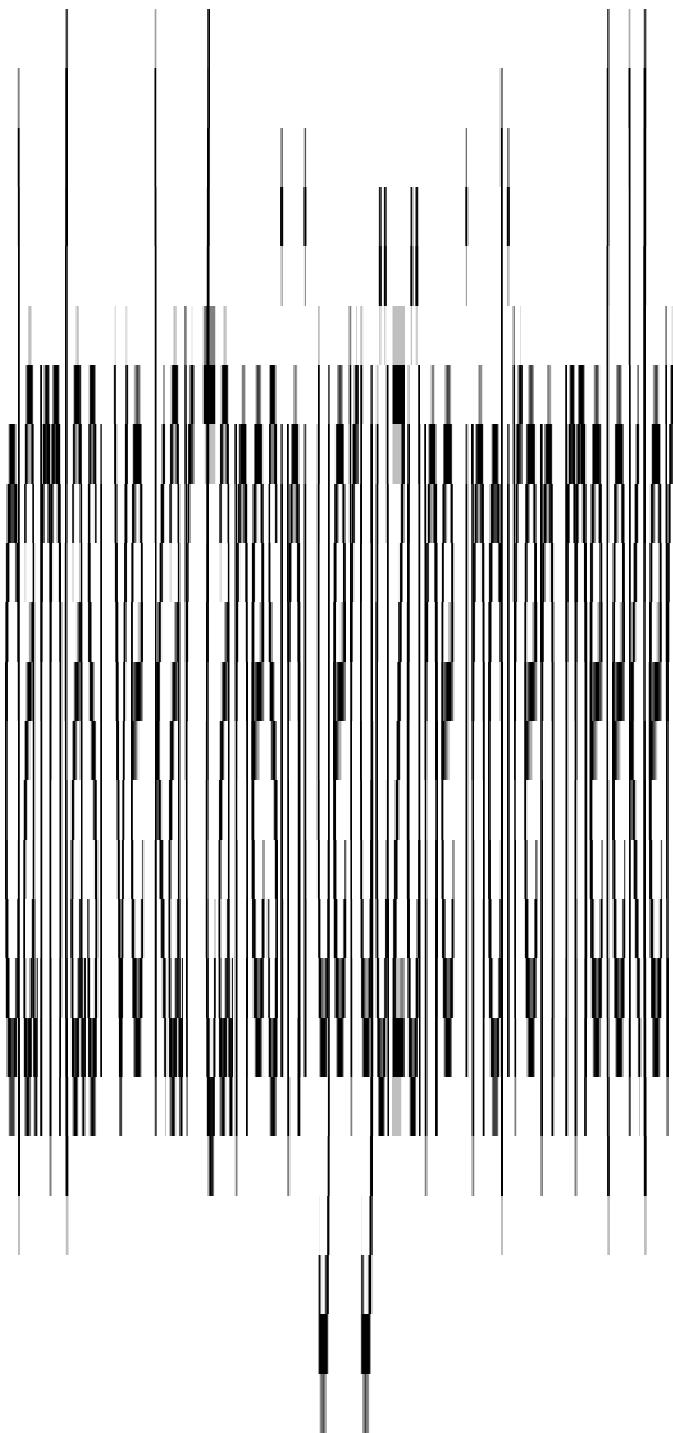


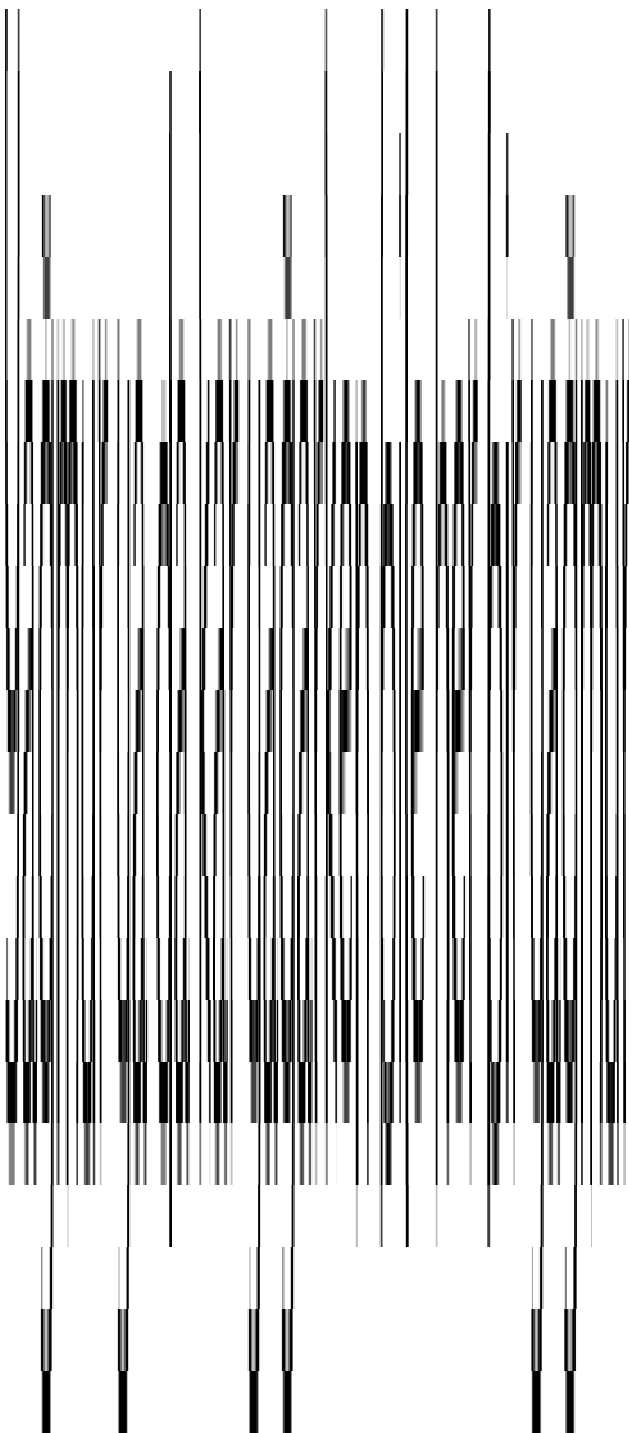


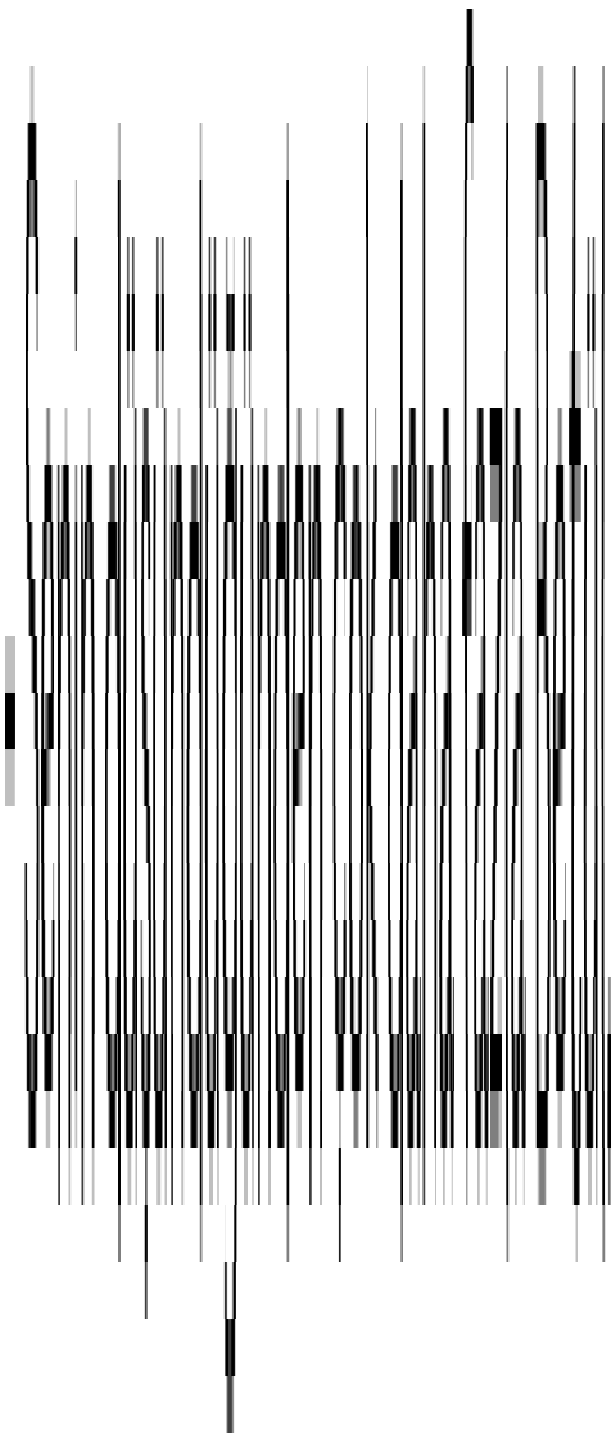


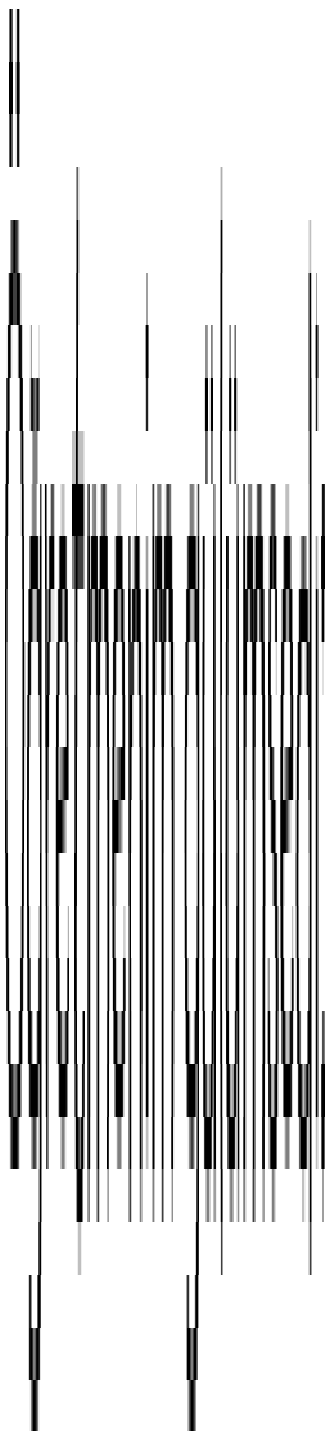


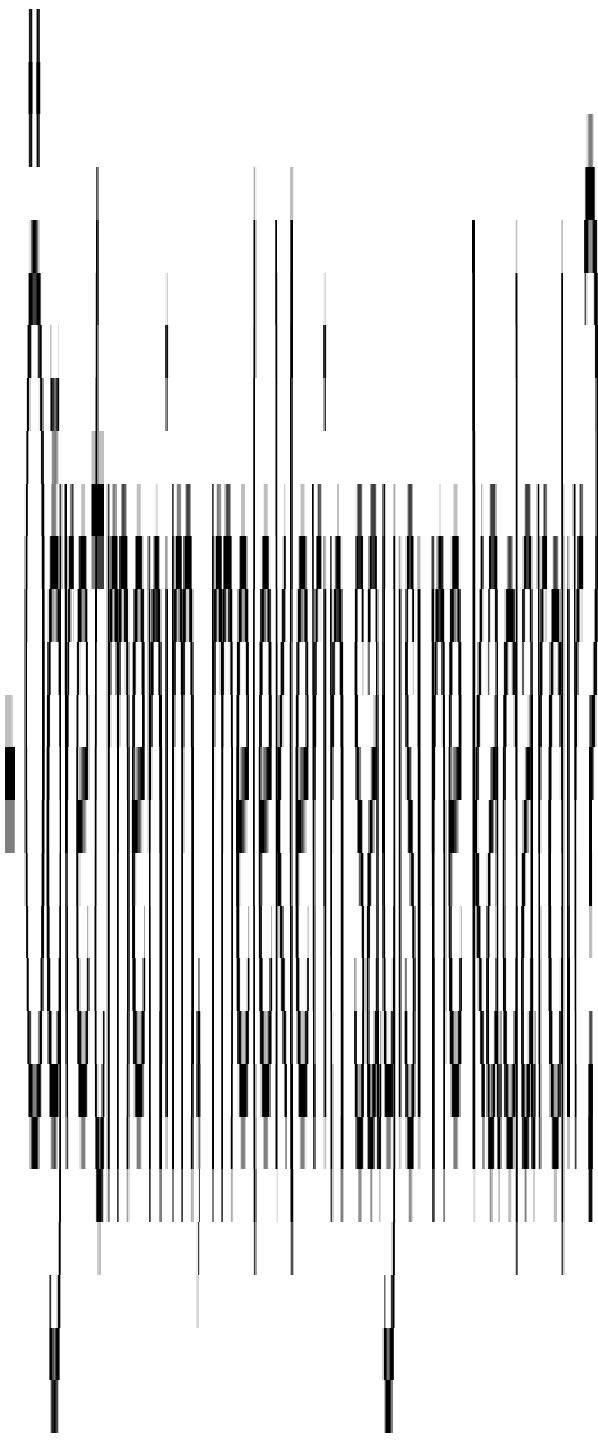




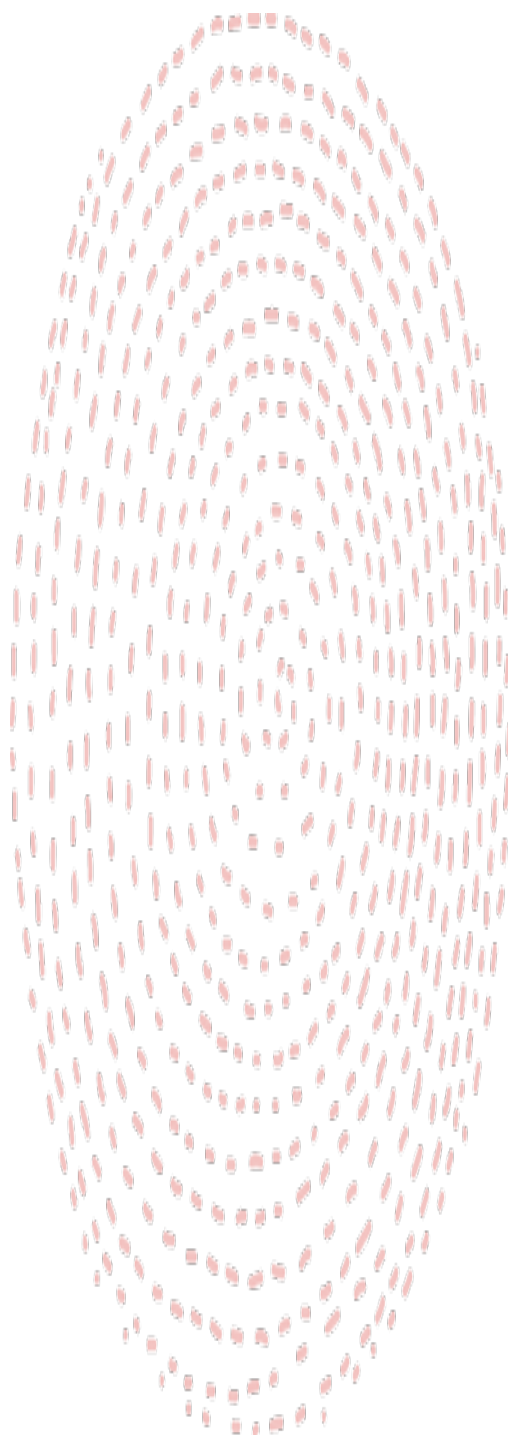




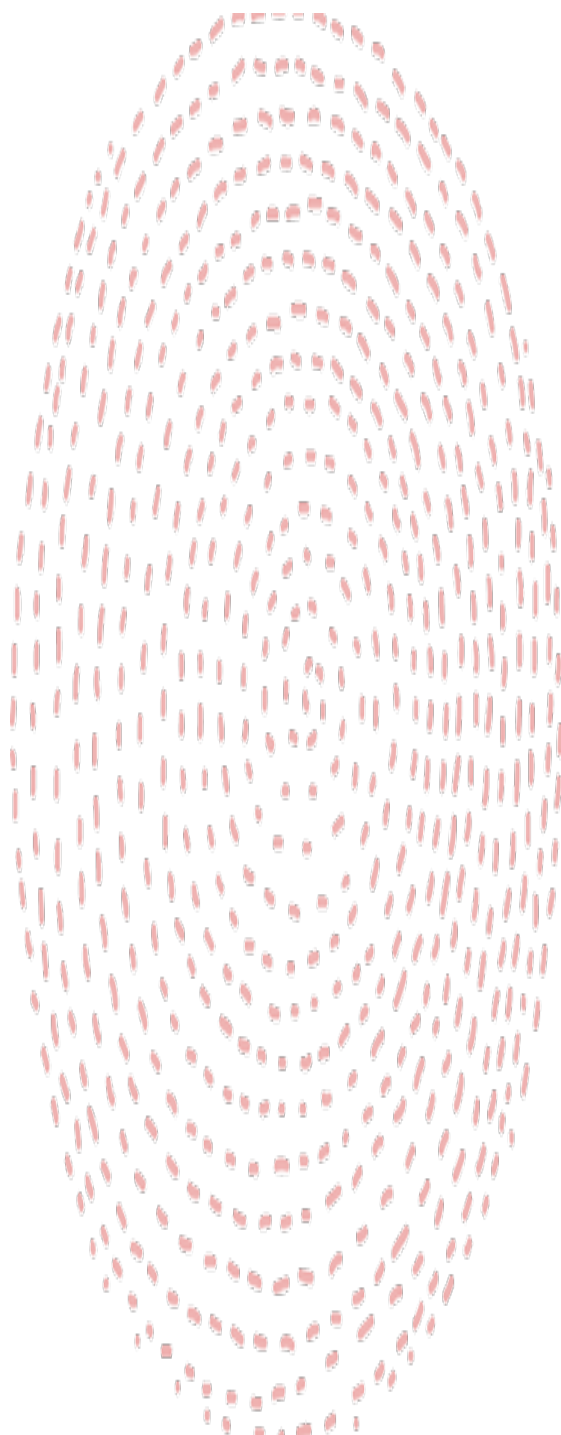


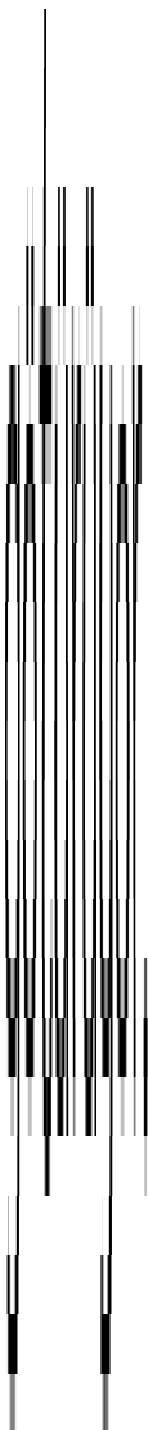


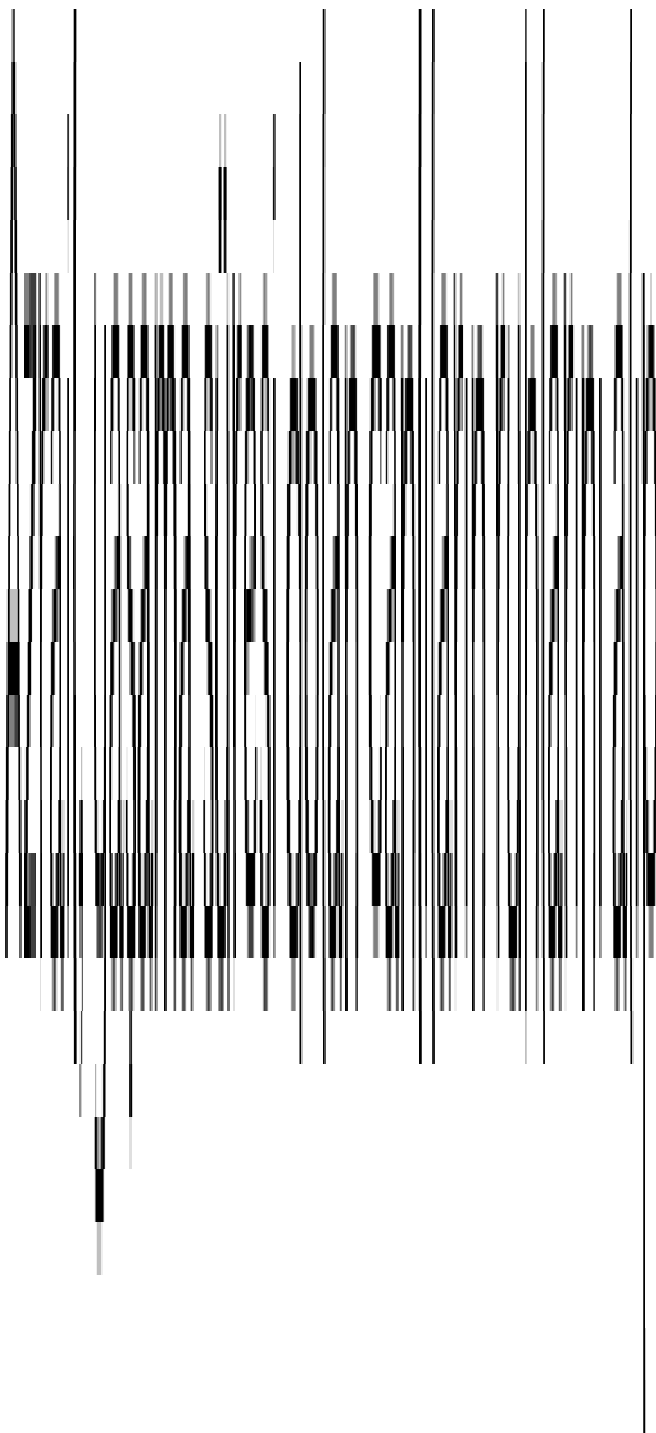


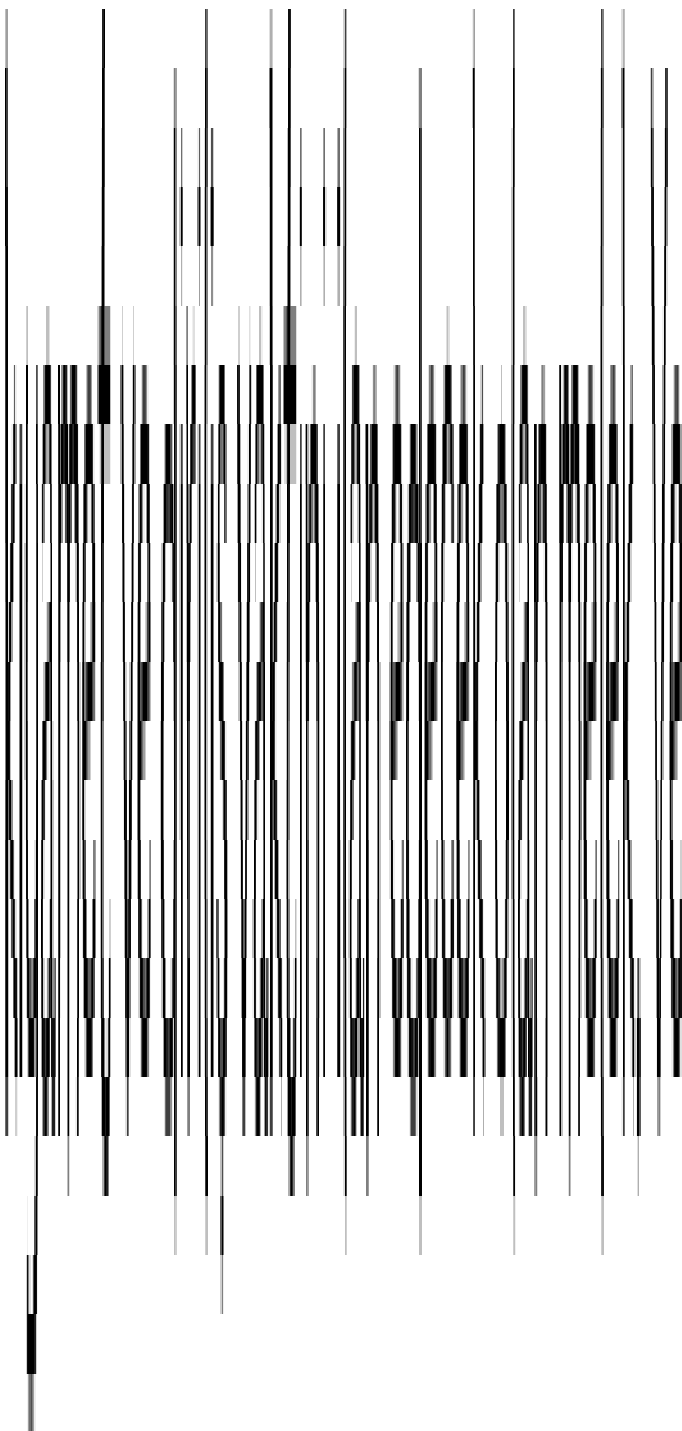


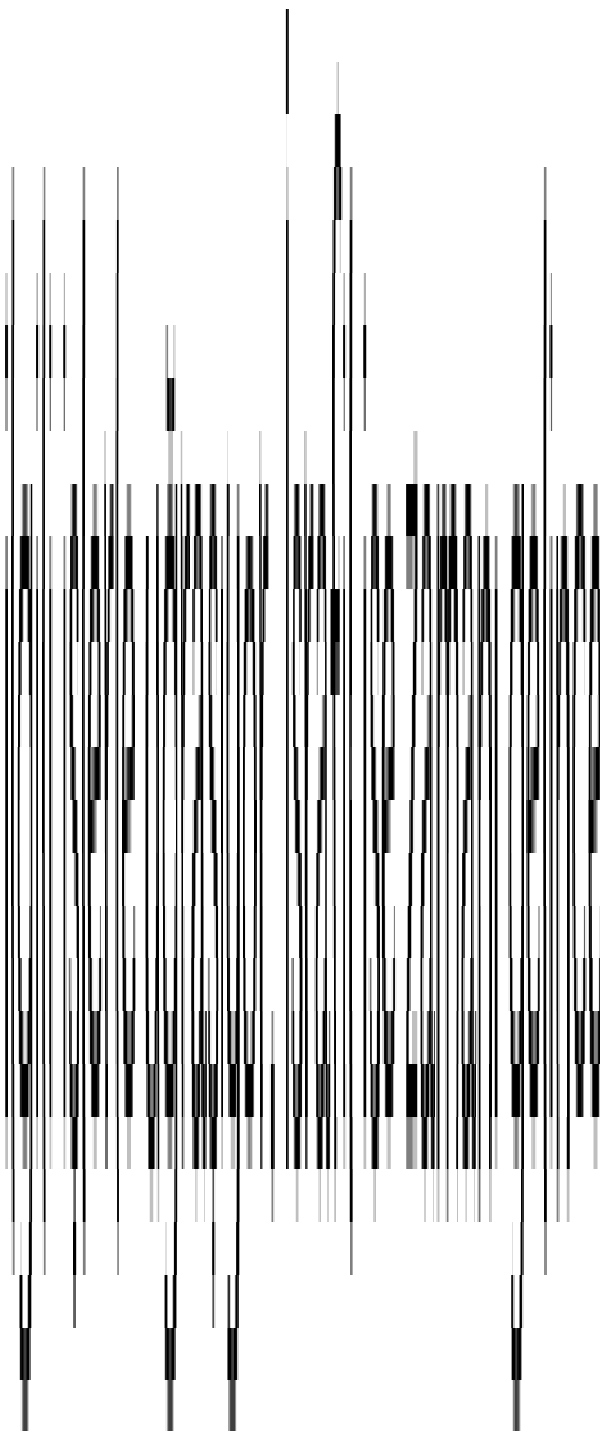


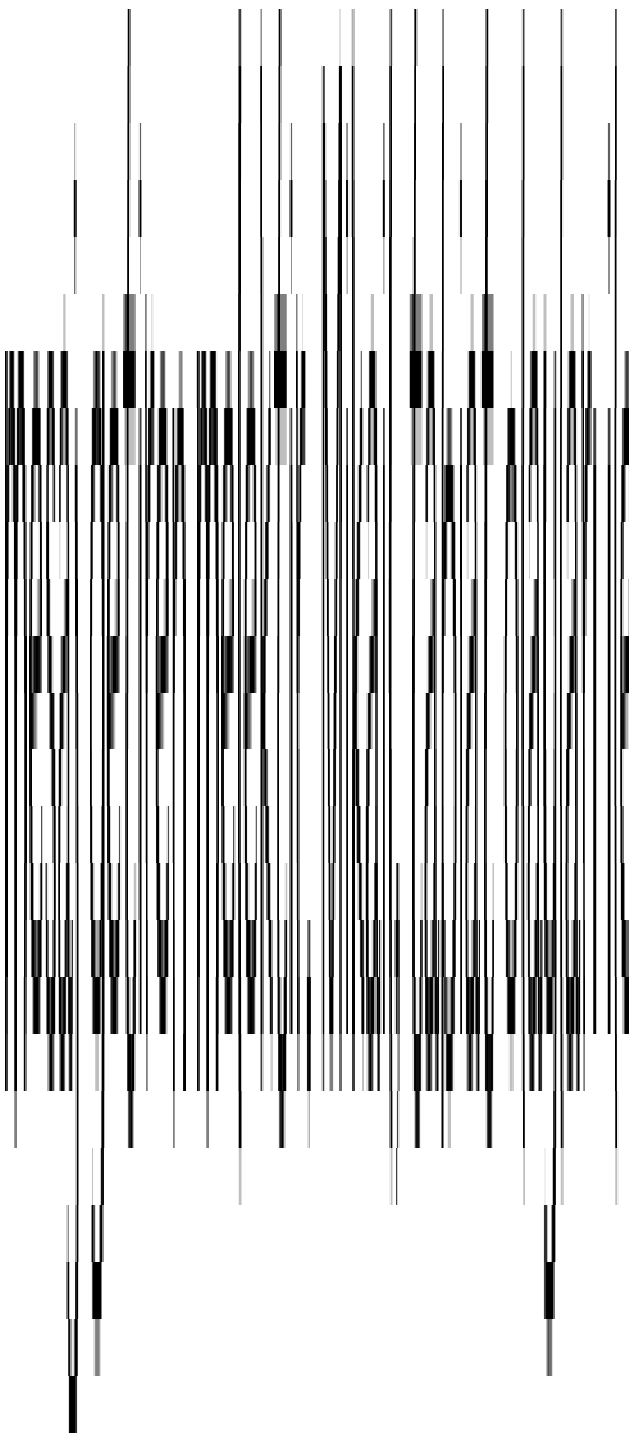


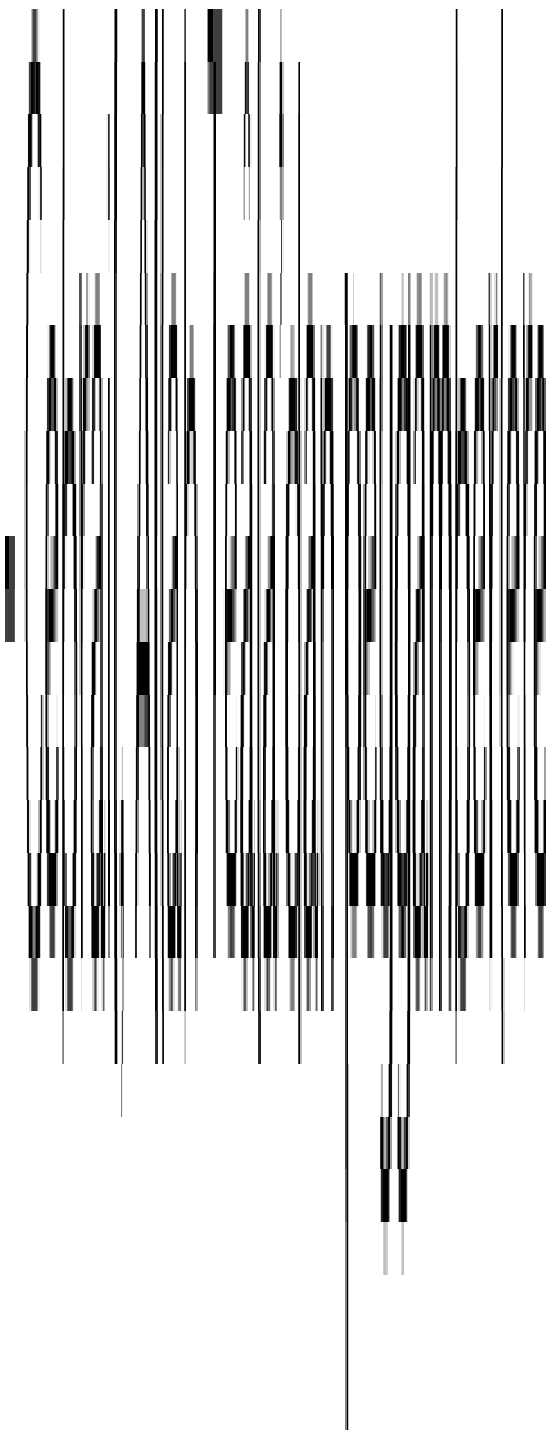


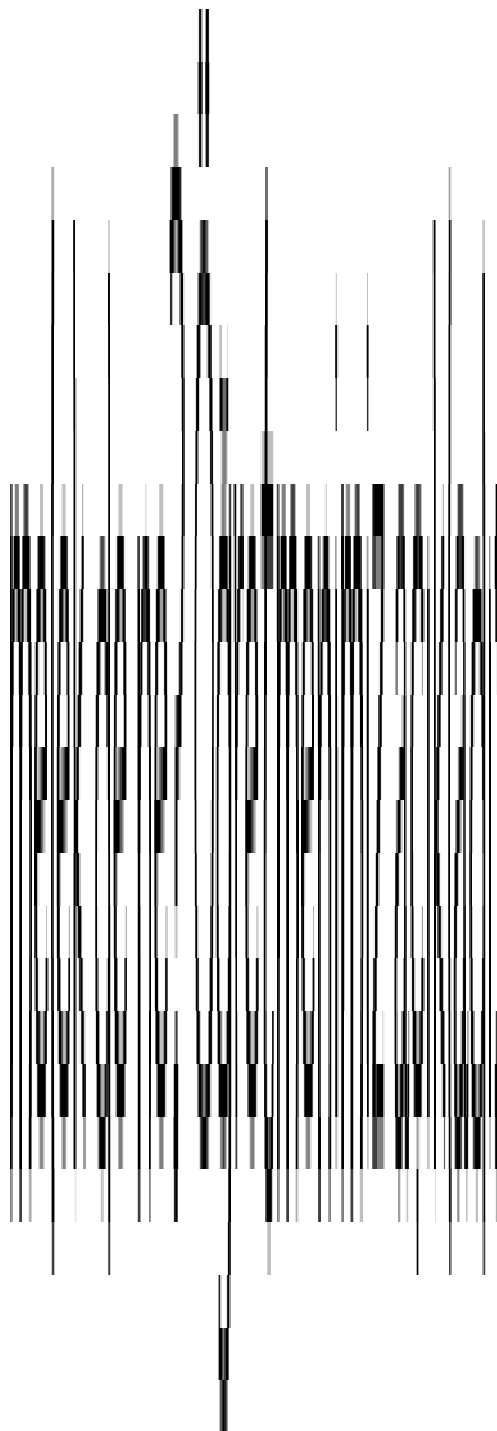


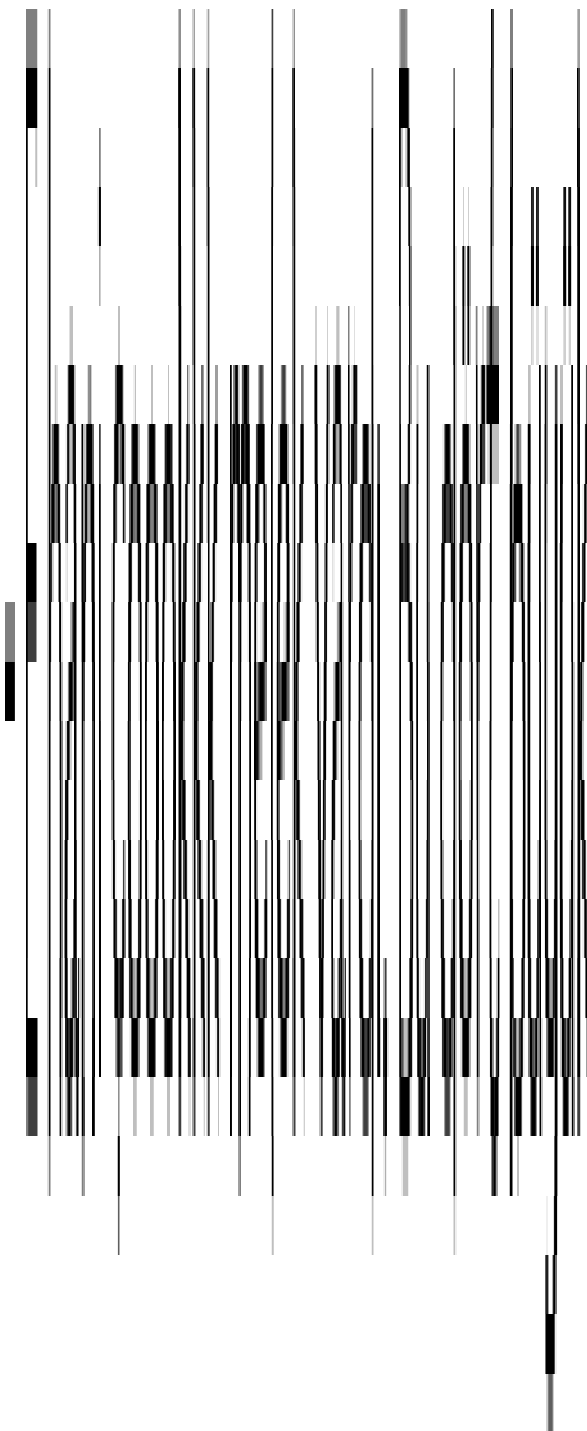


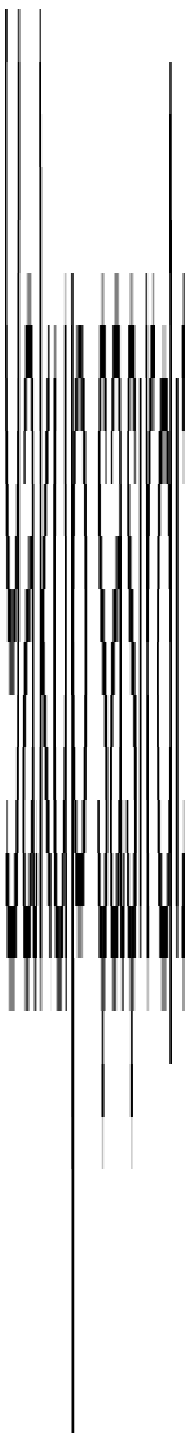


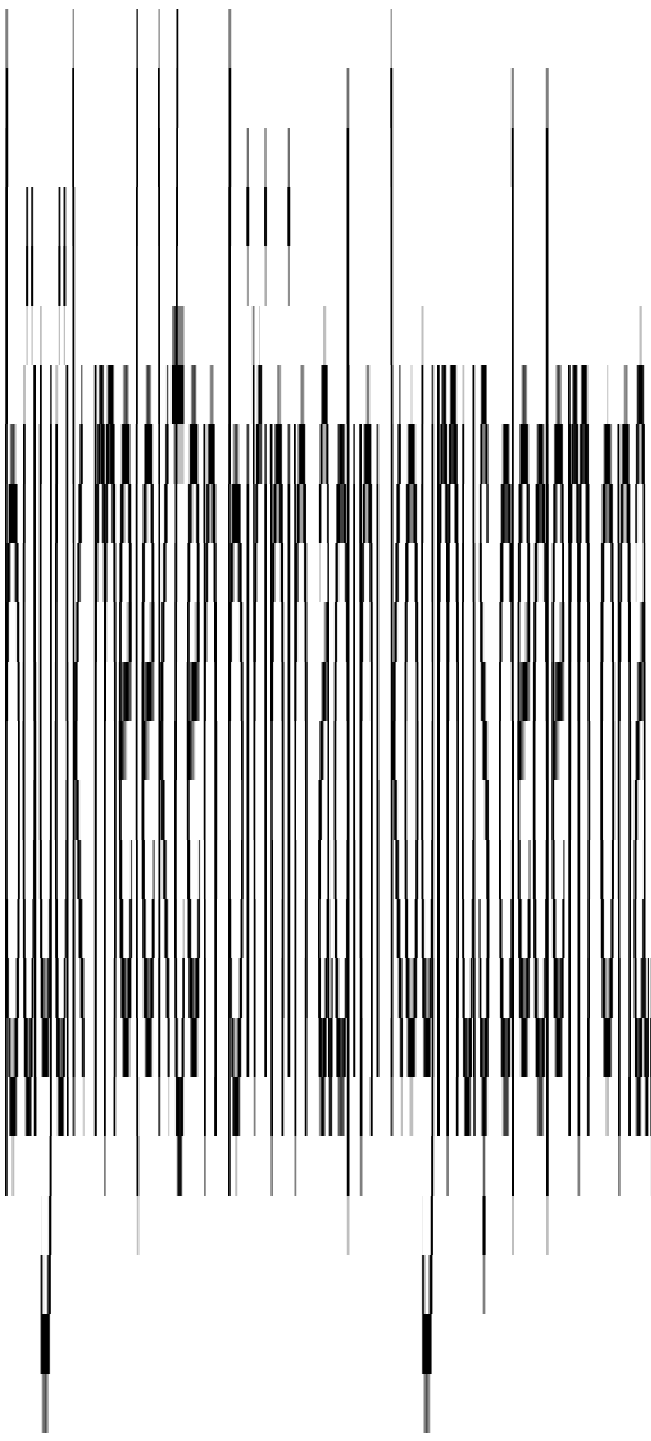


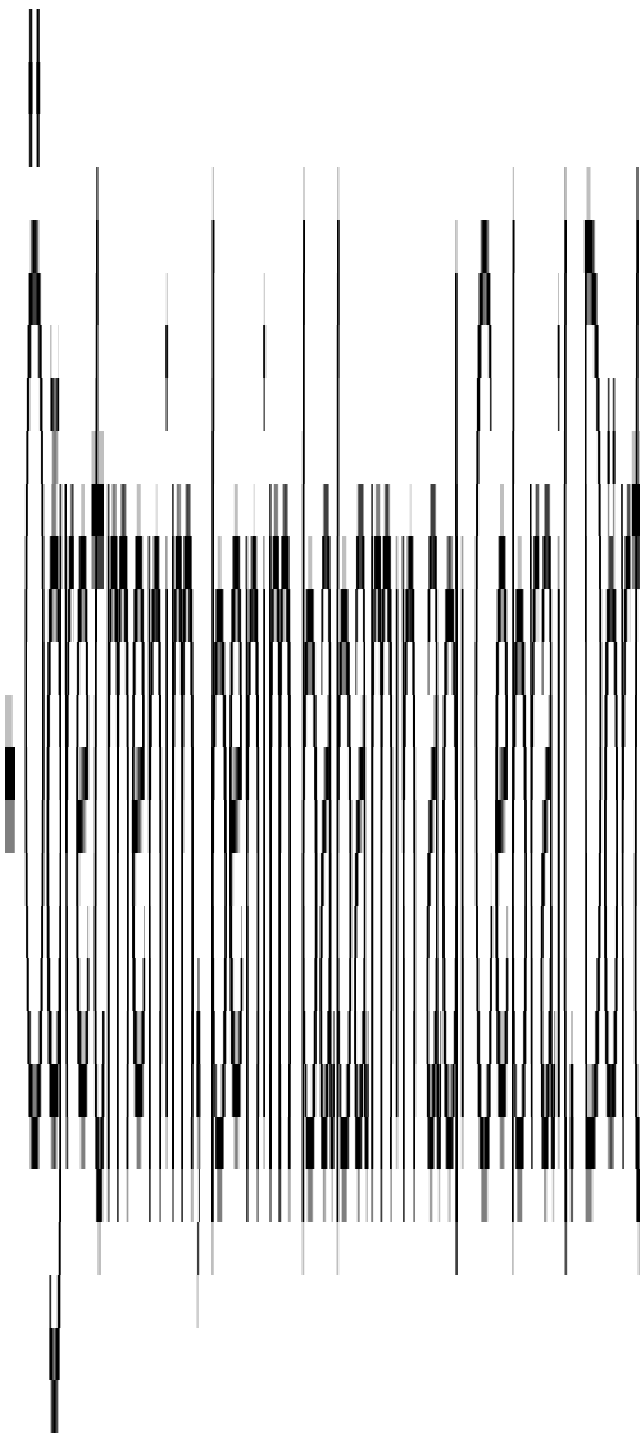


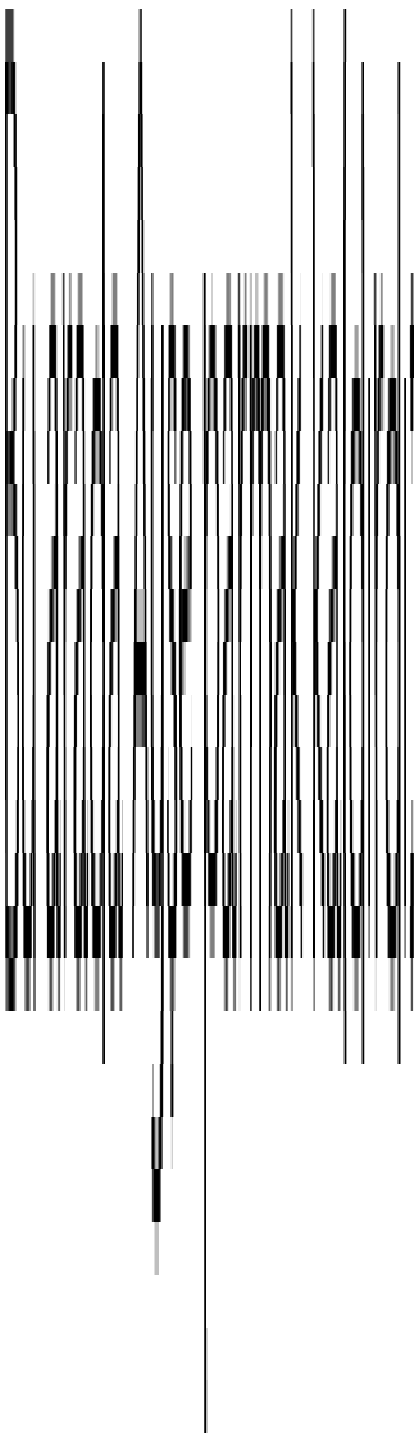


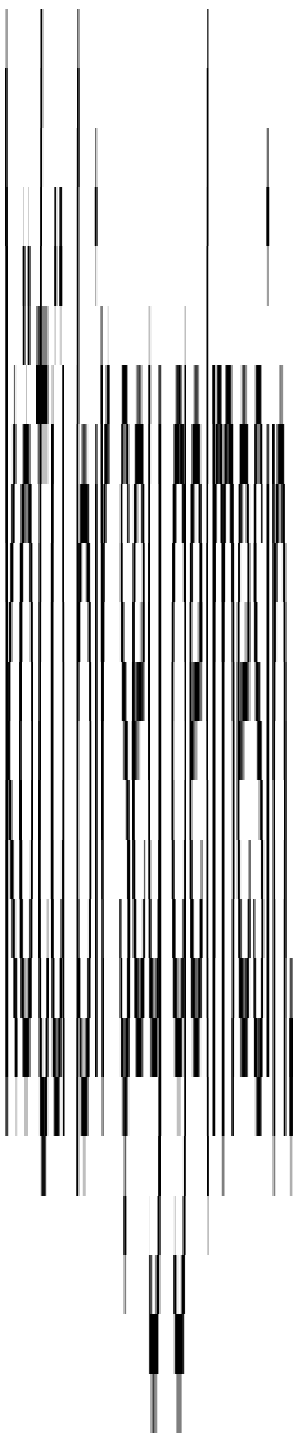


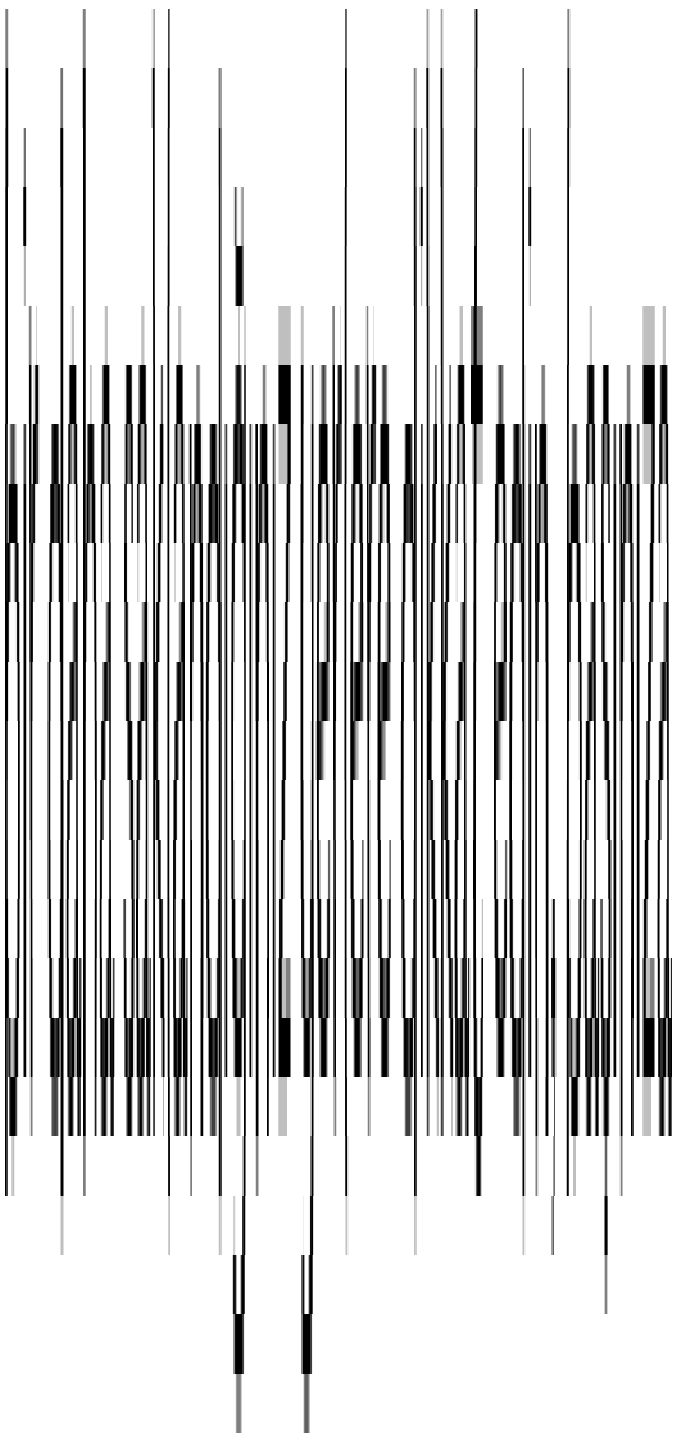


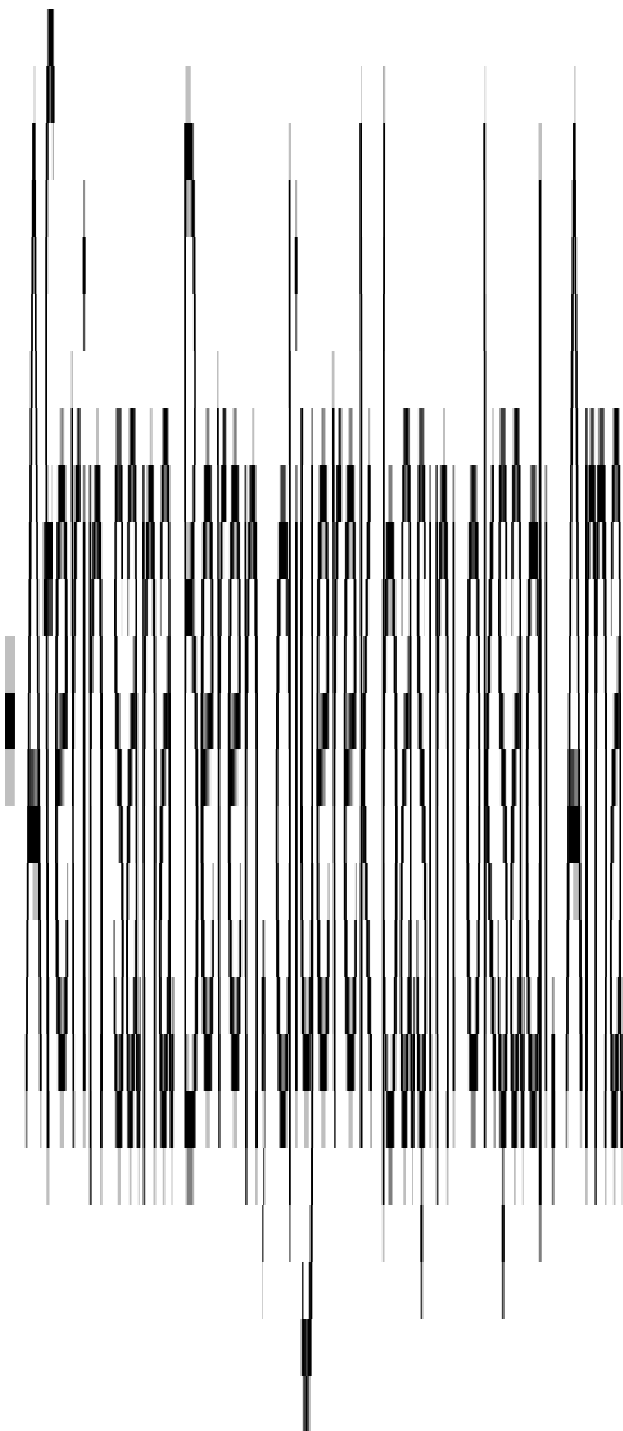


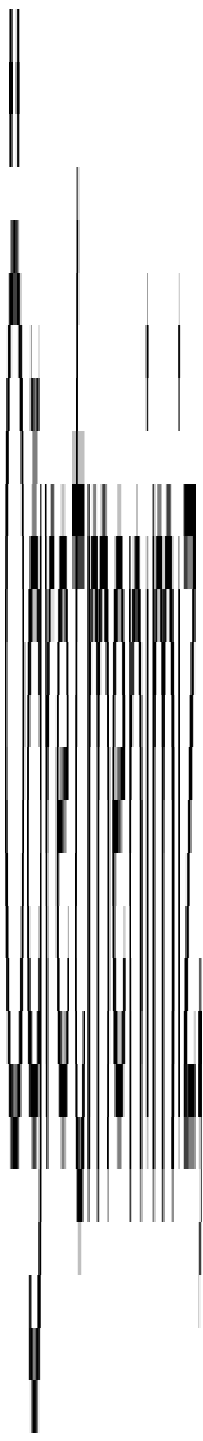


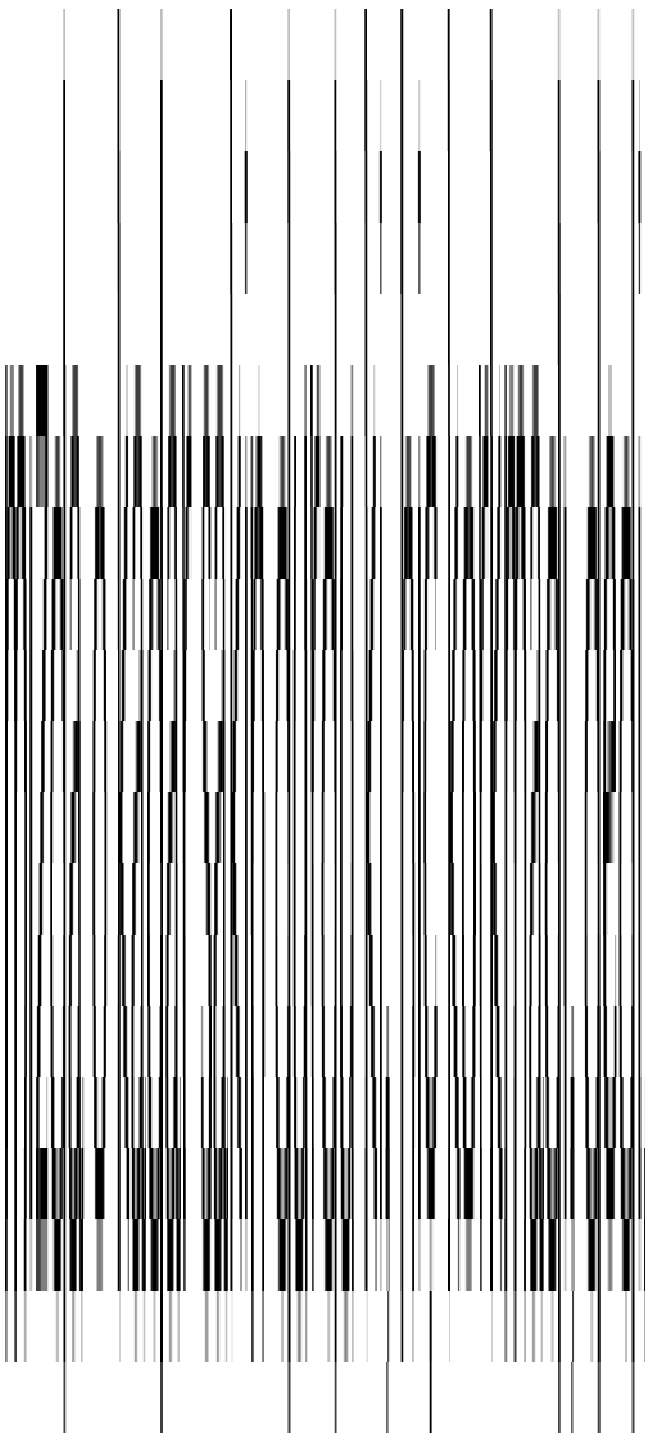


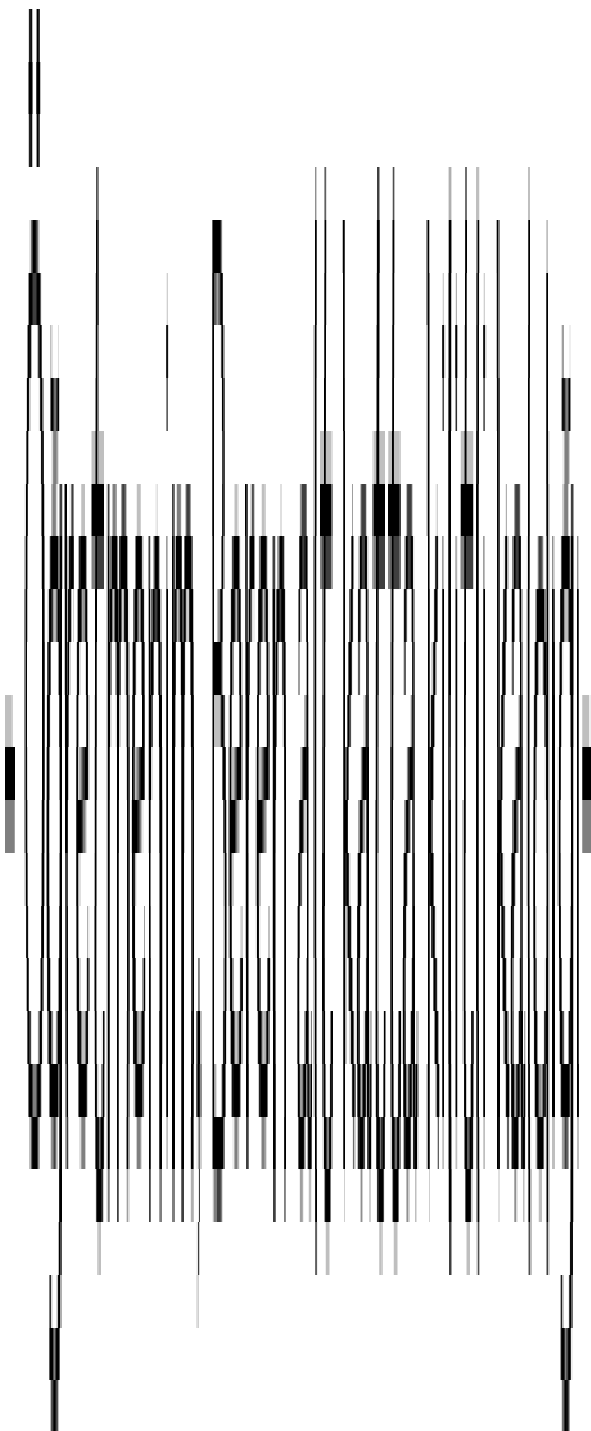


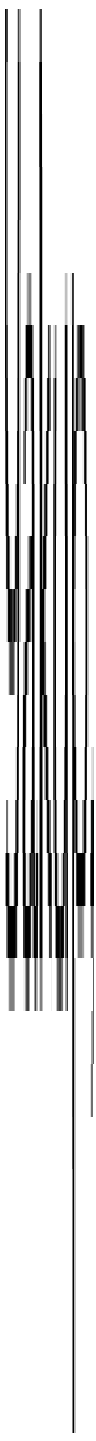




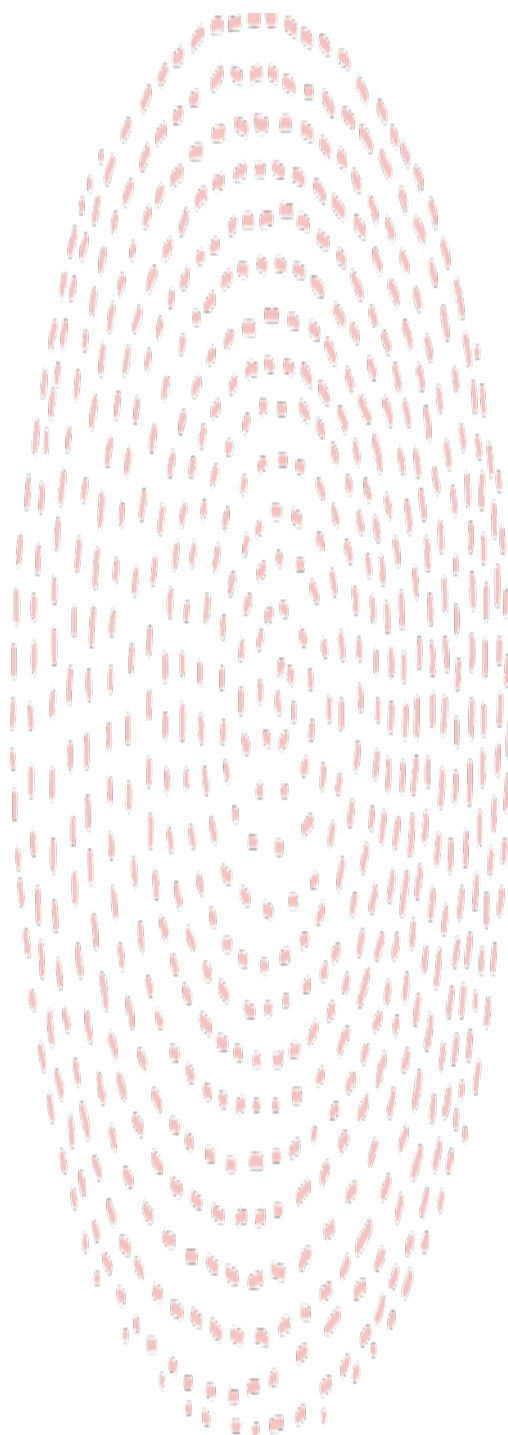




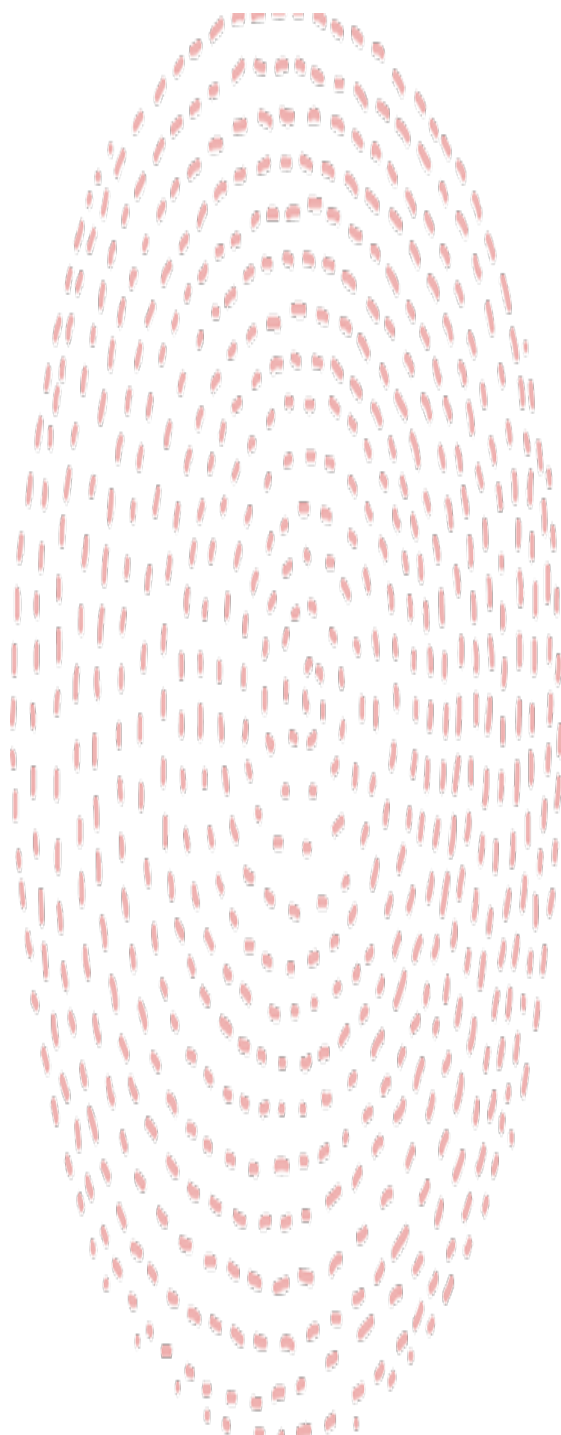


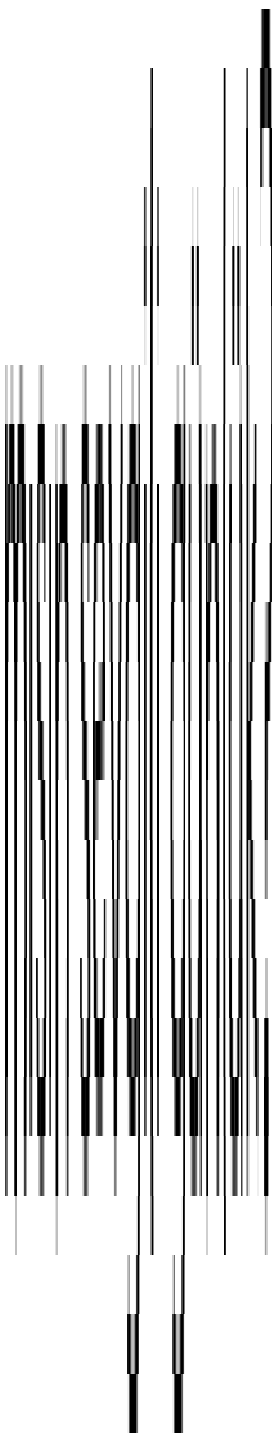


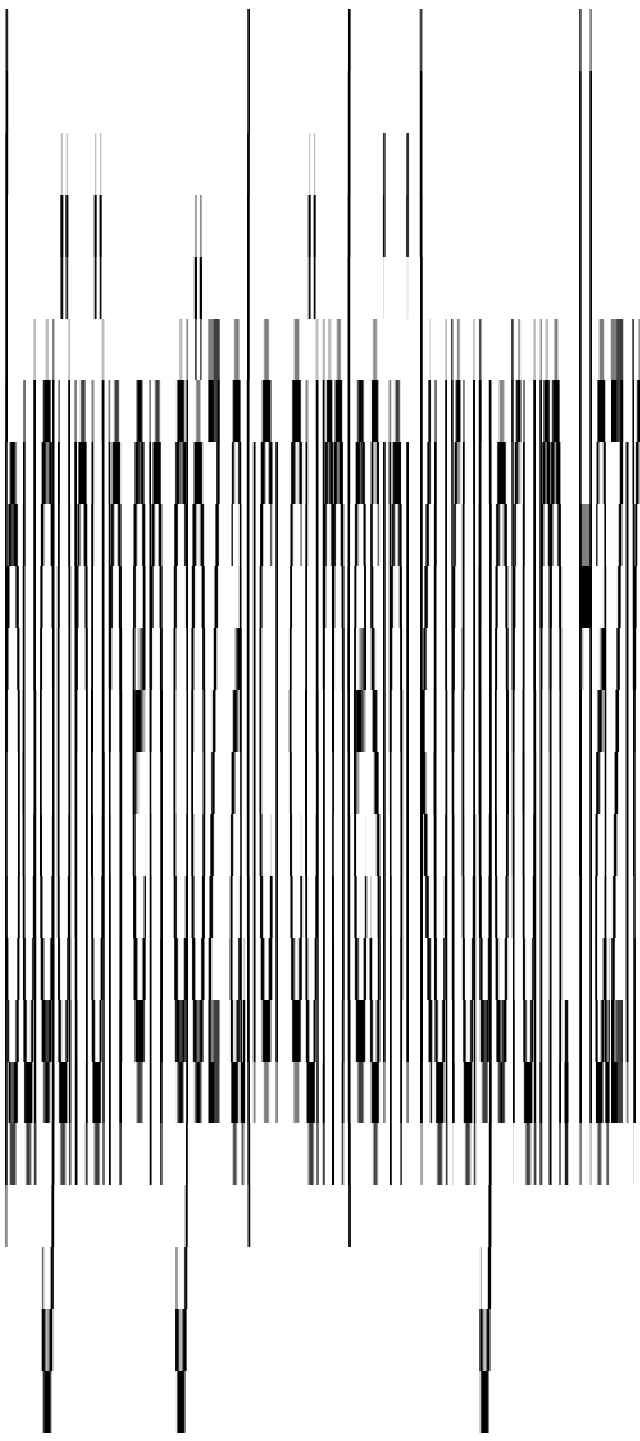


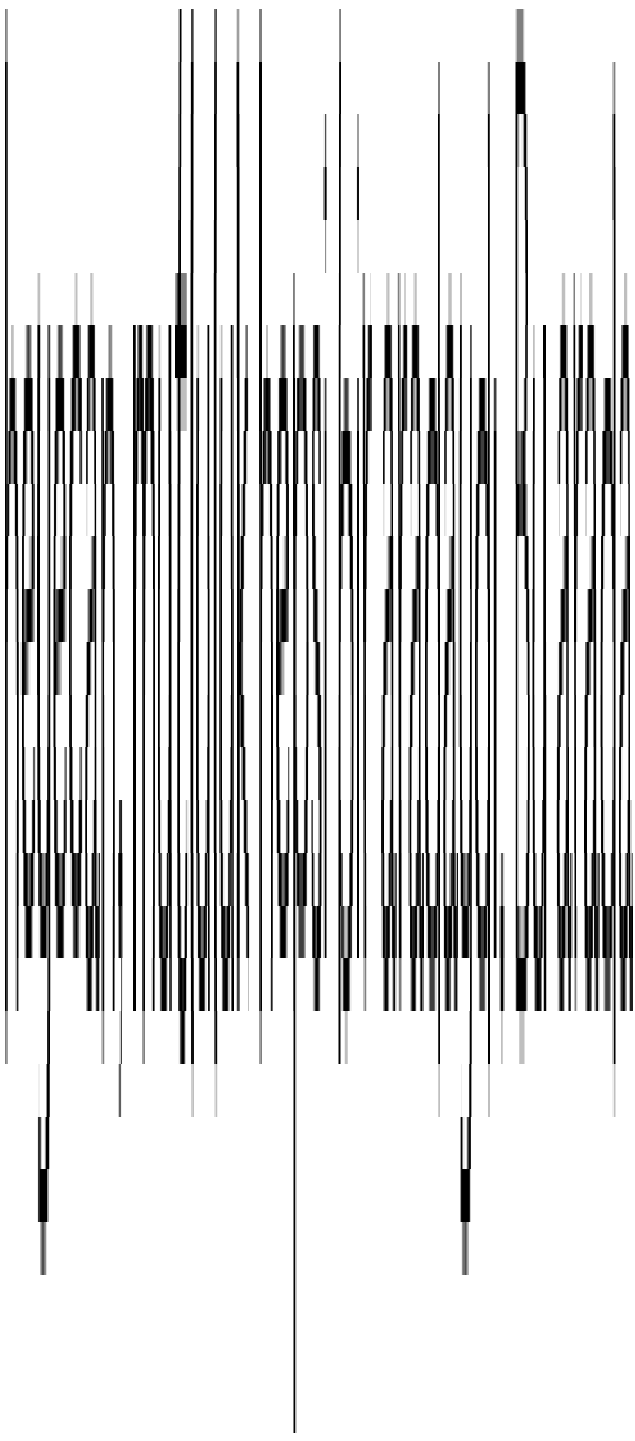


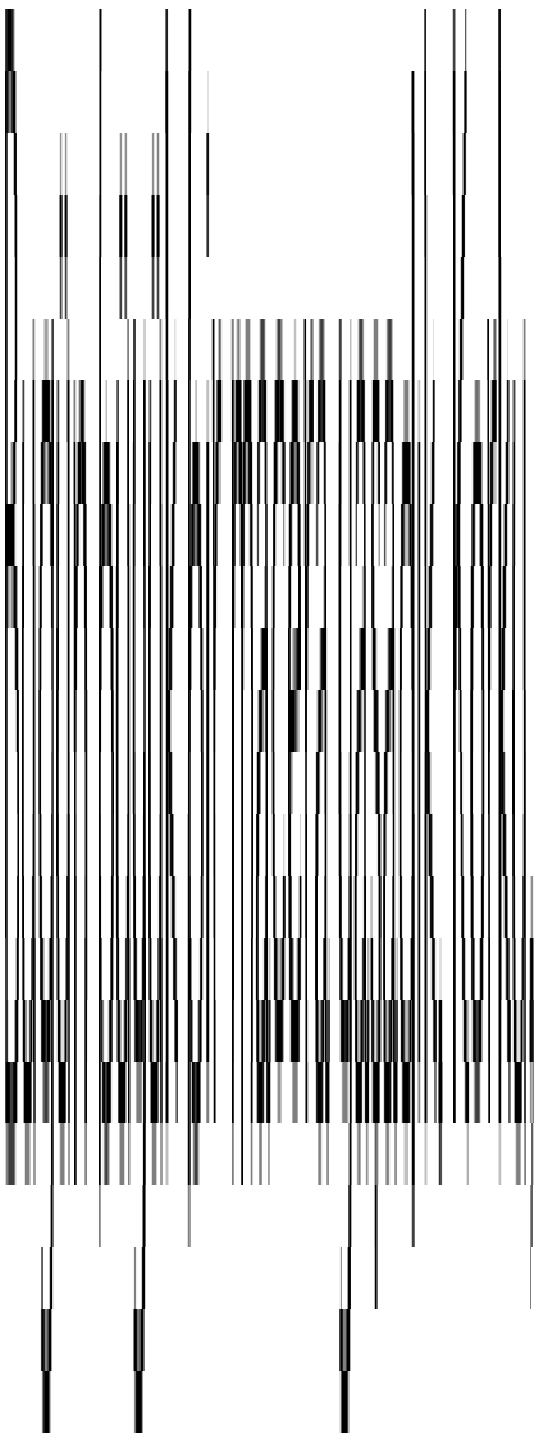


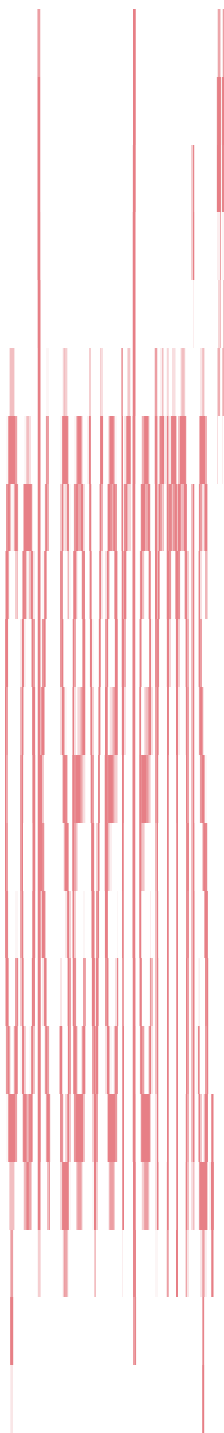


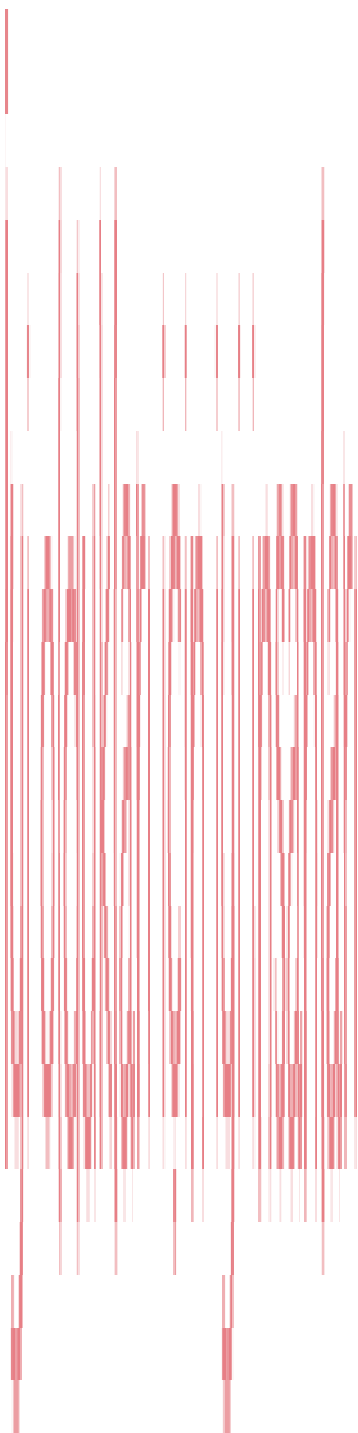


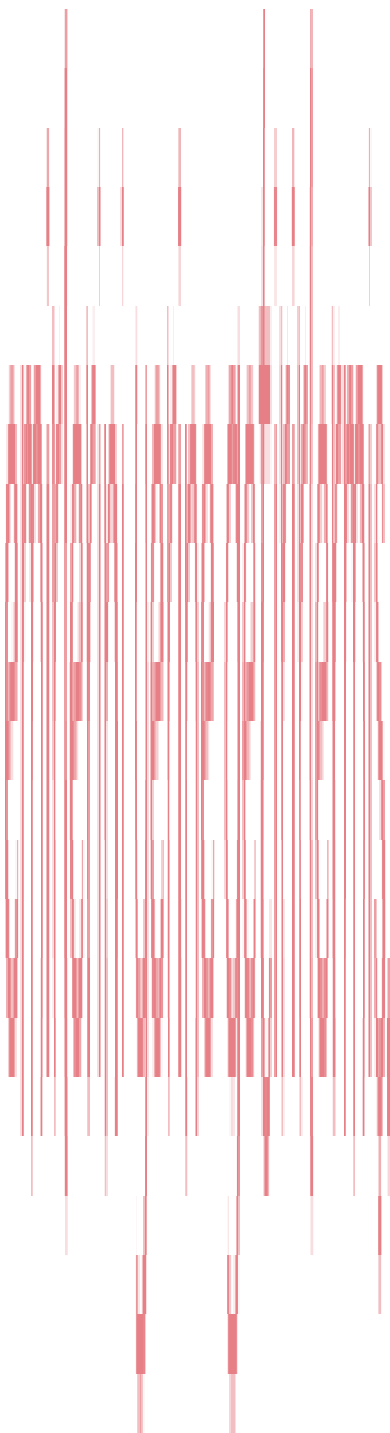


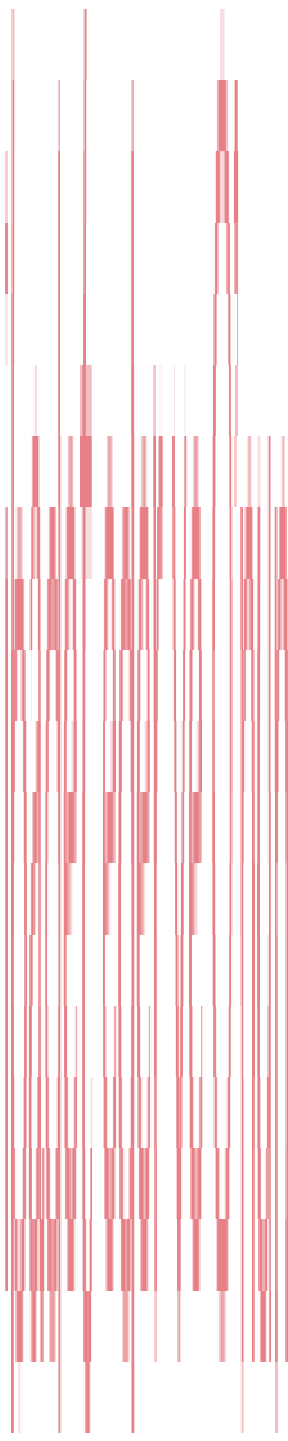


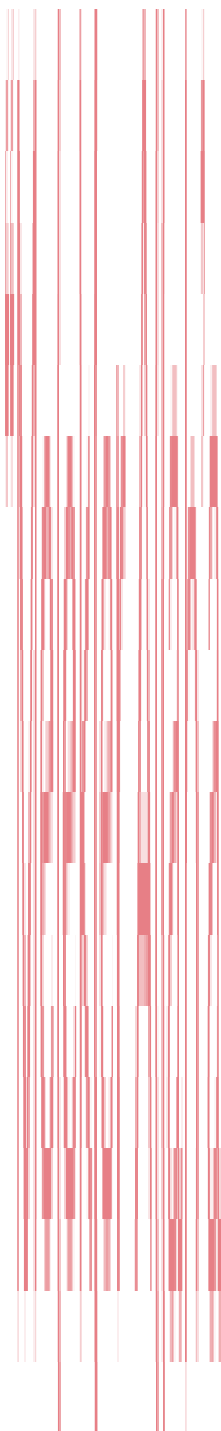






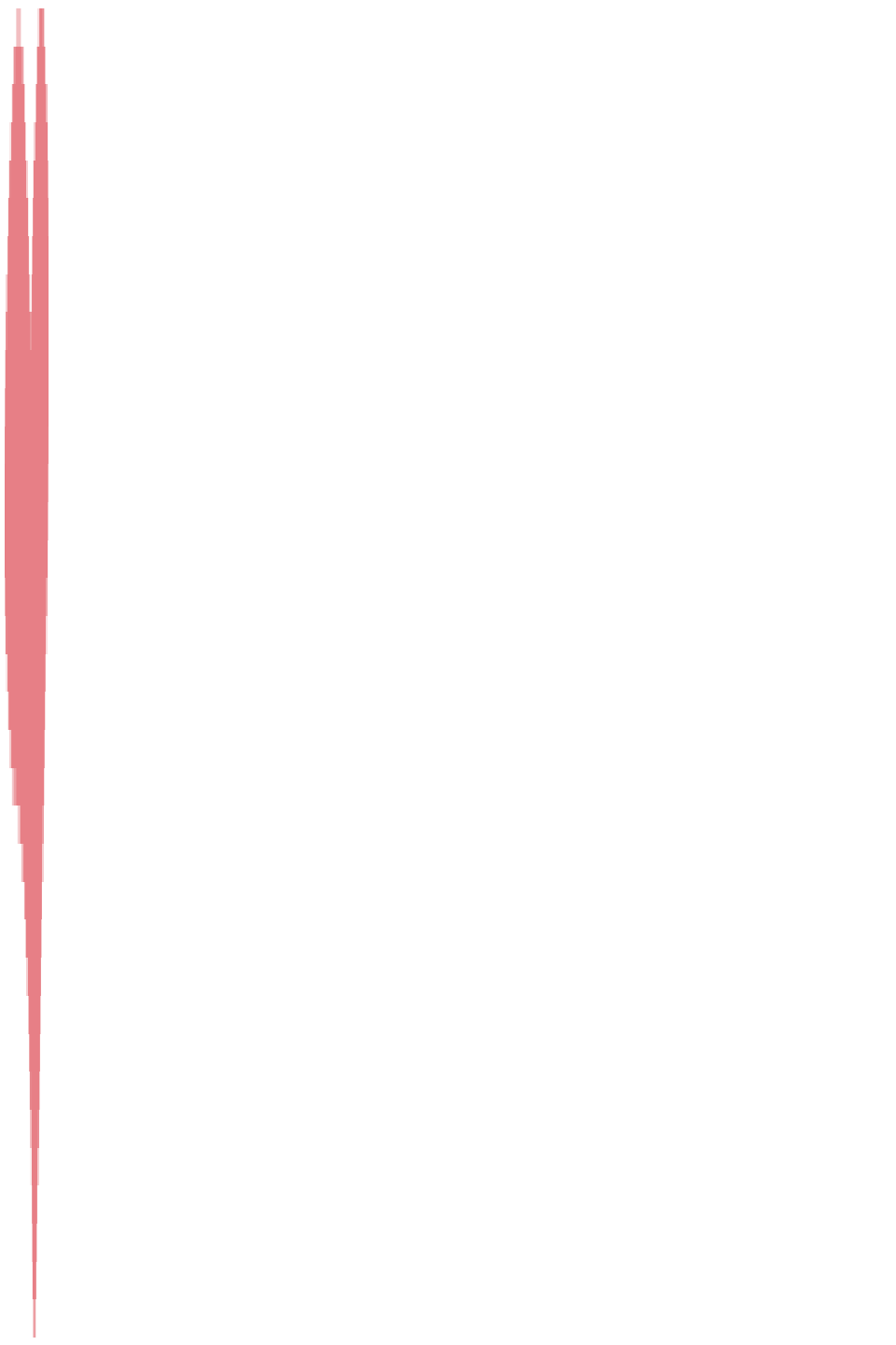


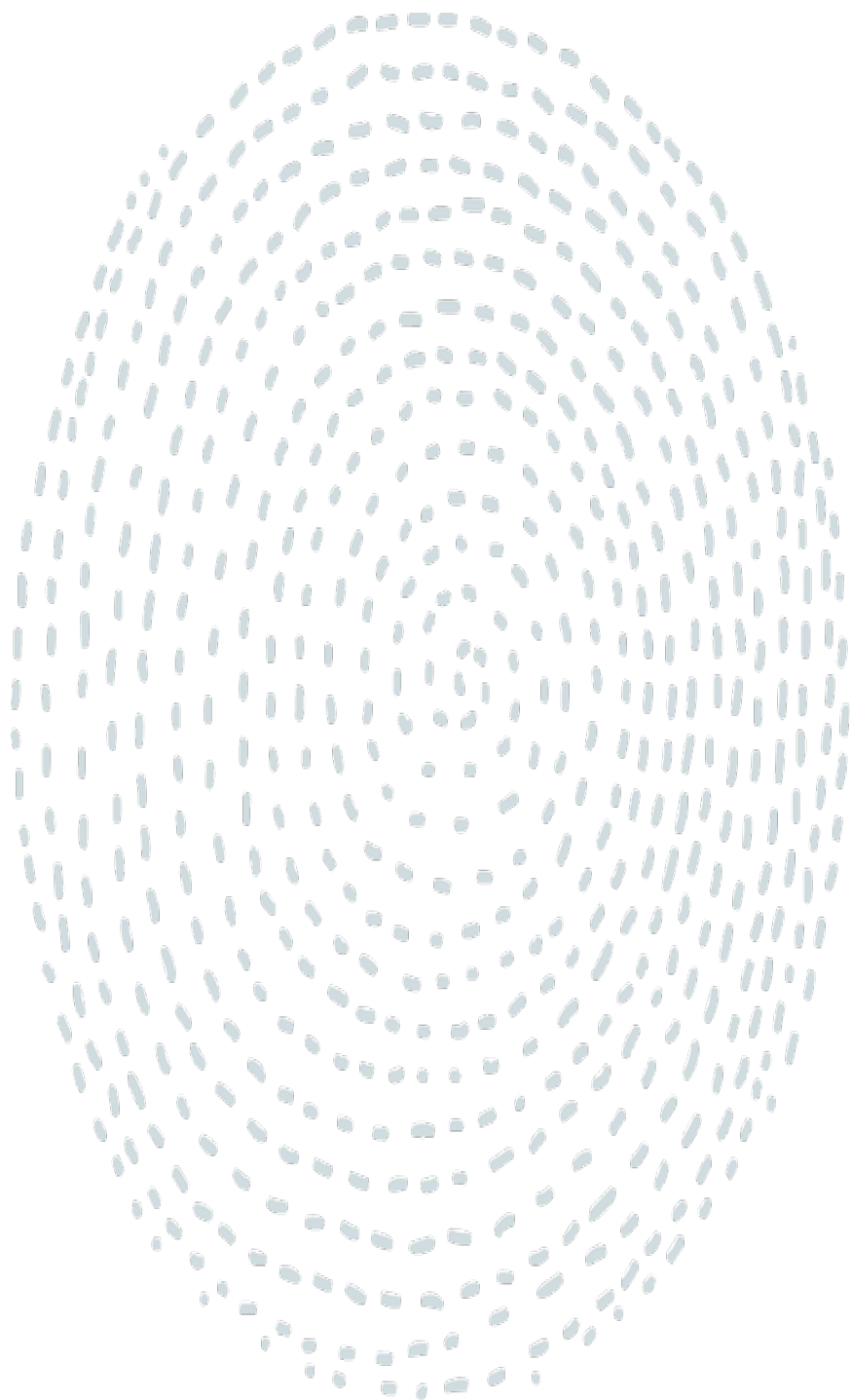


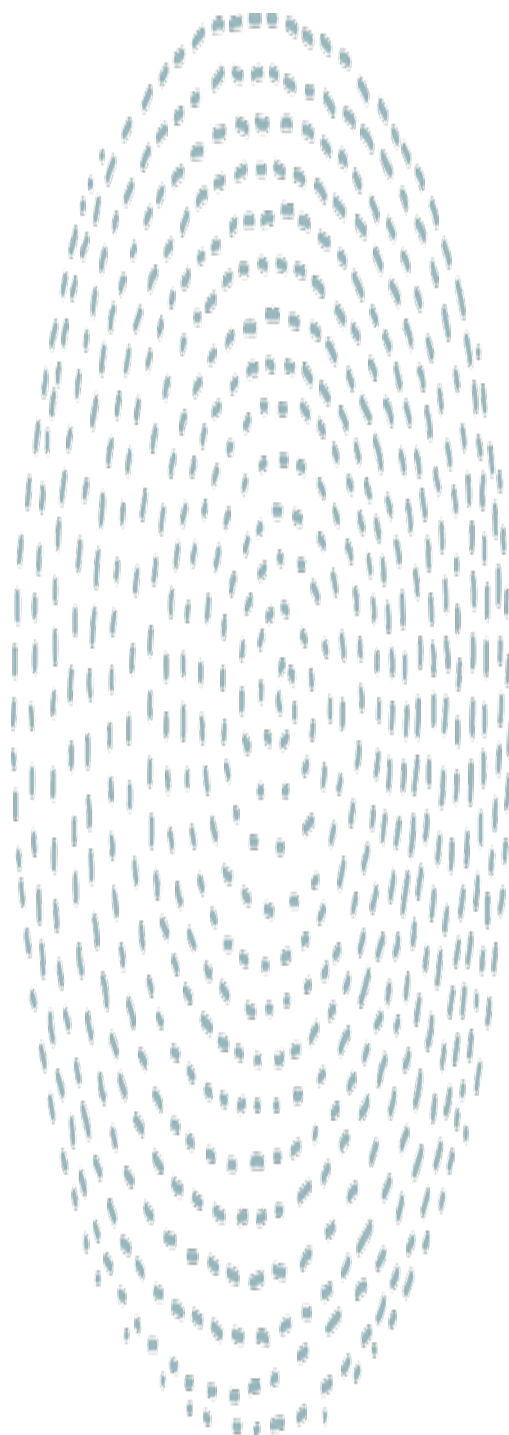


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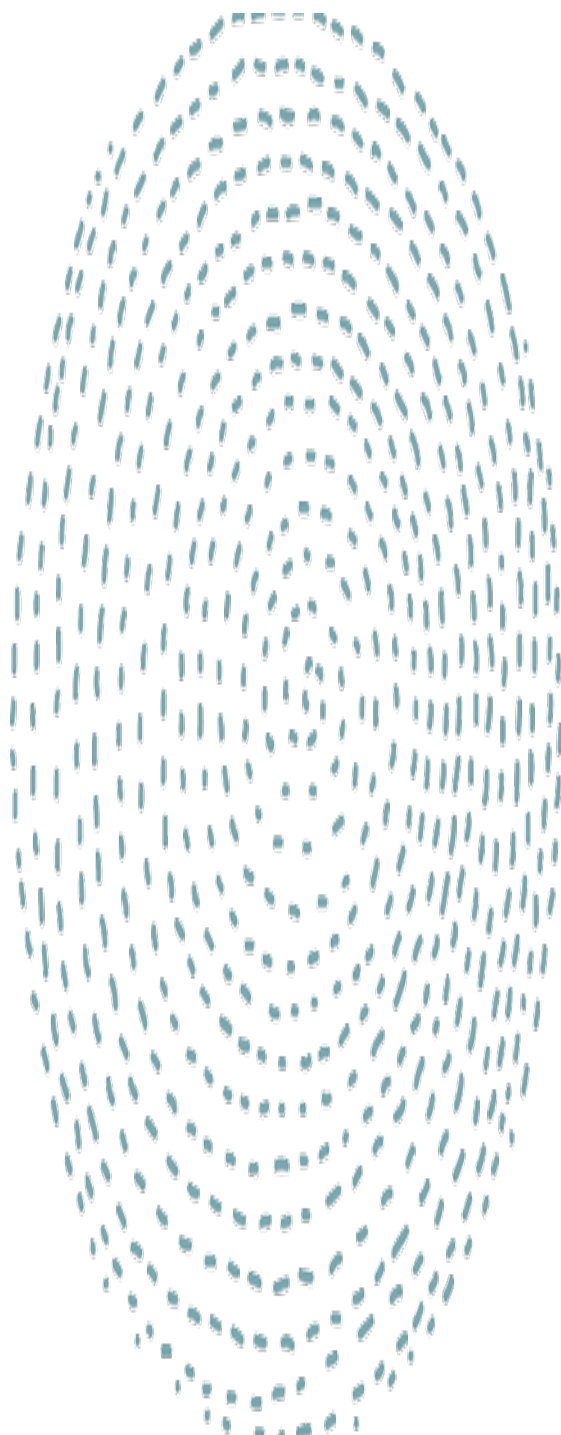


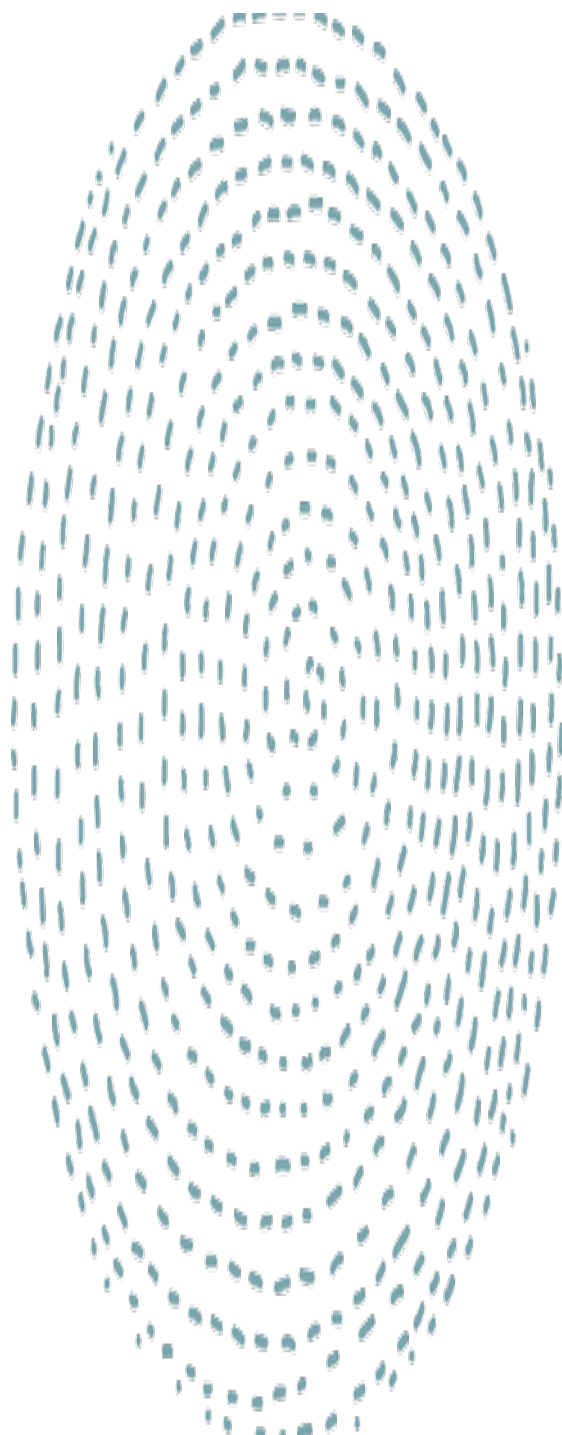


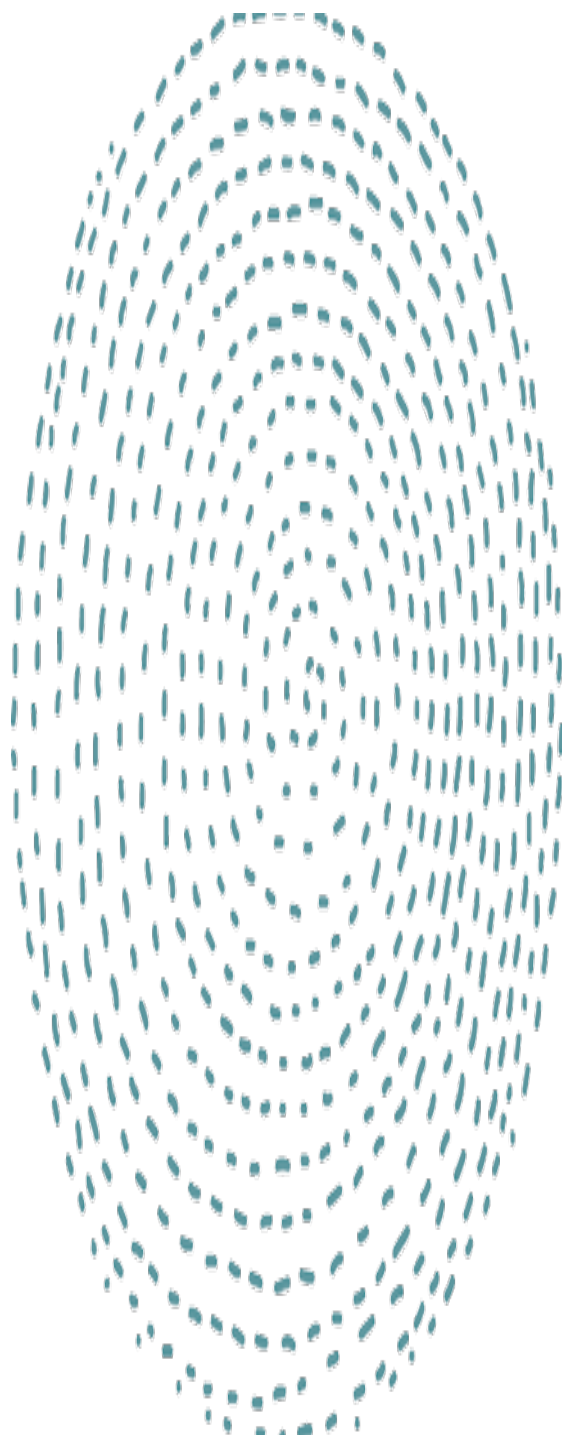


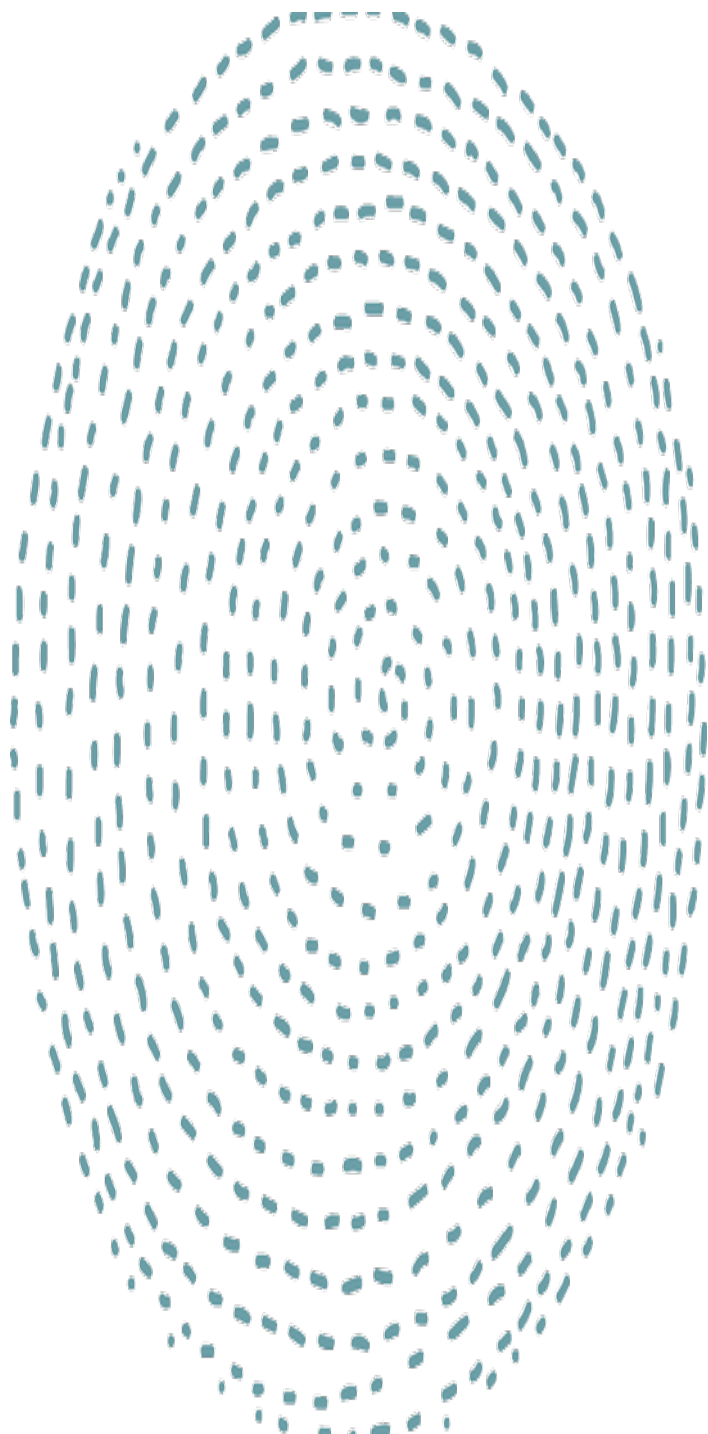


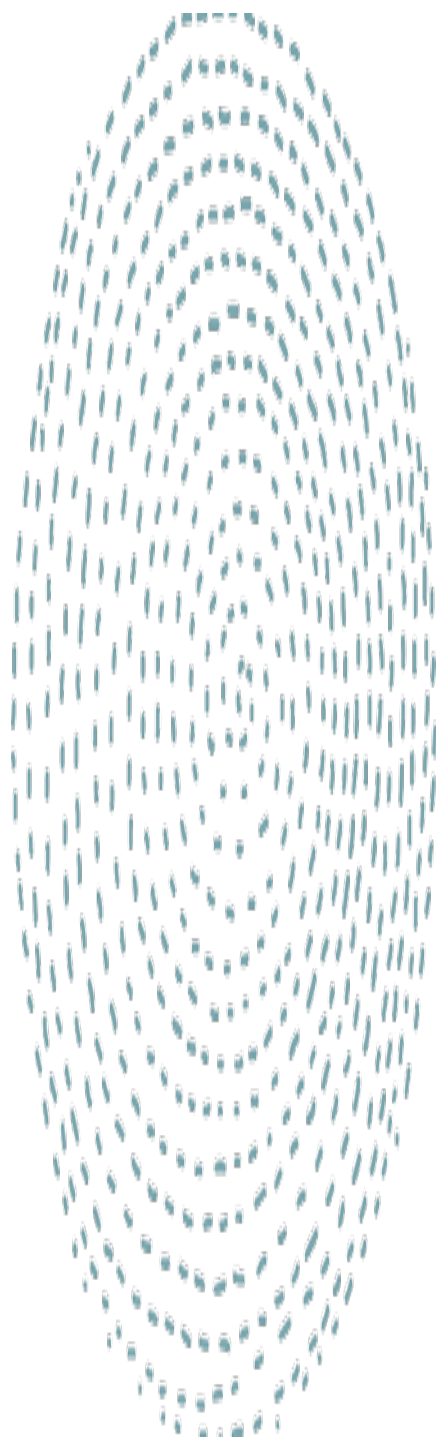
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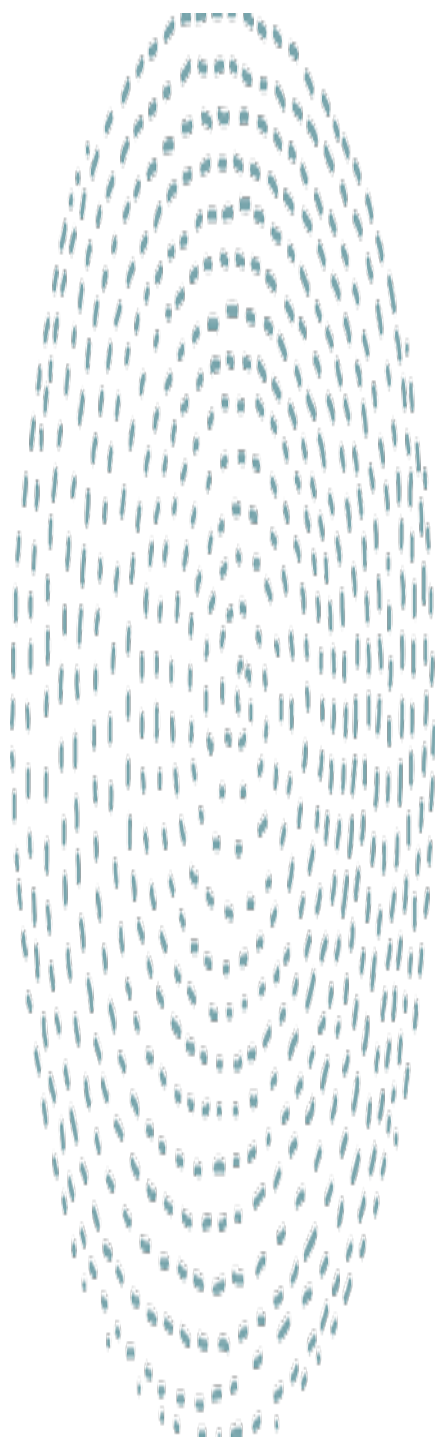


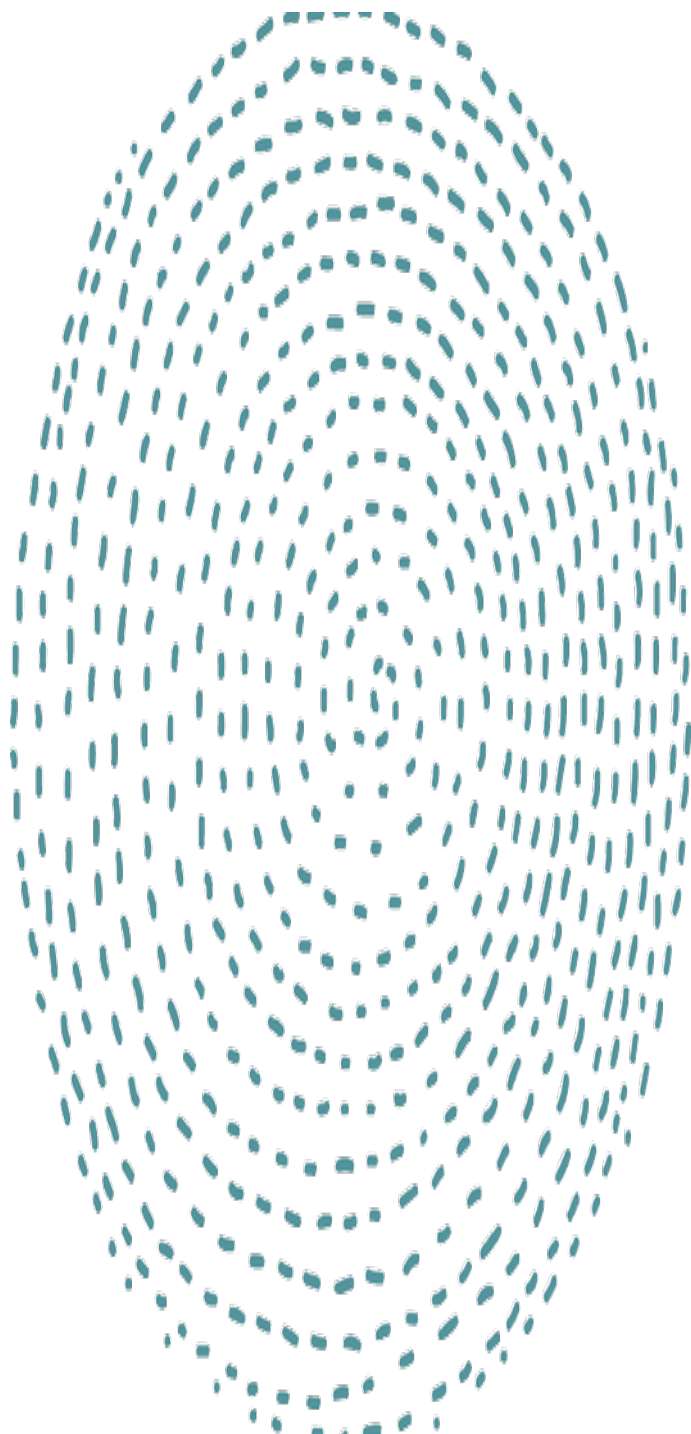


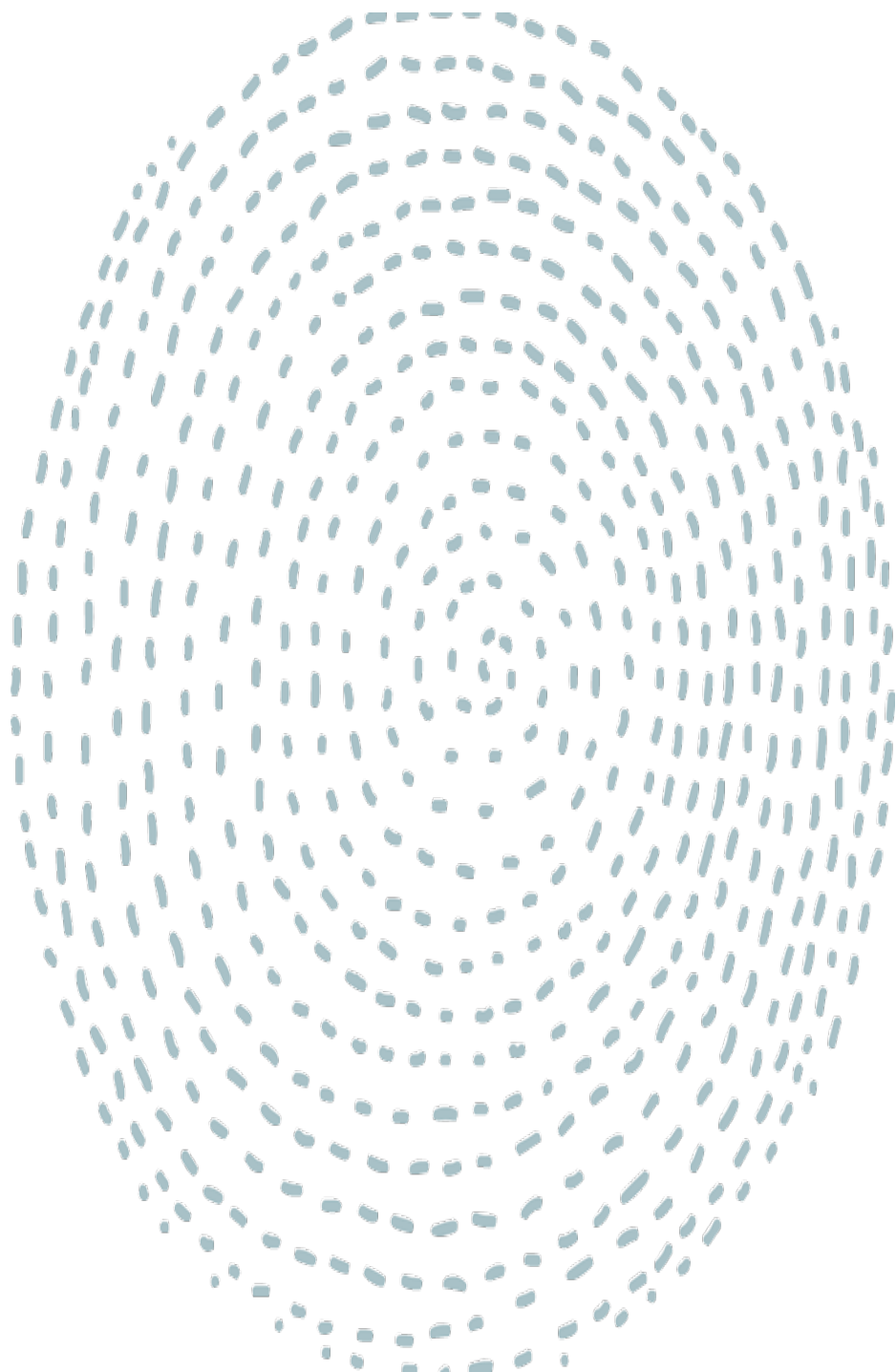


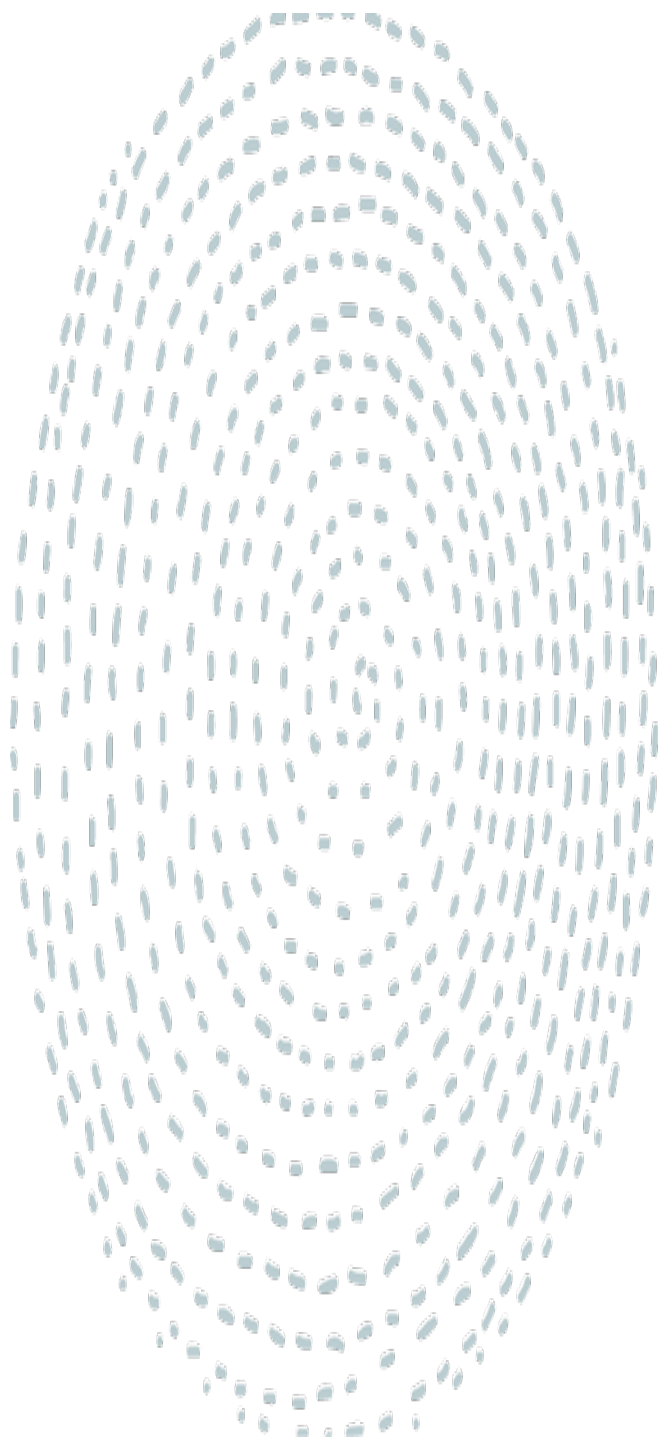




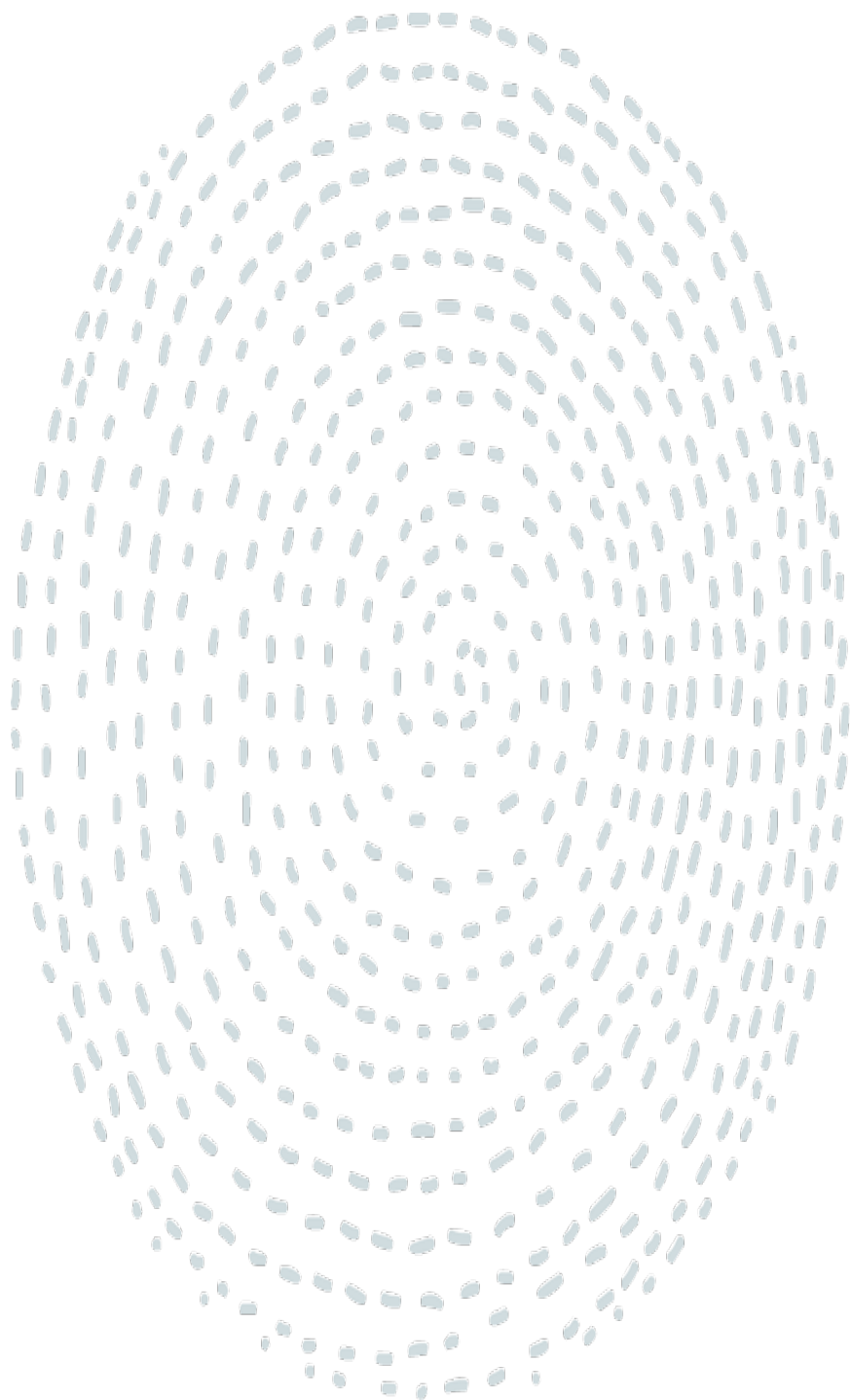


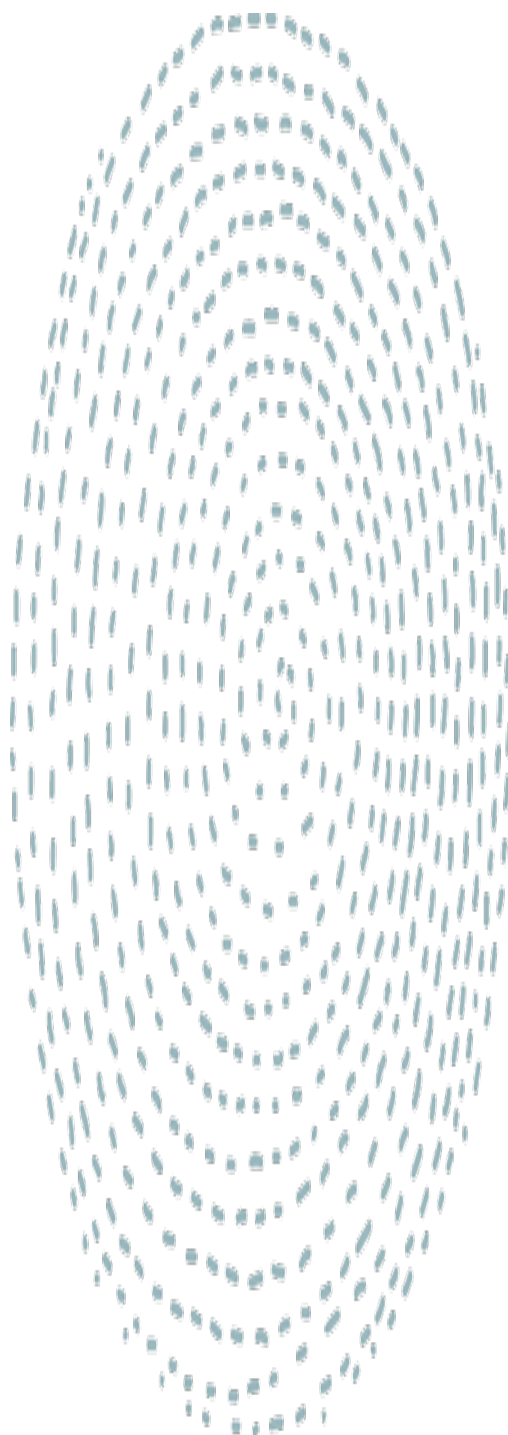


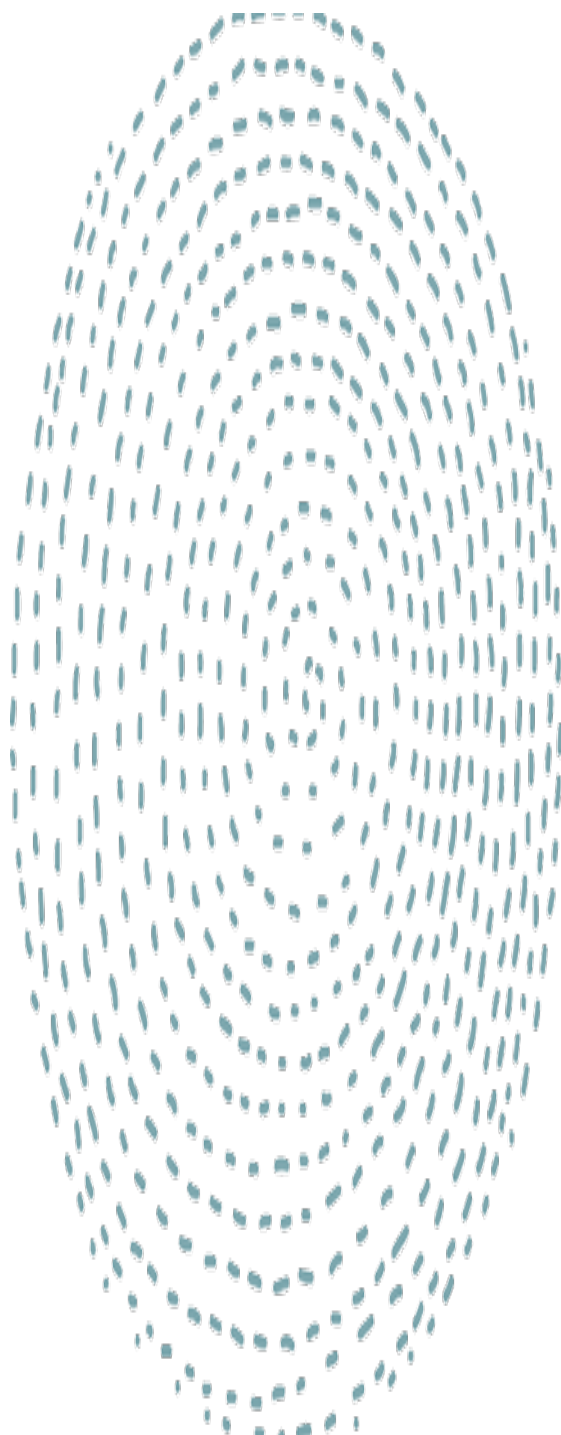


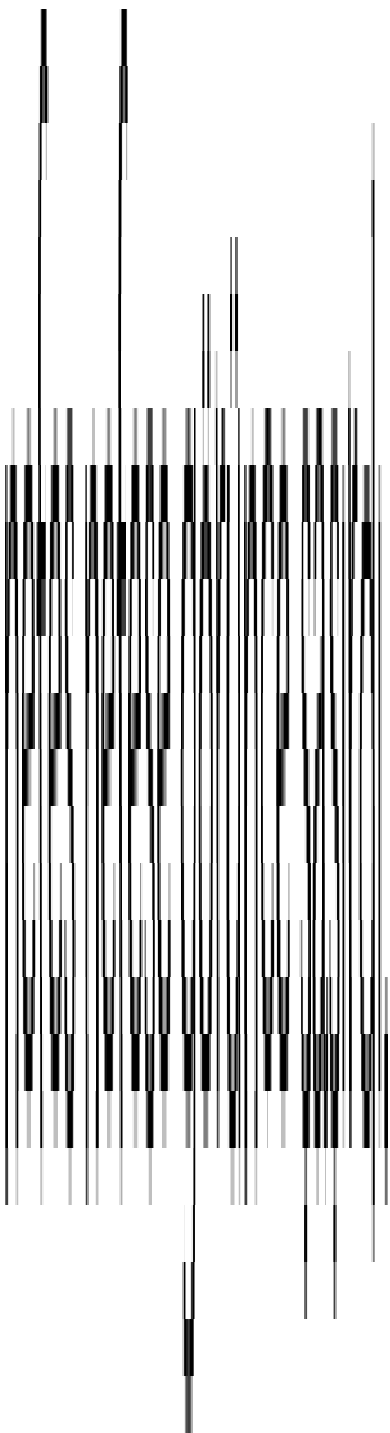


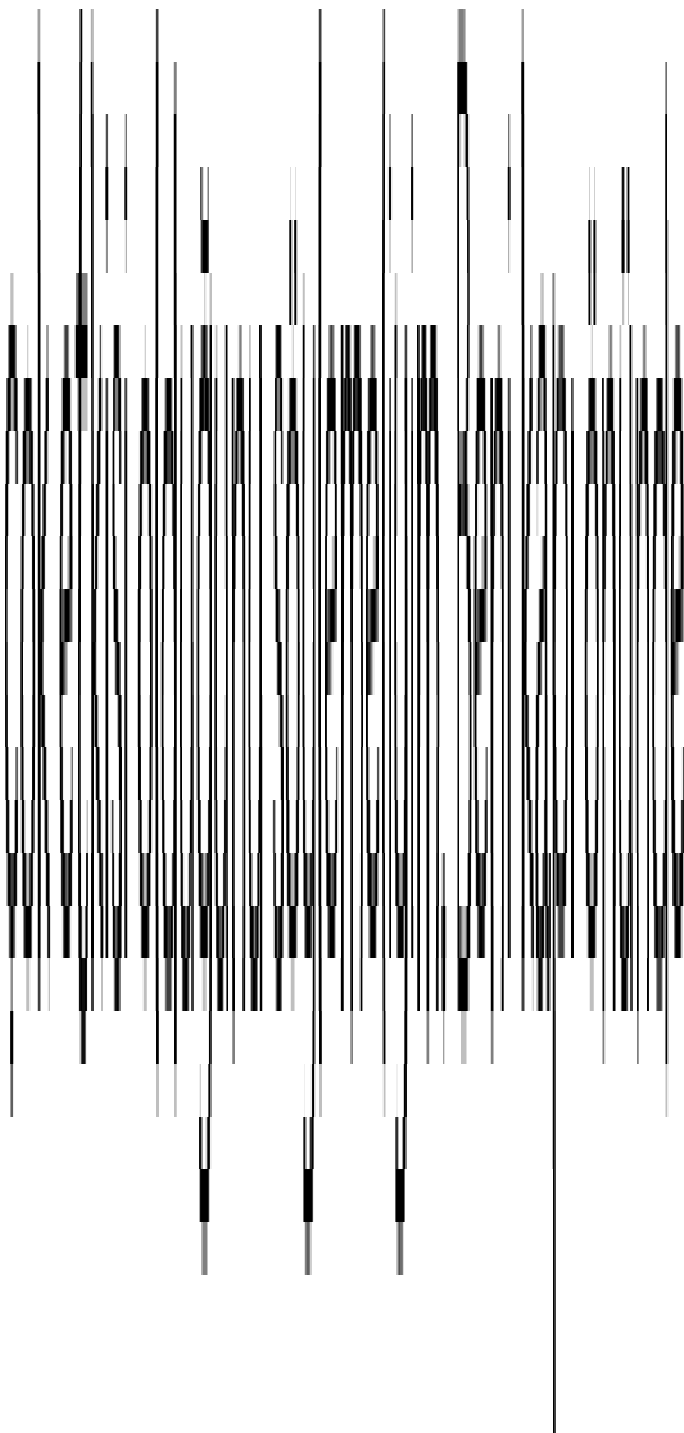


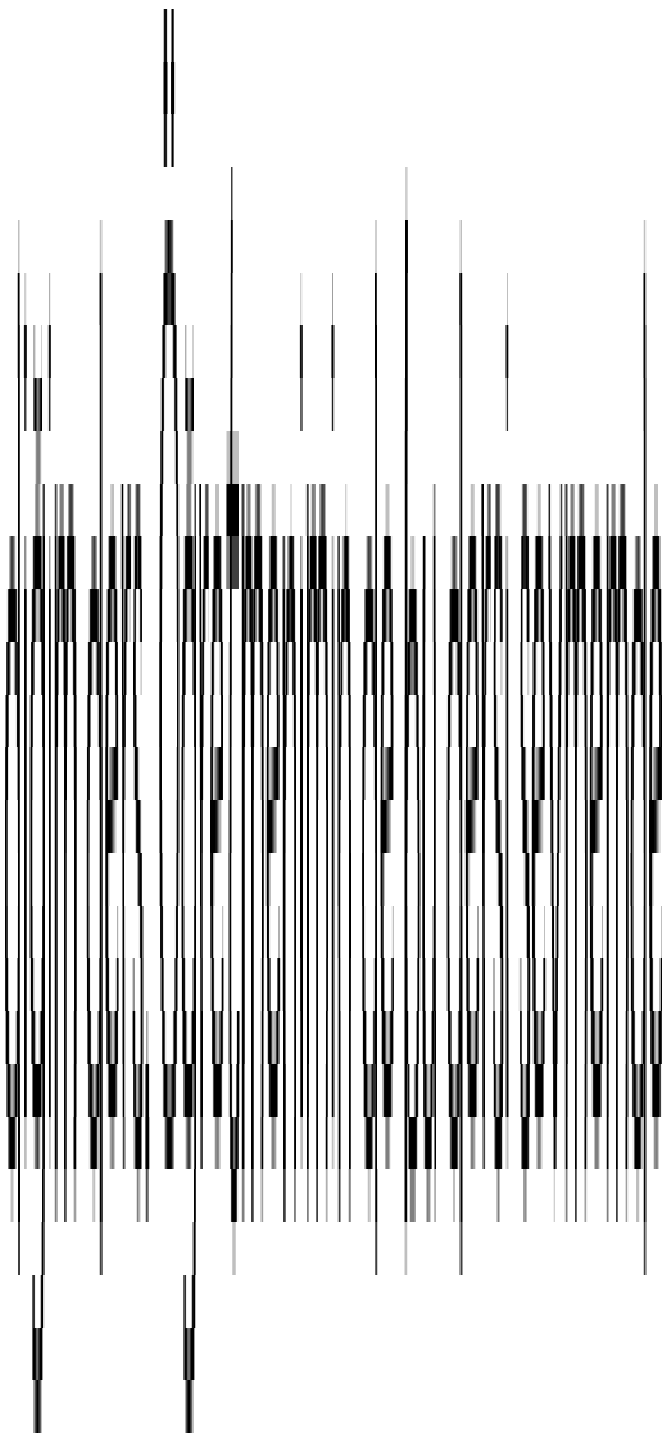


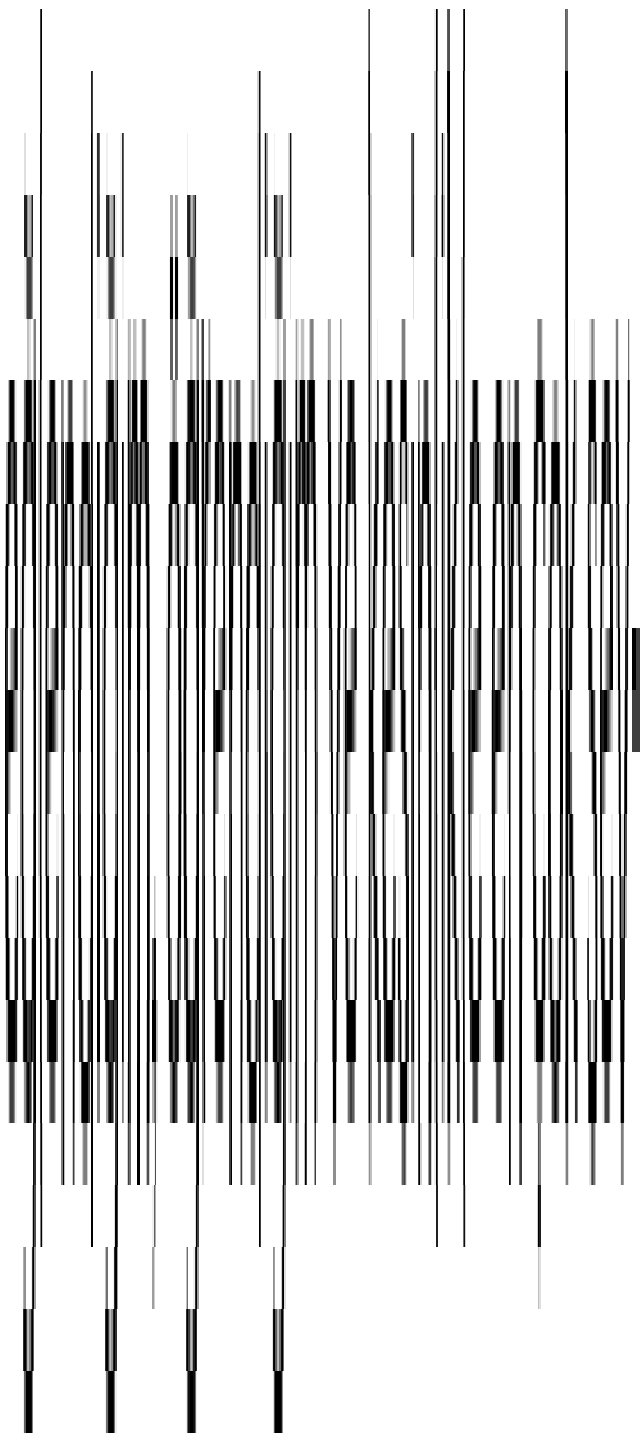


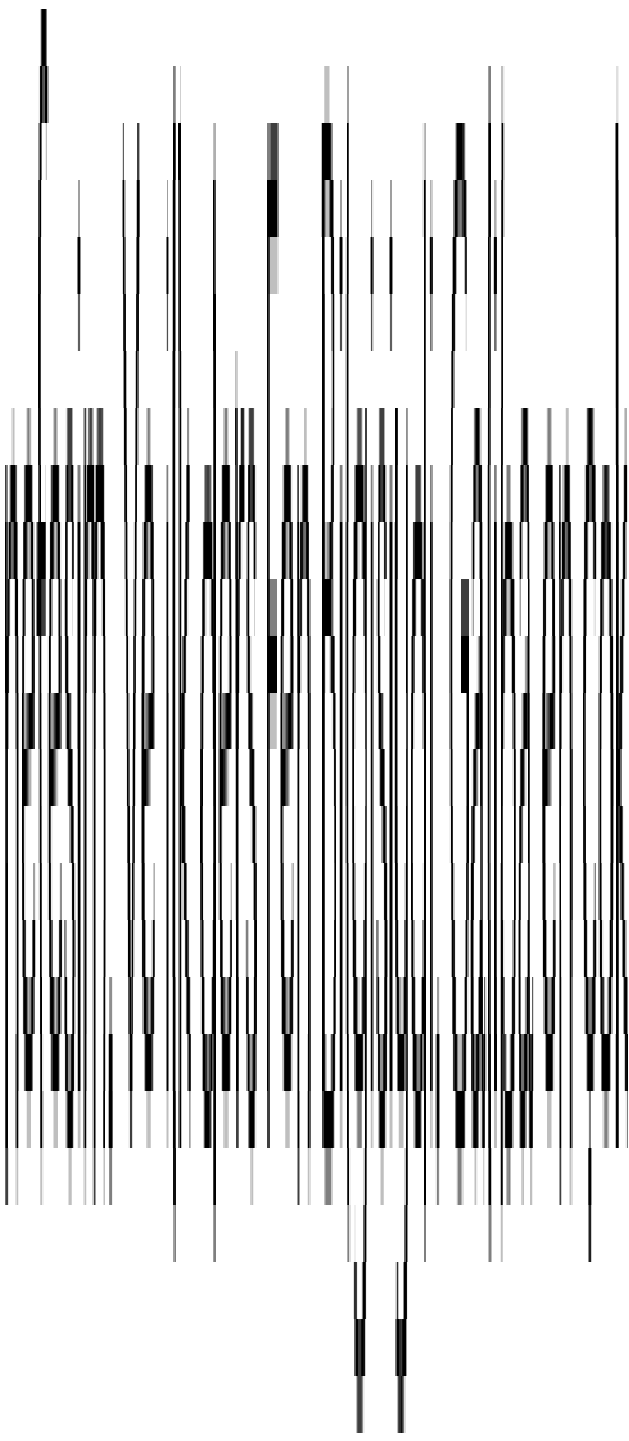


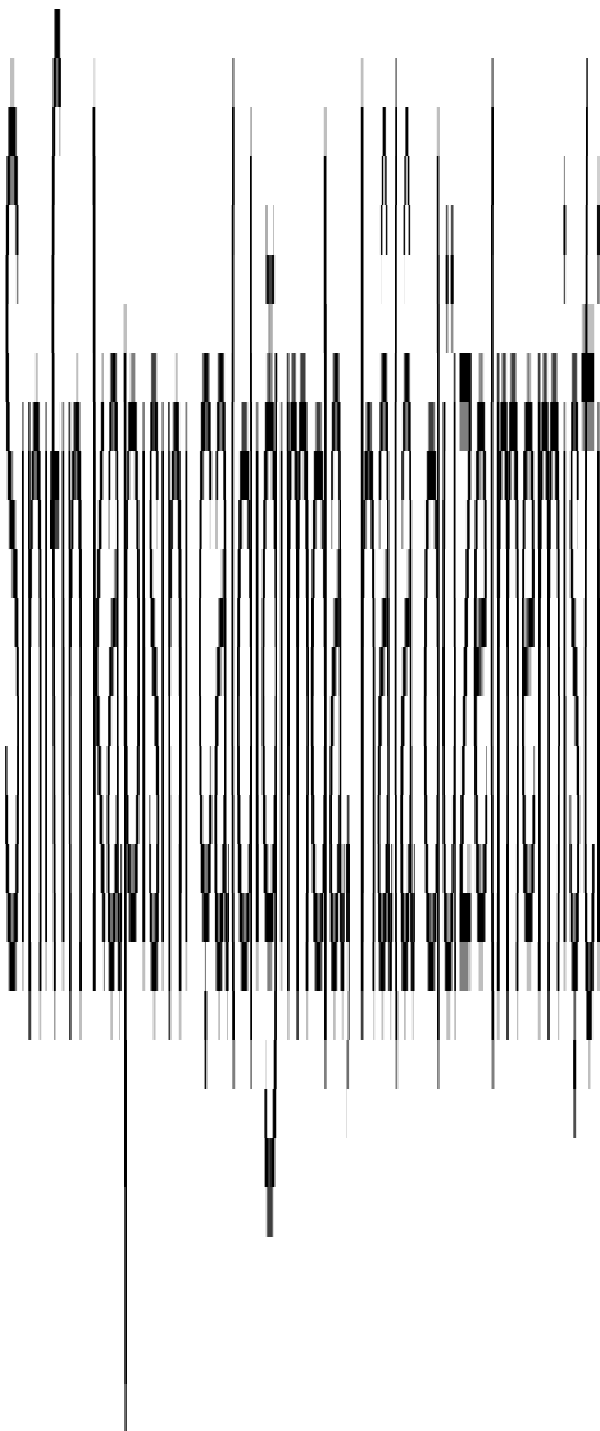


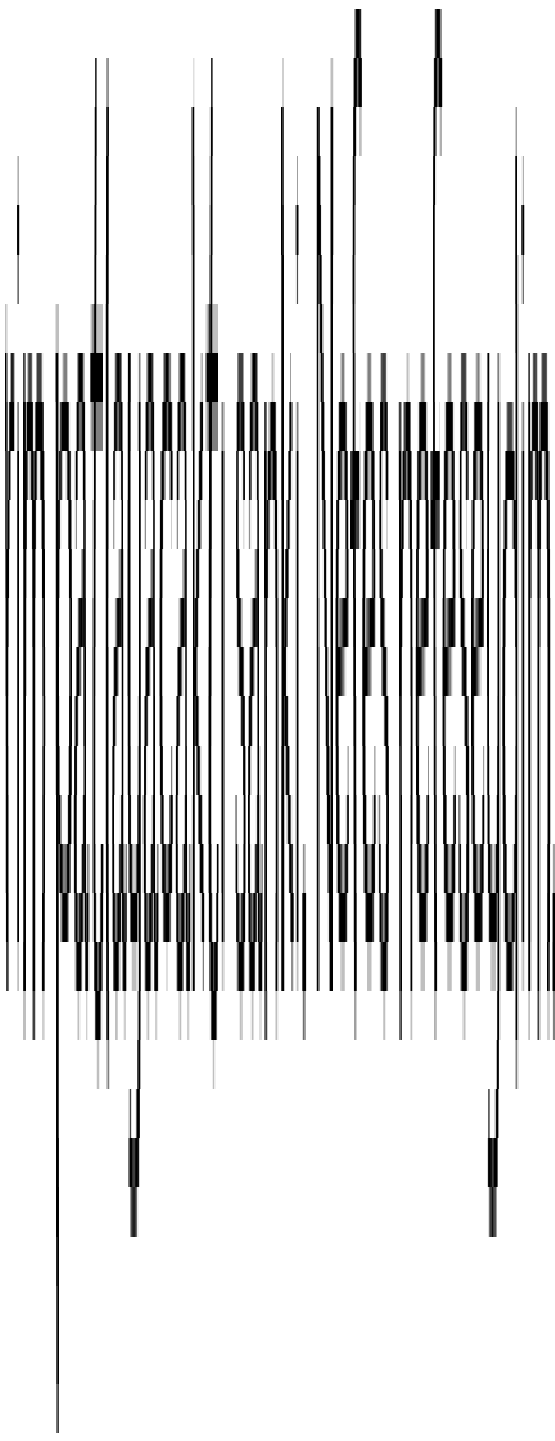


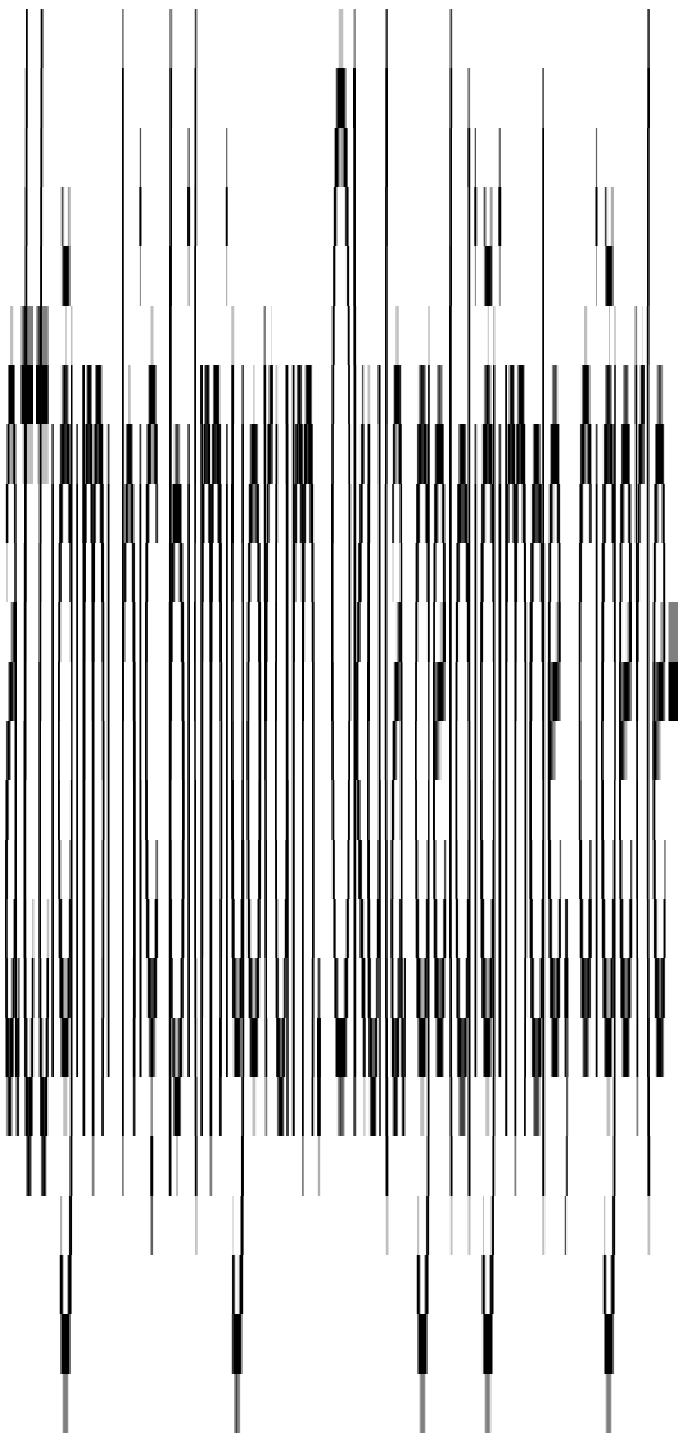


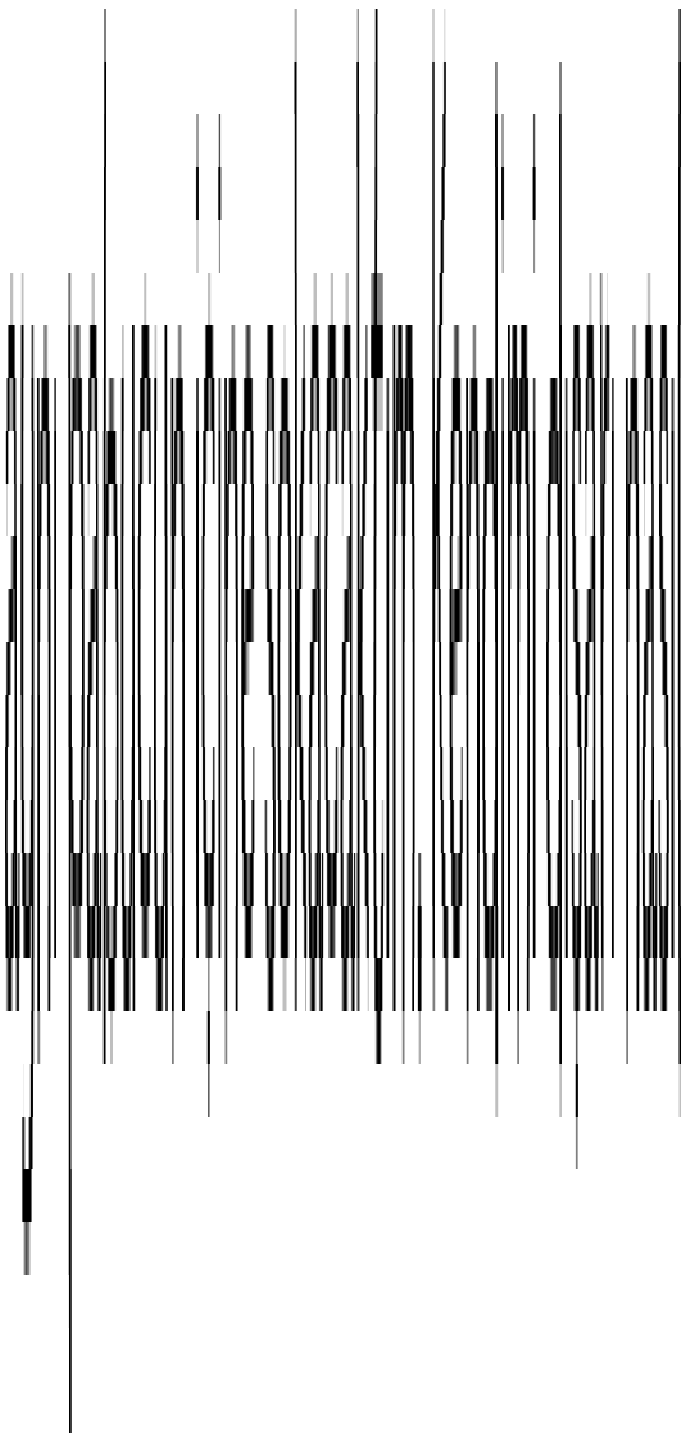


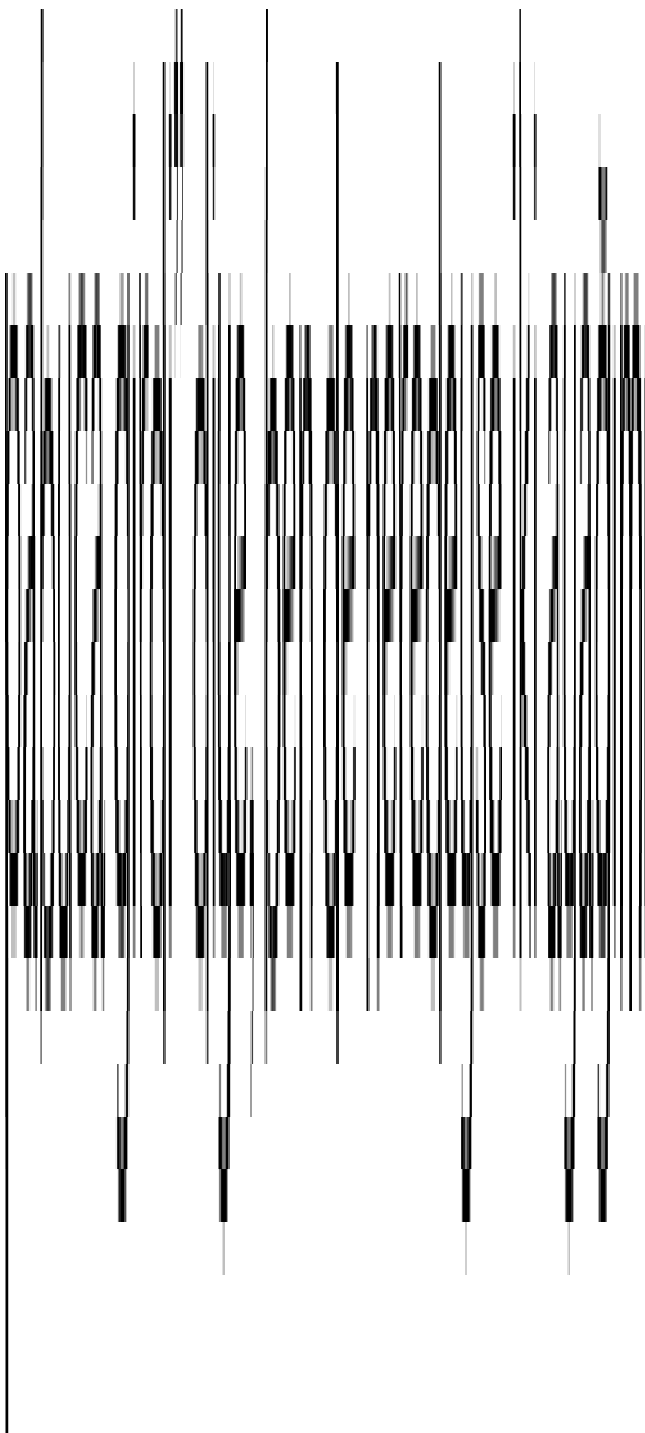


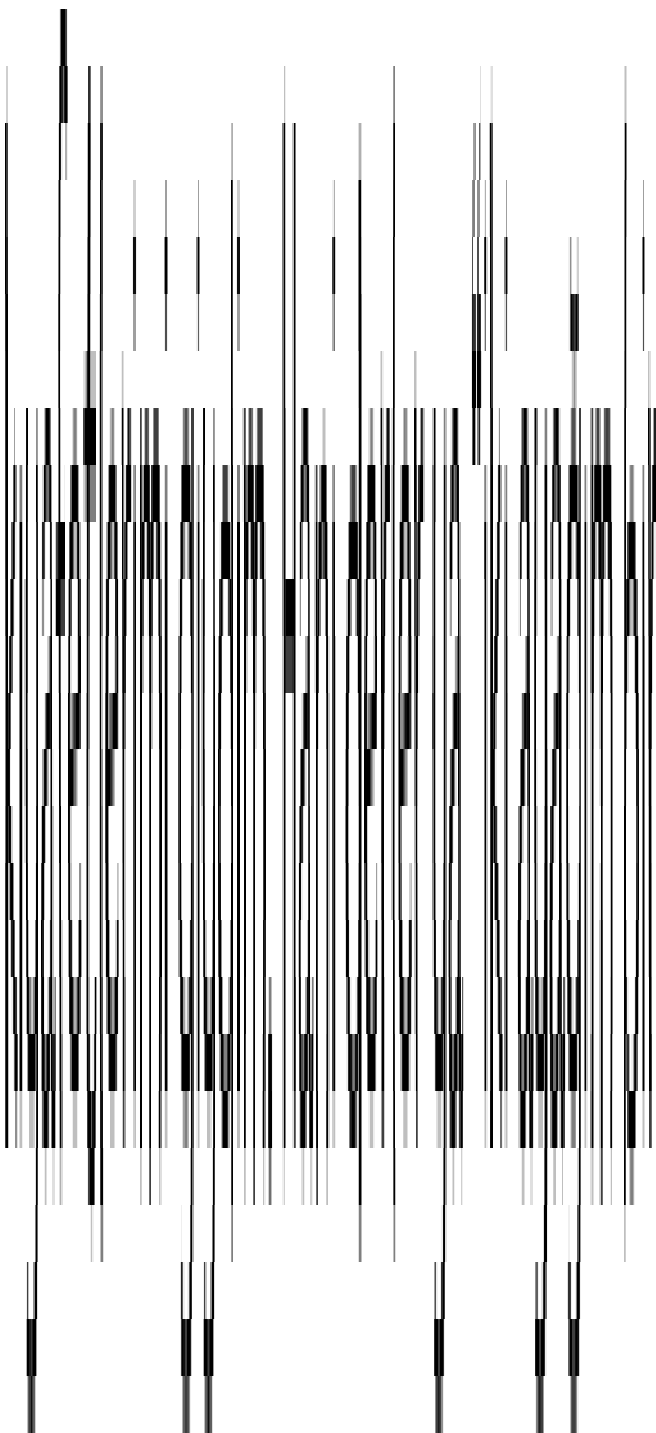


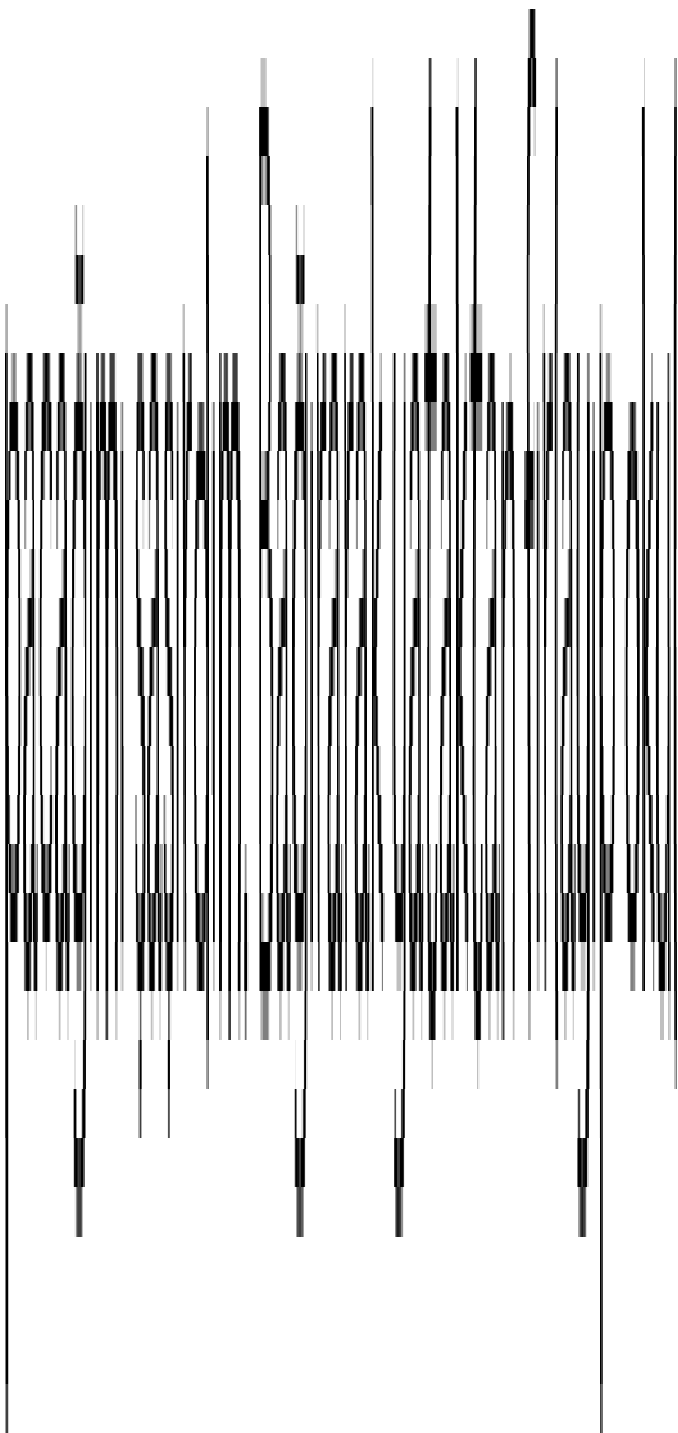


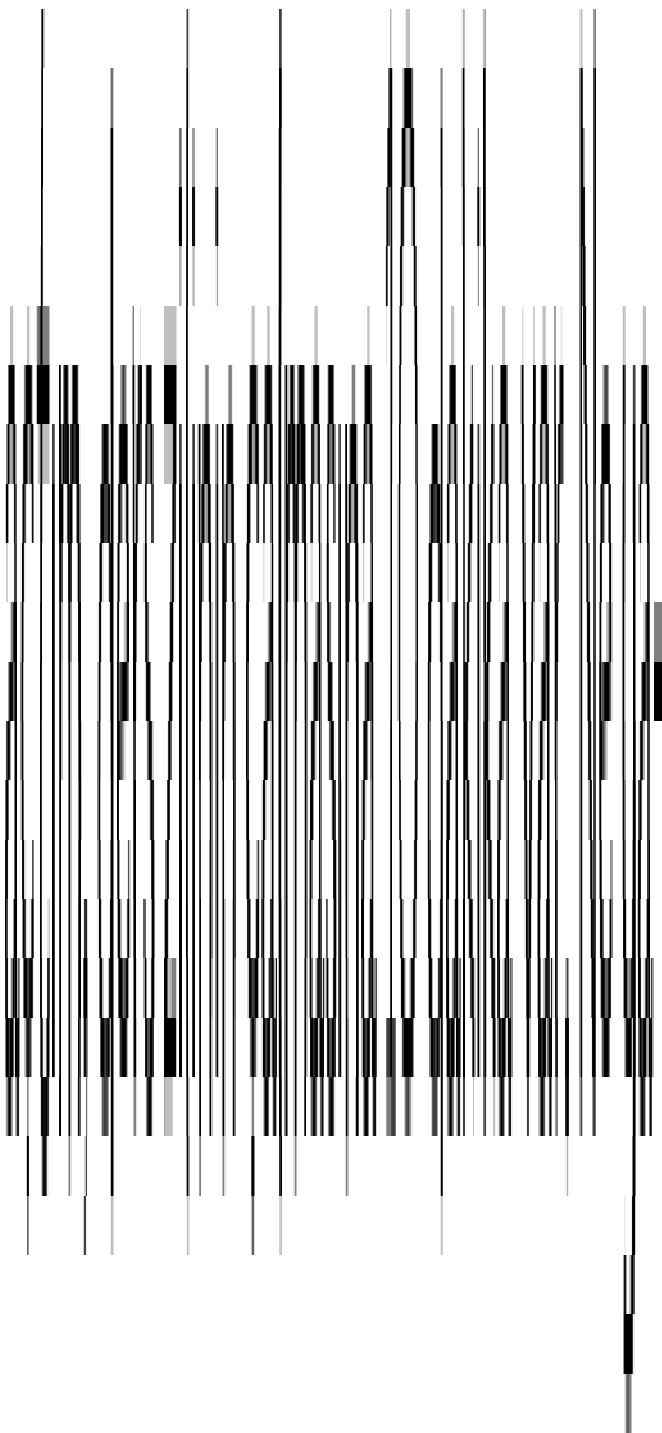


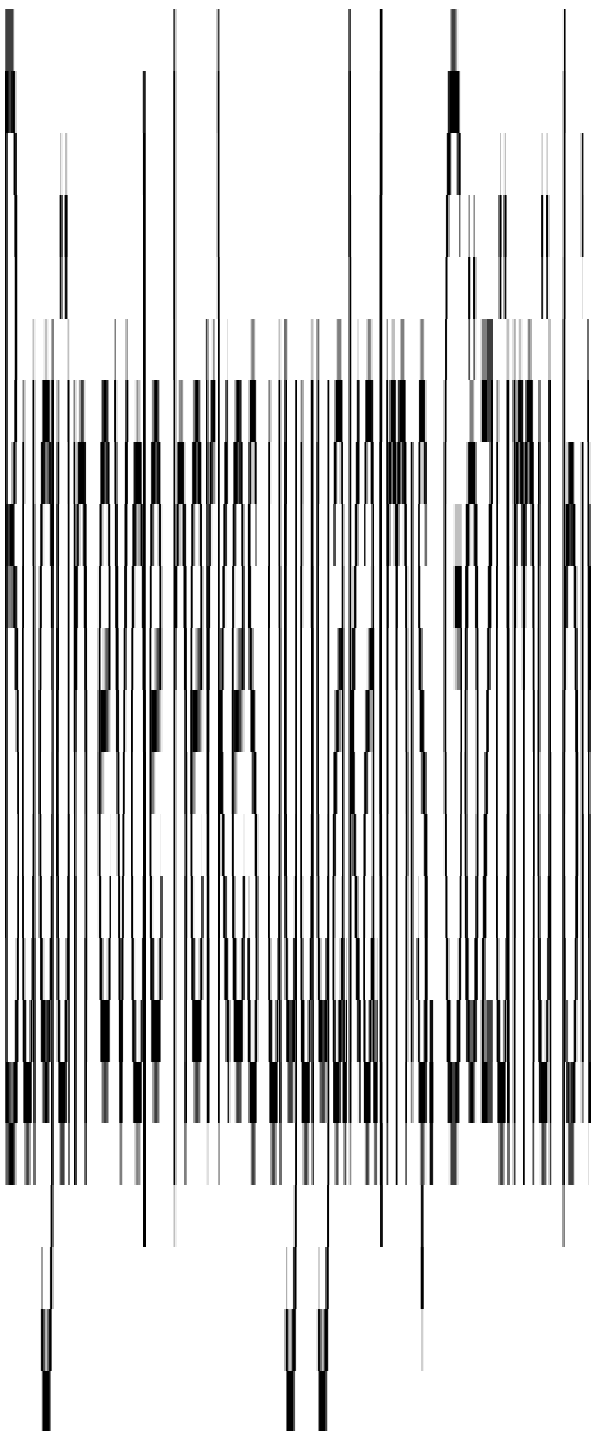


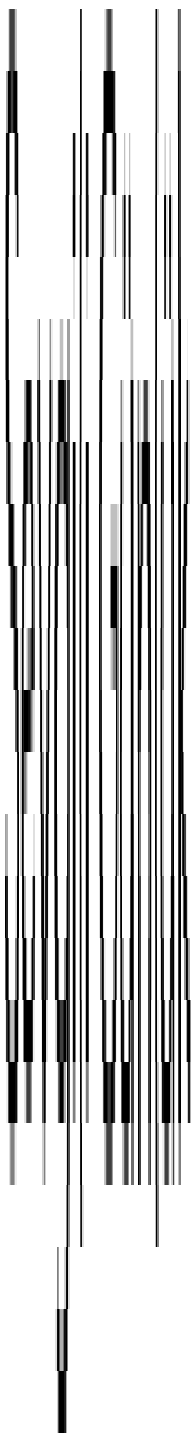


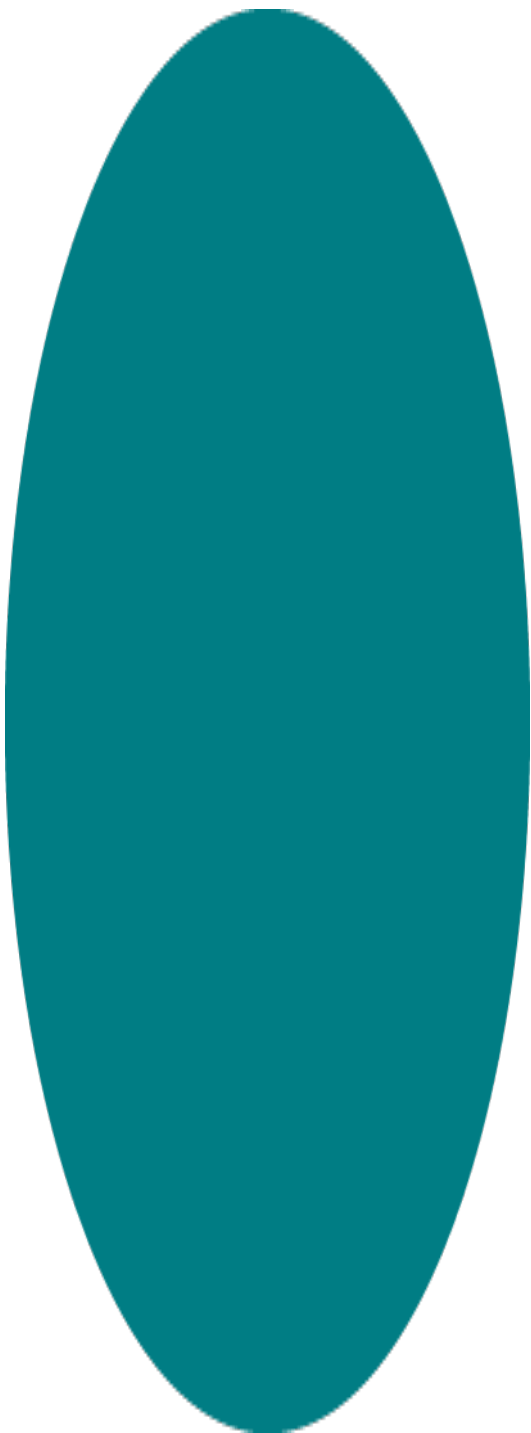


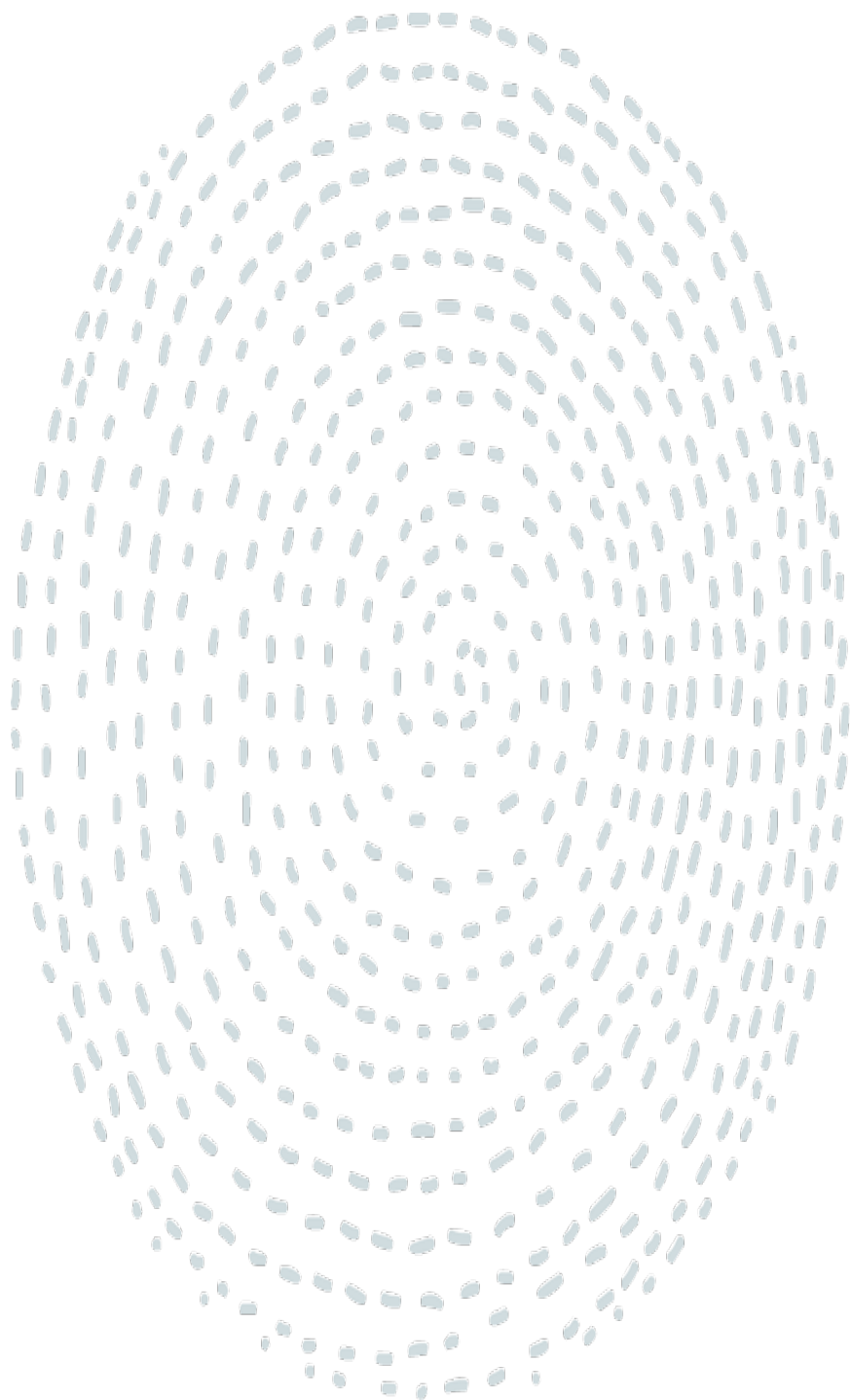


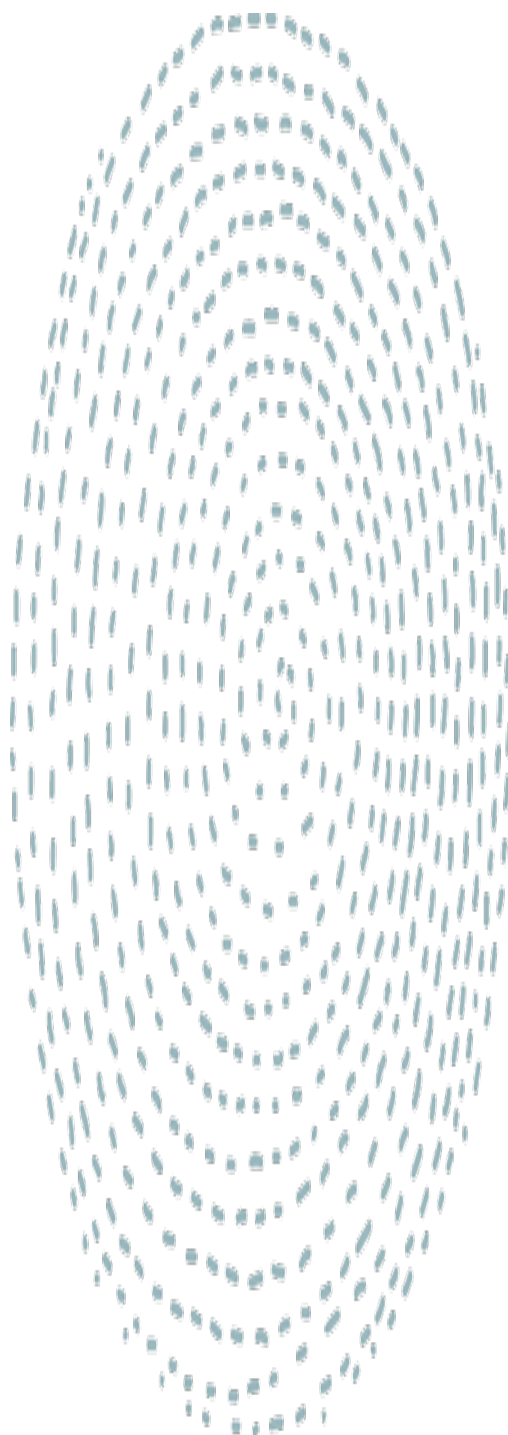




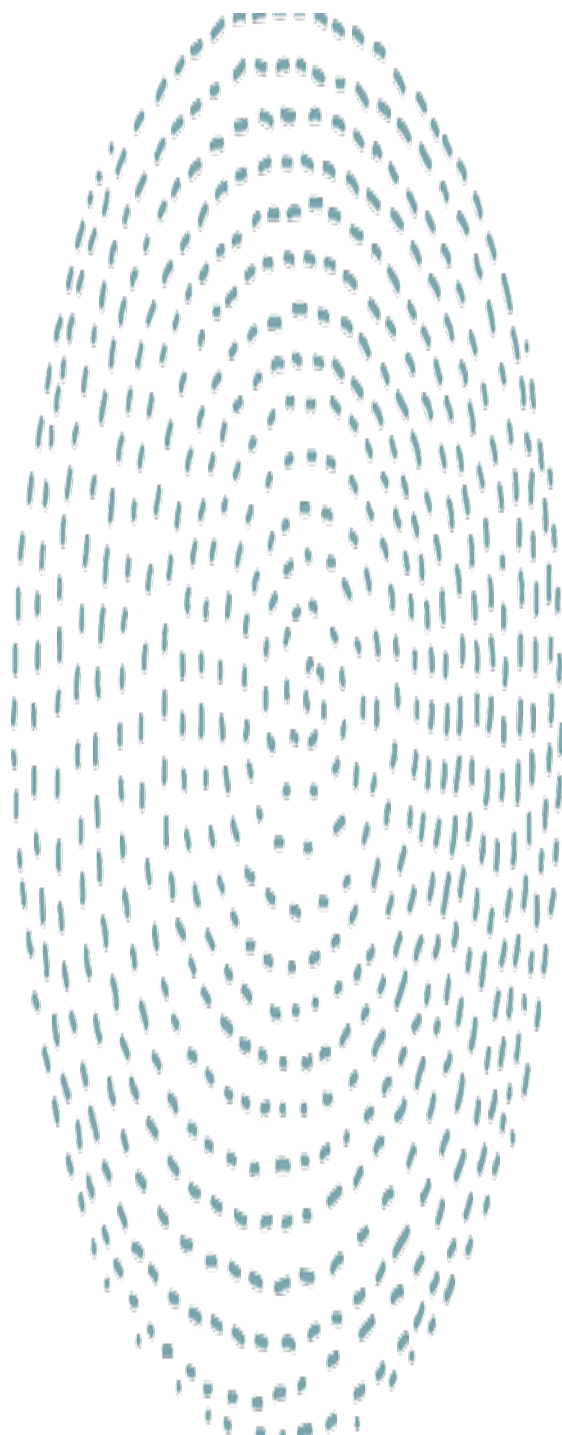


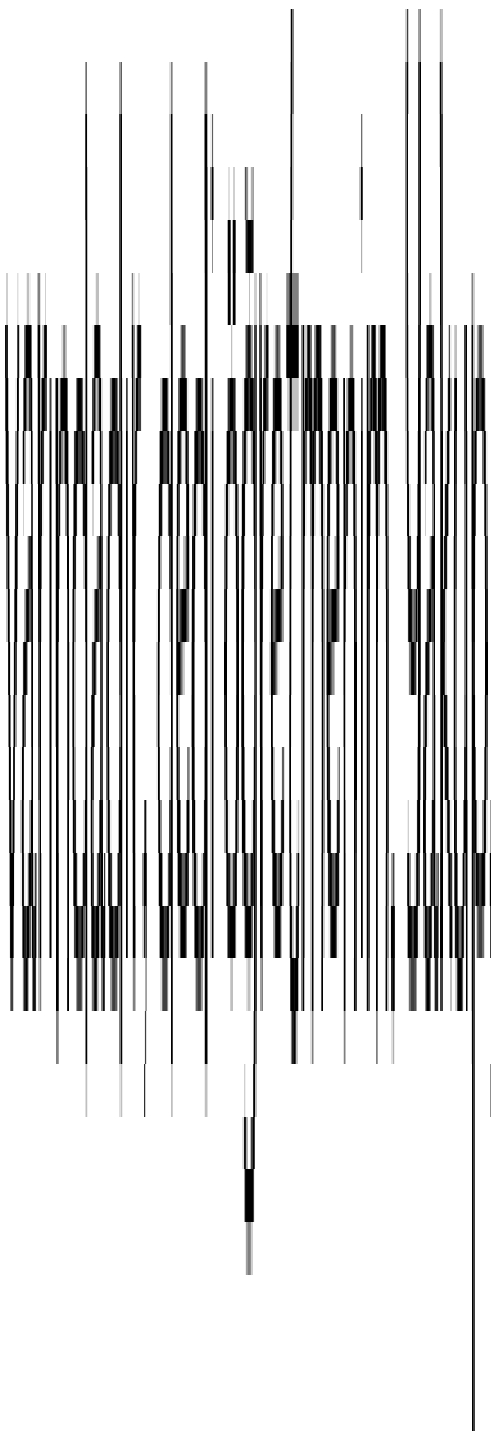


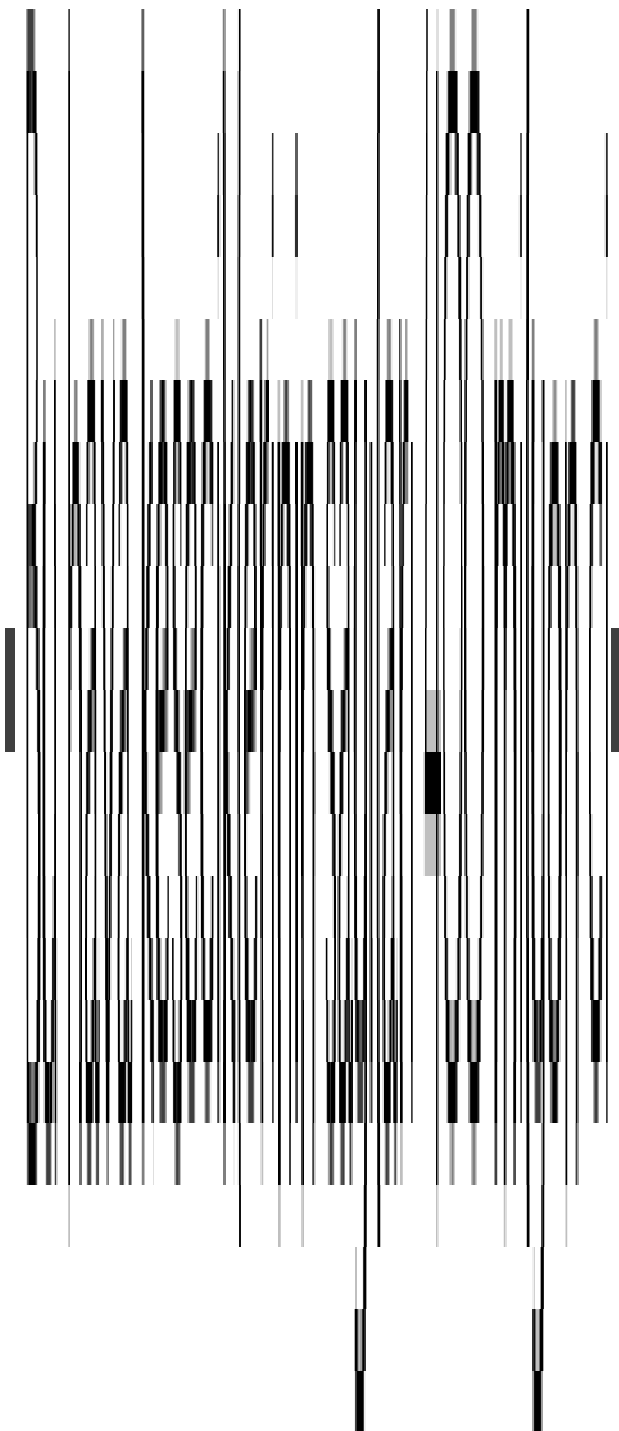


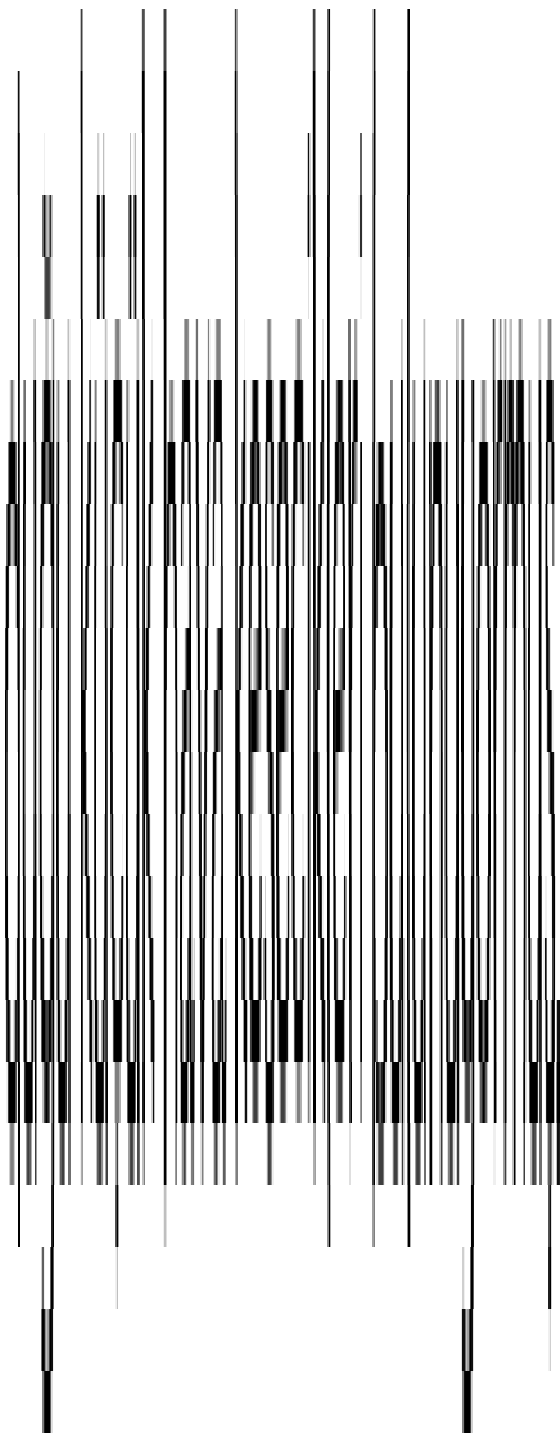


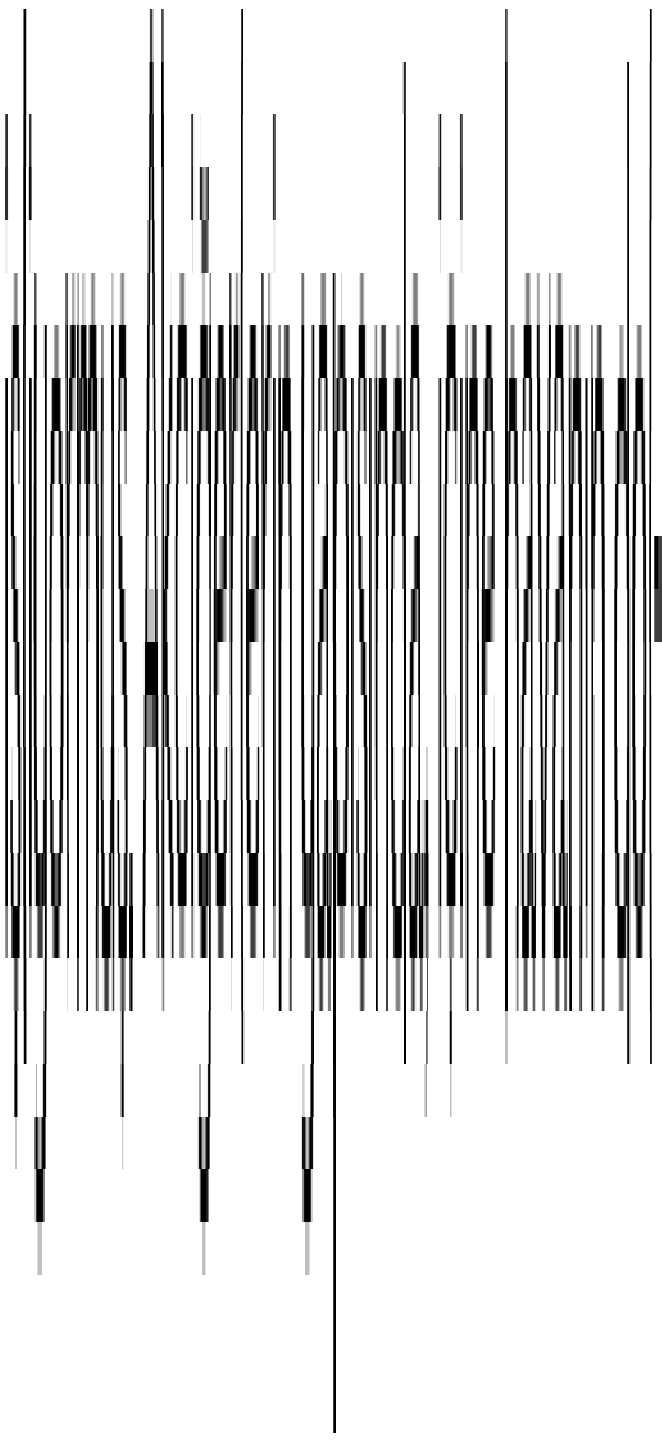
The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local researchers and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that the research is conducted in a way that respects the dignity and rights of all individuals.

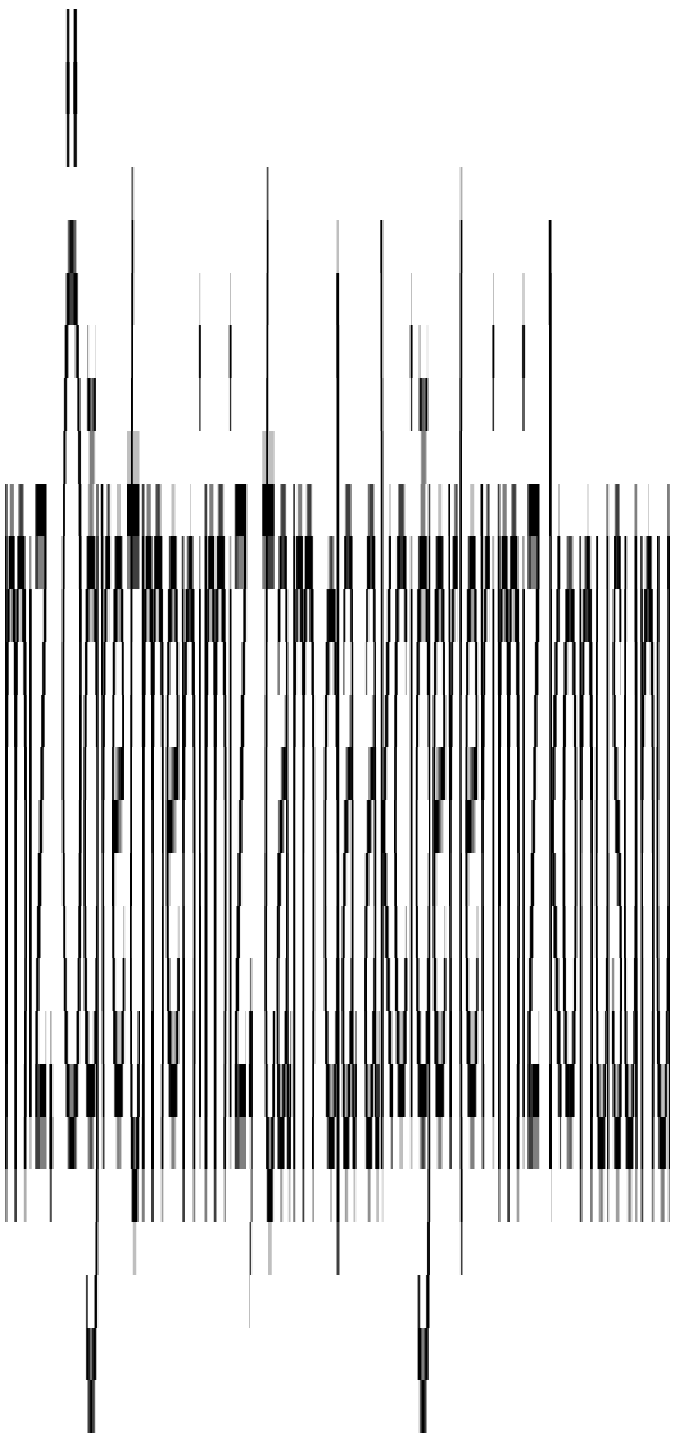


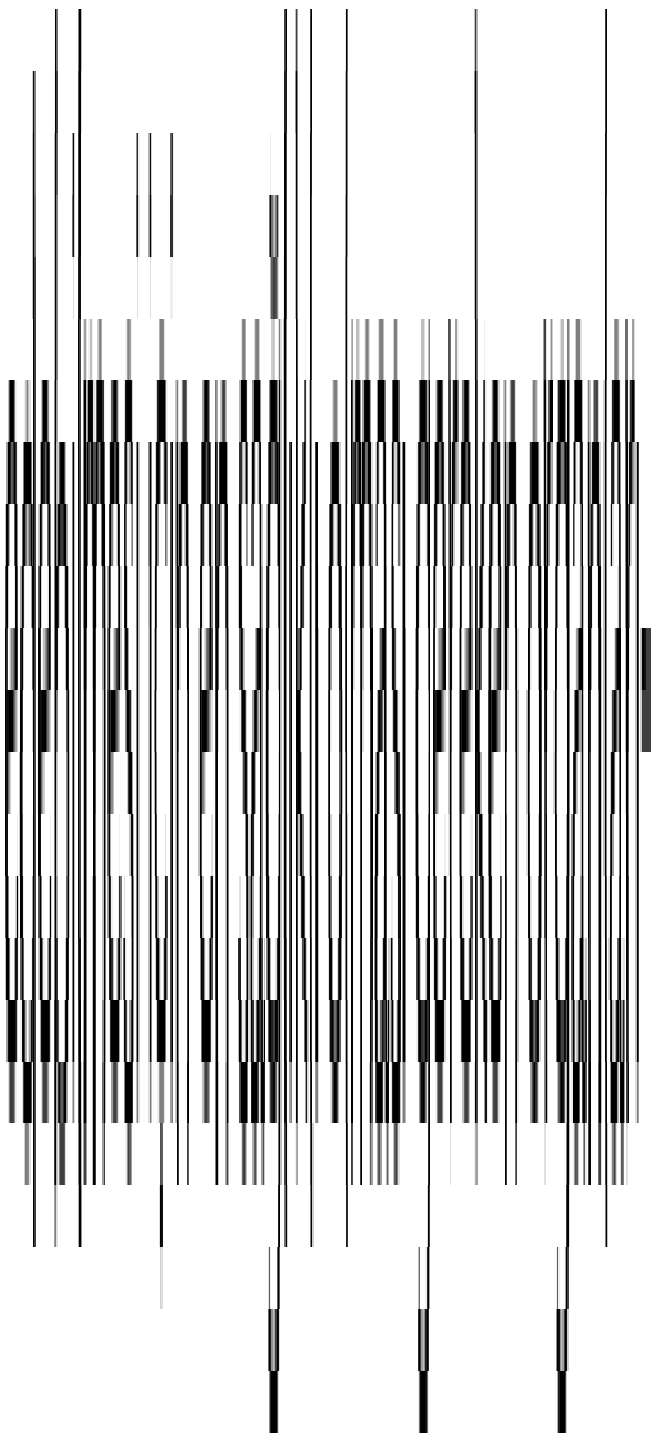




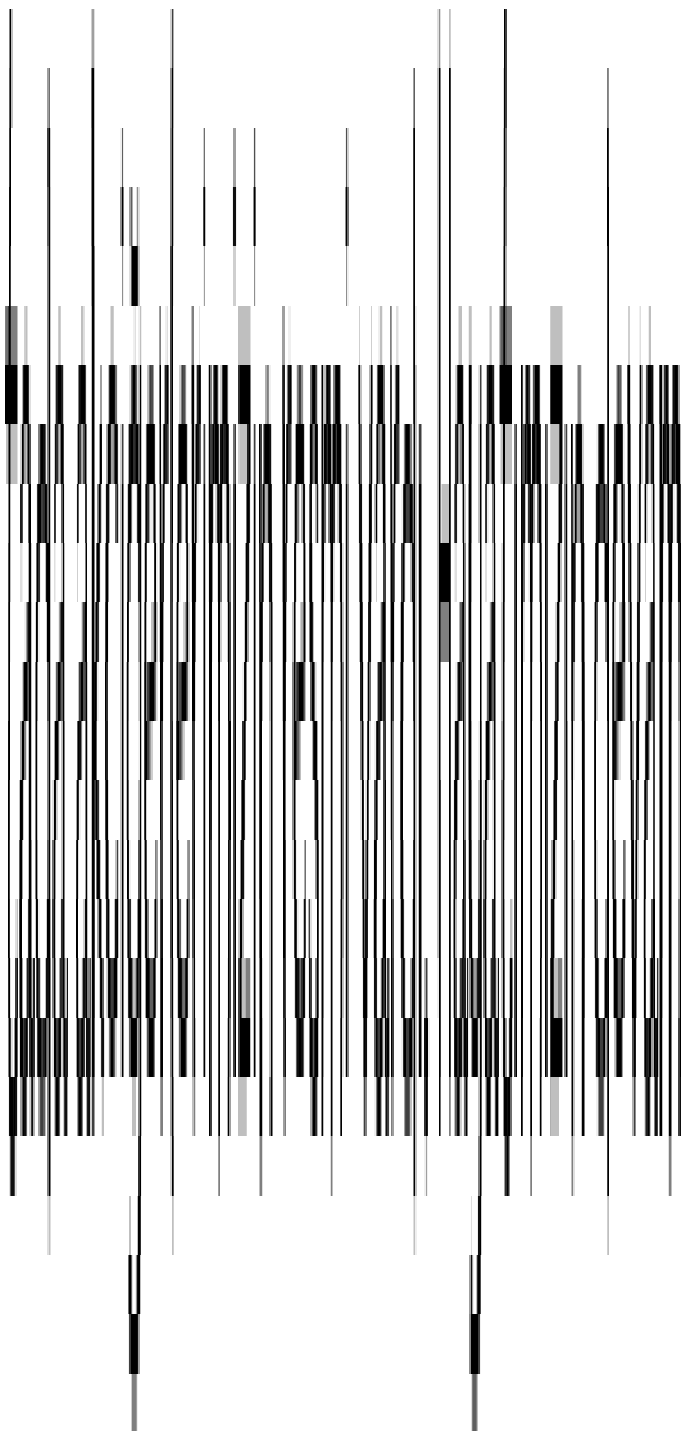


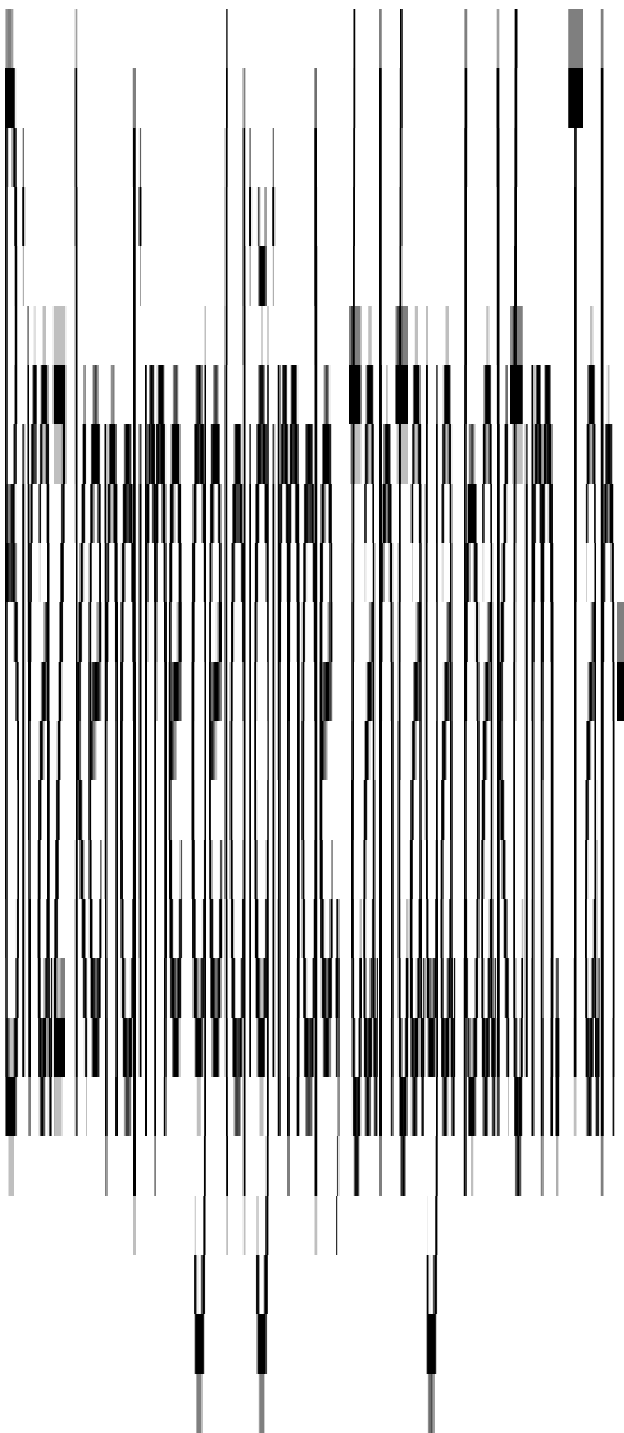


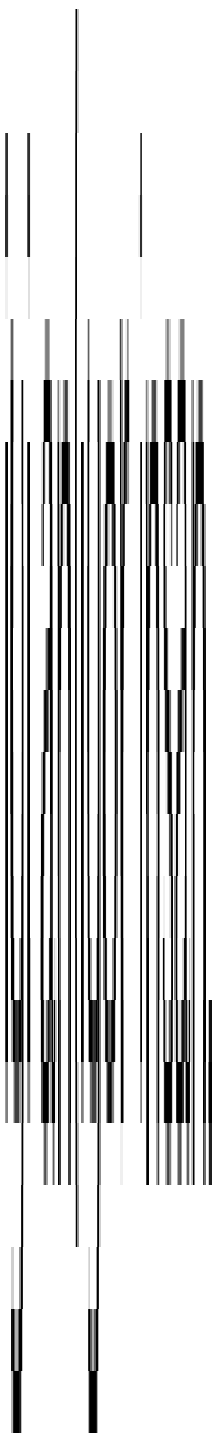


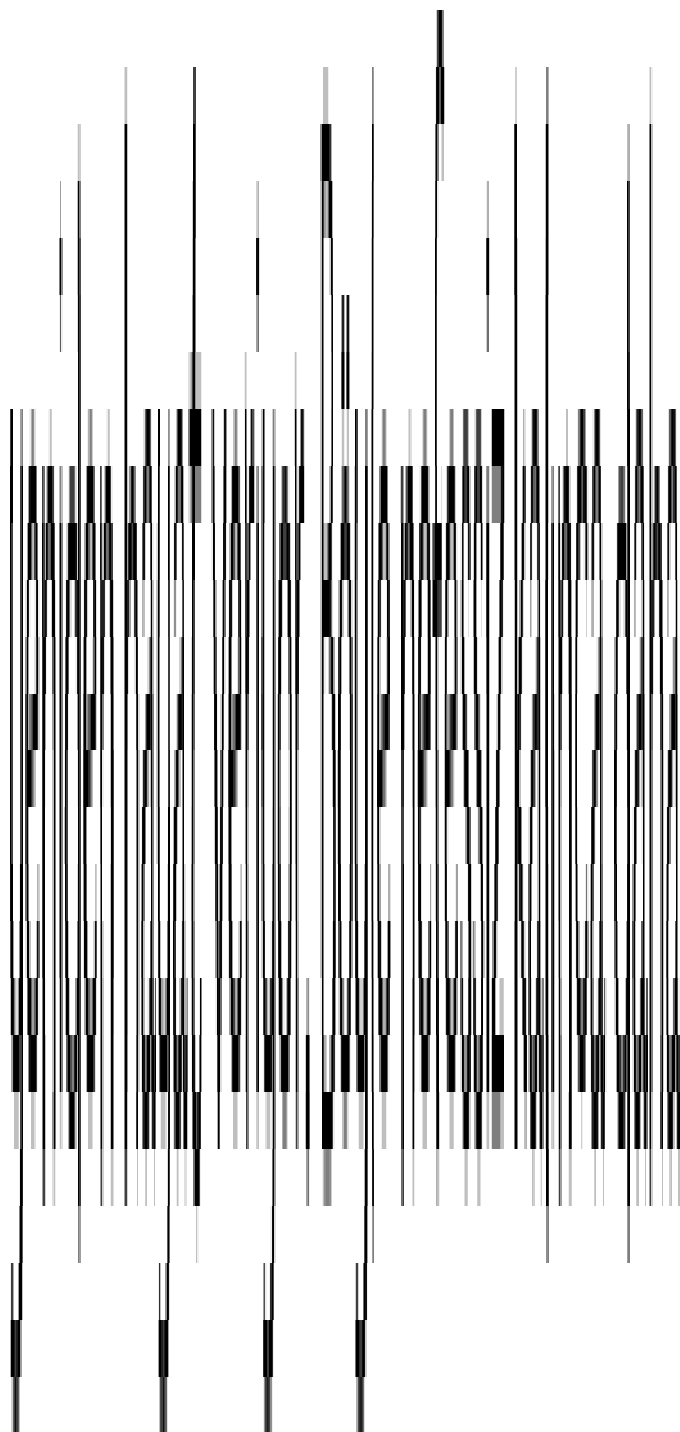


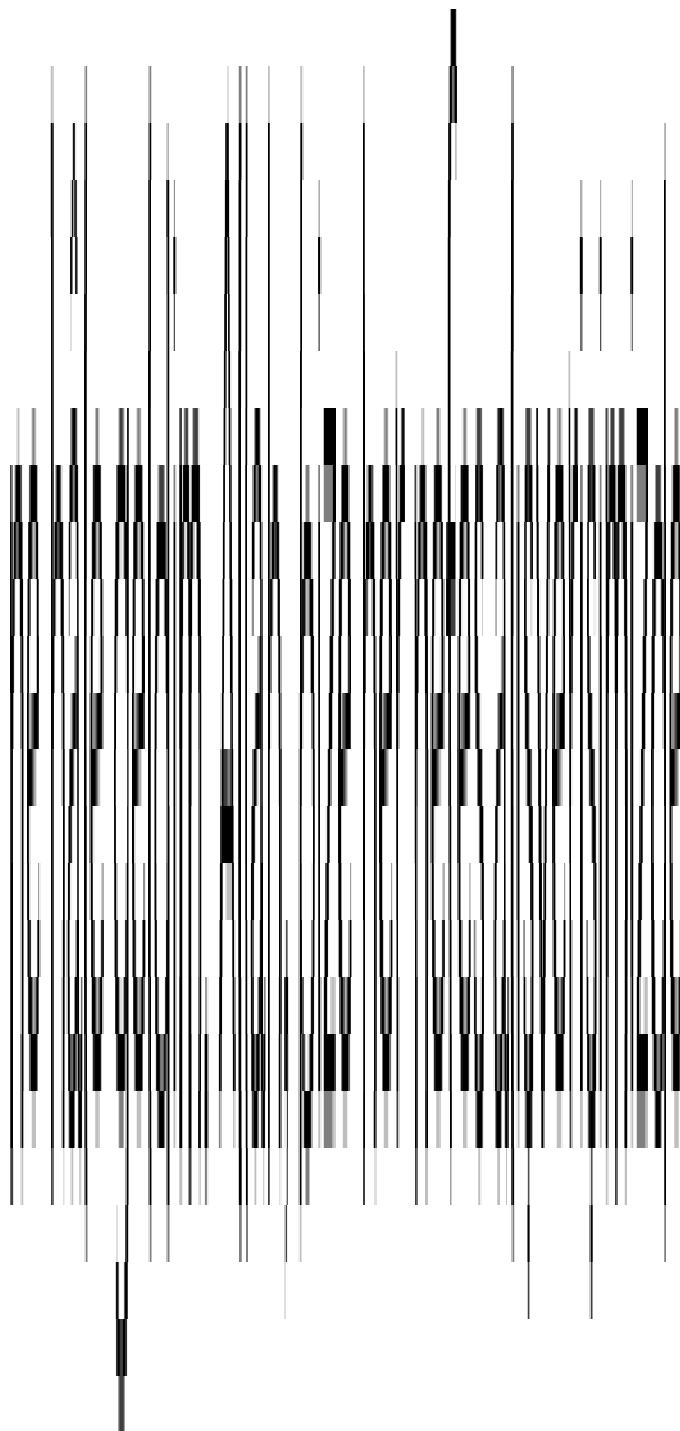
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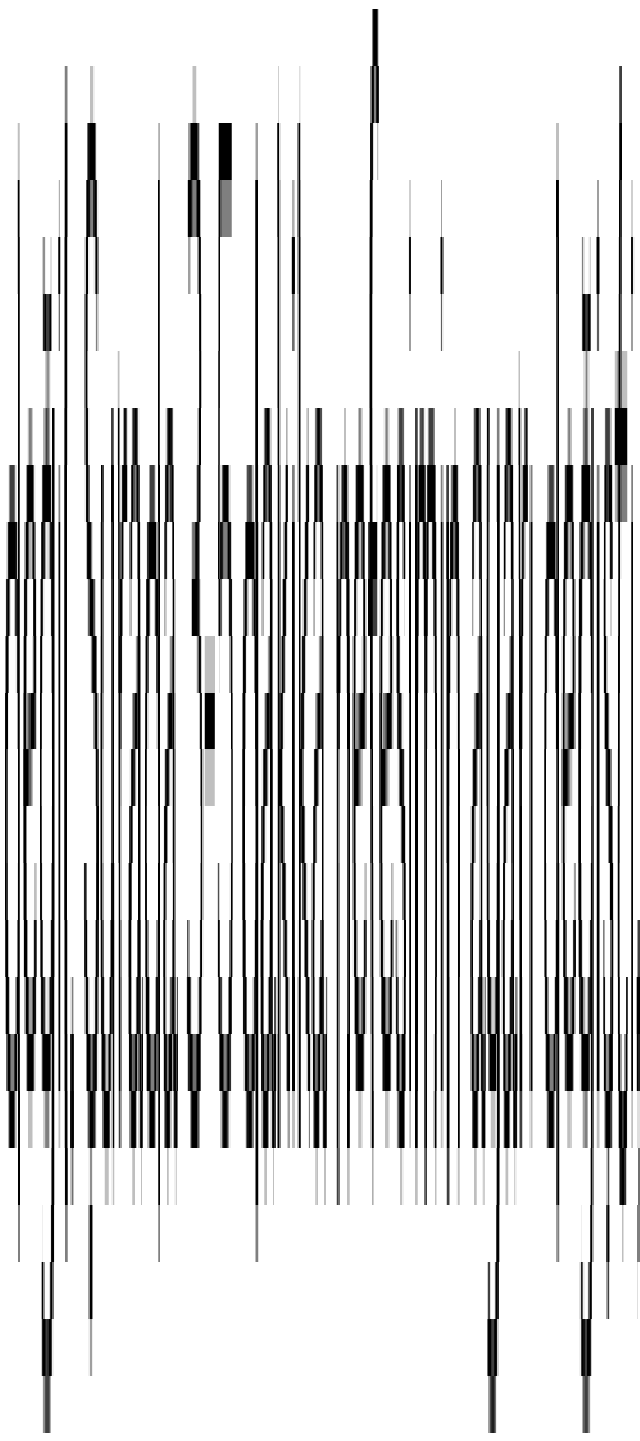


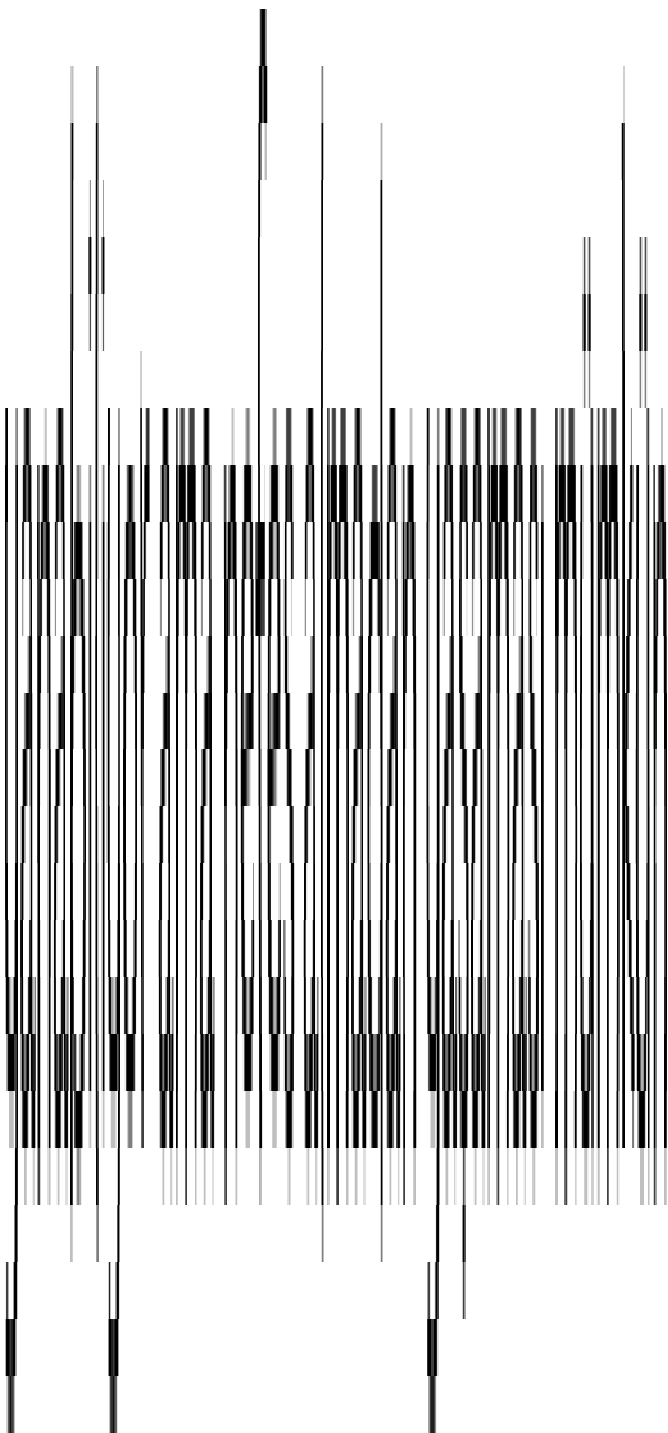


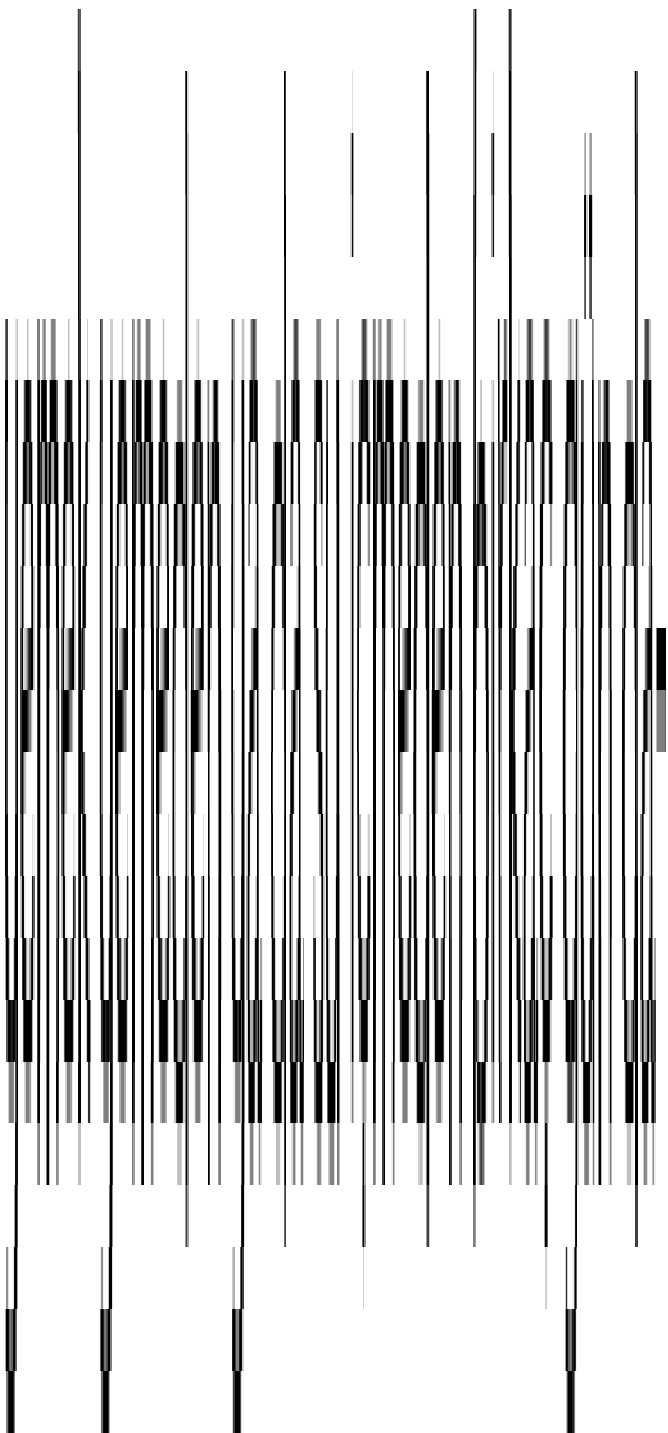


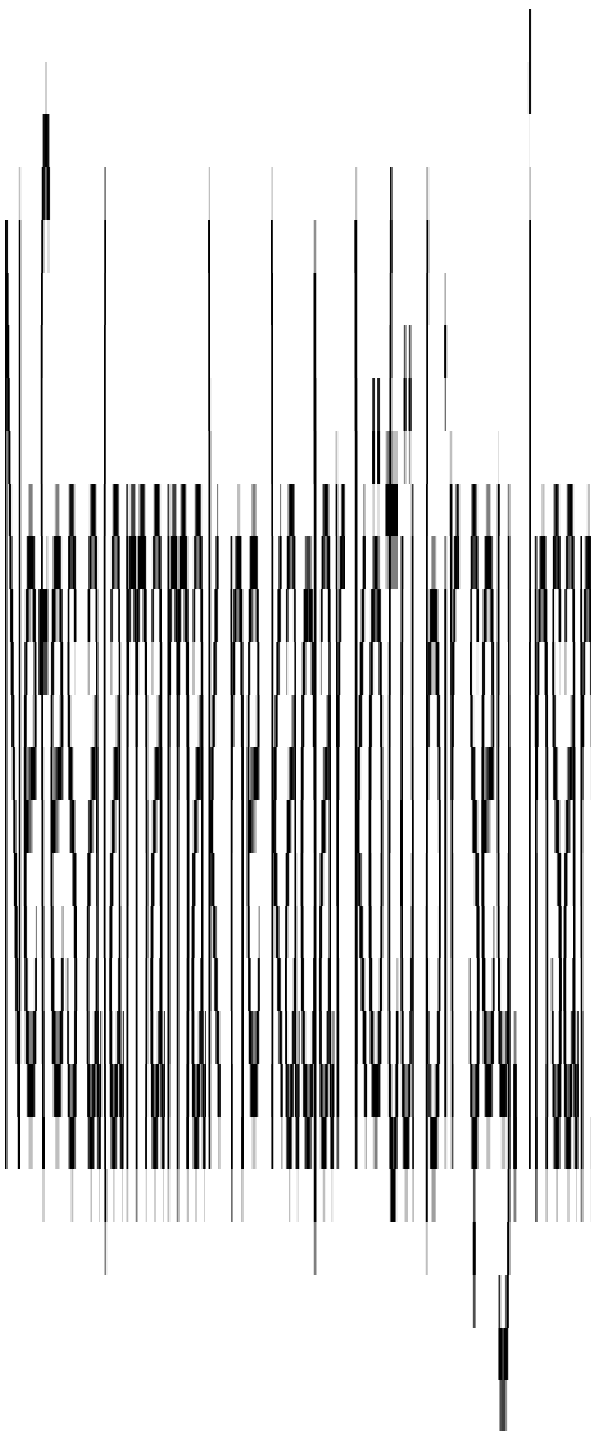


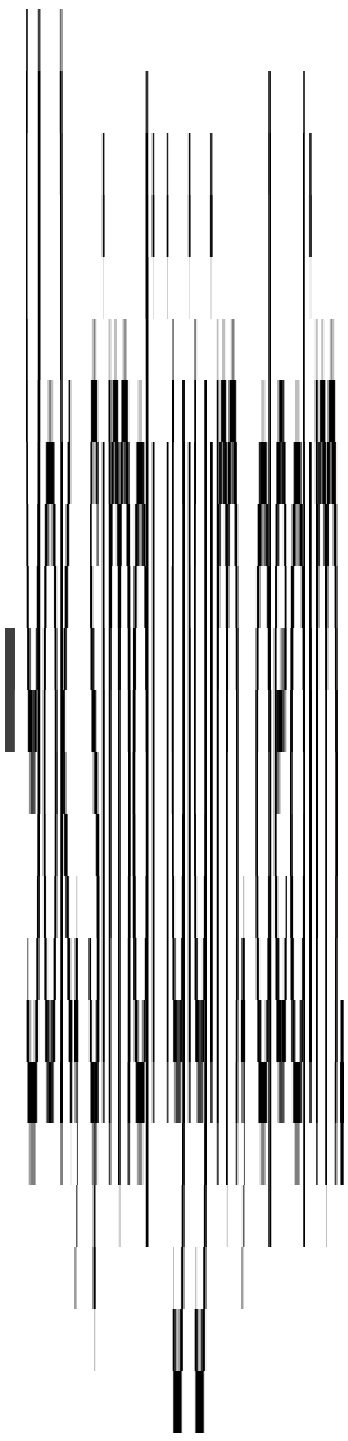


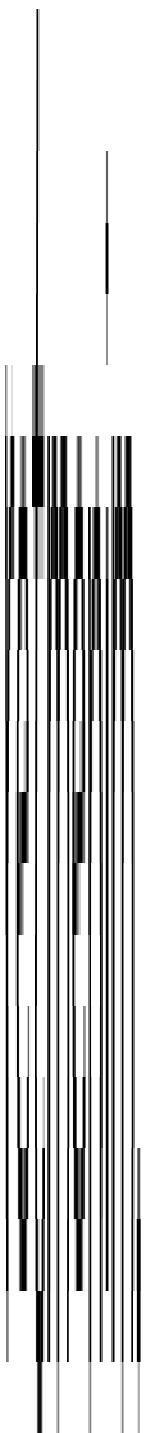


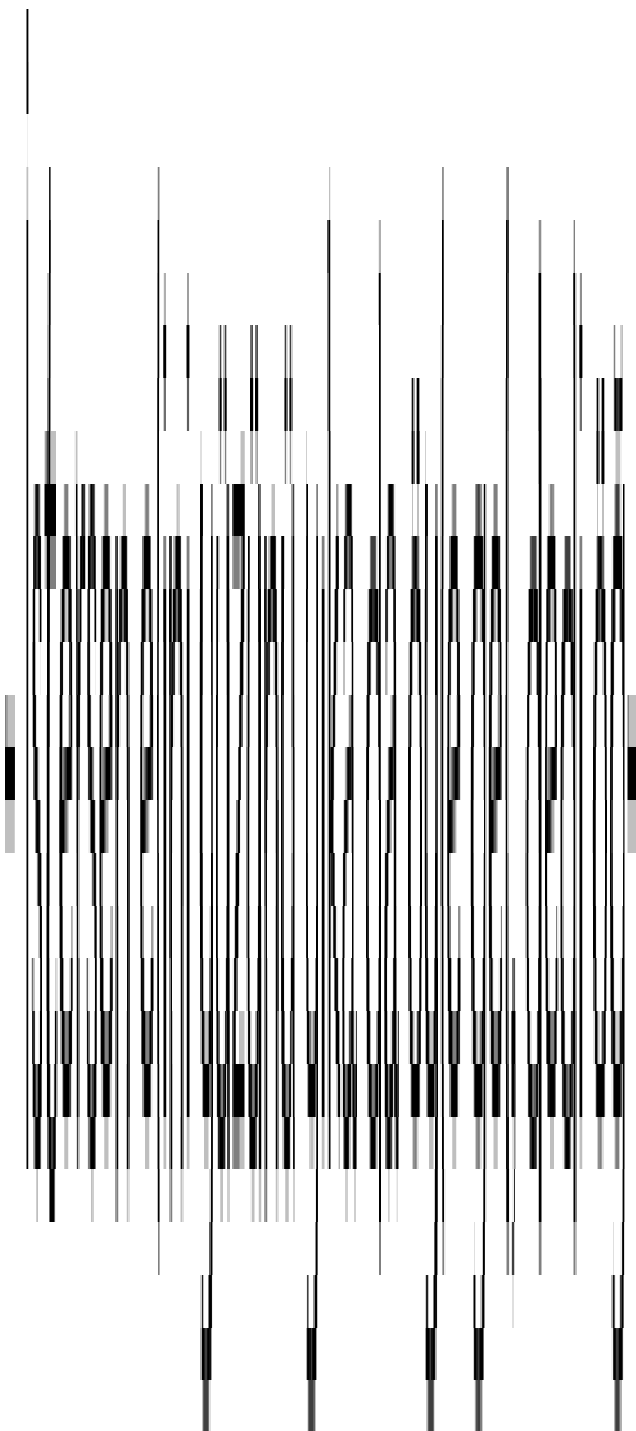


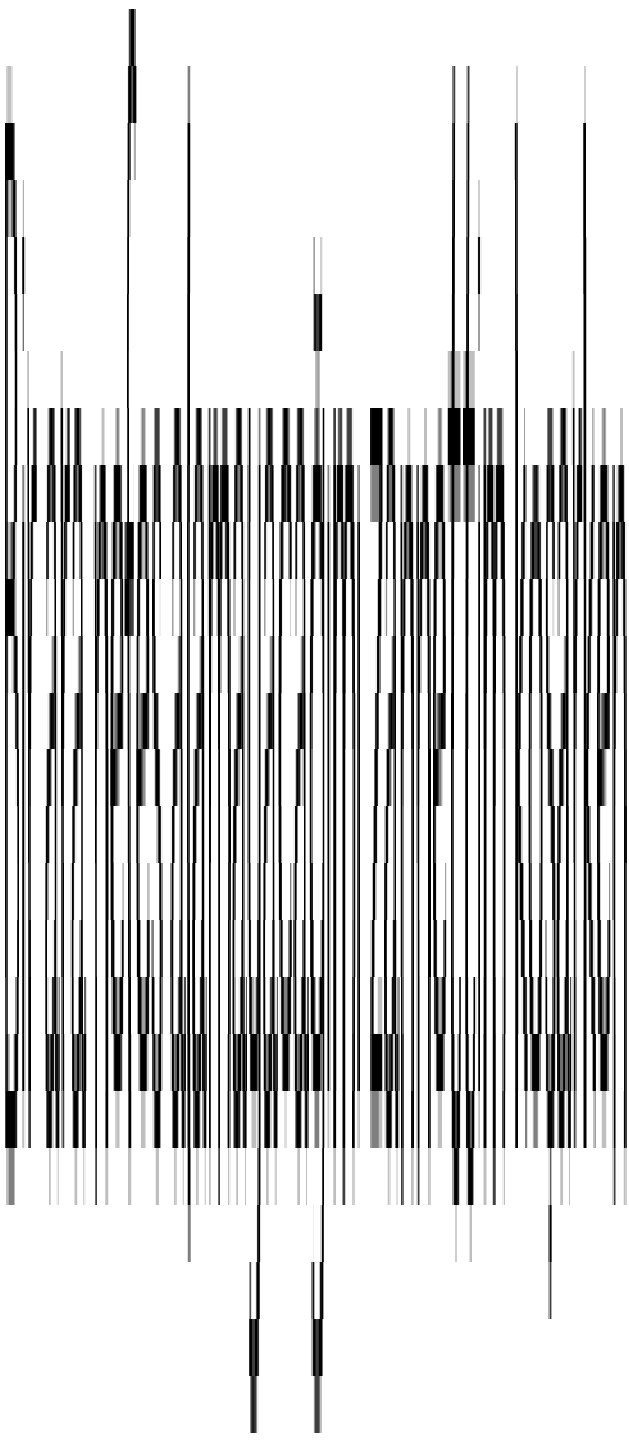


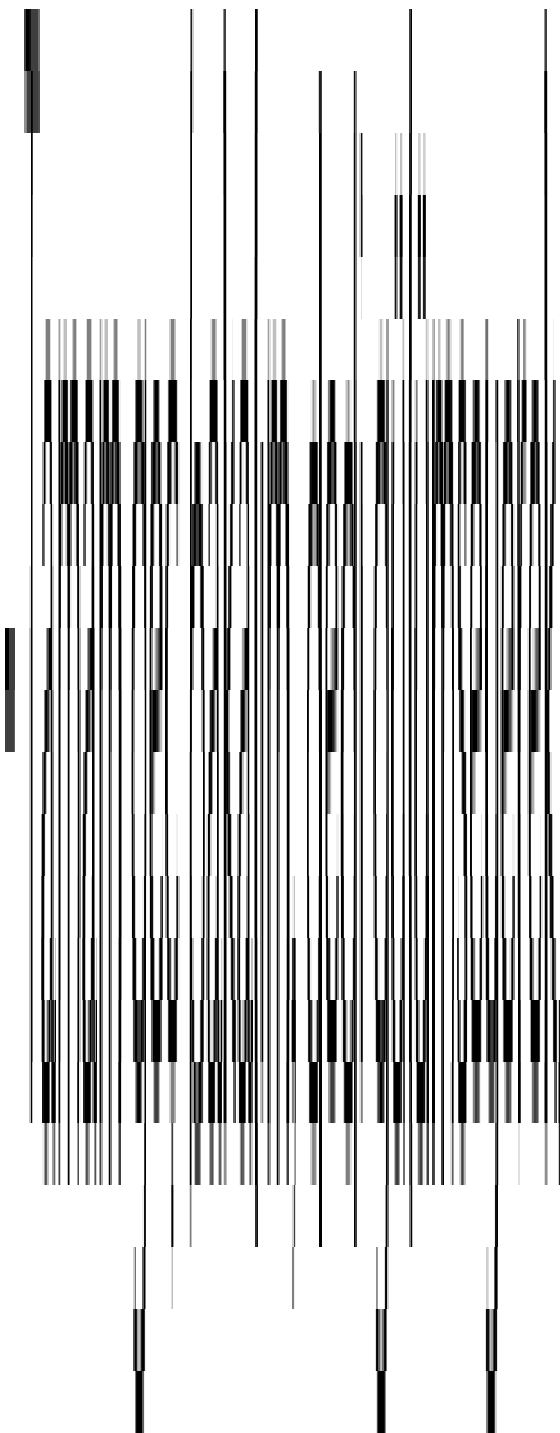


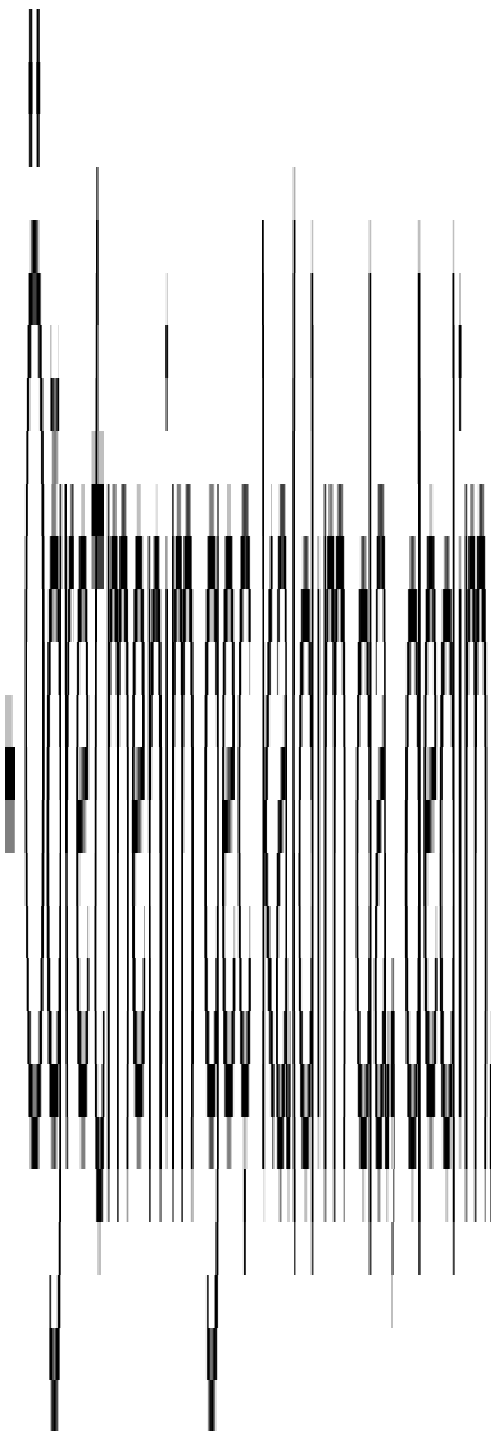


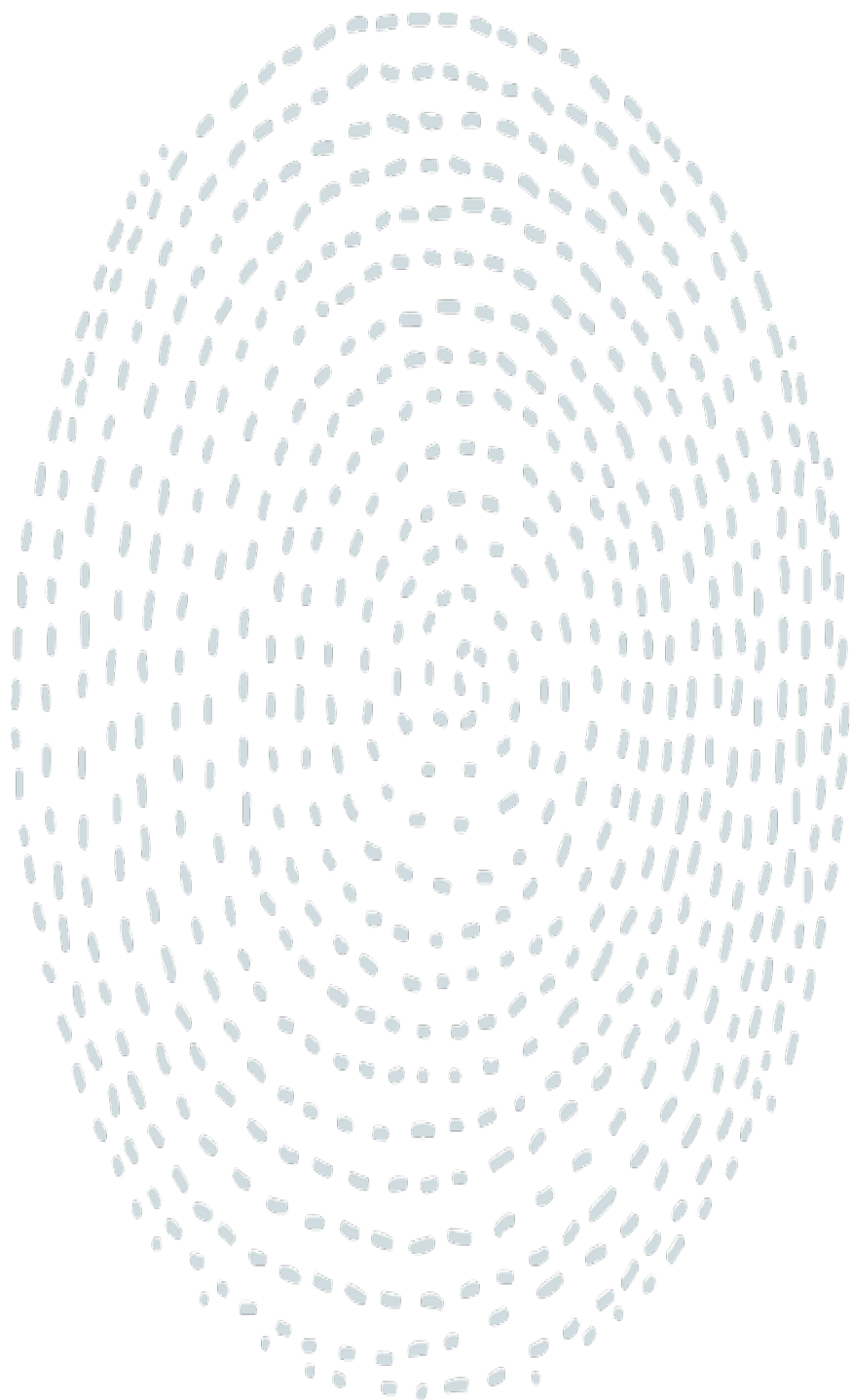


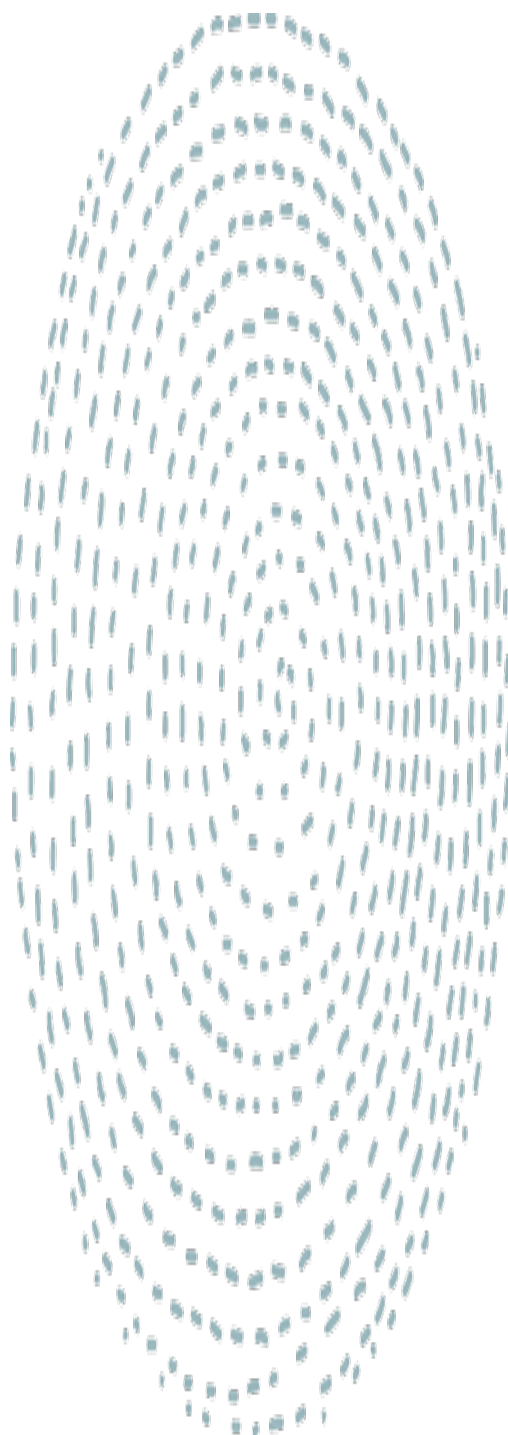




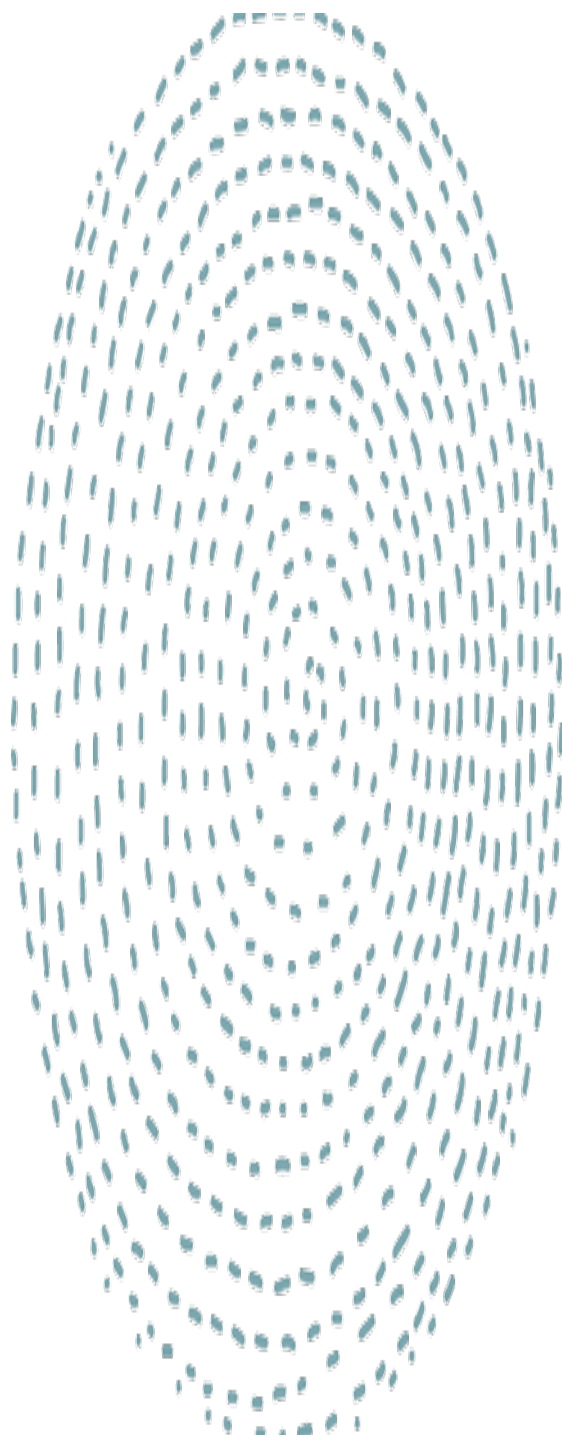


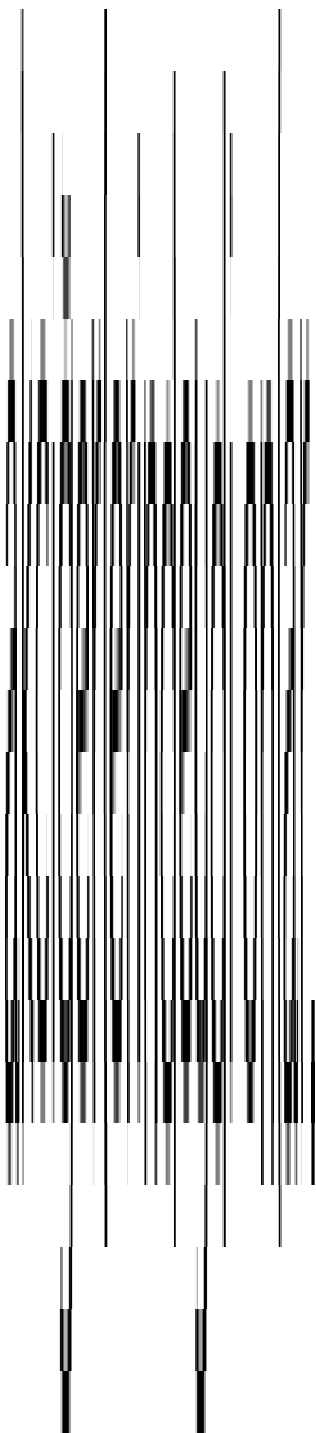


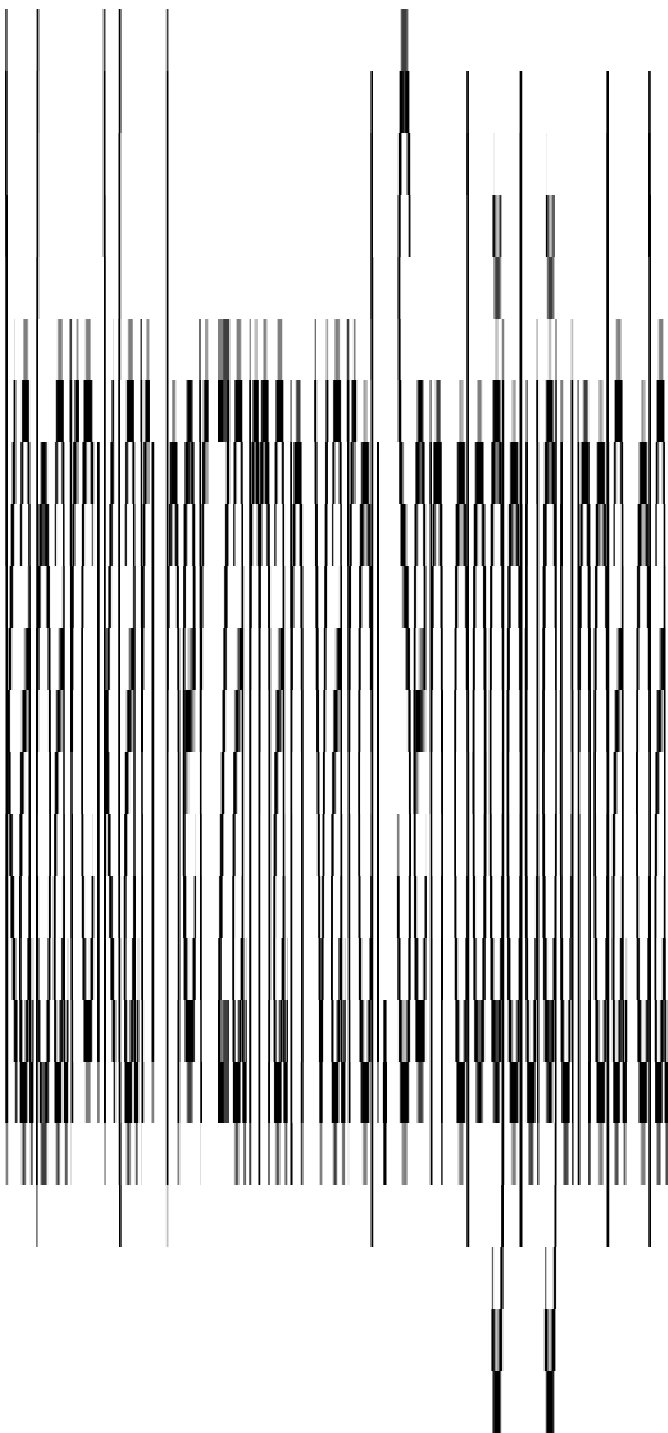


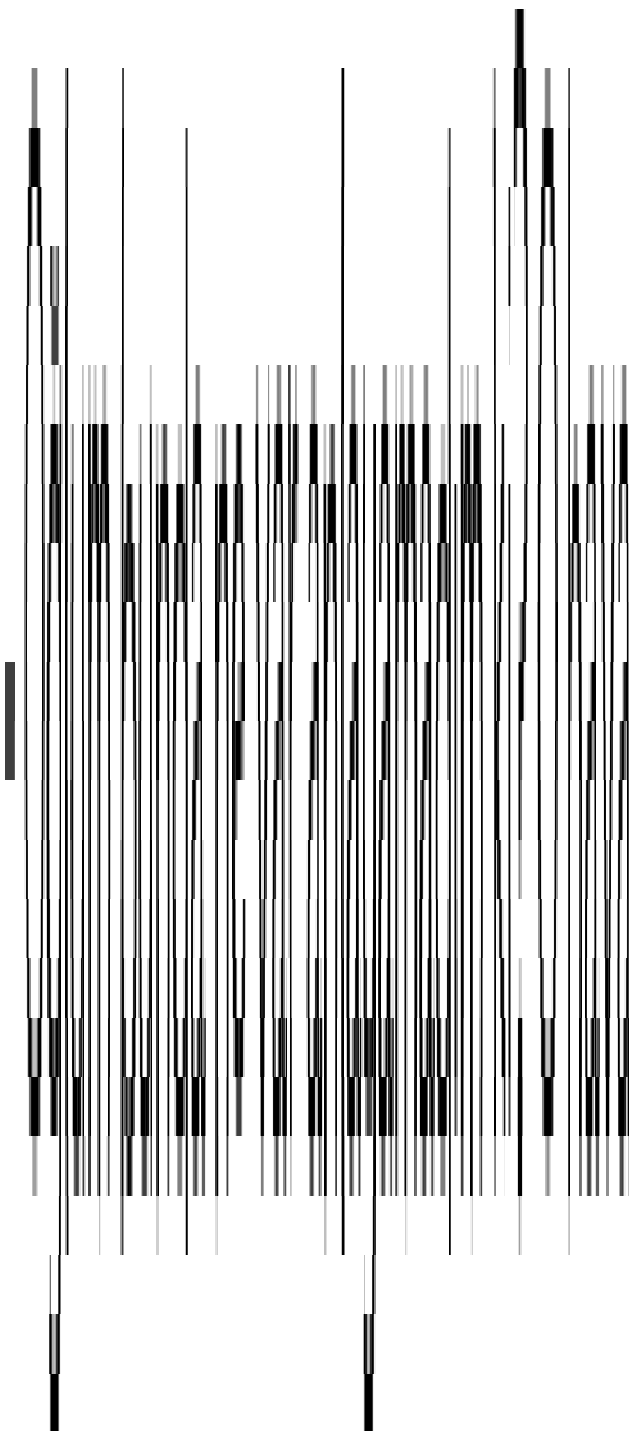


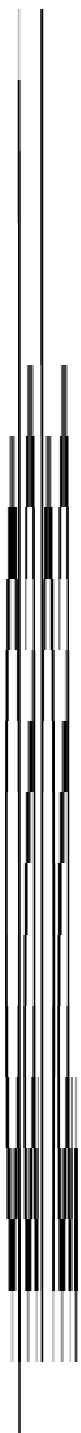
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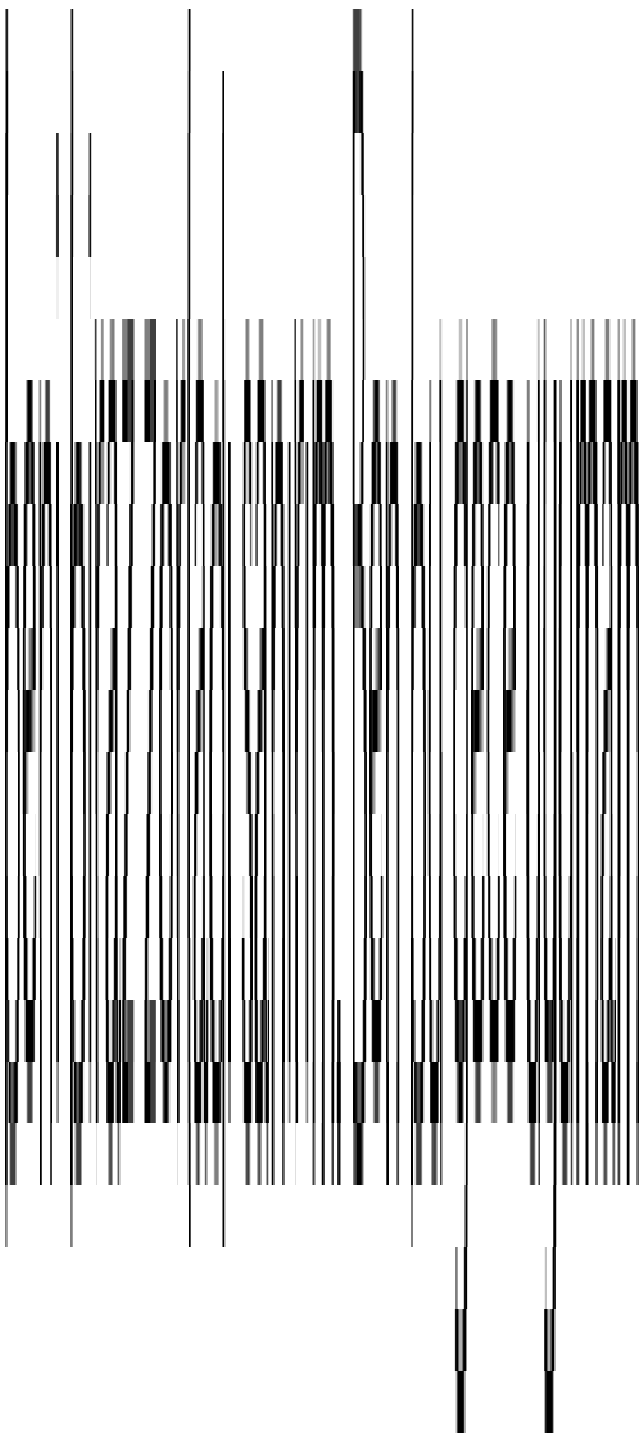


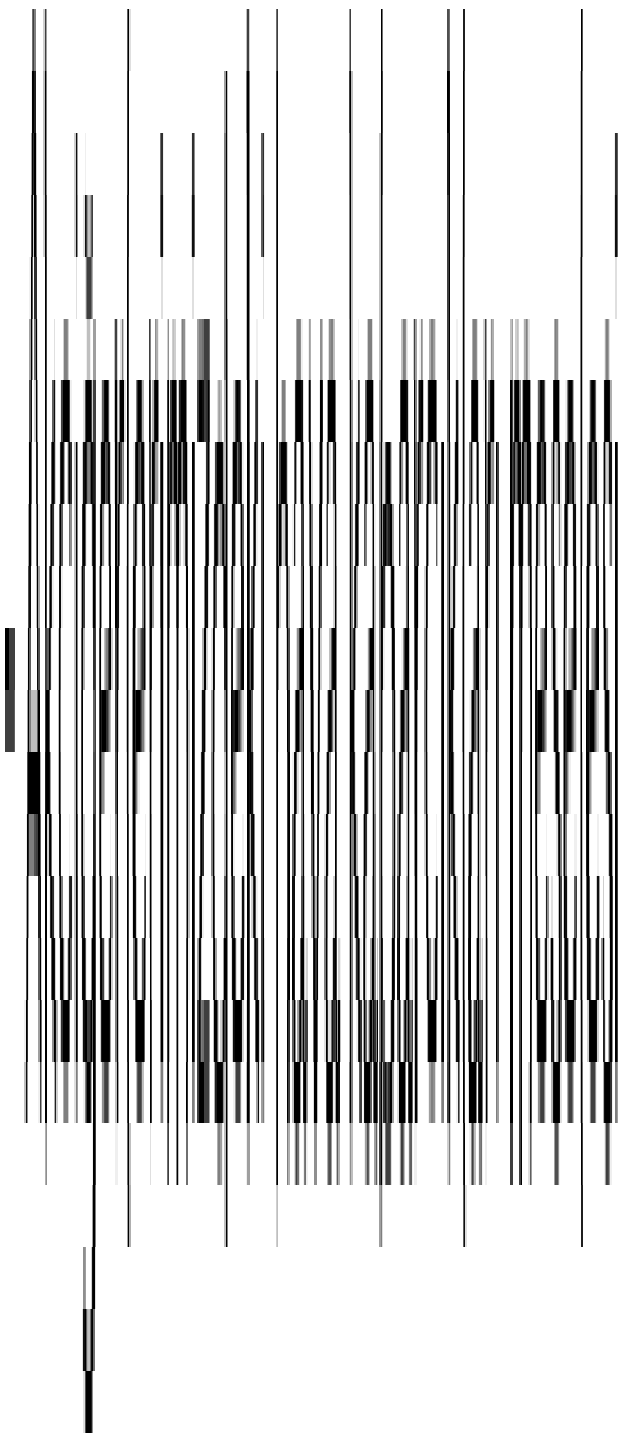


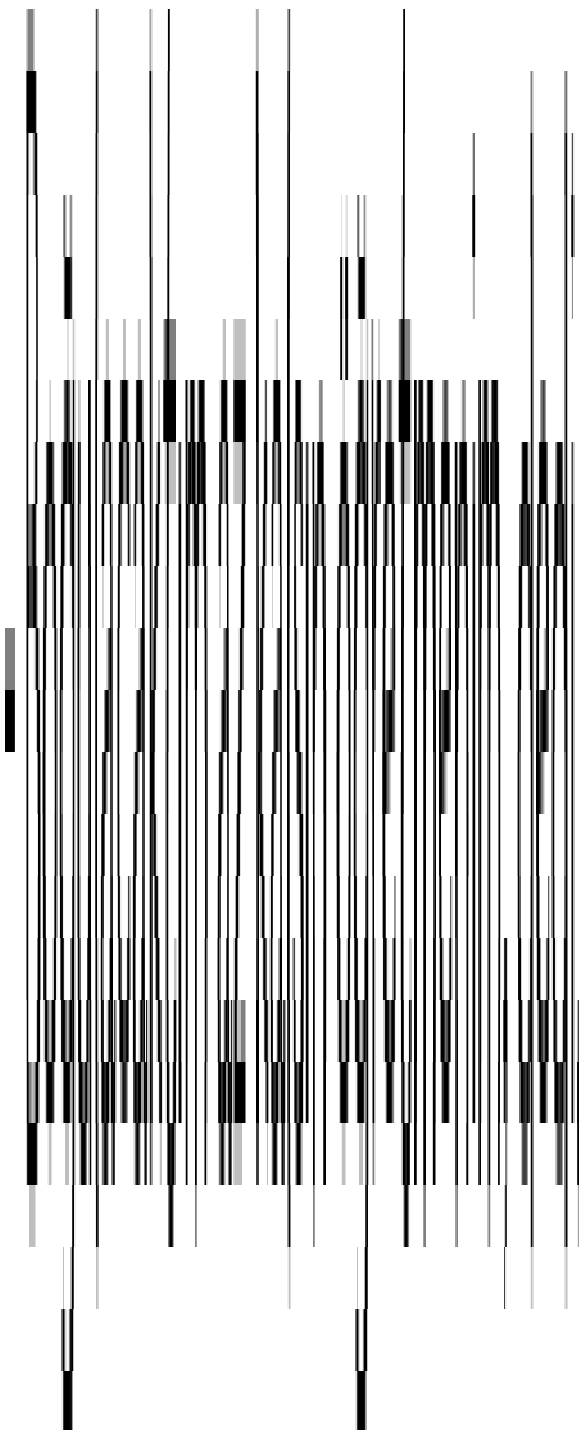


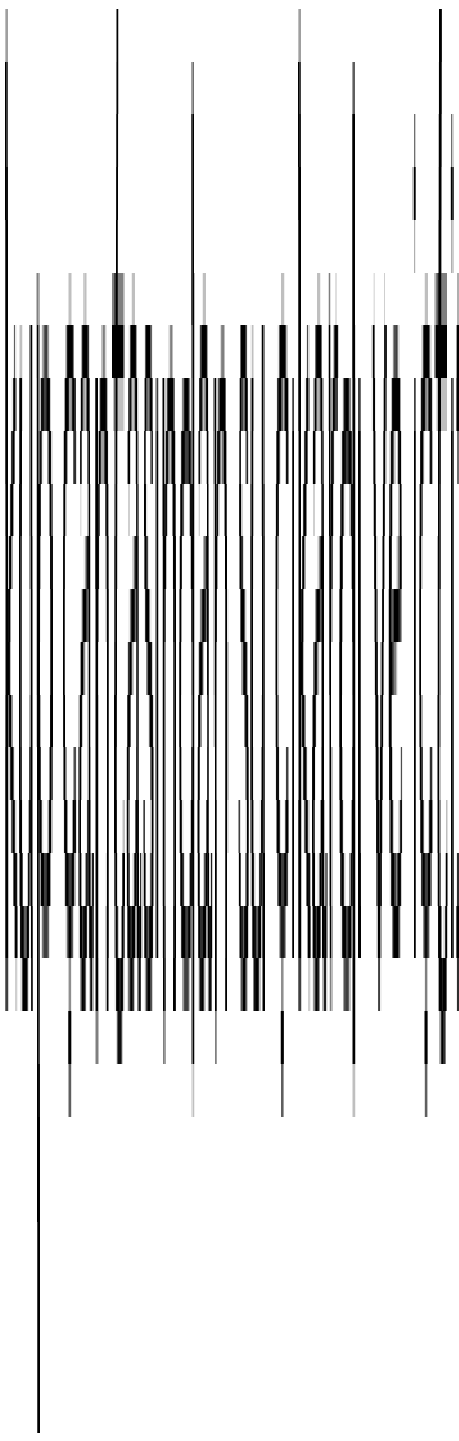


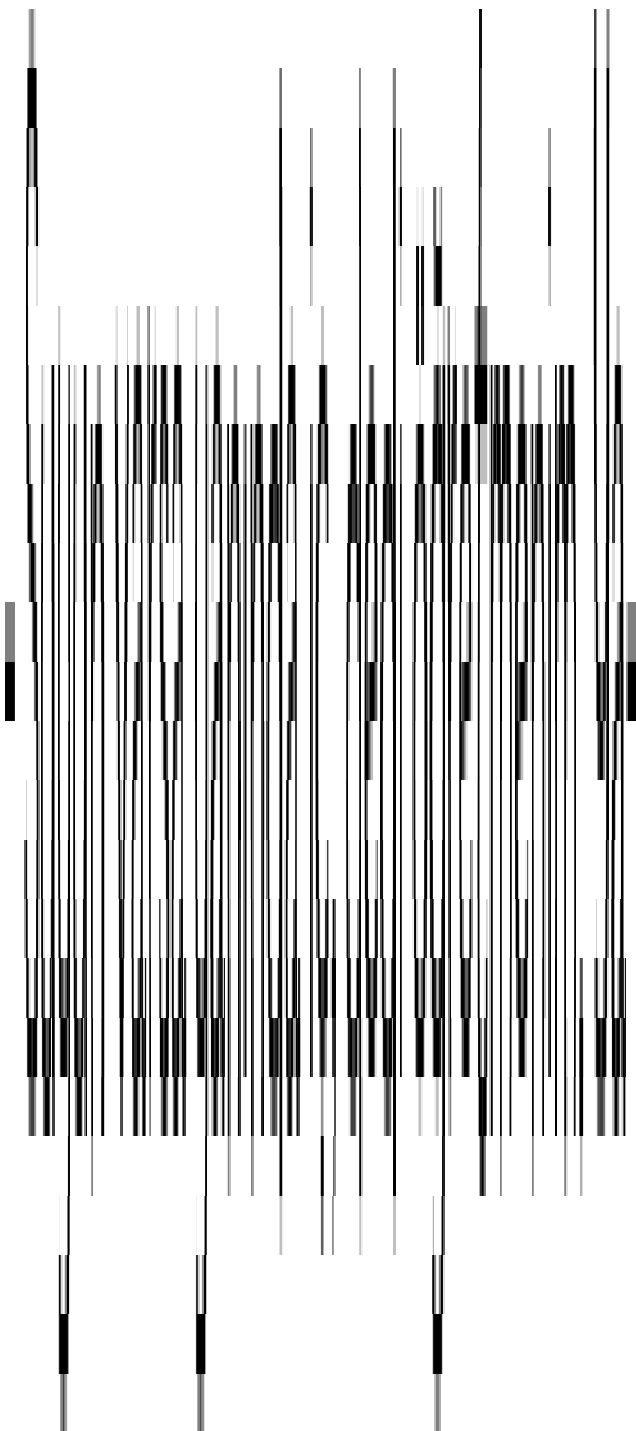


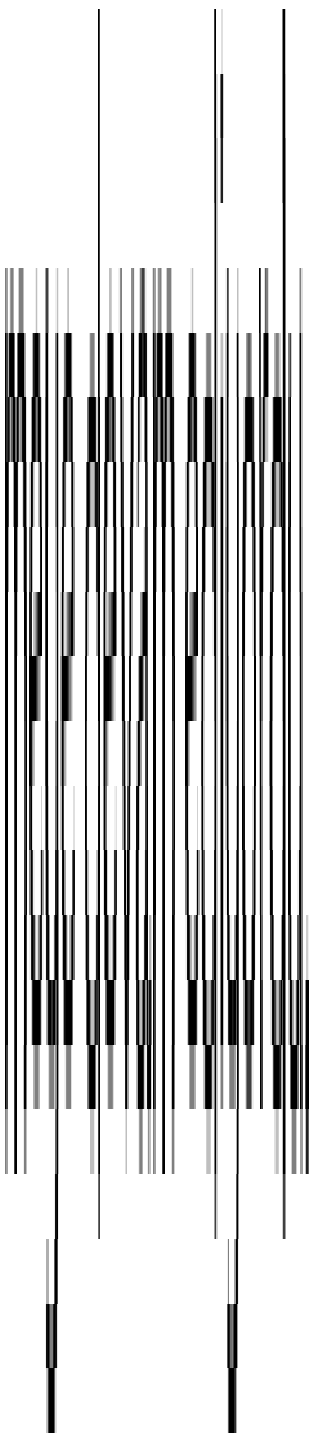


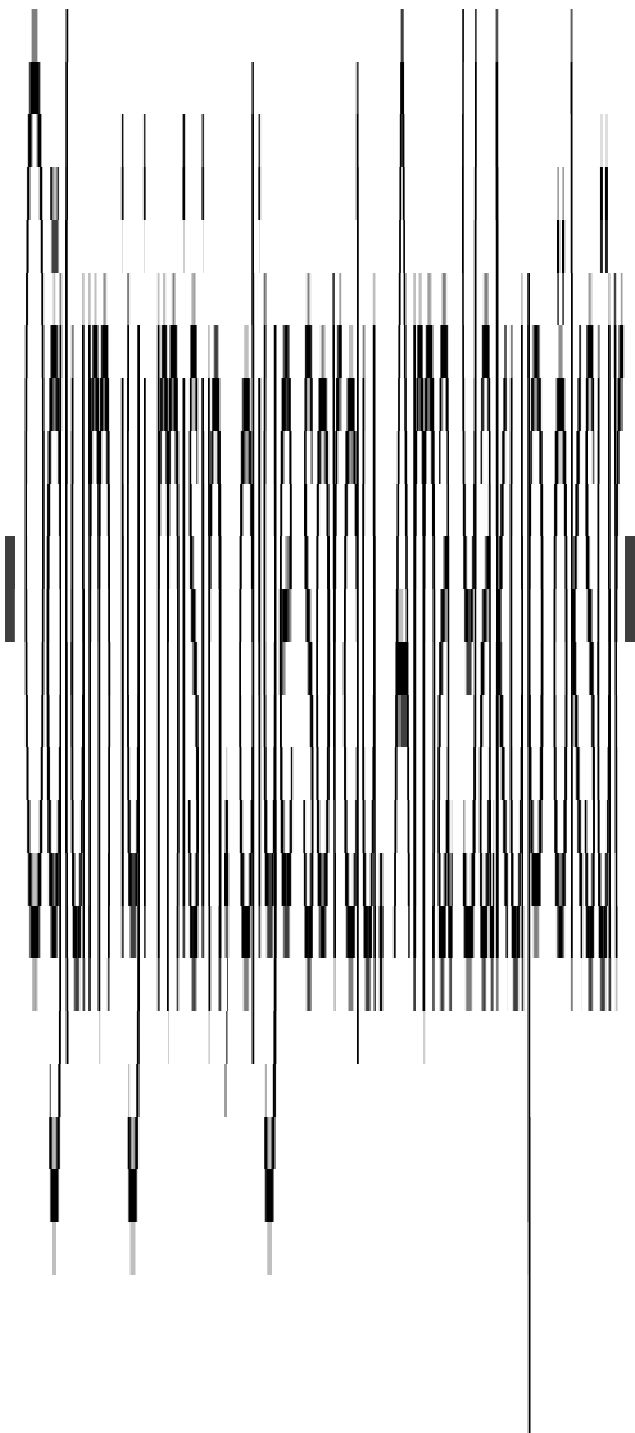


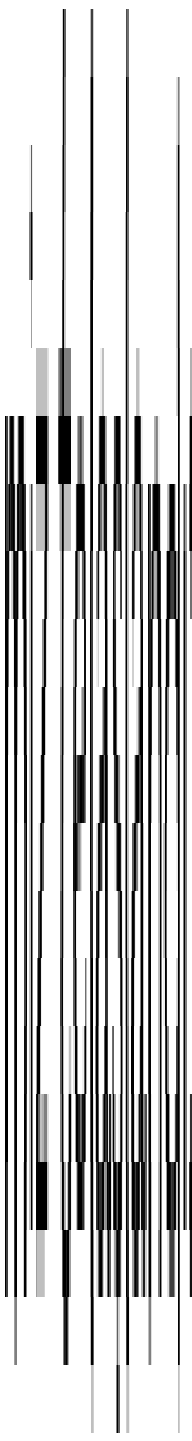












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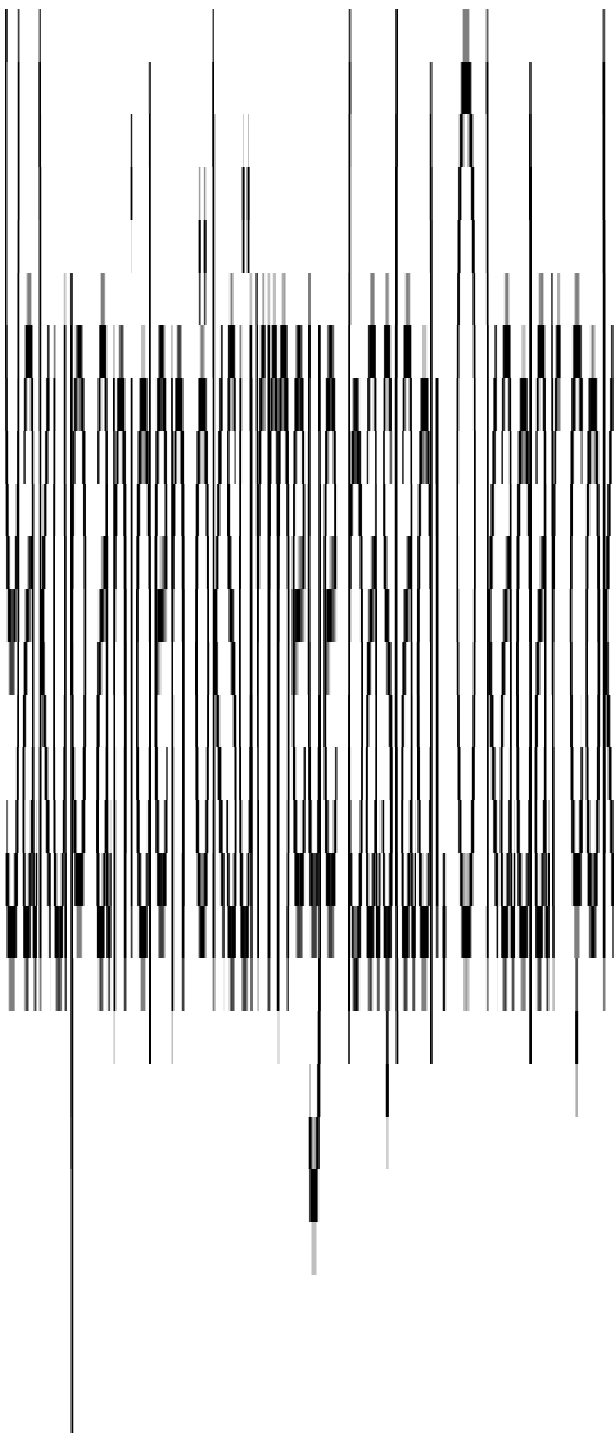
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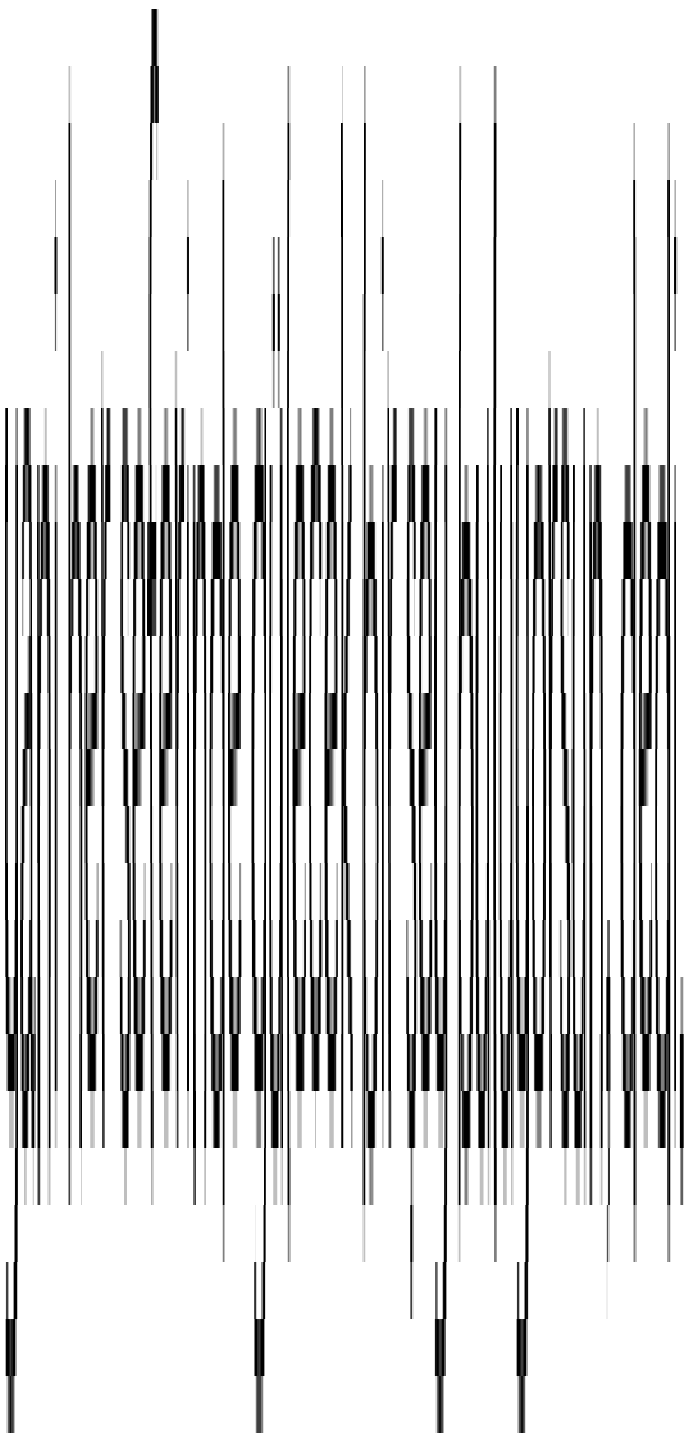
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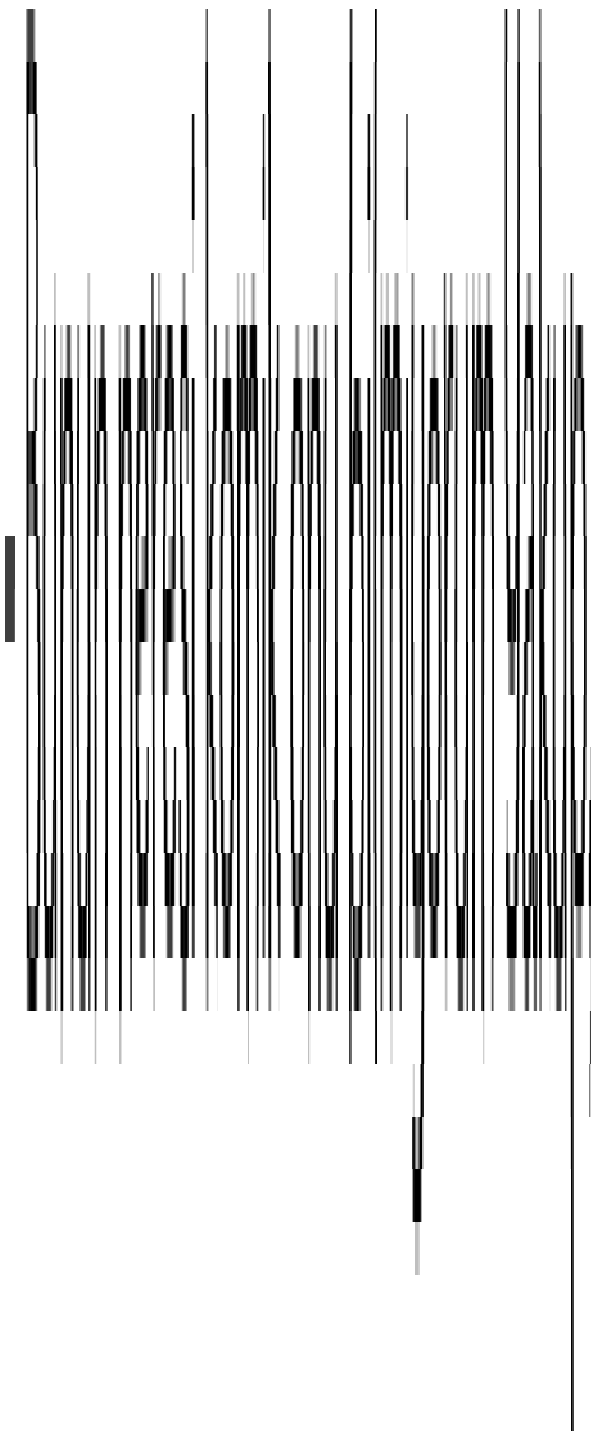
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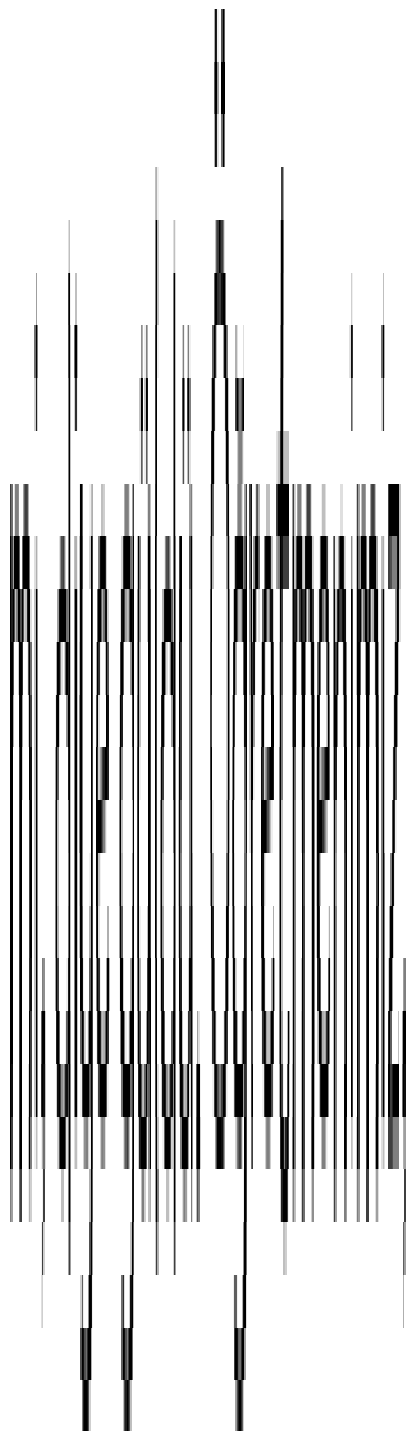
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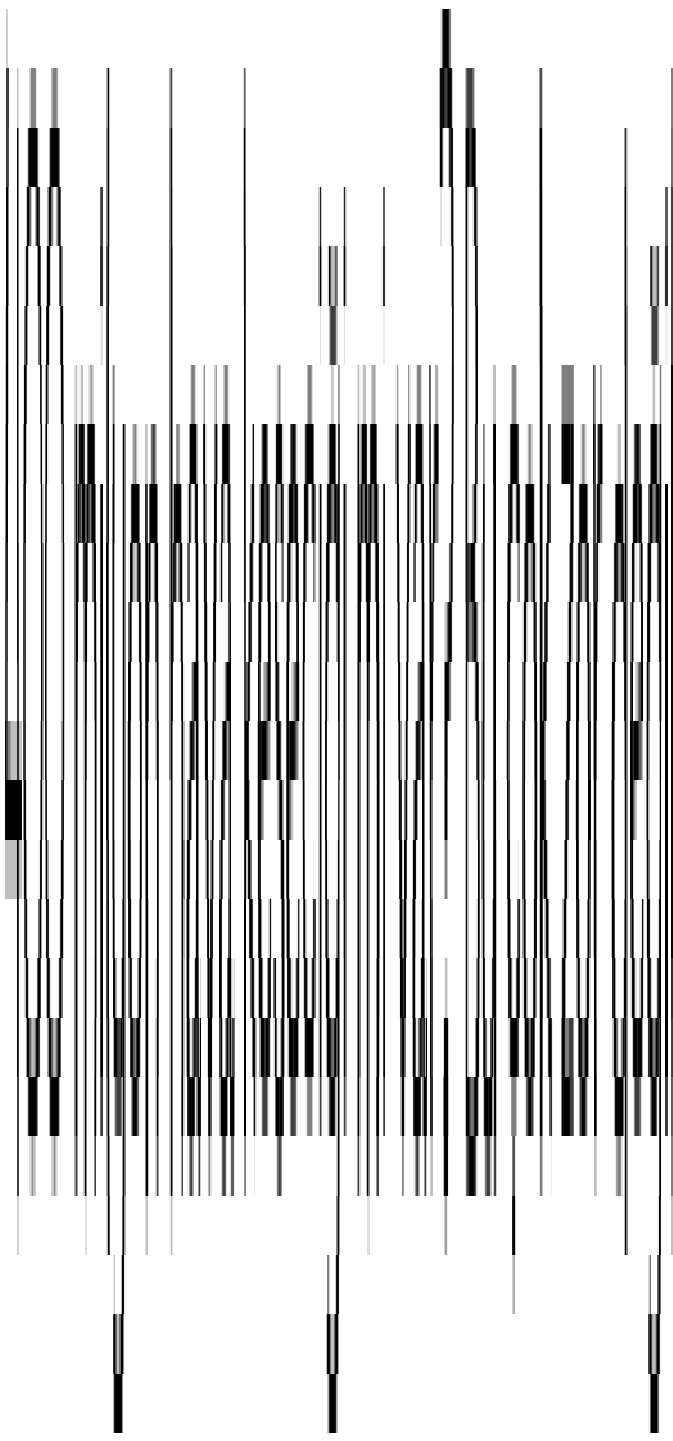
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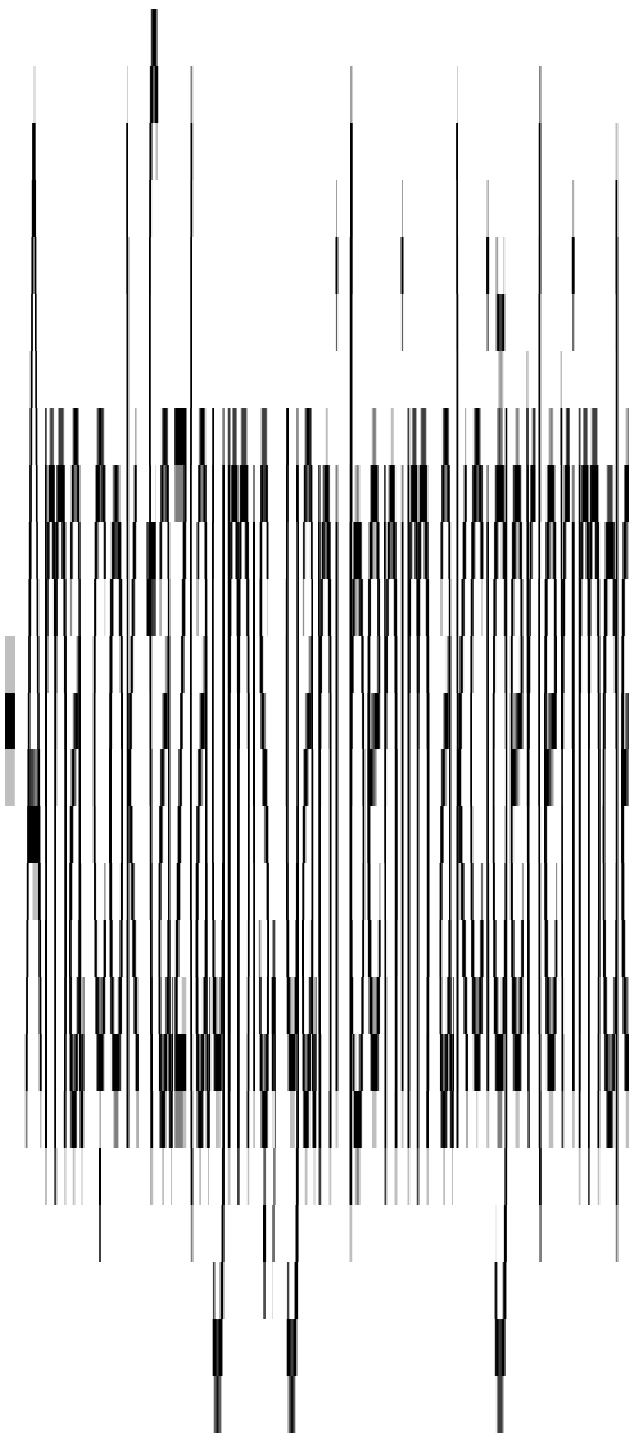


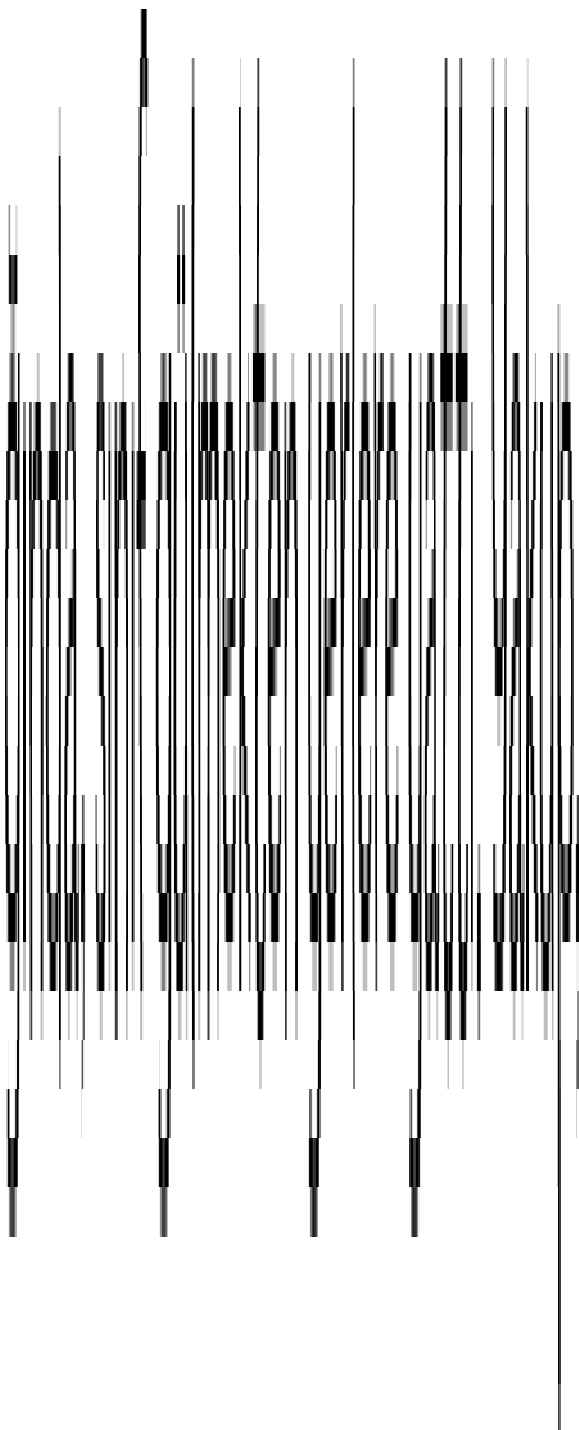


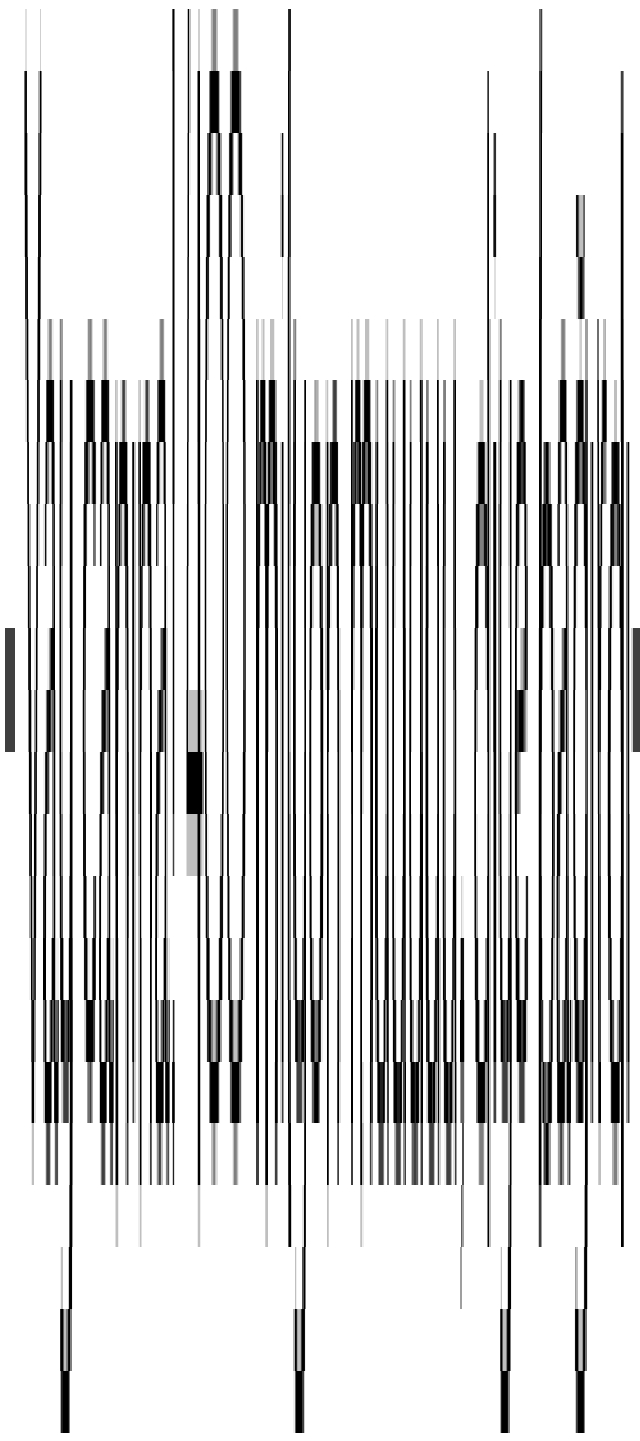


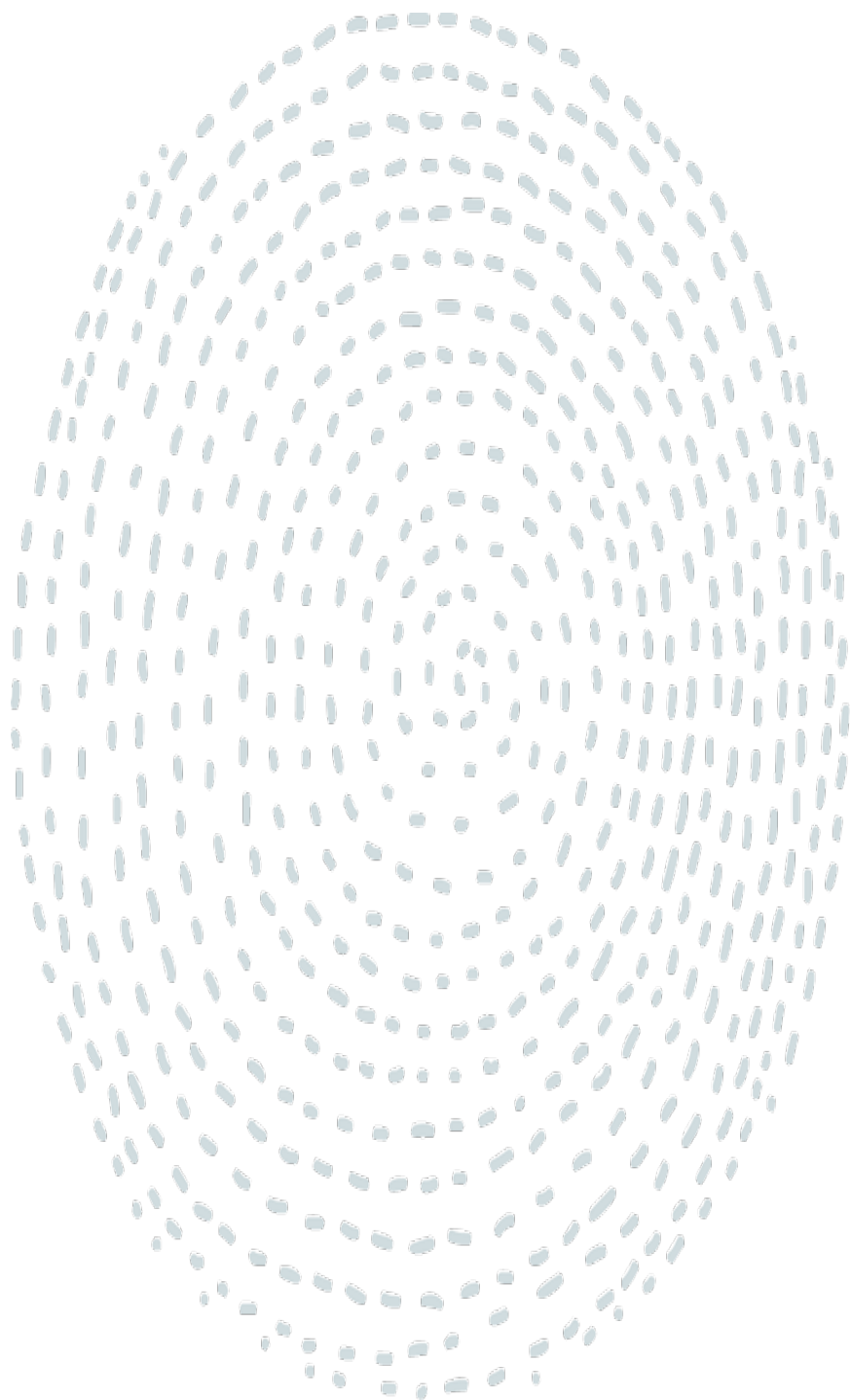


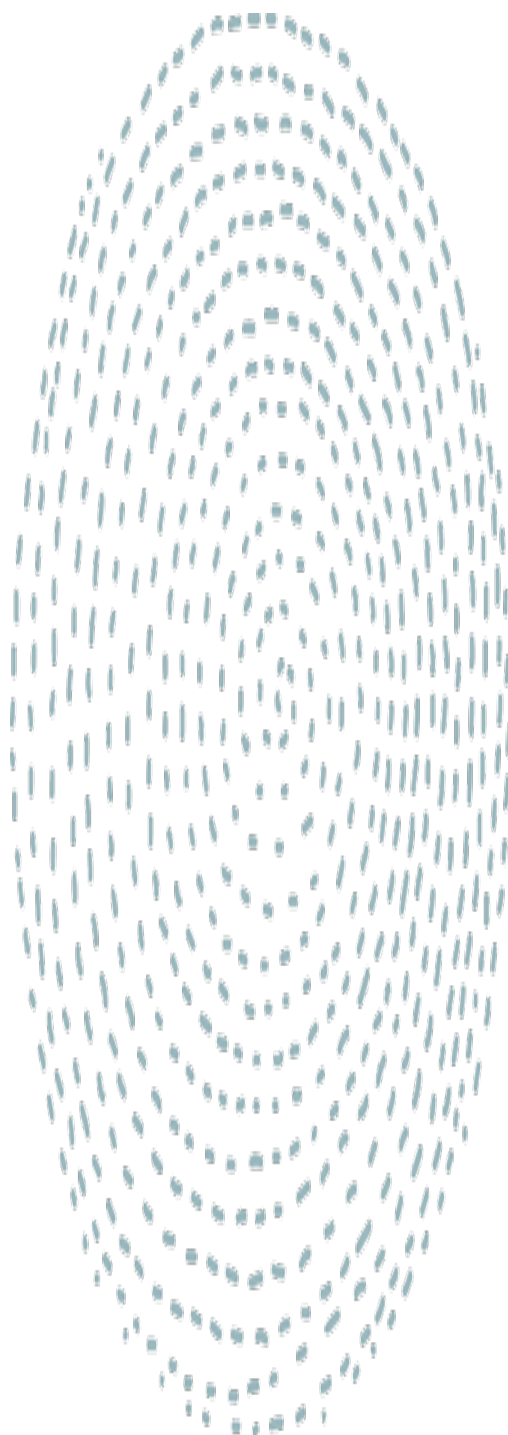




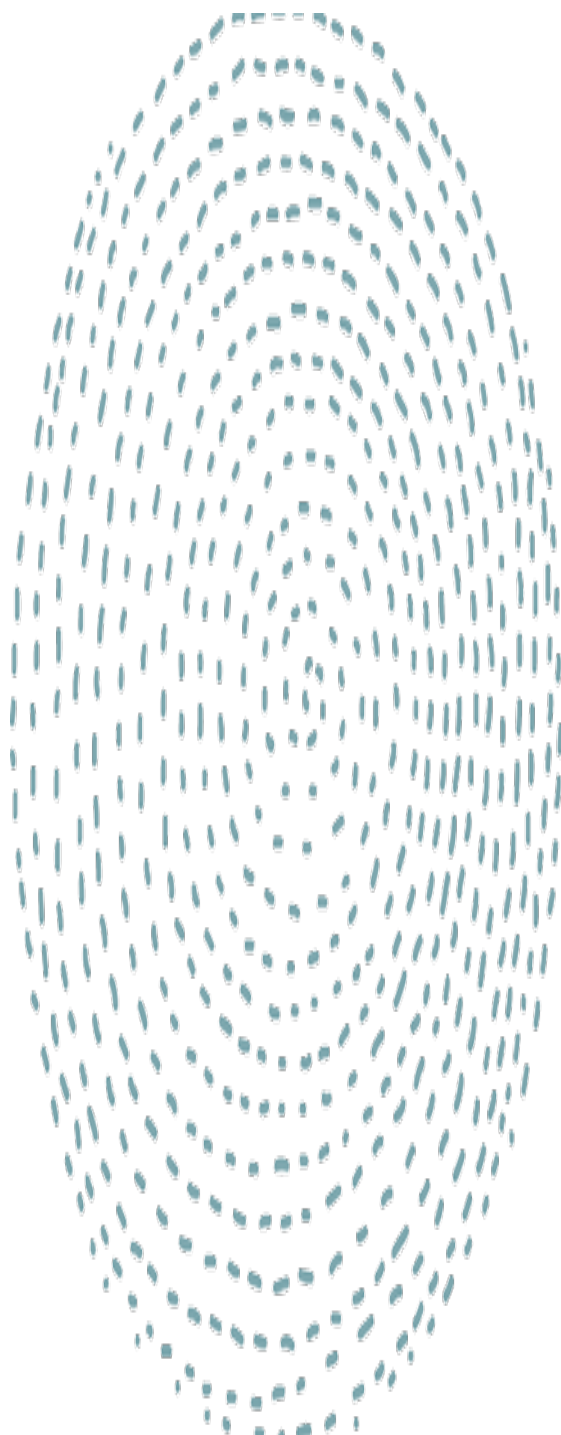








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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local researchers and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of sharing research findings with the community. It argues that research should not be conducted in a vacuum, but should be a collaborative process that involves the community from the beginning to the end. This approach can help to ensure that the research is relevant and useful to the community, and can also help to build trust and rapport between researchers and participants.

In conclusion, the paper emphasizes the importance of cultural sensitivity in research. It argues that researchers must be aware of the cultural context of their research and must take steps to ensure that their research is culturally appropriate and relevant. By following these guidelines, researchers can conduct research that is both rigorous and respectful of the communities they are studying.

The first part of the paper discusses the importance of the research and the objectives of the study. It then proceeds to a literature review, where the existing research on the topic is examined. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion summarizes the main points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a representative sample of the population, and the results were analyzed using appropriate statistical methods. The findings of the study are presented in a clear and concise manner, and the conclusions are based on the evidence presented.

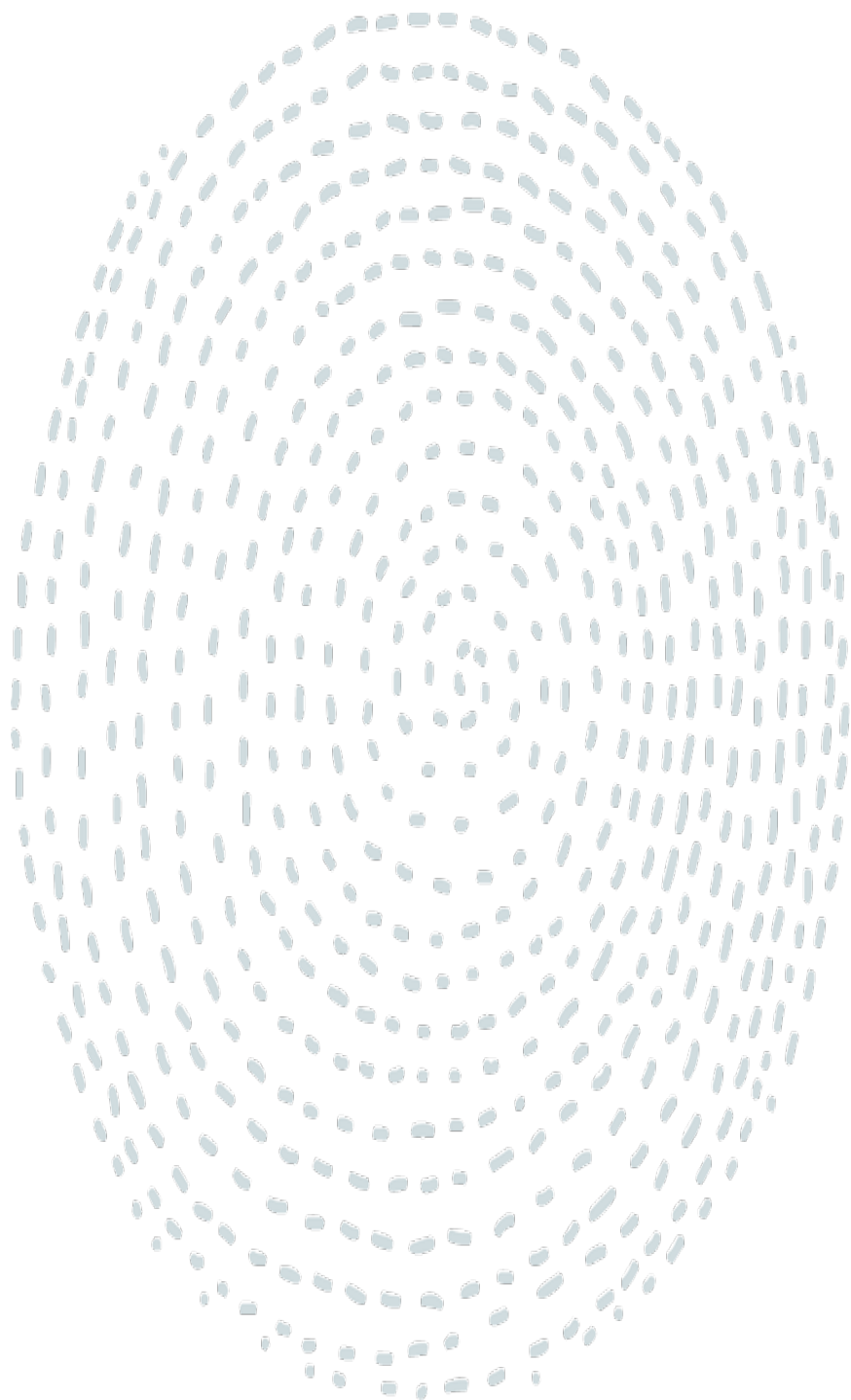
The study has several strengths, including a large sample size and a well-defined research design. However, there are also some limitations, such as the potential for bias in the sample and the lack of control over some of the variables. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

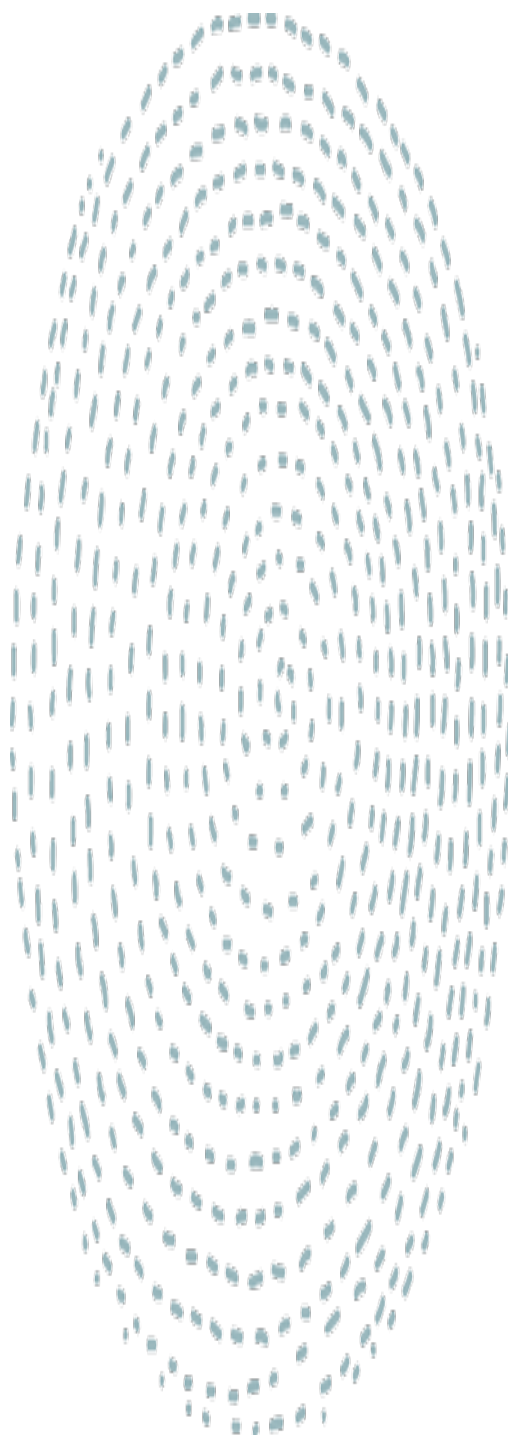
The research was funded by the [funding source], and the authors would like to thank them for their support. The authors also thank the participants for their contribution to the study and the reviewers for their helpful comments.

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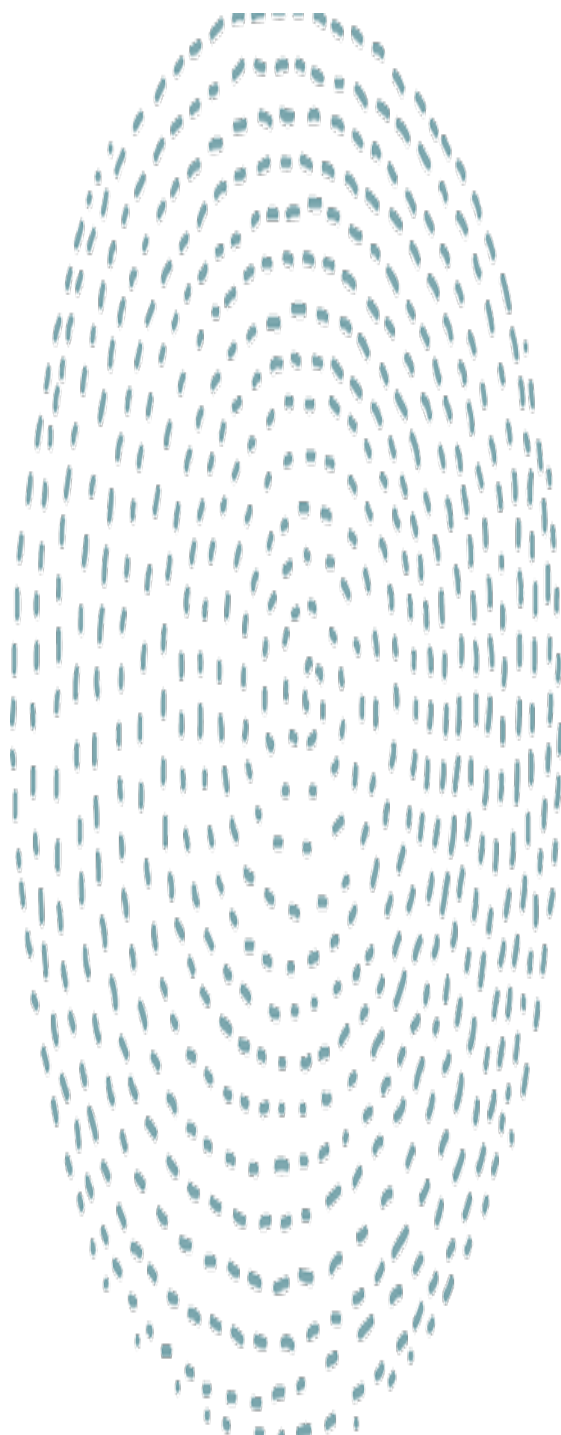
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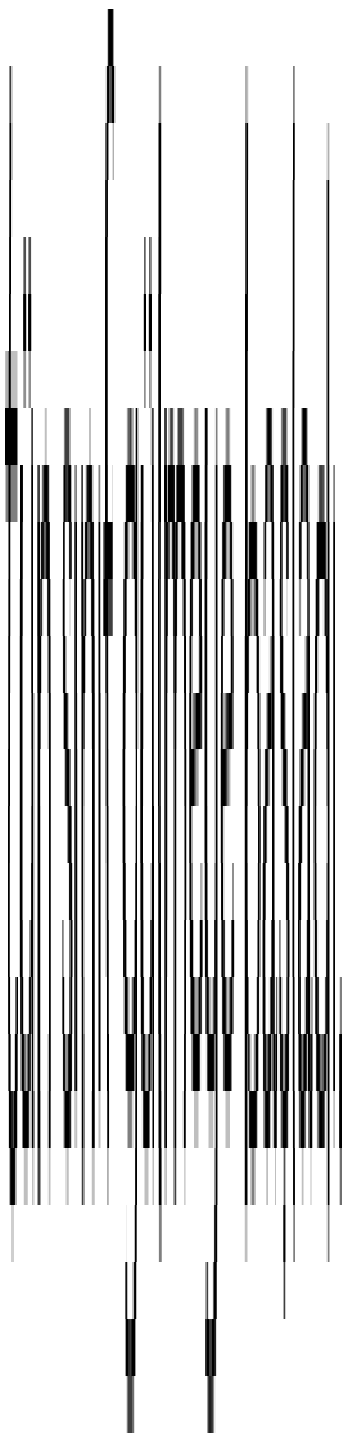
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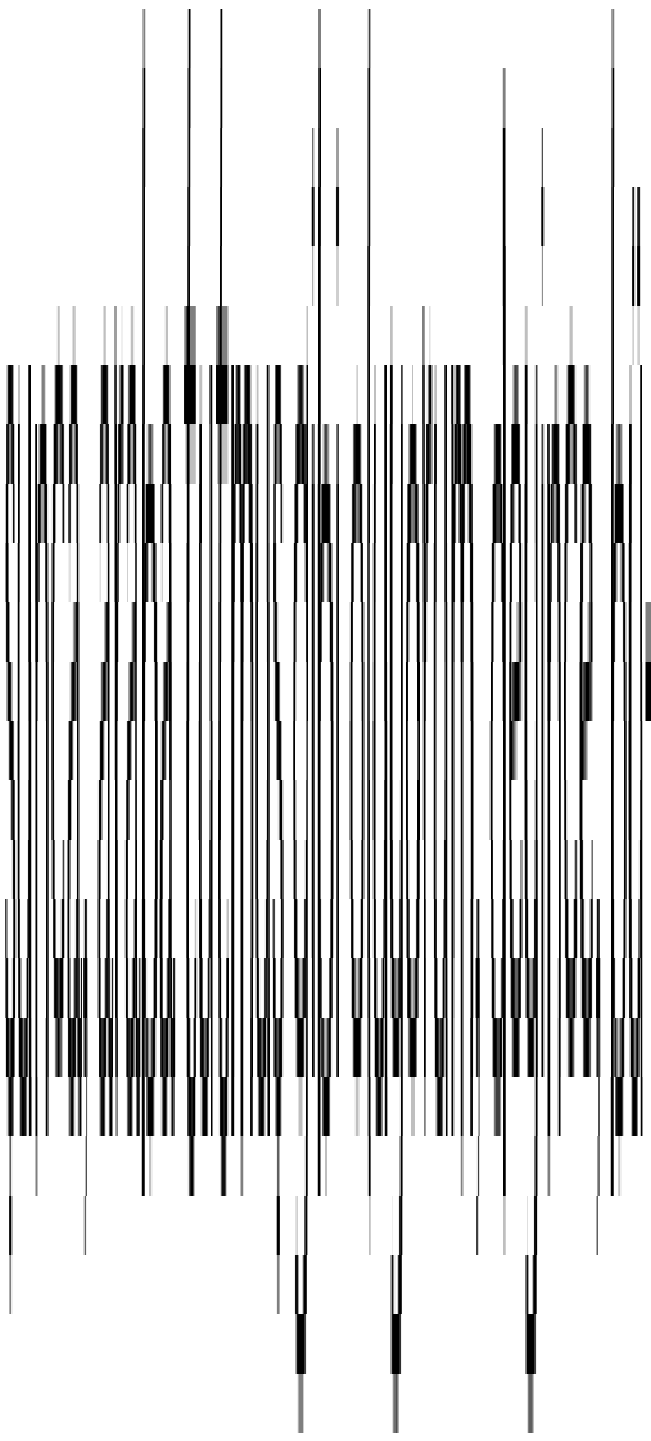


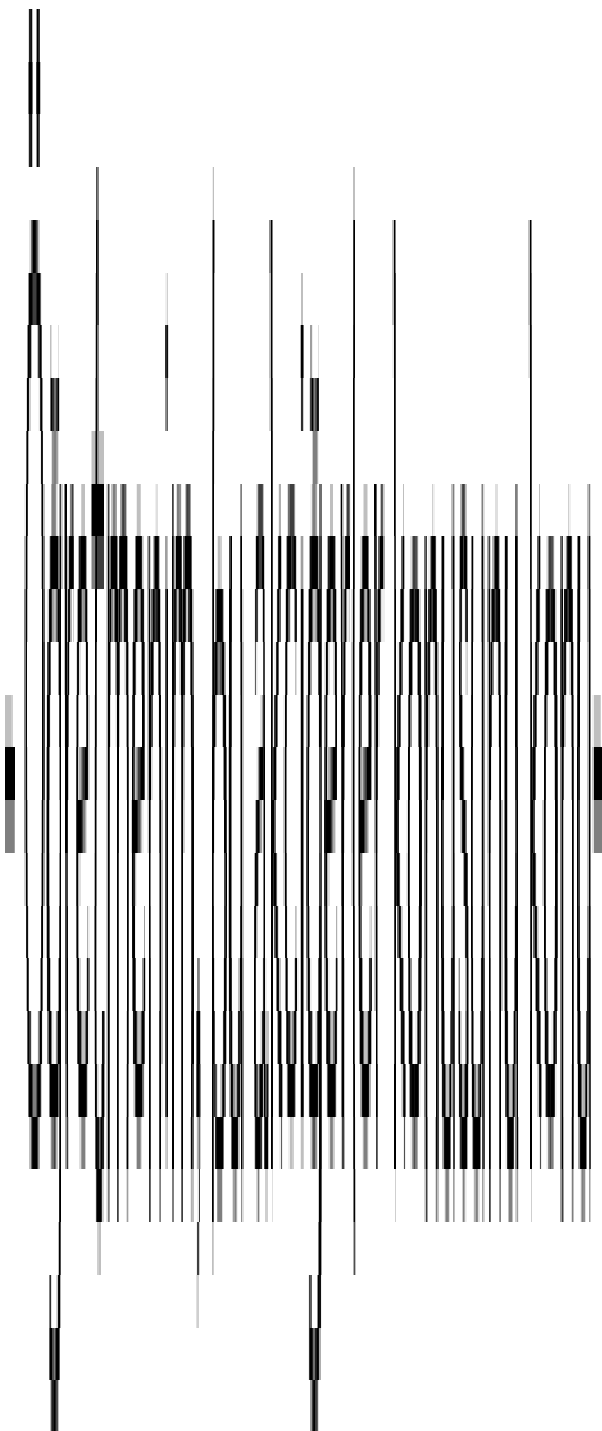


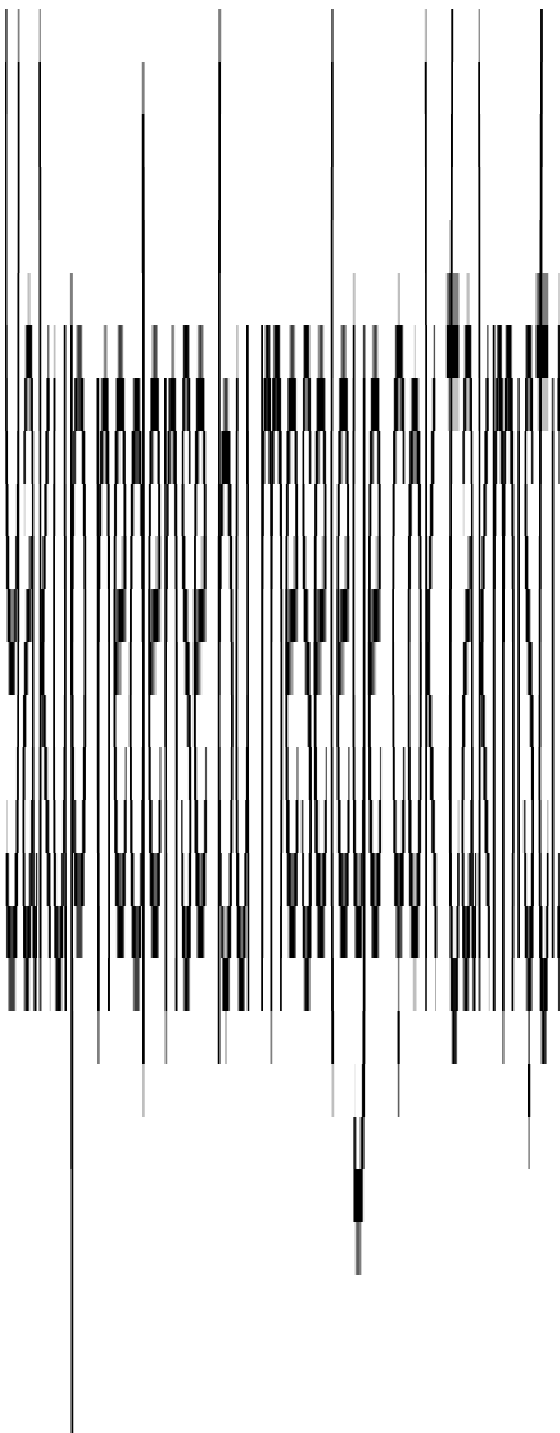
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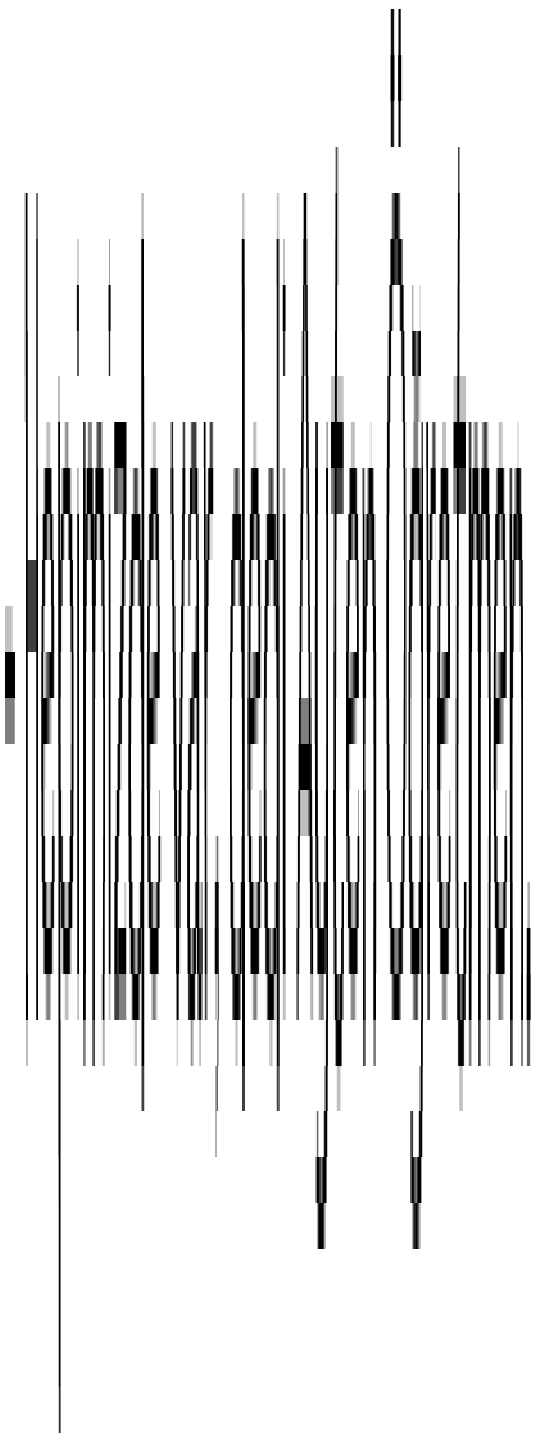




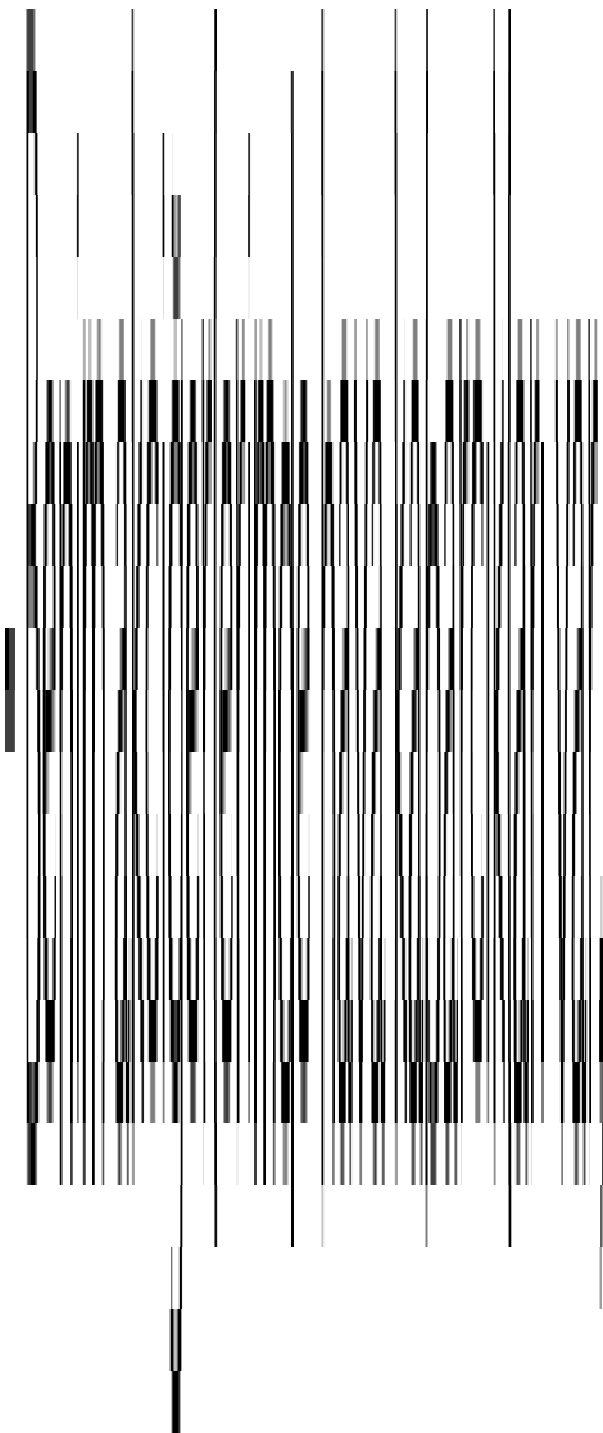


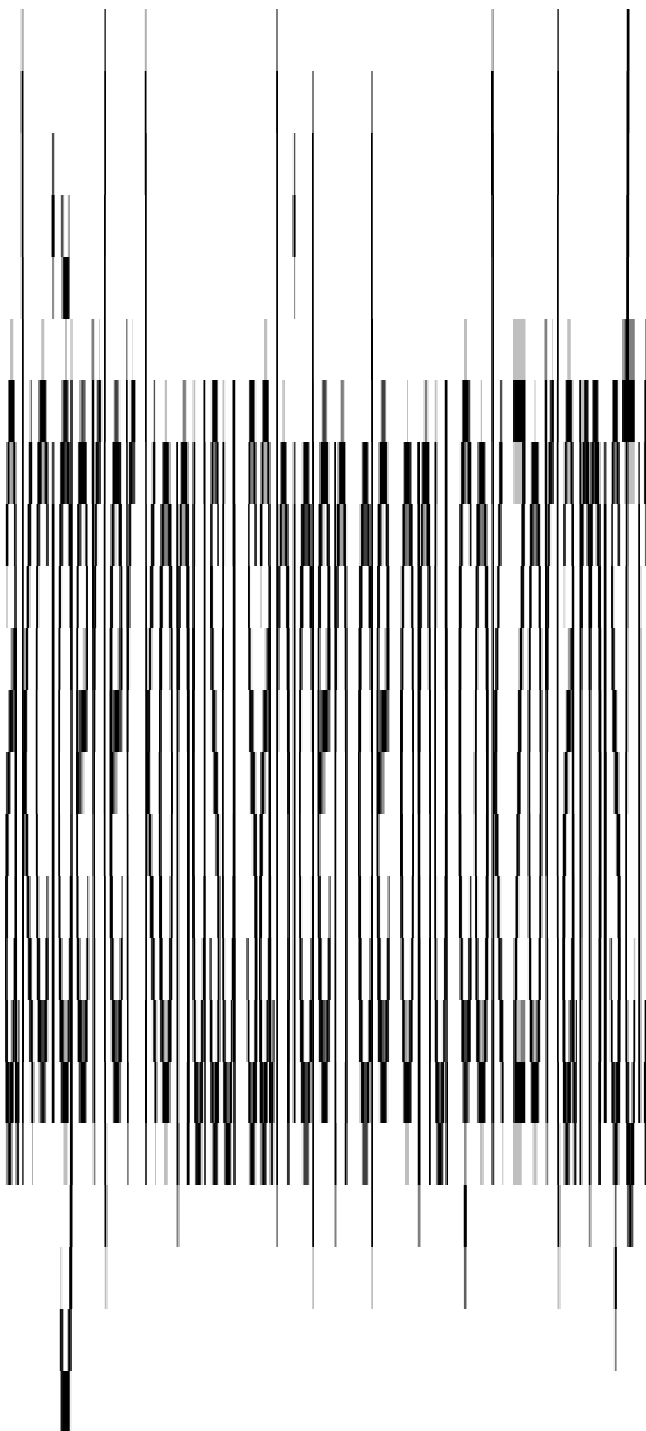


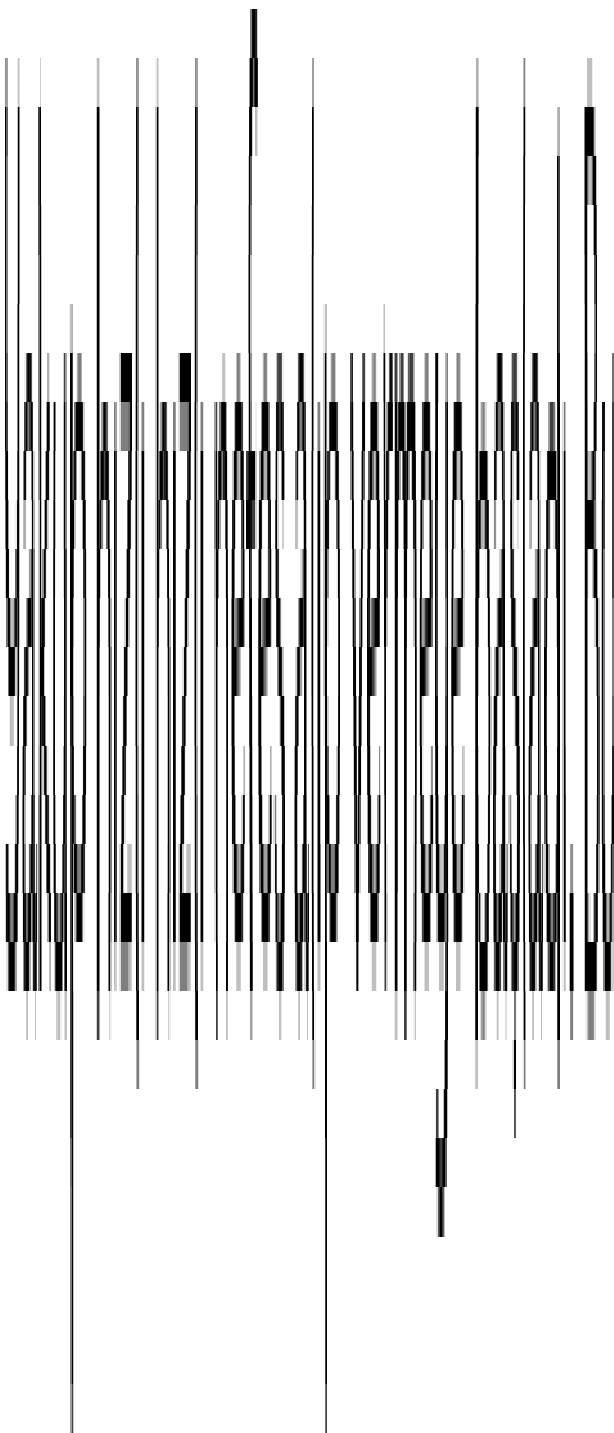




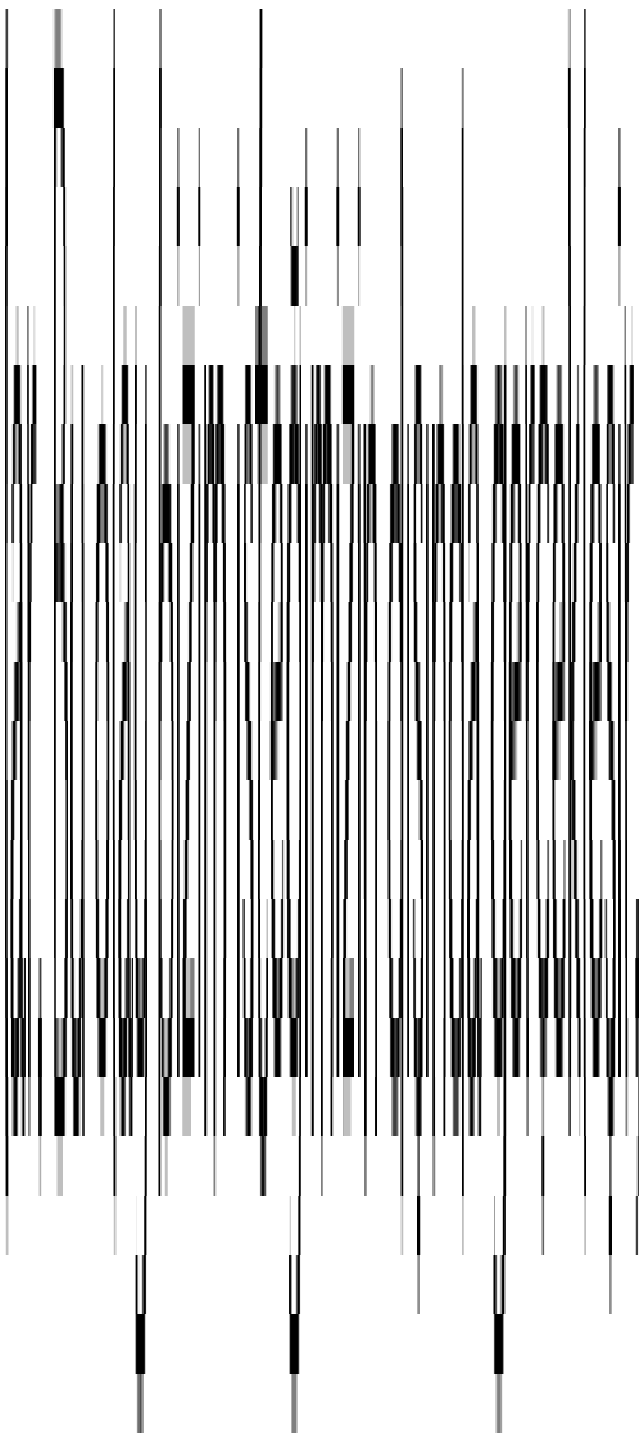


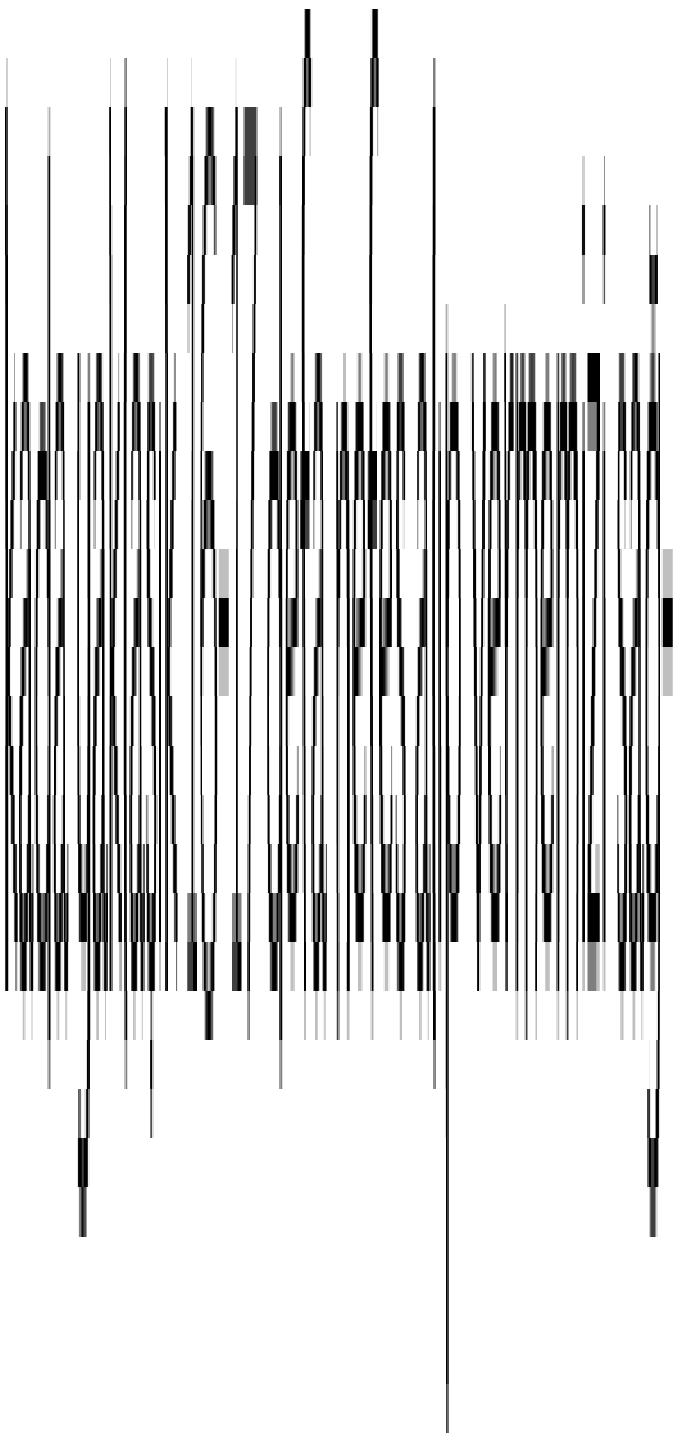


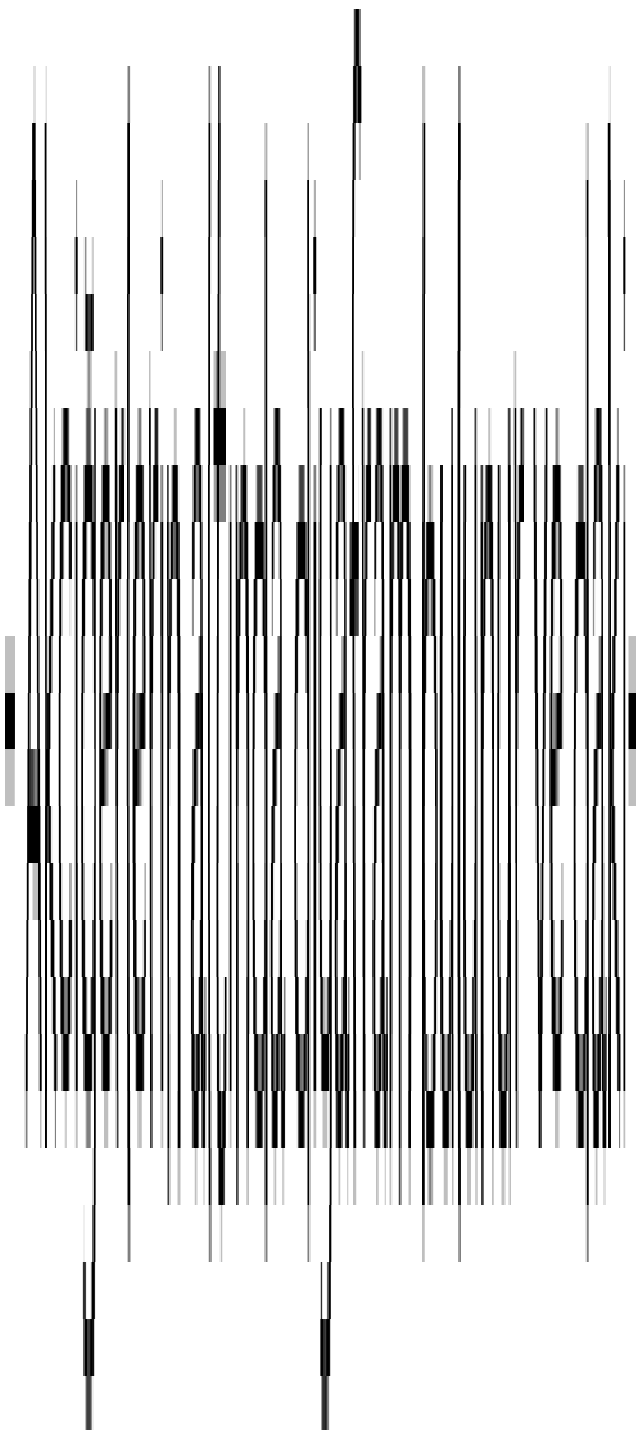


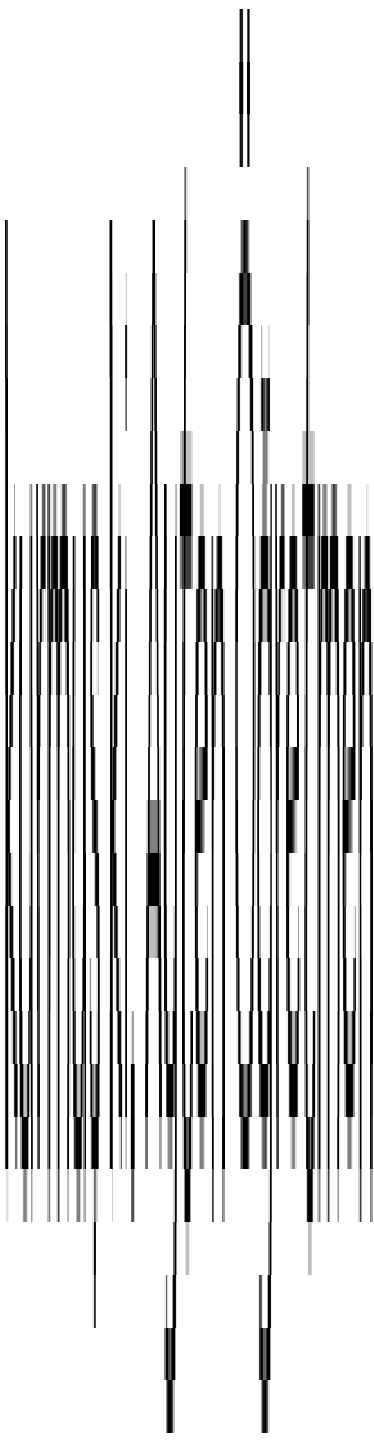


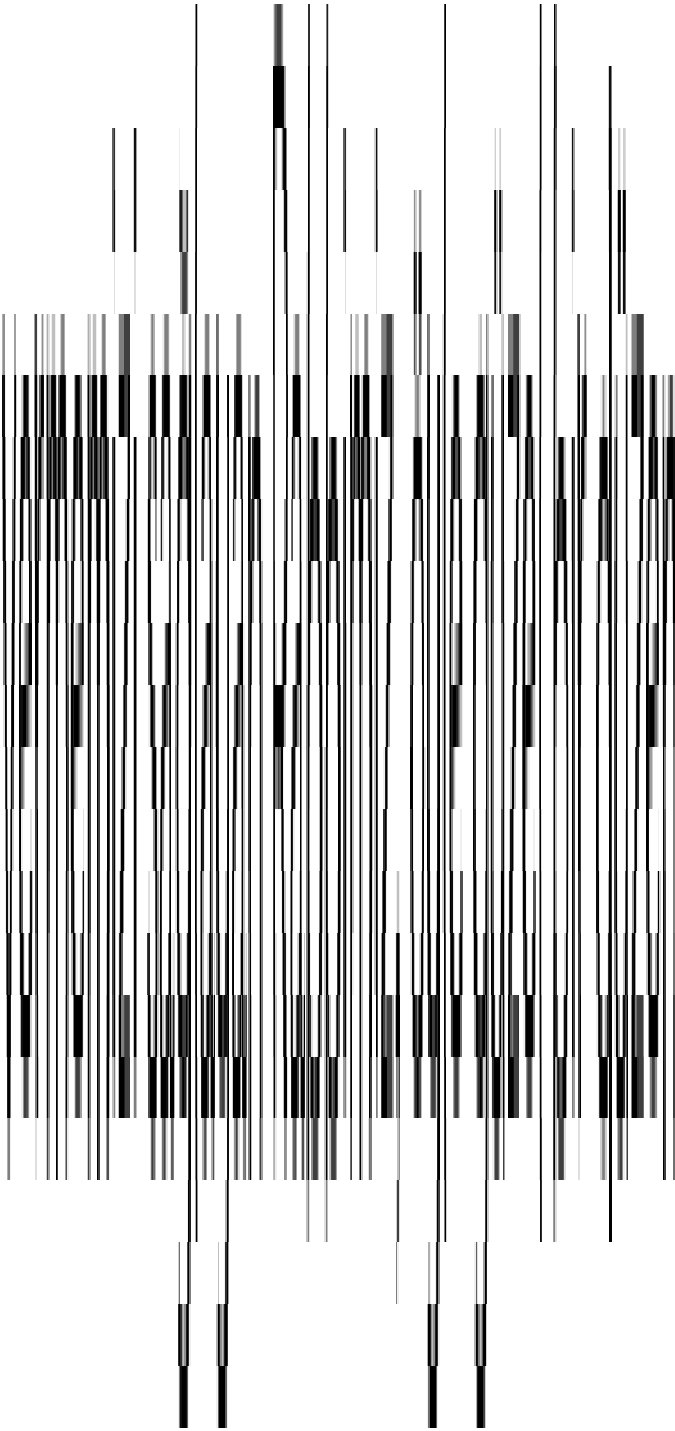


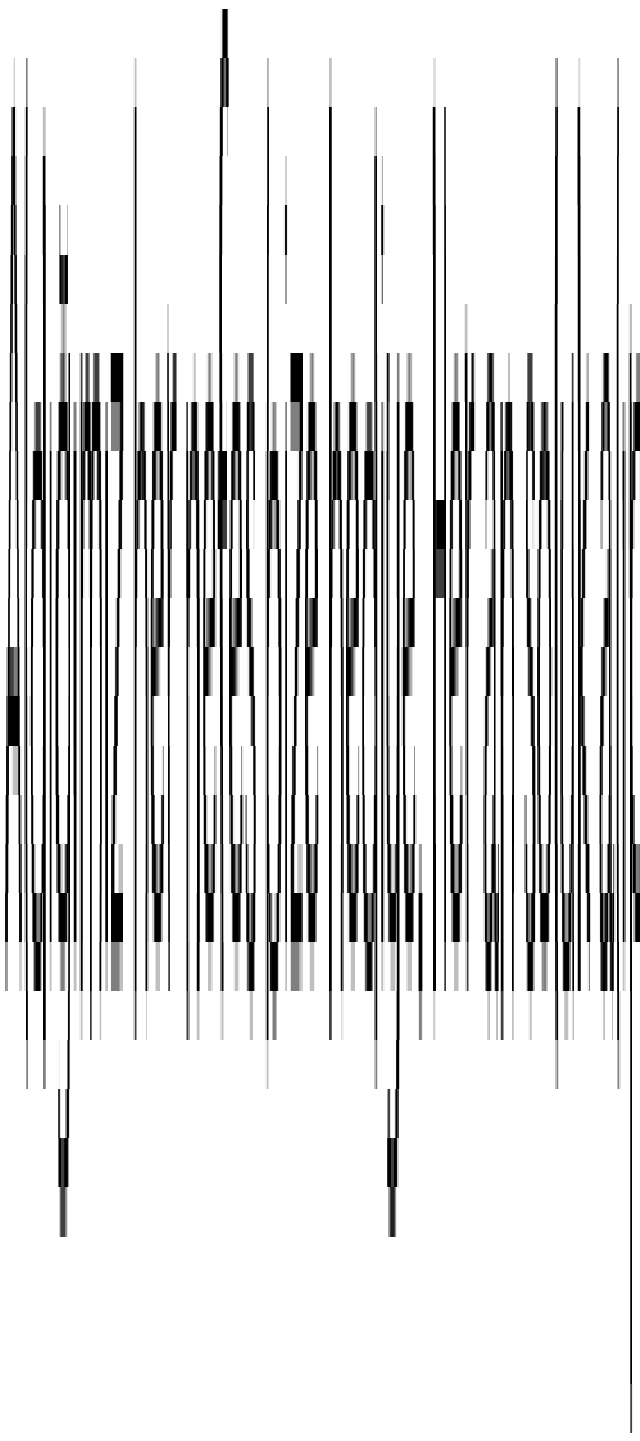


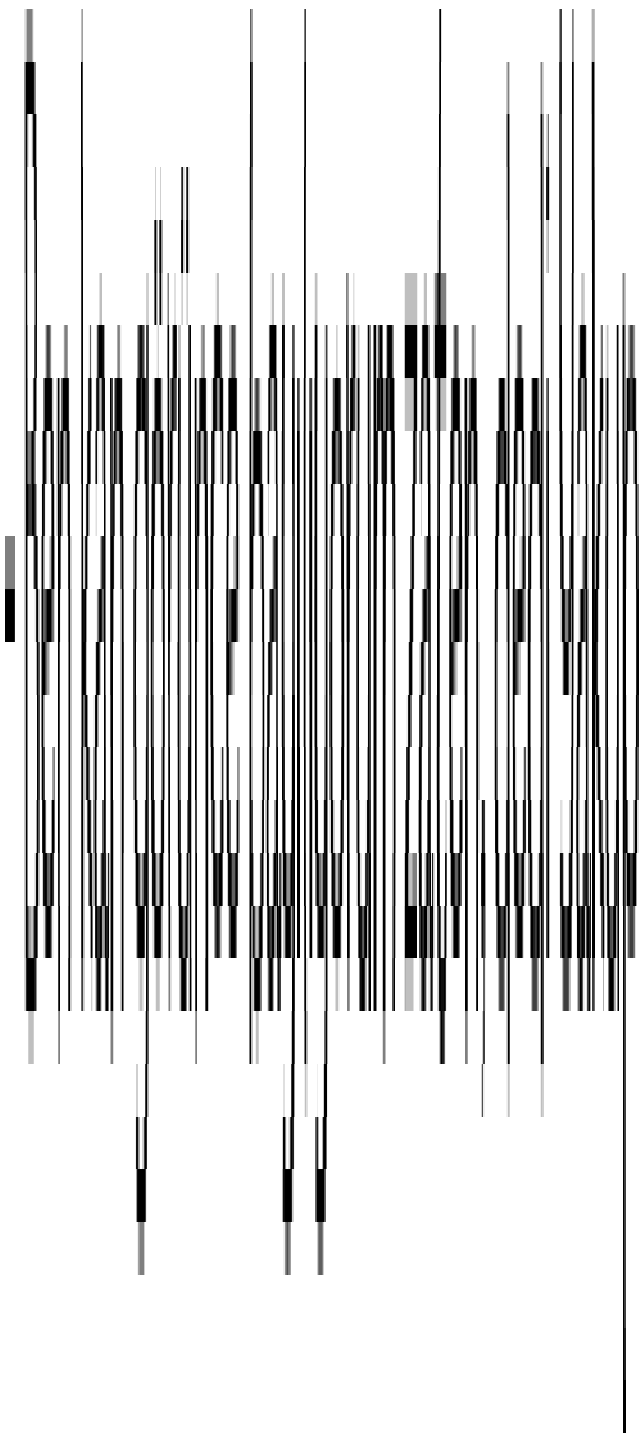


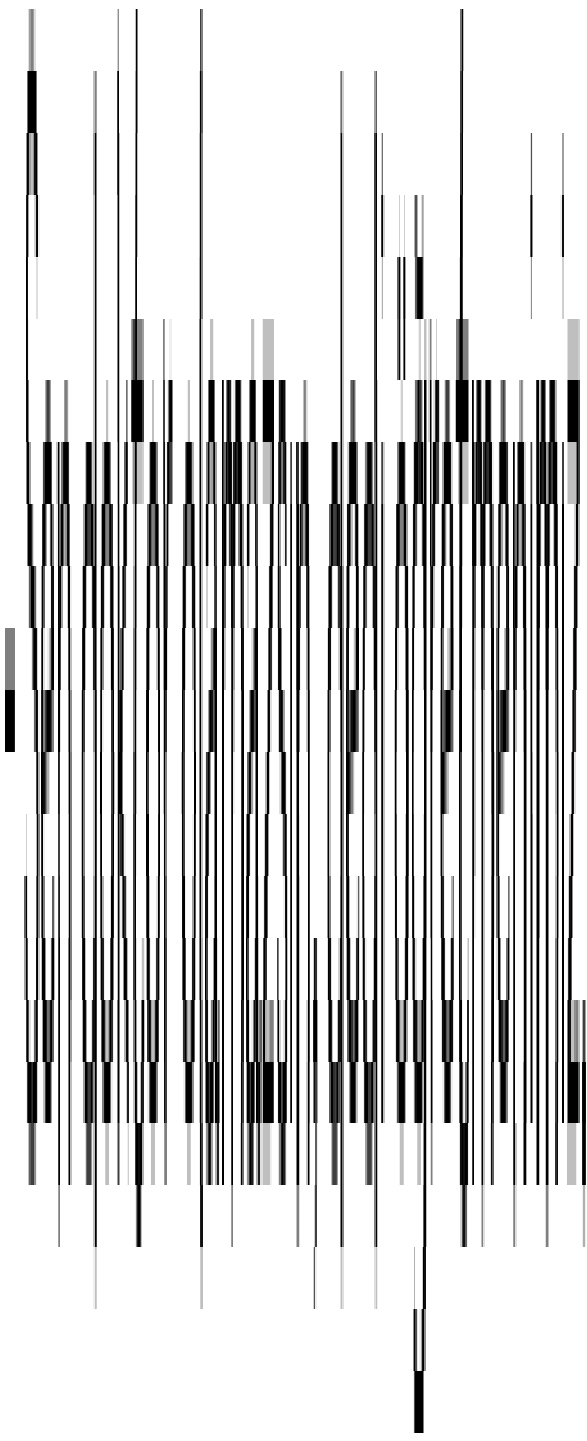


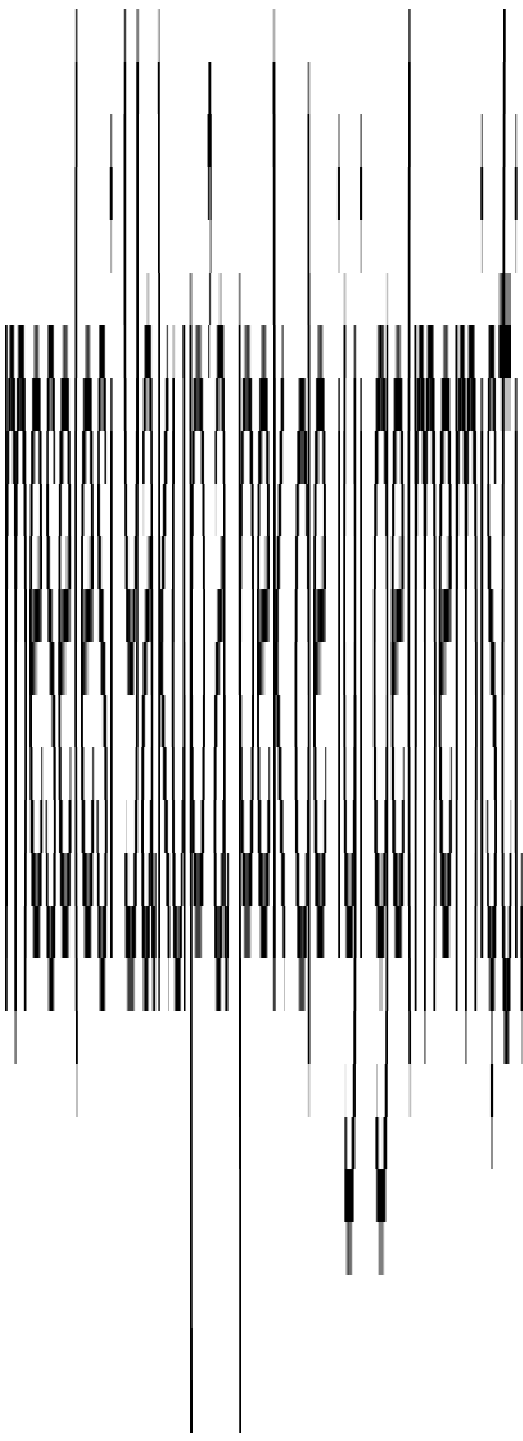


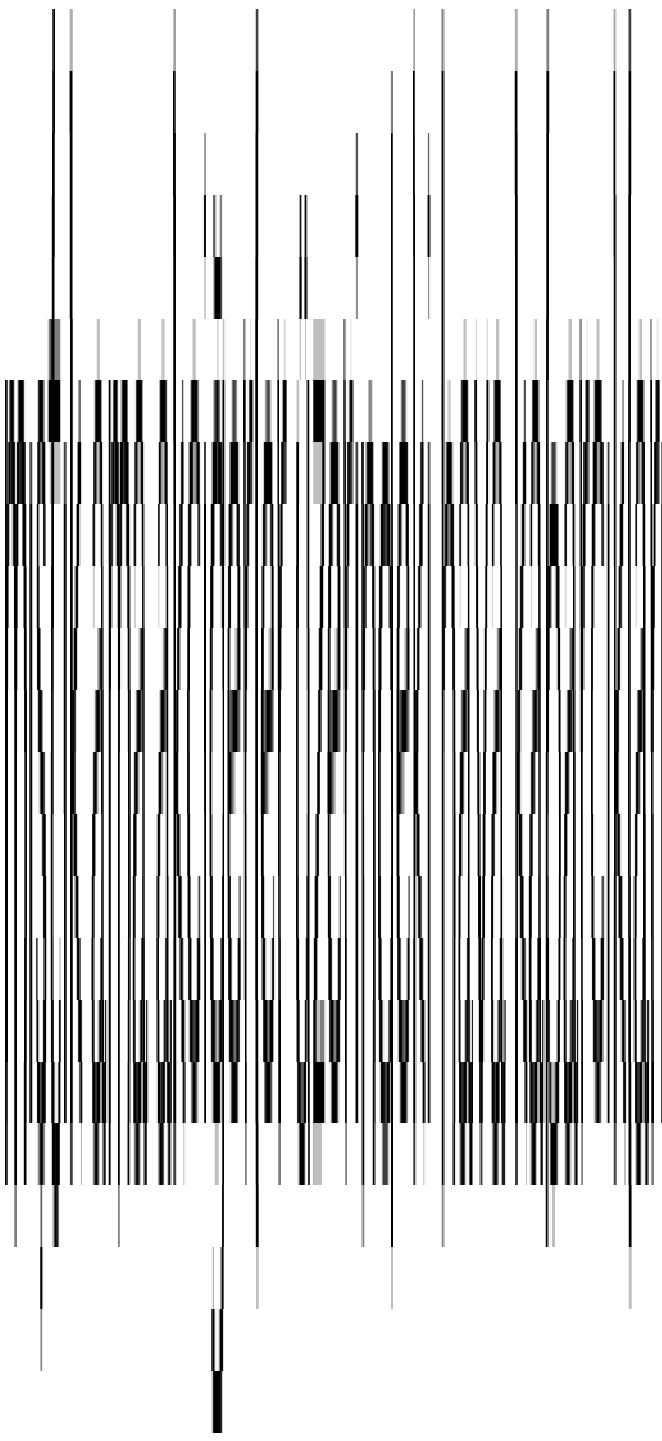


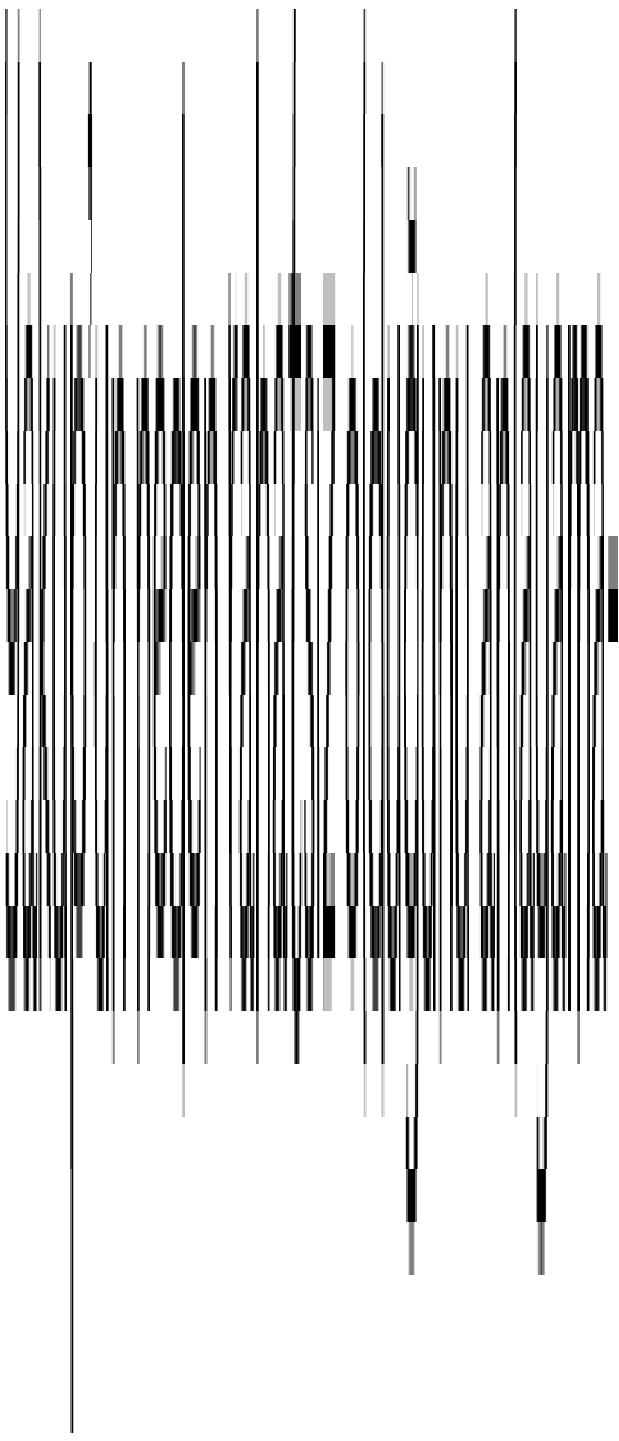


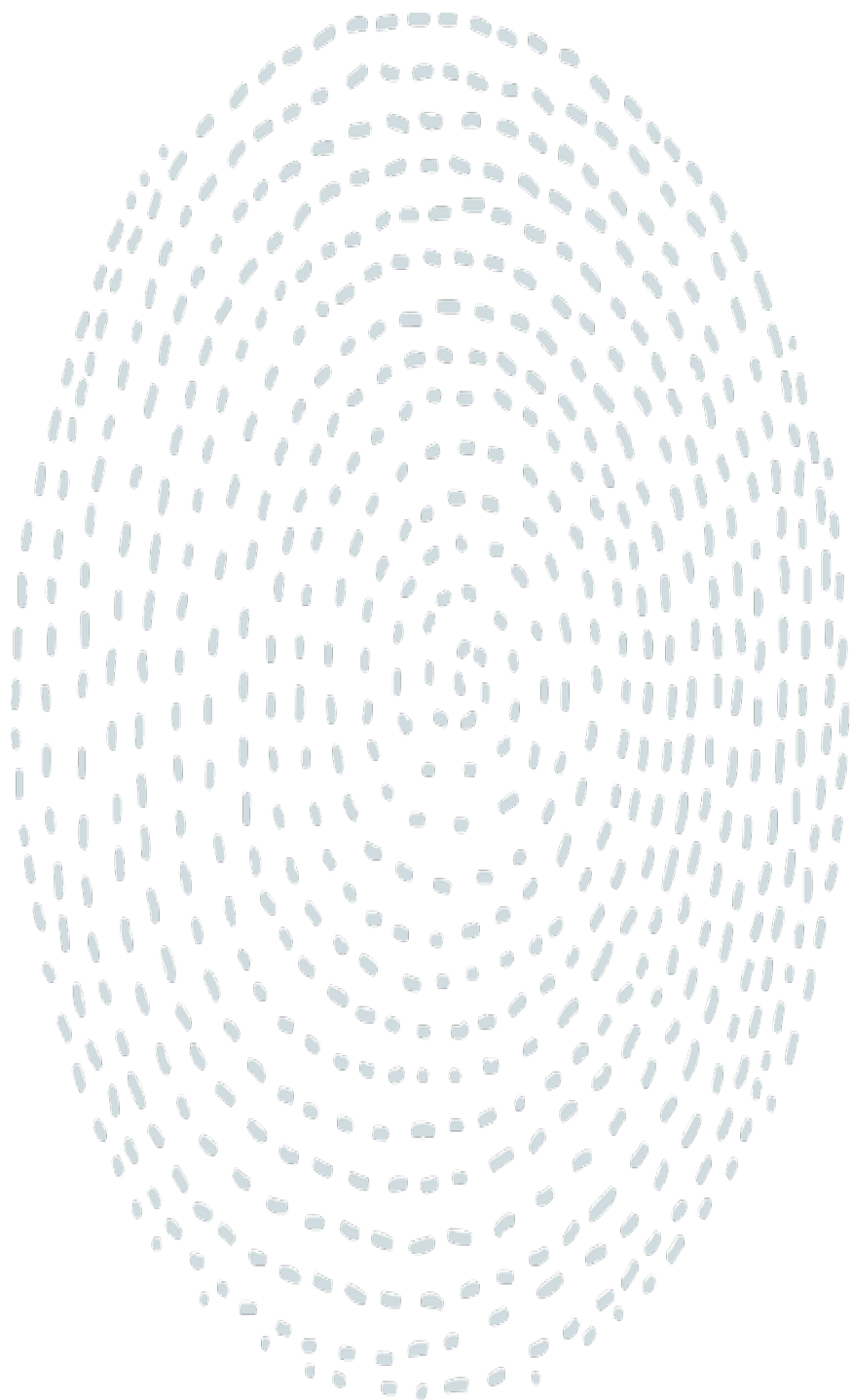


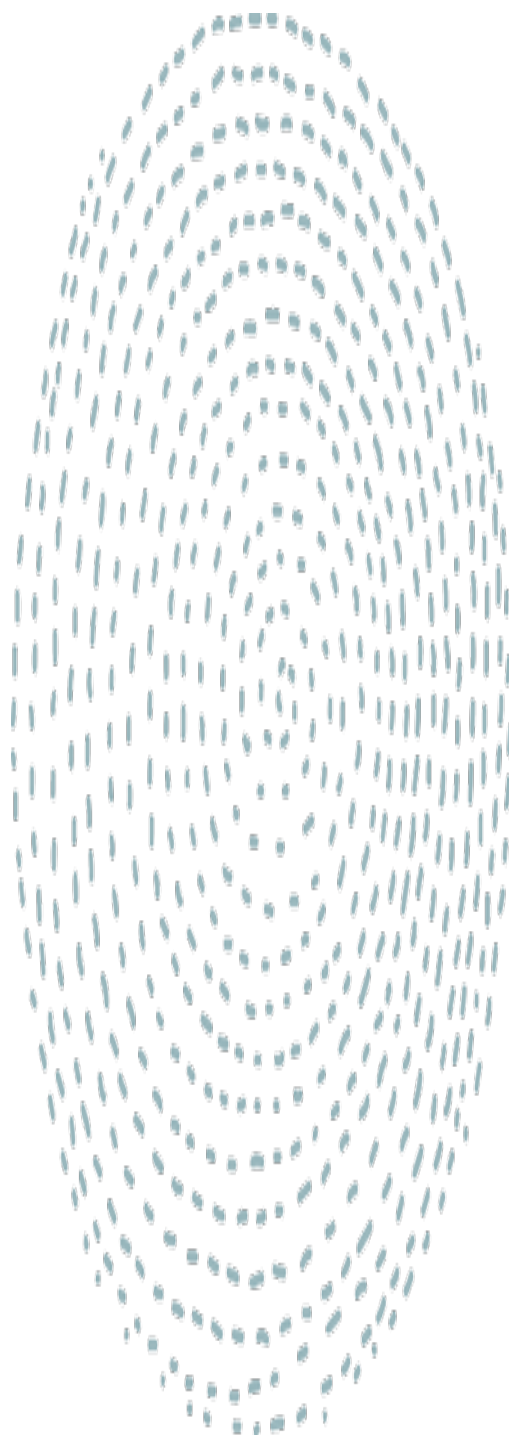












1. The first step is to identify the key components of the system.

2. The second step is to analyze the interactions between these components.

3. The third step is to develop a model that captures the essential features of the system.

4. The fourth step is to validate the model against experimental data.

5. The fifth step is to use the model to make predictions about the system's behavior.

6. The sixth step is to refine the model based on the results of the predictions.

7. The seventh step is to apply the model to a specific problem or scenario.

8. The eighth step is to evaluate the results of the application and determine the next steps.

9. The ninth step is to communicate the findings of the study to the relevant stakeholders.

10. The tenth step is to document the entire process and the results of the study.

11. The eleventh step is to review the work and ensure that all necessary steps have been completed.

12. The twelfth step is to prepare a final report or presentation of the study.

13. The thirteenth step is to submit the final report or presentation to the appropriate authorities.

14. The fourteenth step is to follow up on the results of the submission and address any feedback.

15. The fifteenth step is to conclude the study and reflect on the overall experience.

16. The sixteenth step is to share the results of the study with the broader community.

17. The seventeenth step is to continue to monitor the system and make adjustments as needed.

18. The eighteenth step is to maintain a record of the study and its findings.

19. The nineteenth step is to seek out opportunities for further research and collaboration.

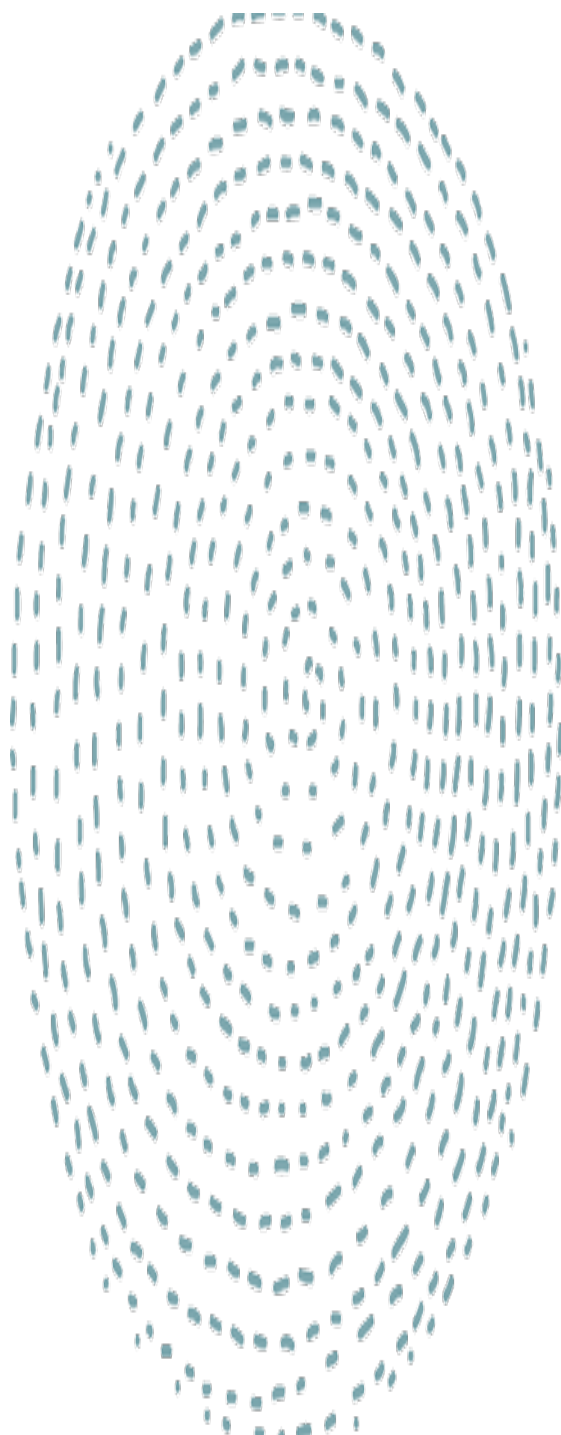
20. The twentieth step is to stay up-to-date on the latest developments in the field.

21. The twenty-first step is to continue to learn and grow as a professional.

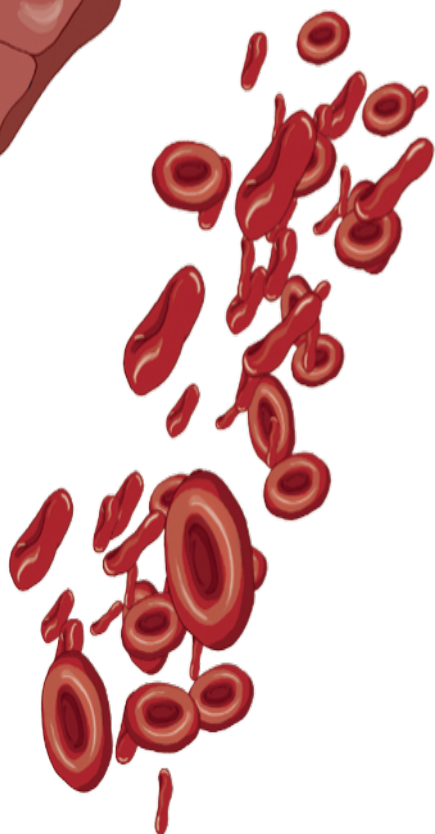
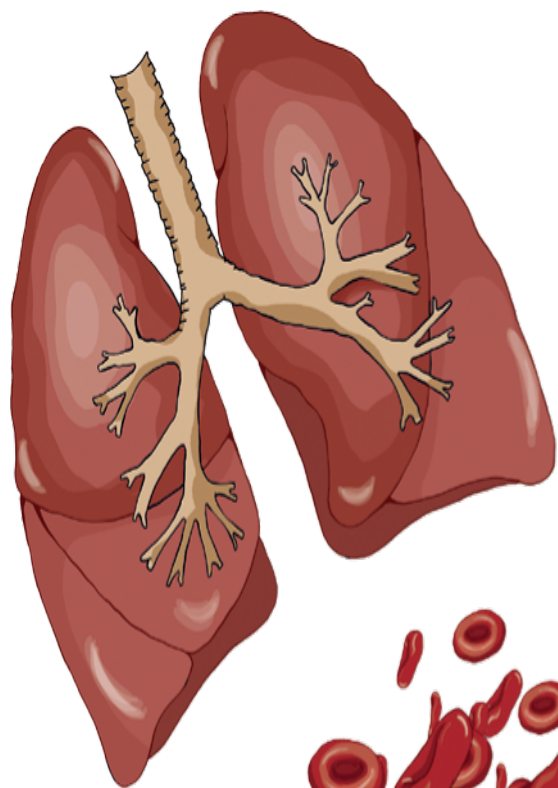
22. The twenty-second step is to contribute to the field and make a positive impact.

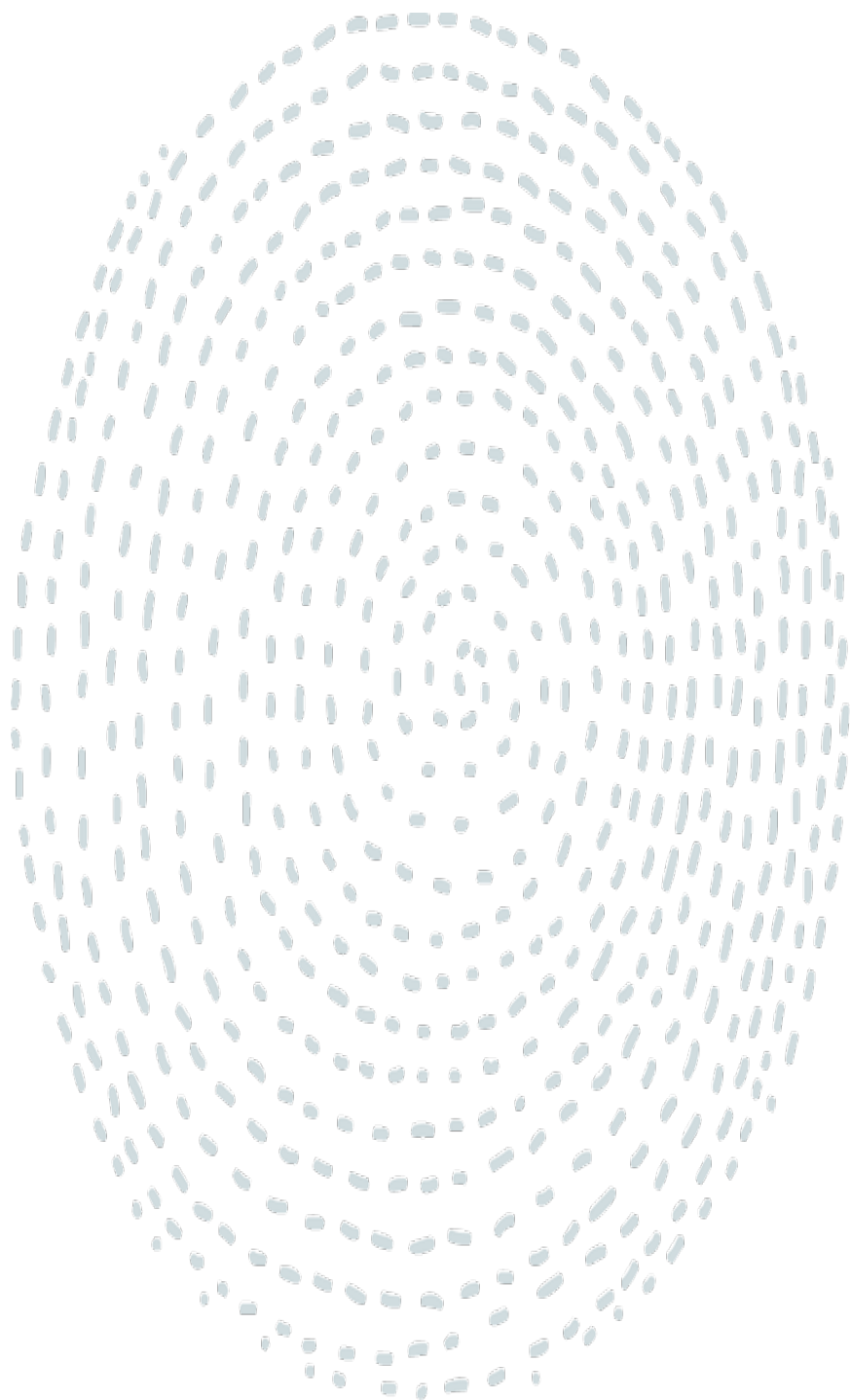
23. The twenty-third step is to stay motivated and committed to the work.

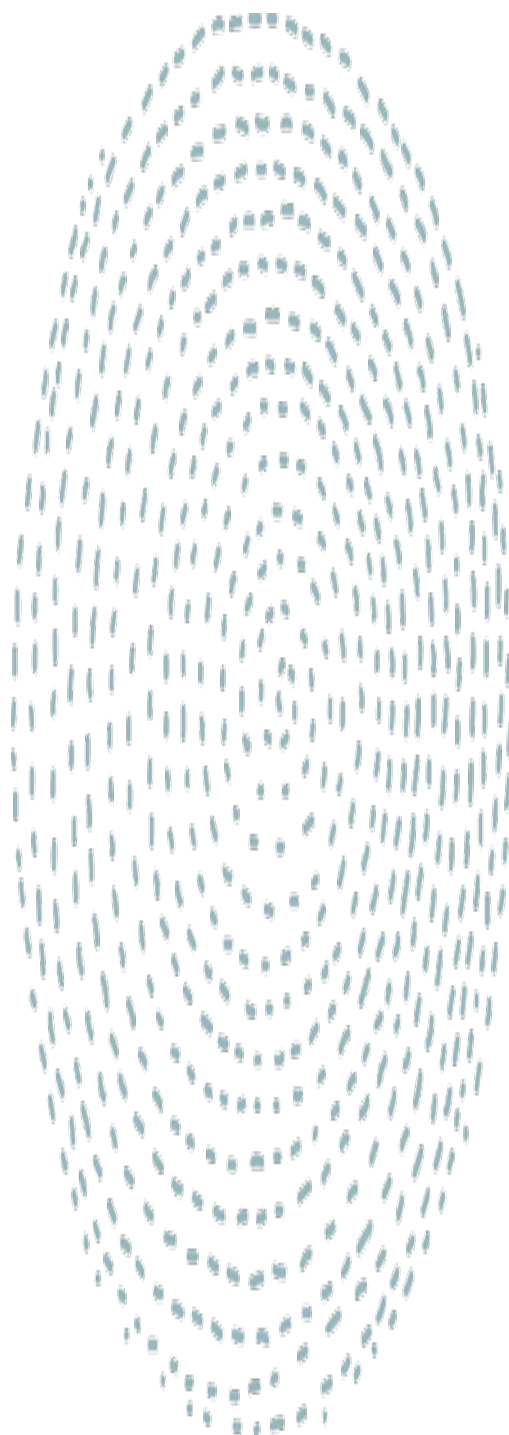
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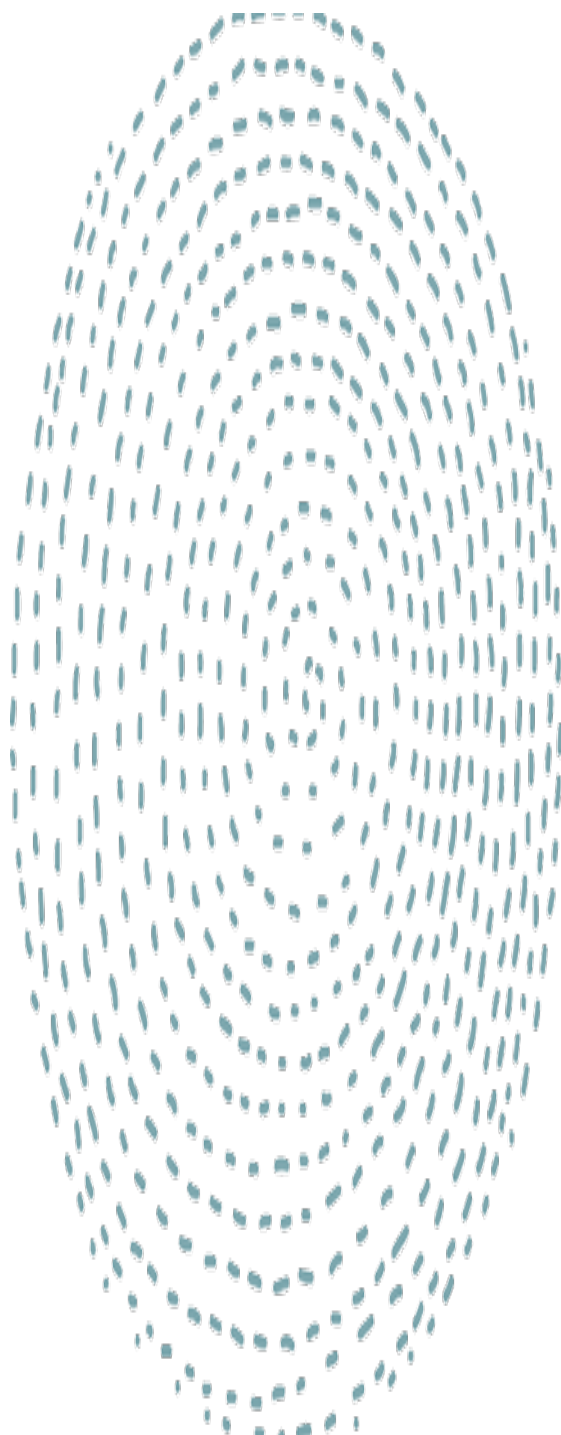




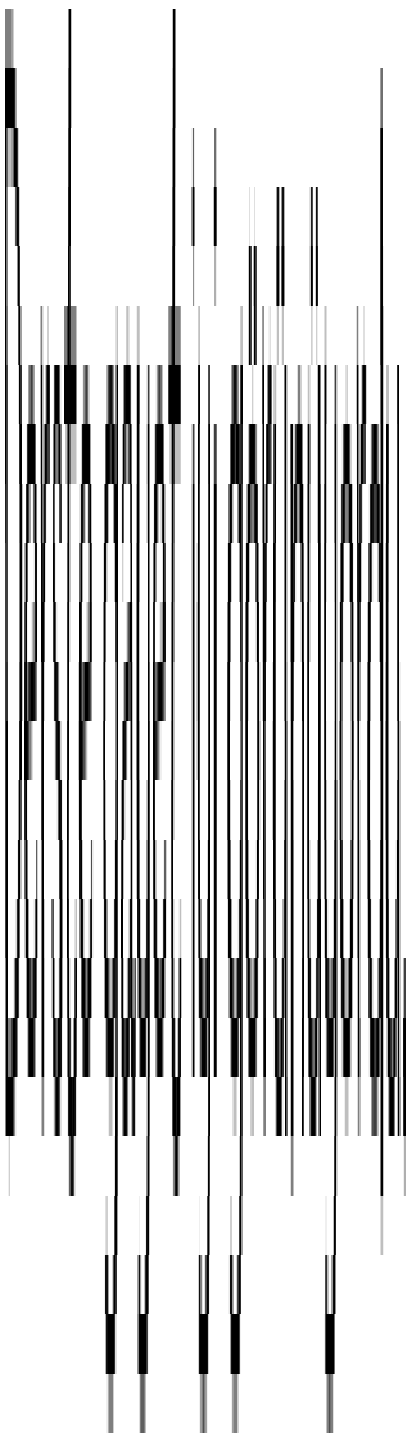


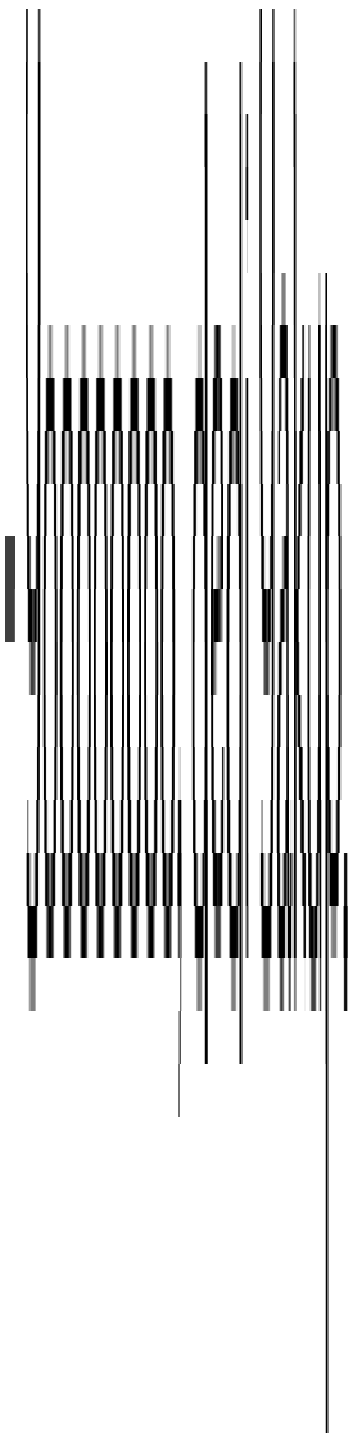


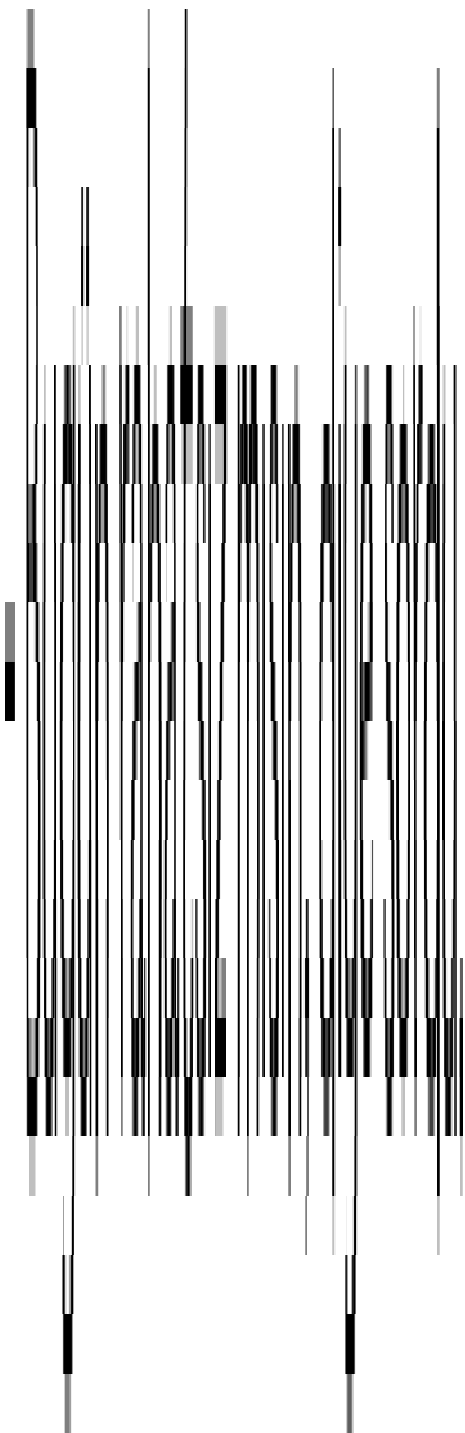


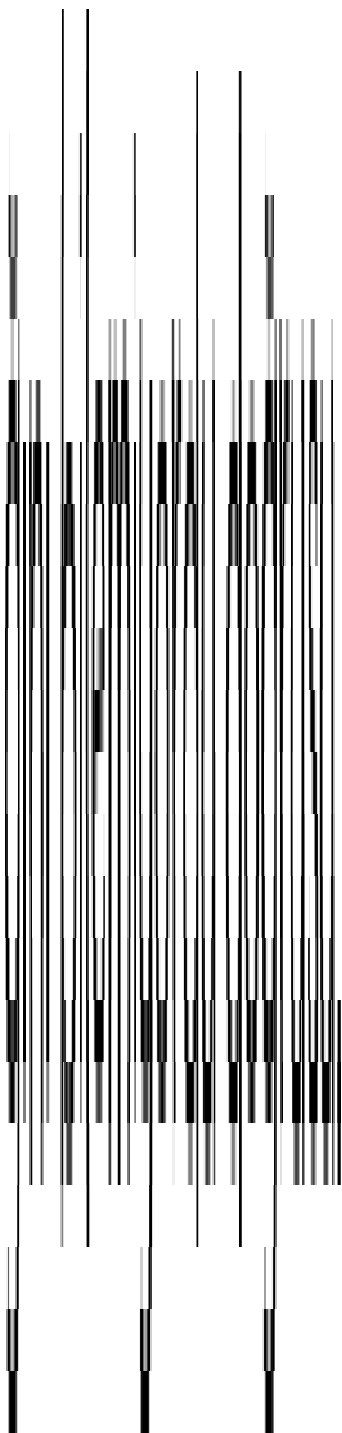


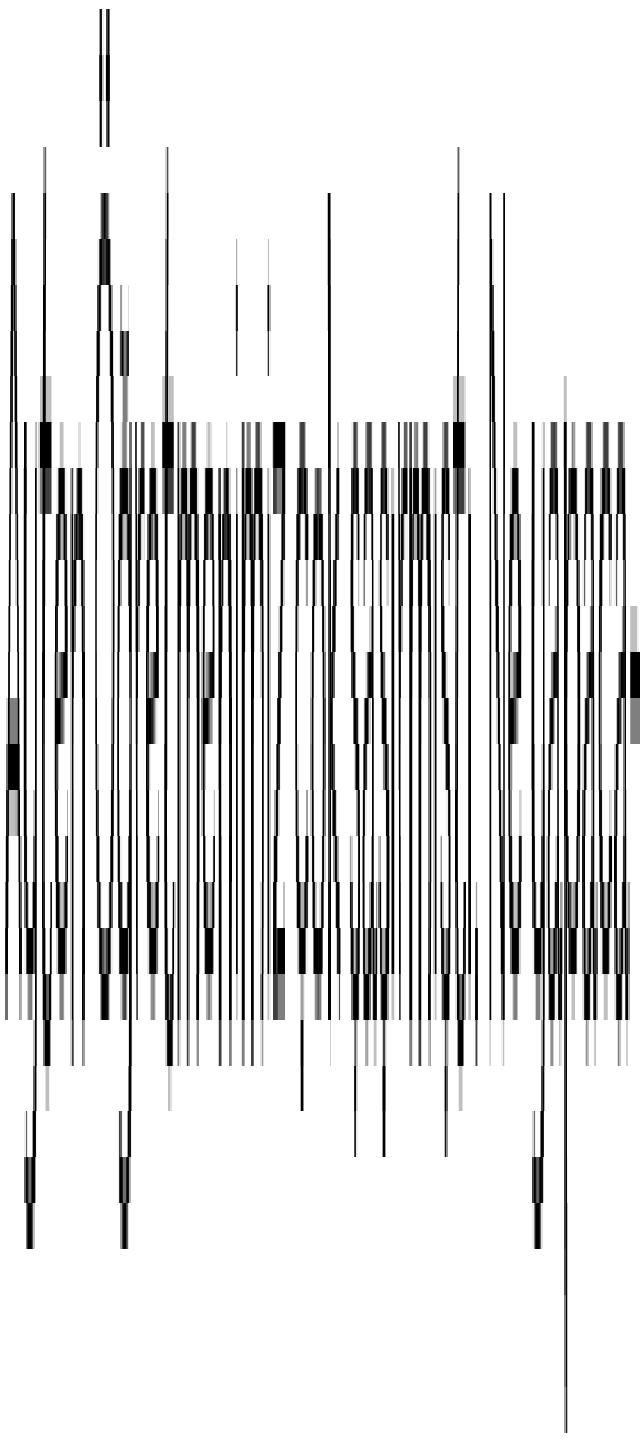


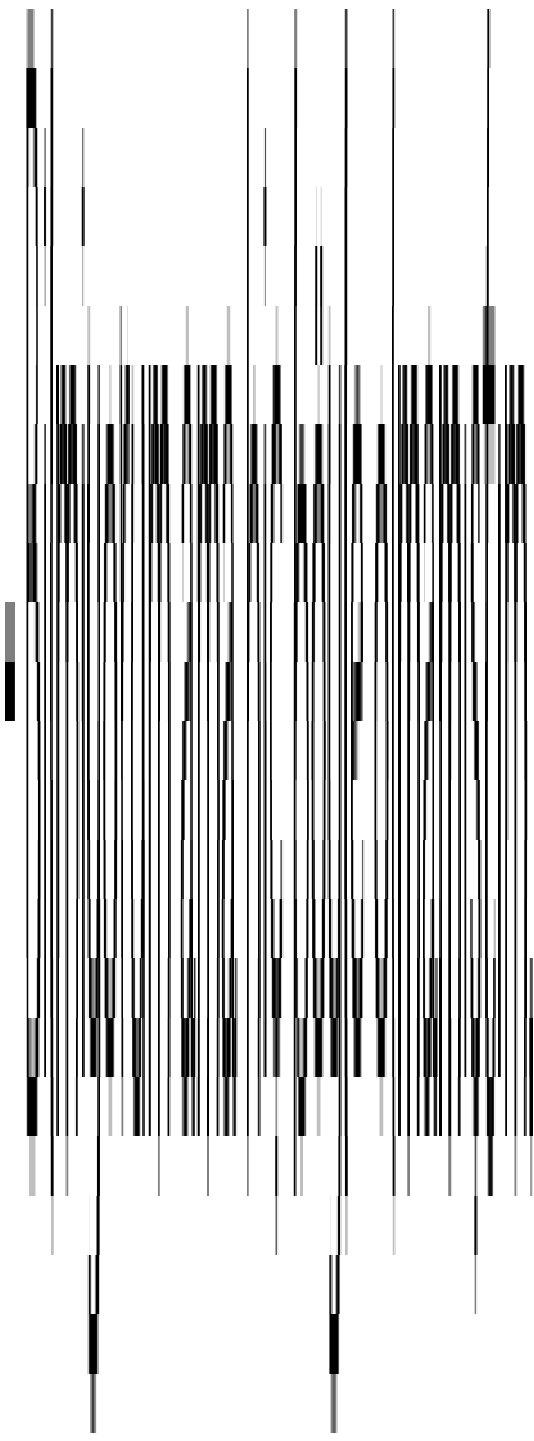


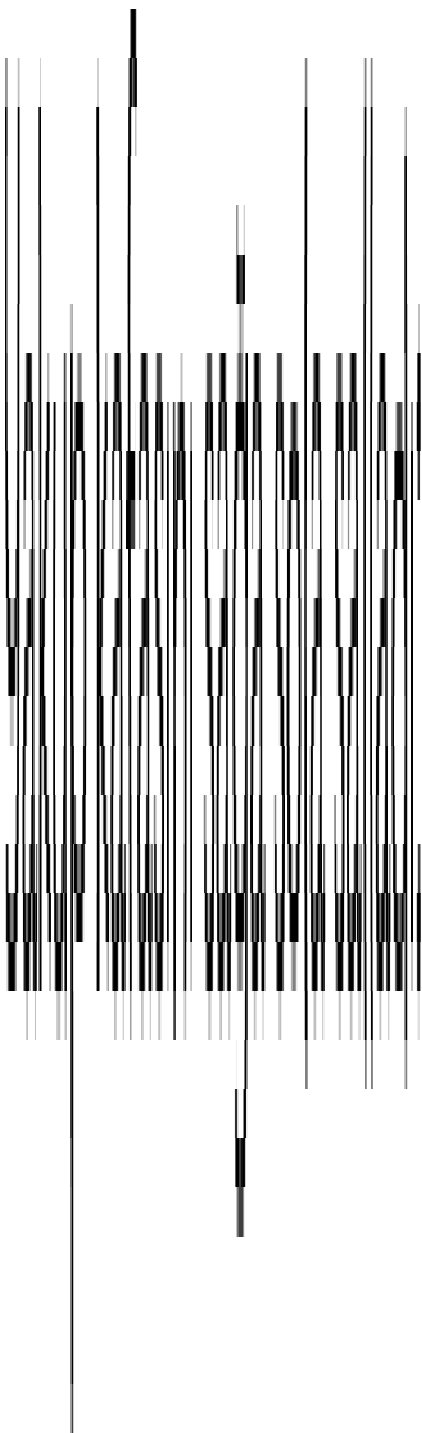


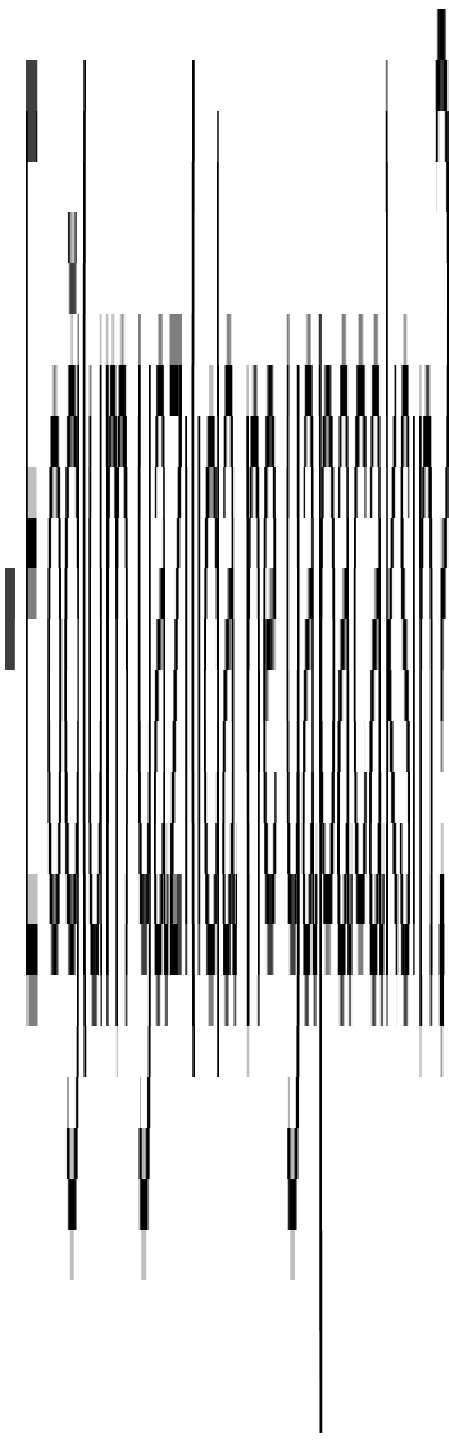


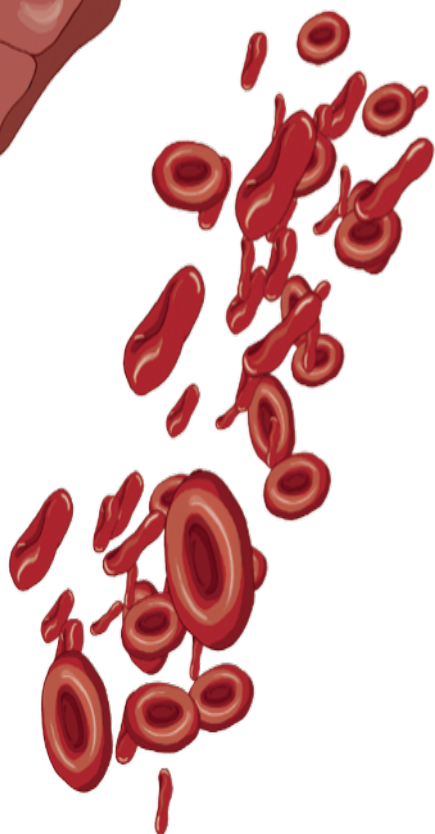
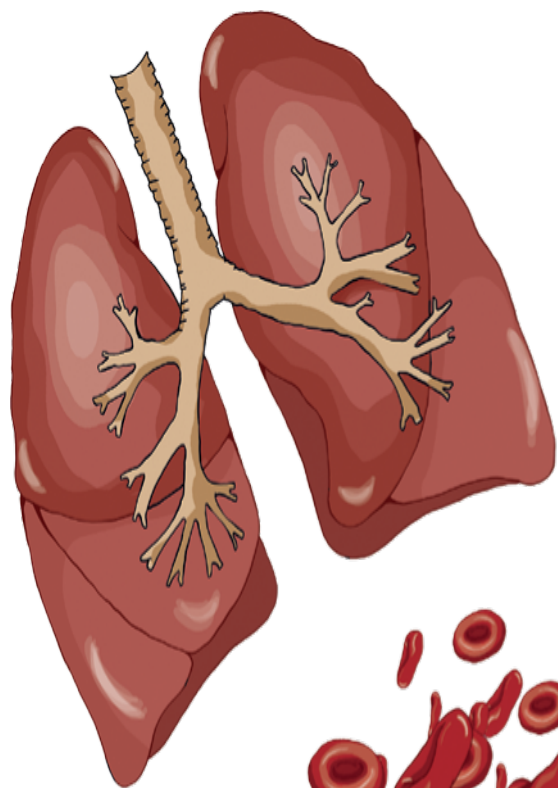


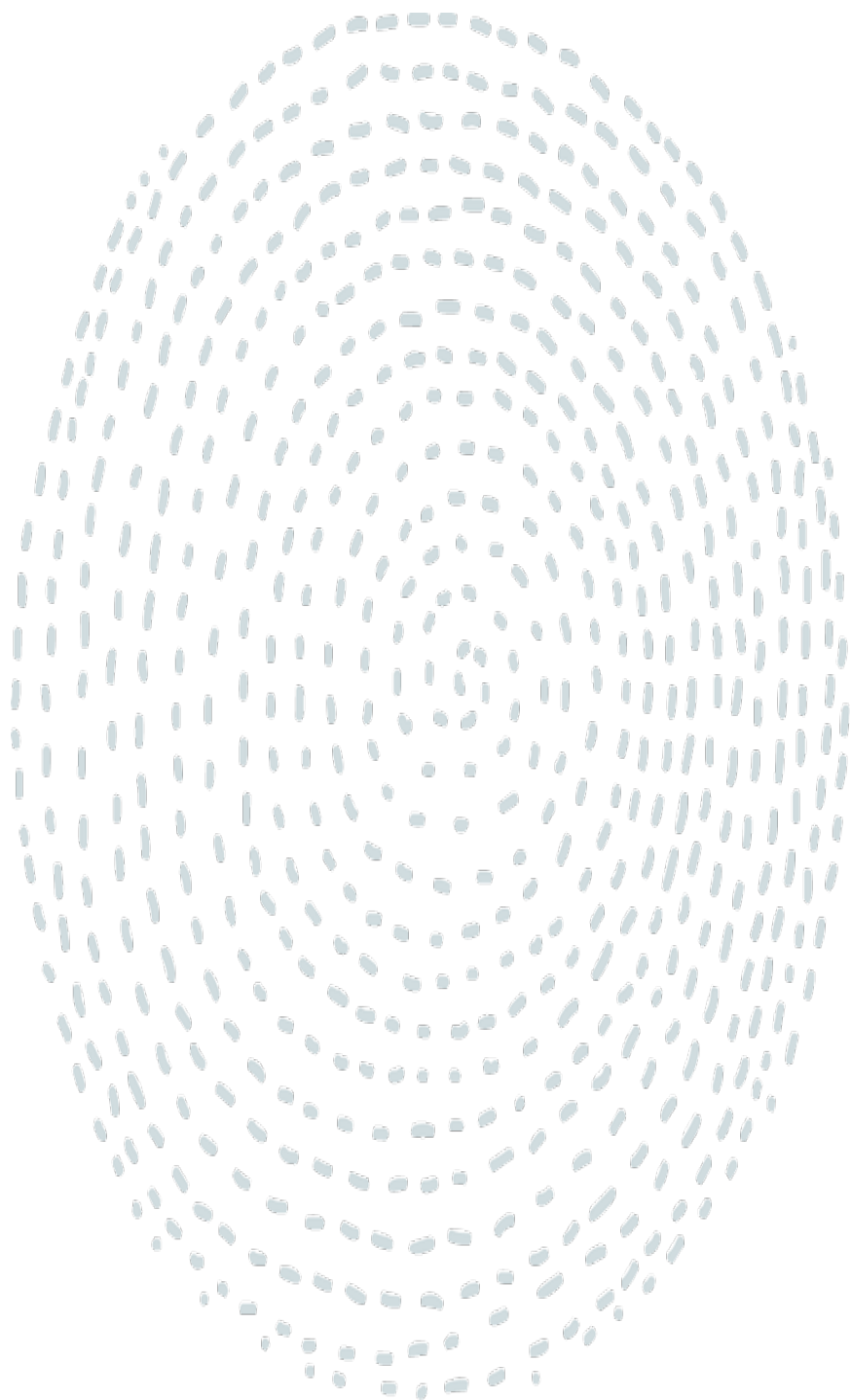


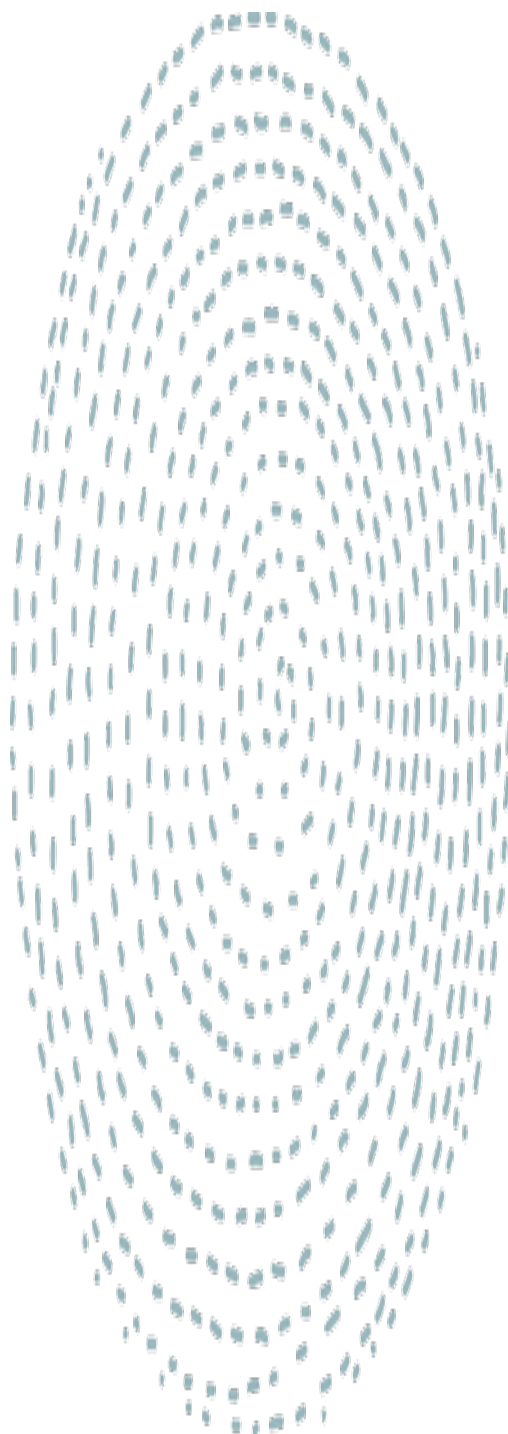


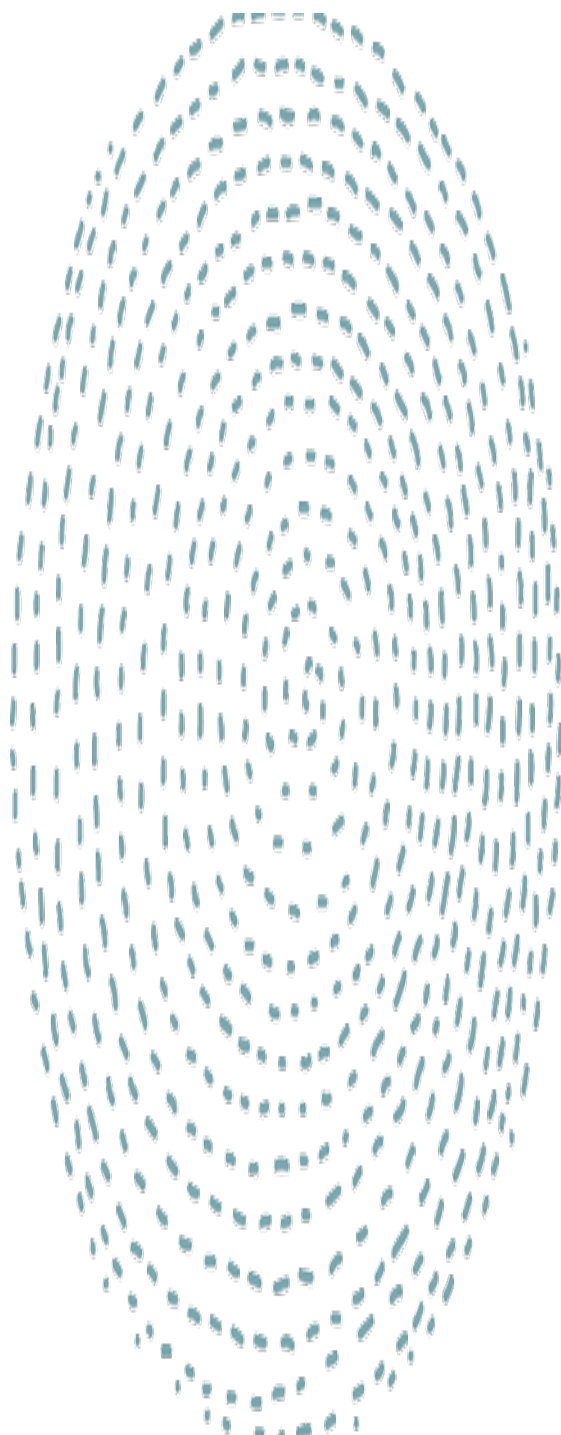


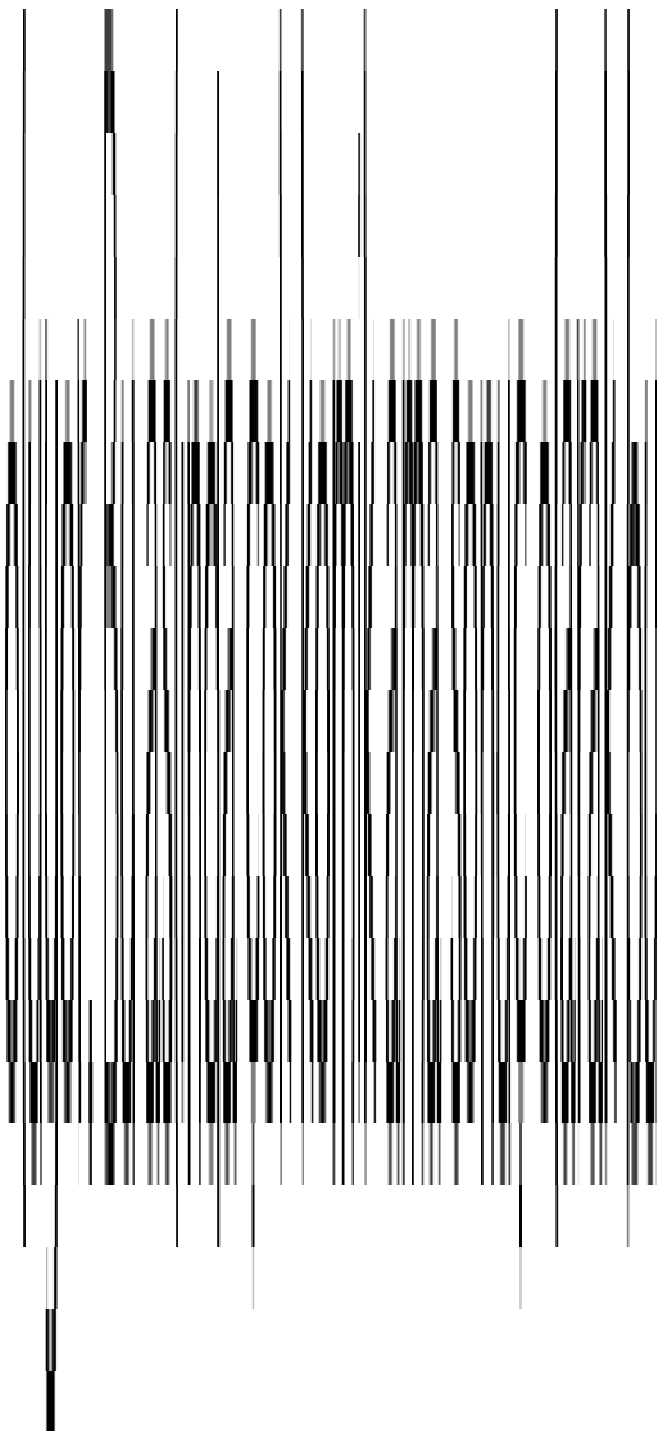


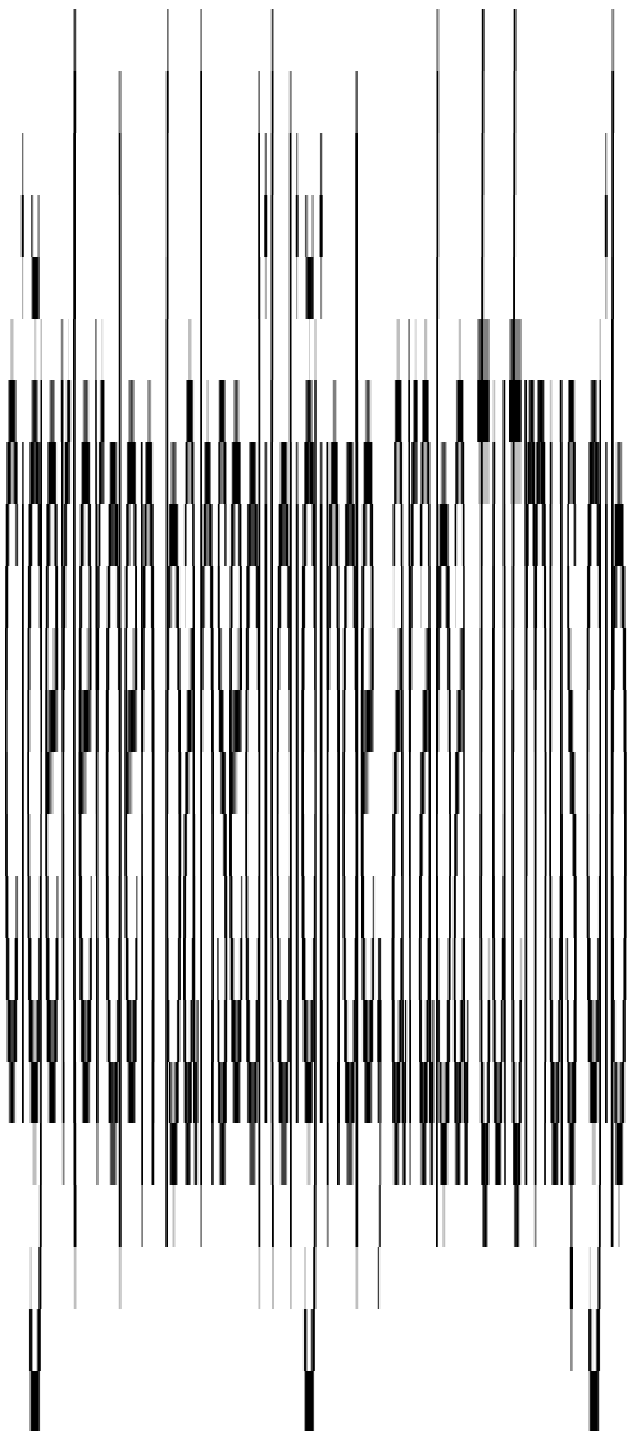


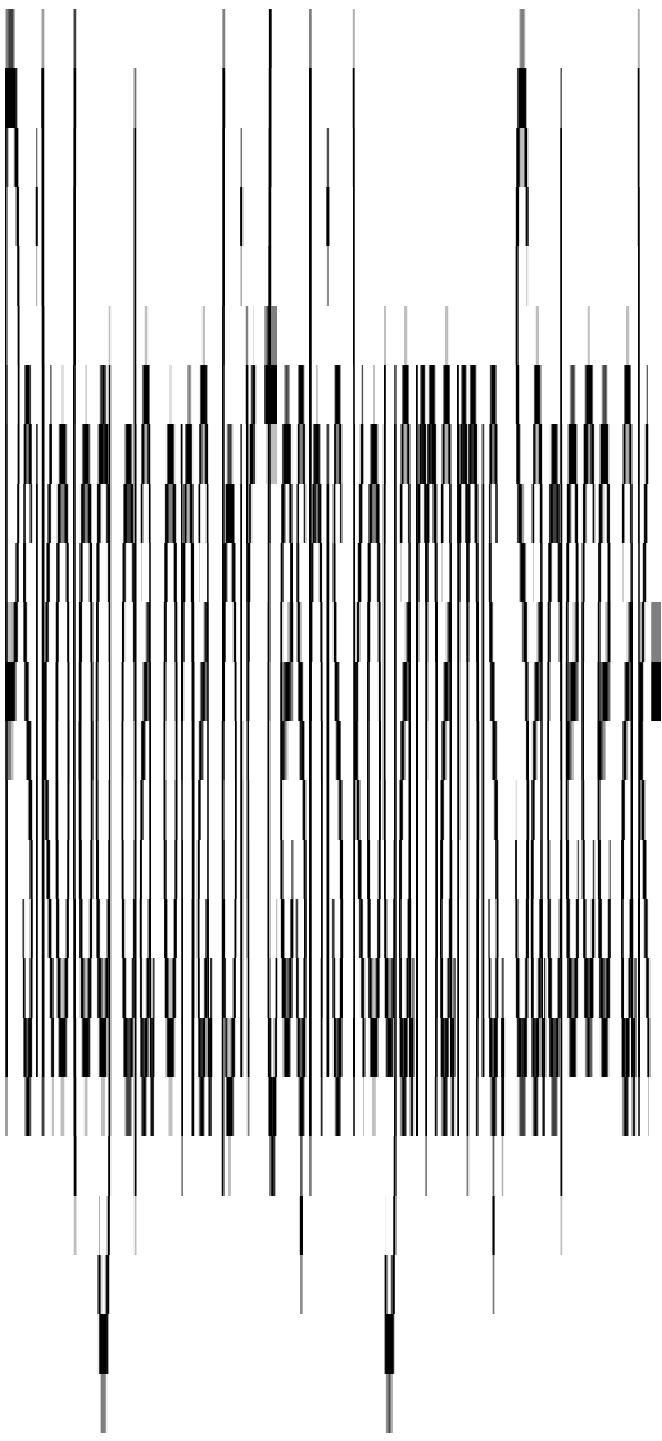


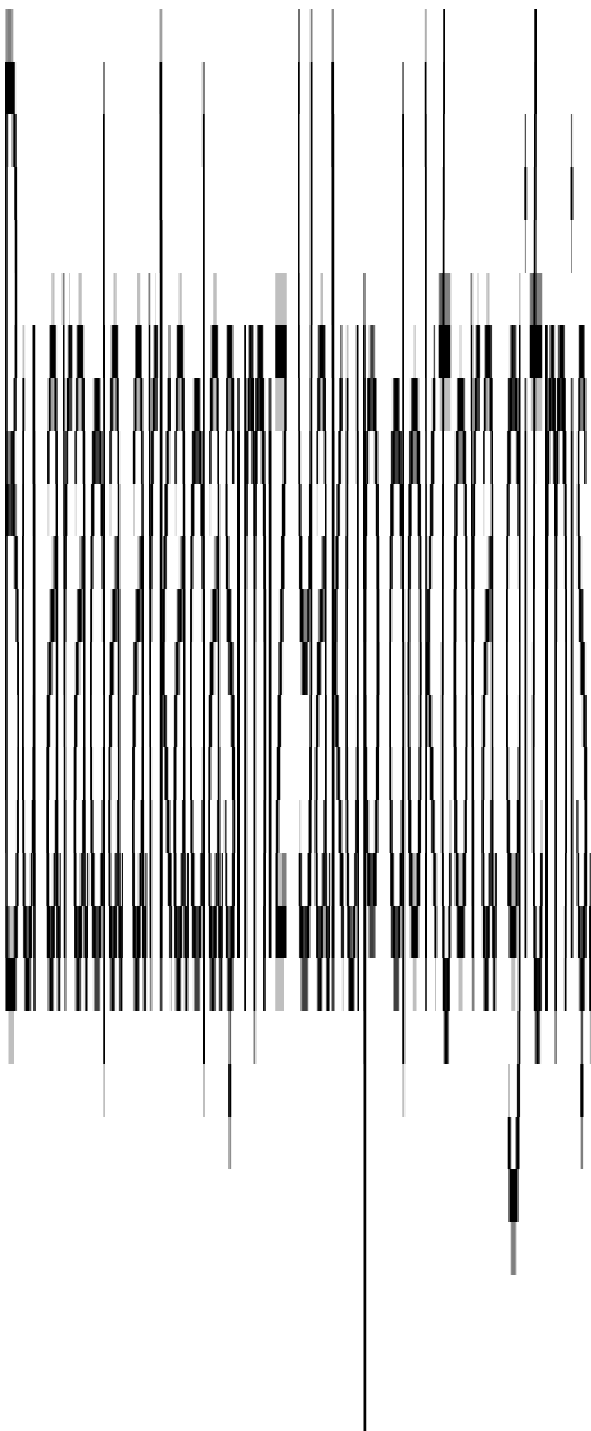


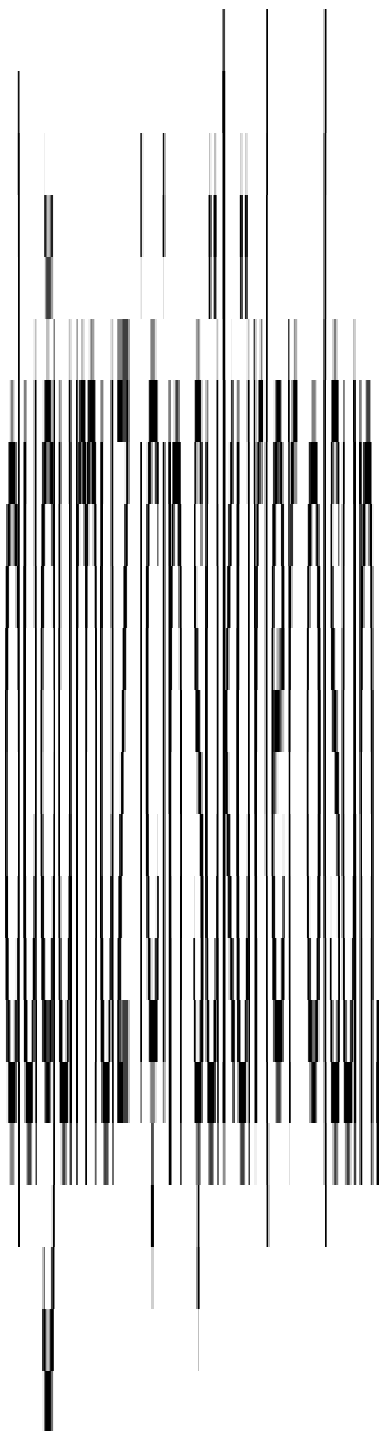


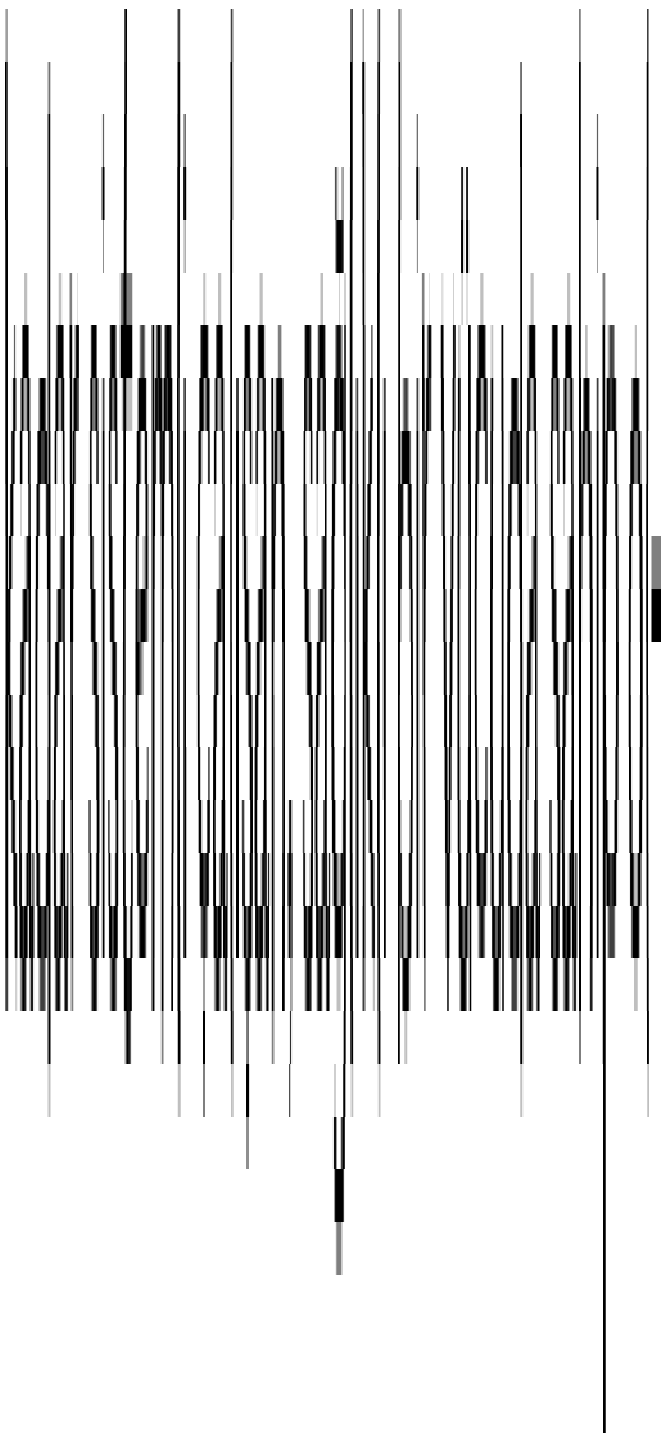


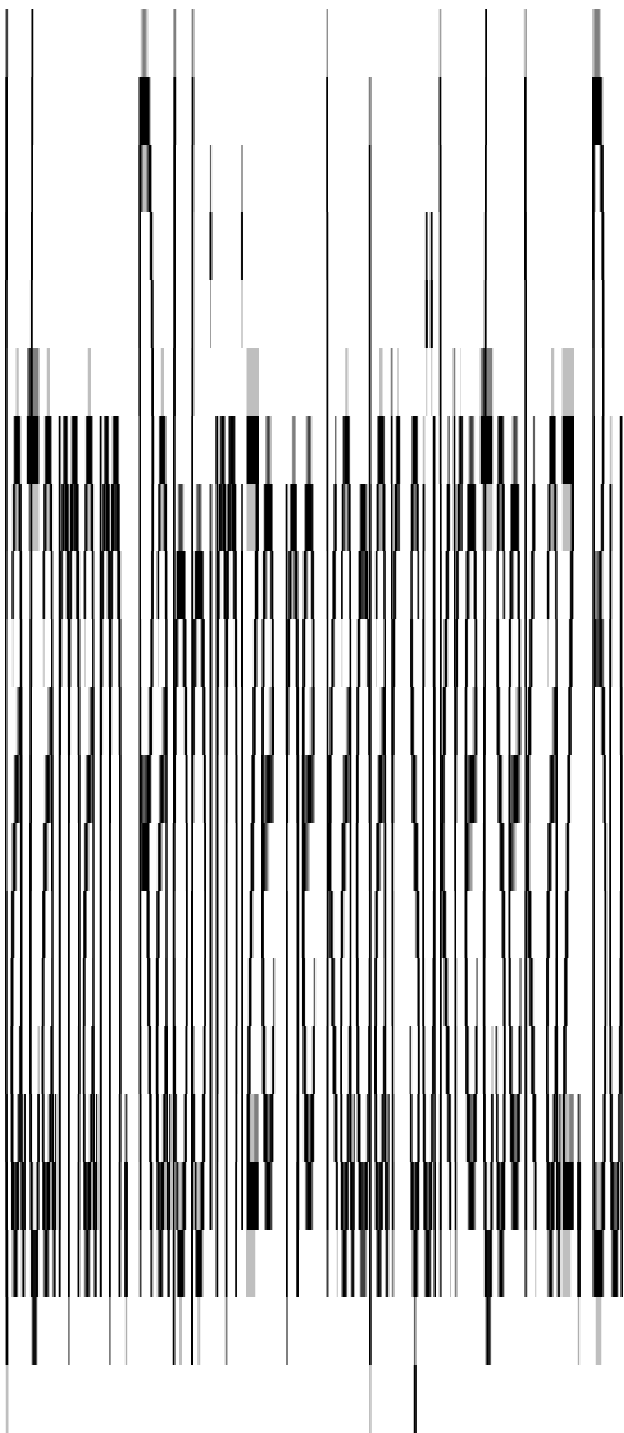


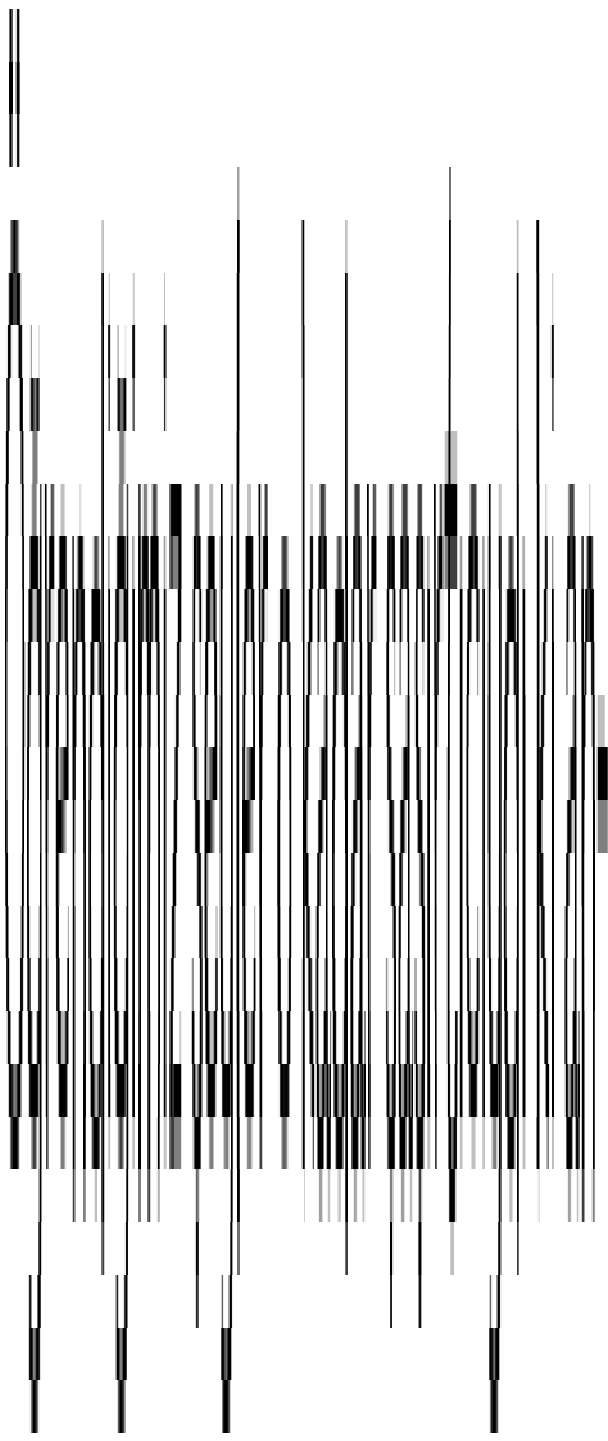


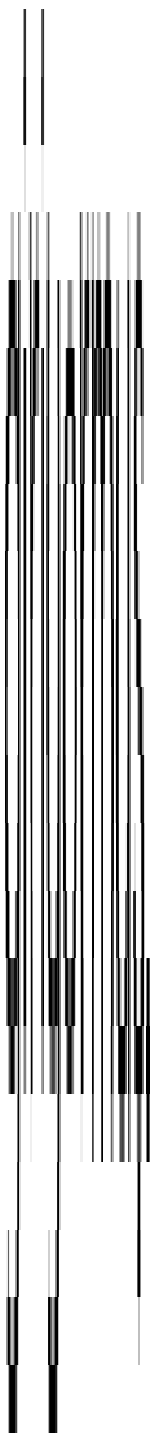


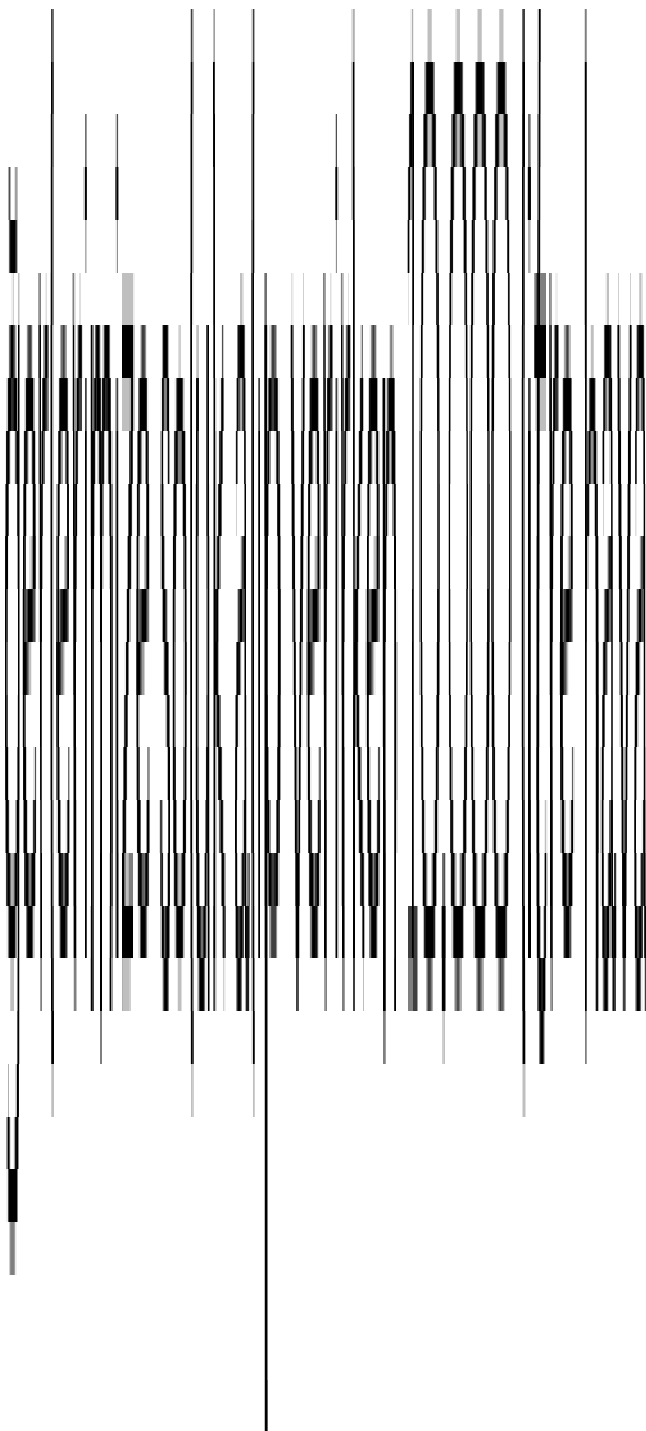


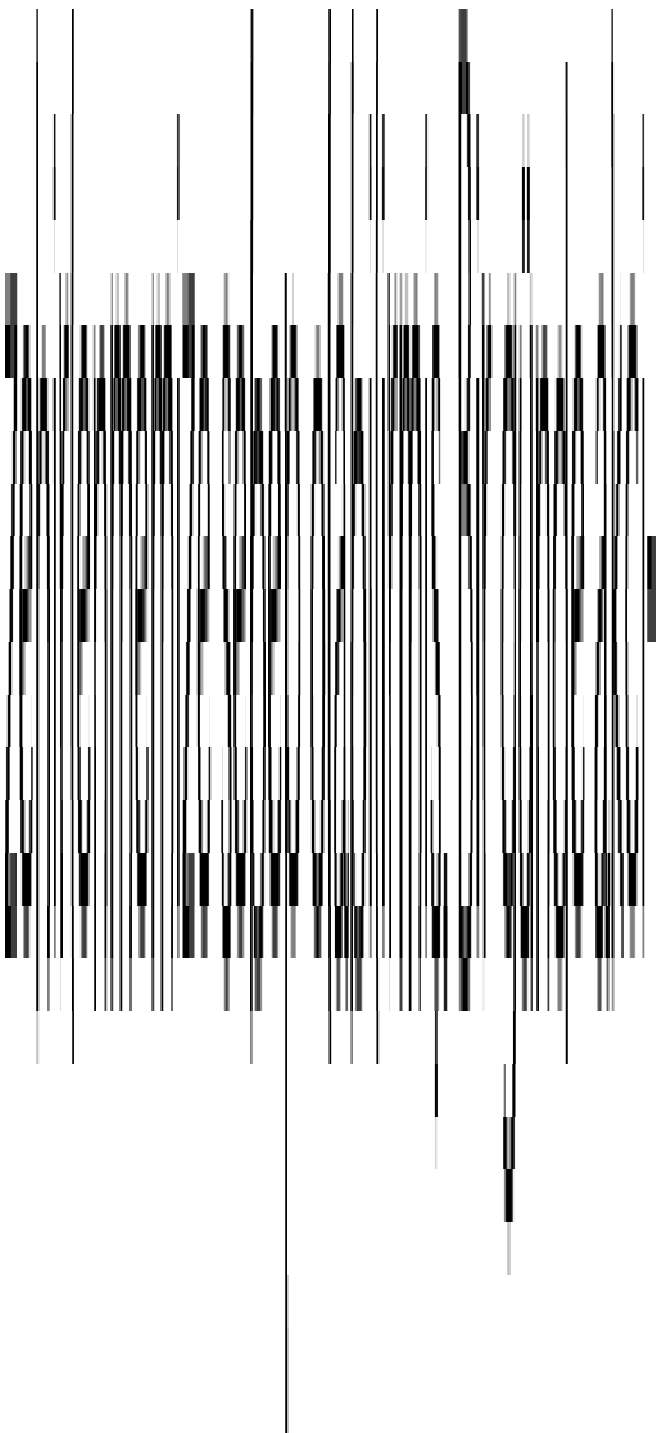


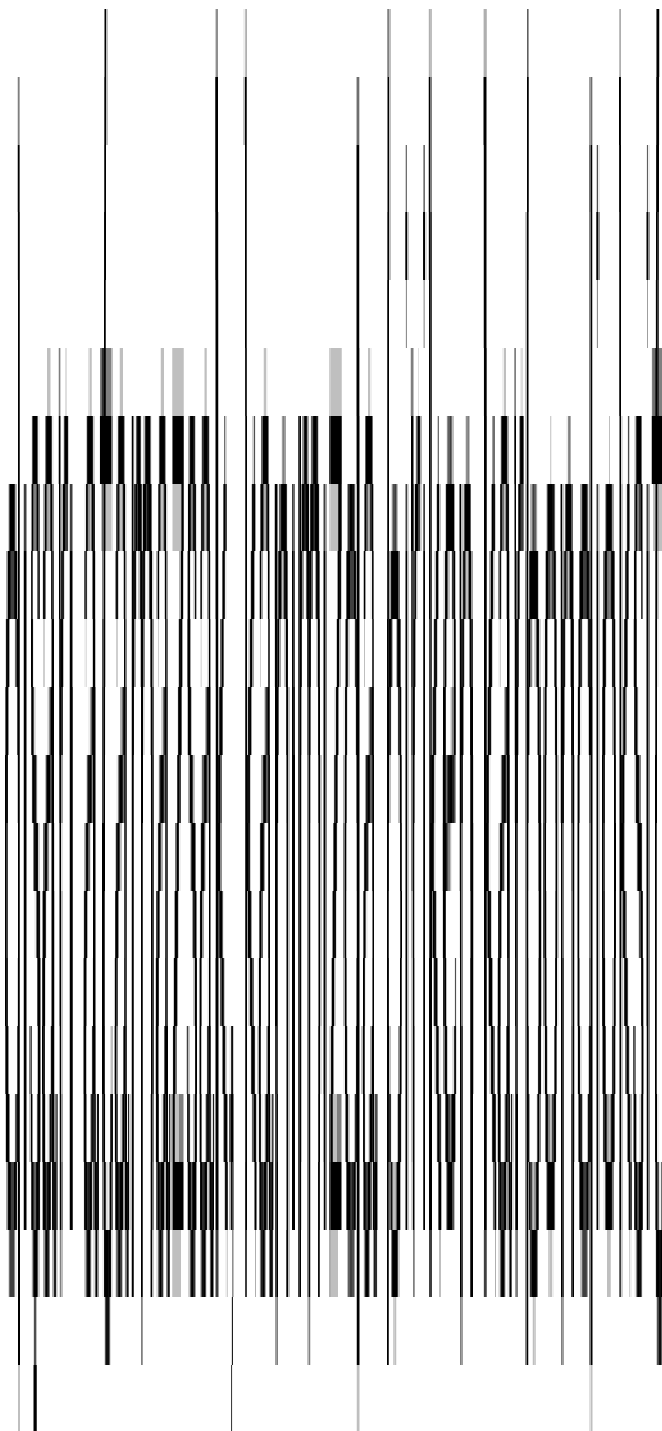


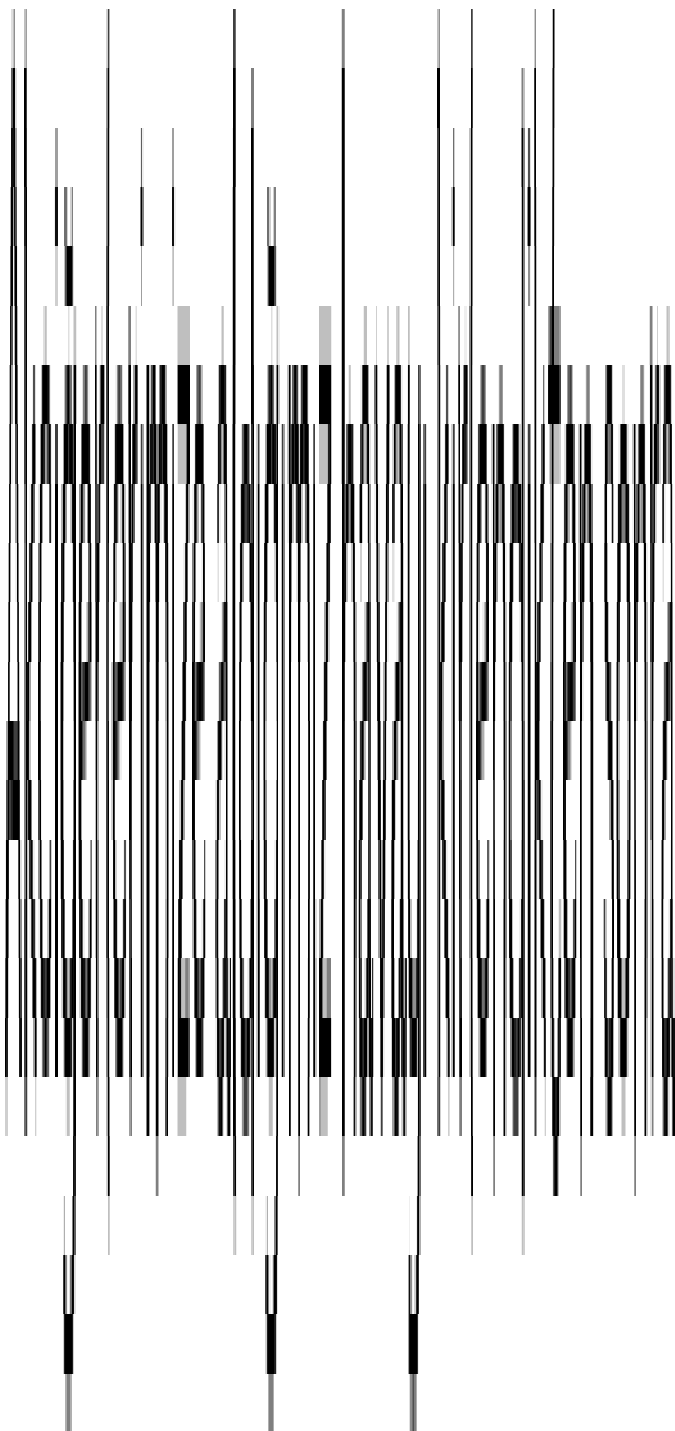


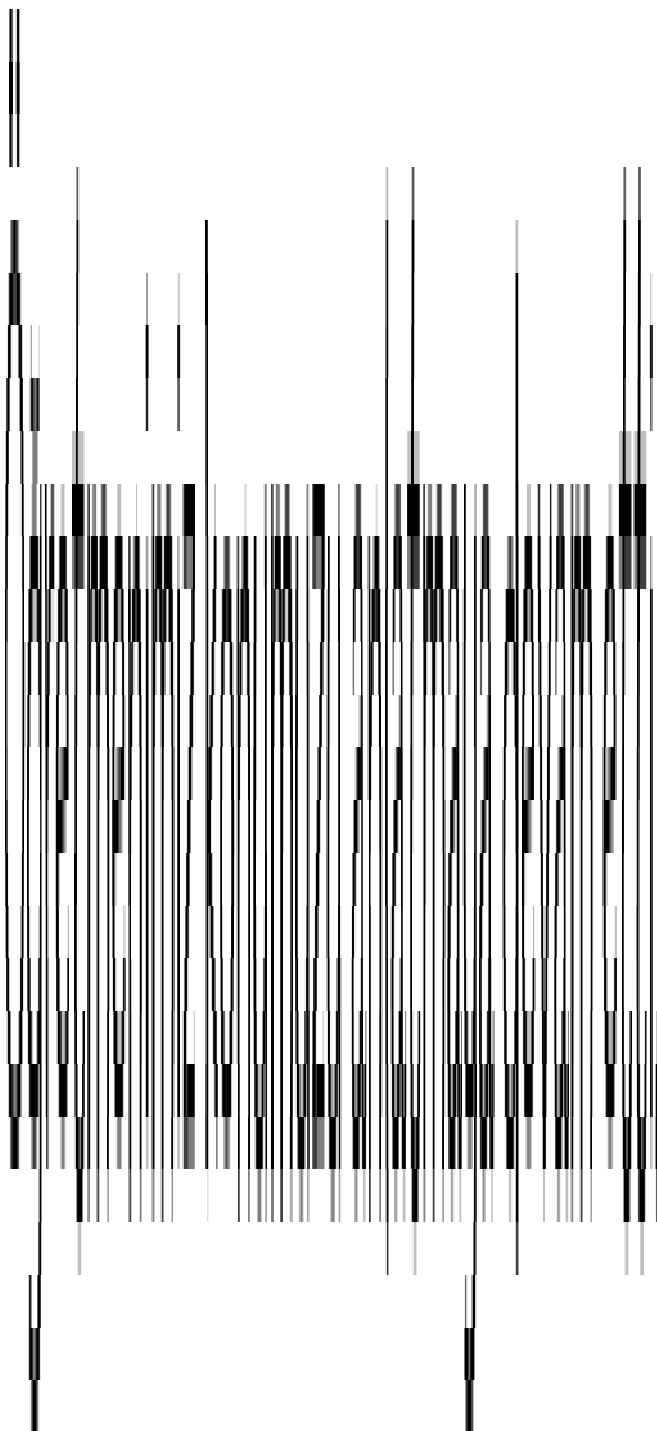


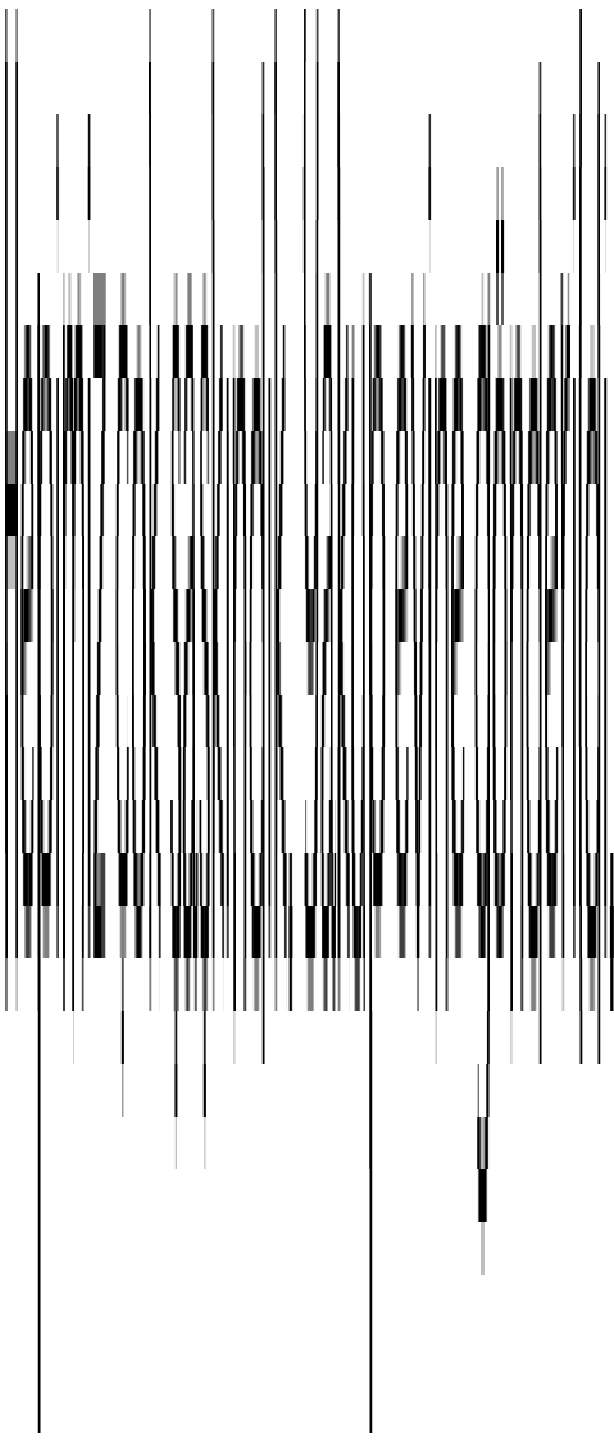


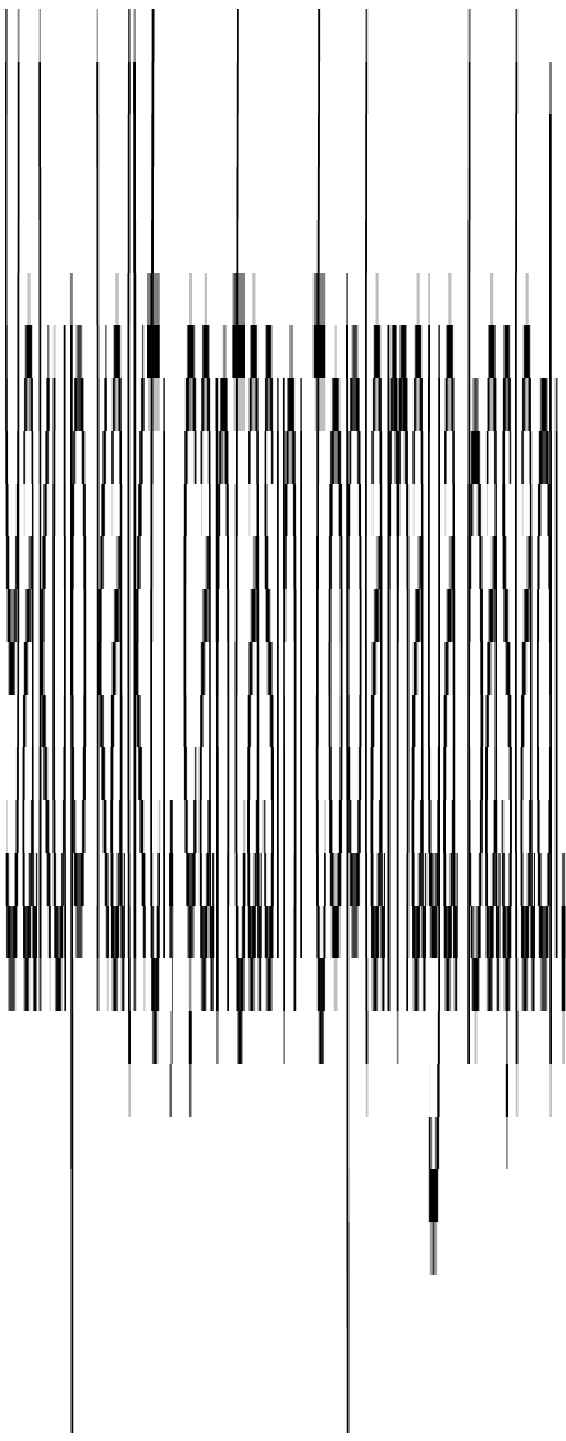


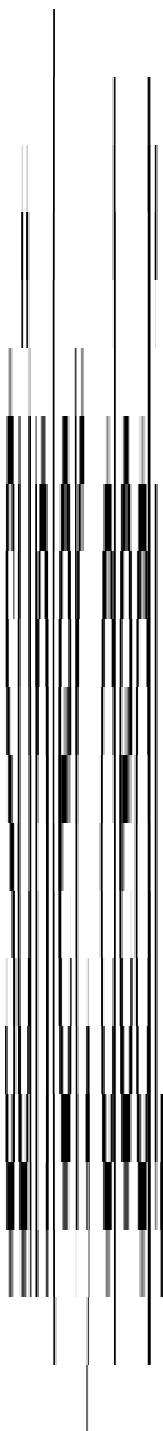


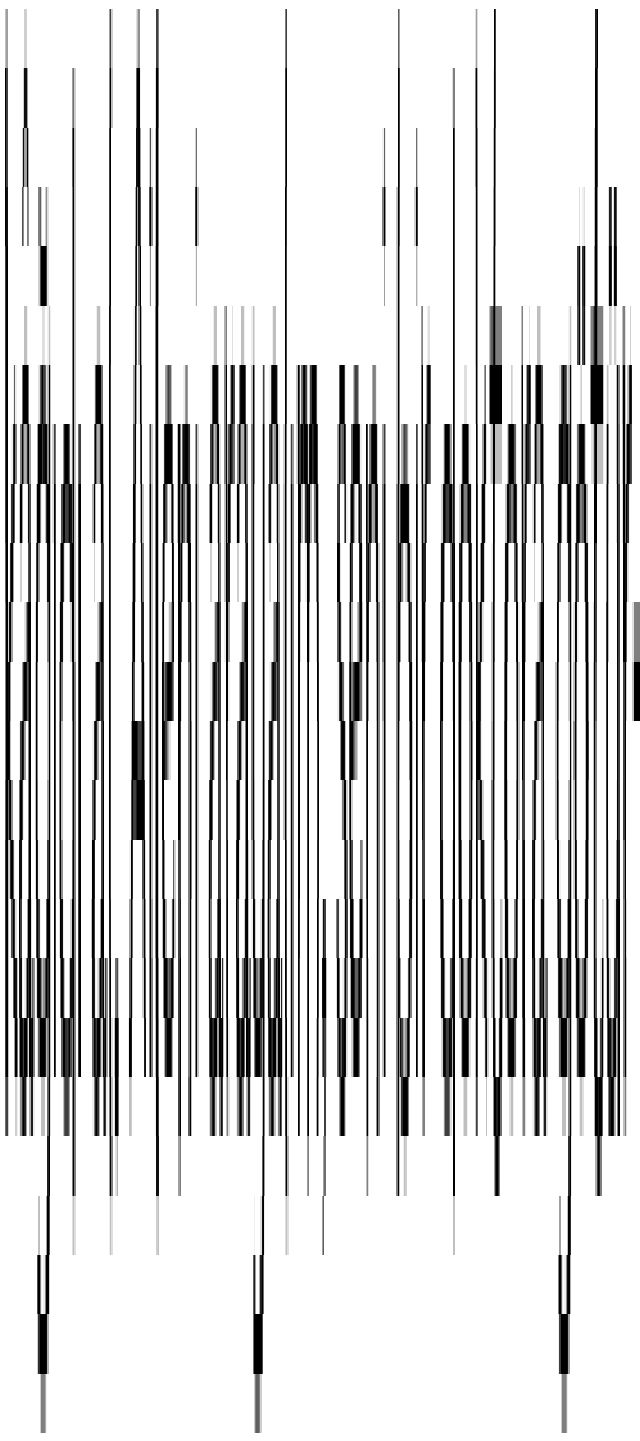


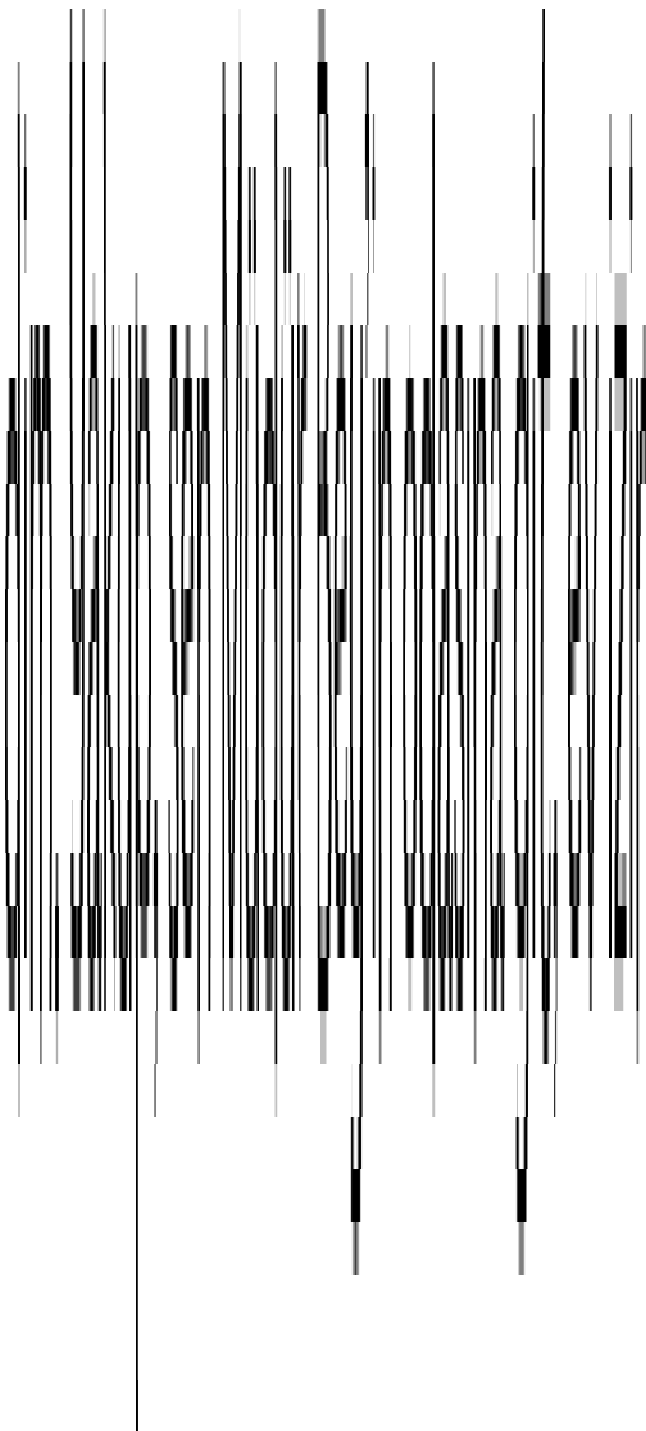


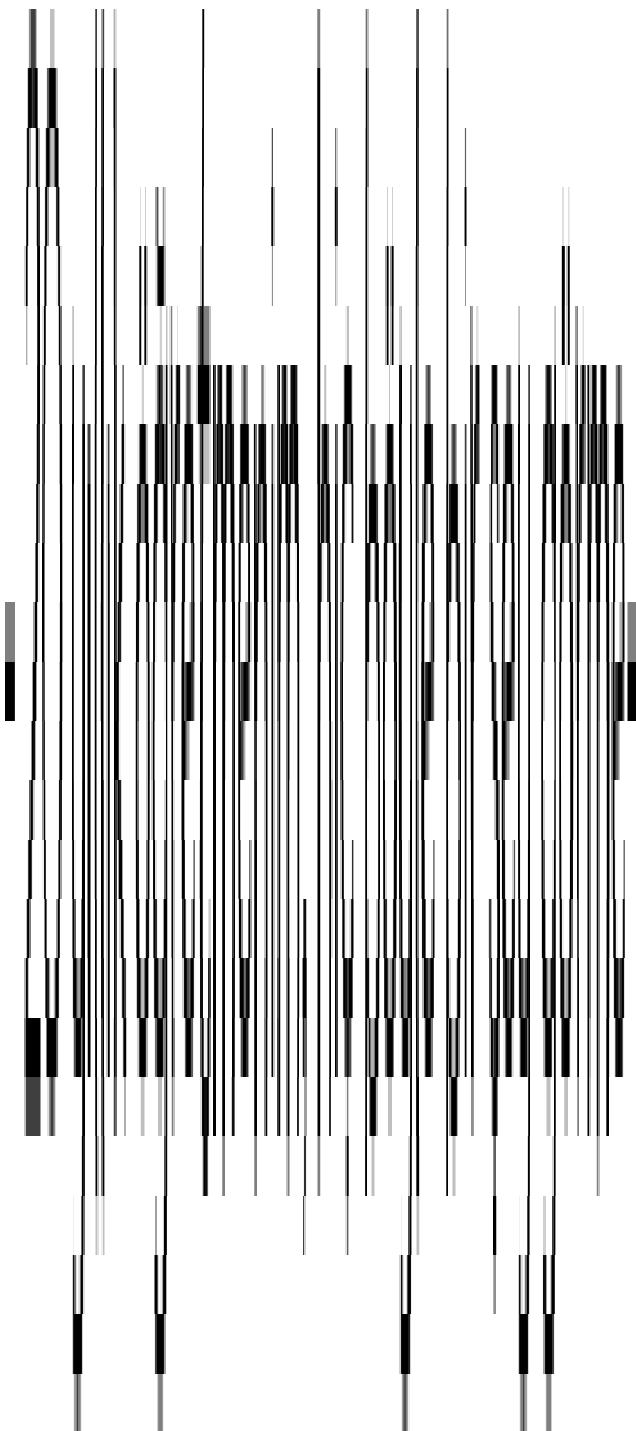


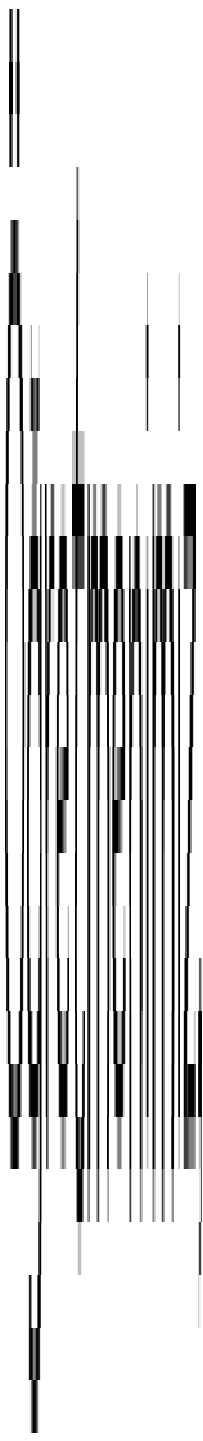


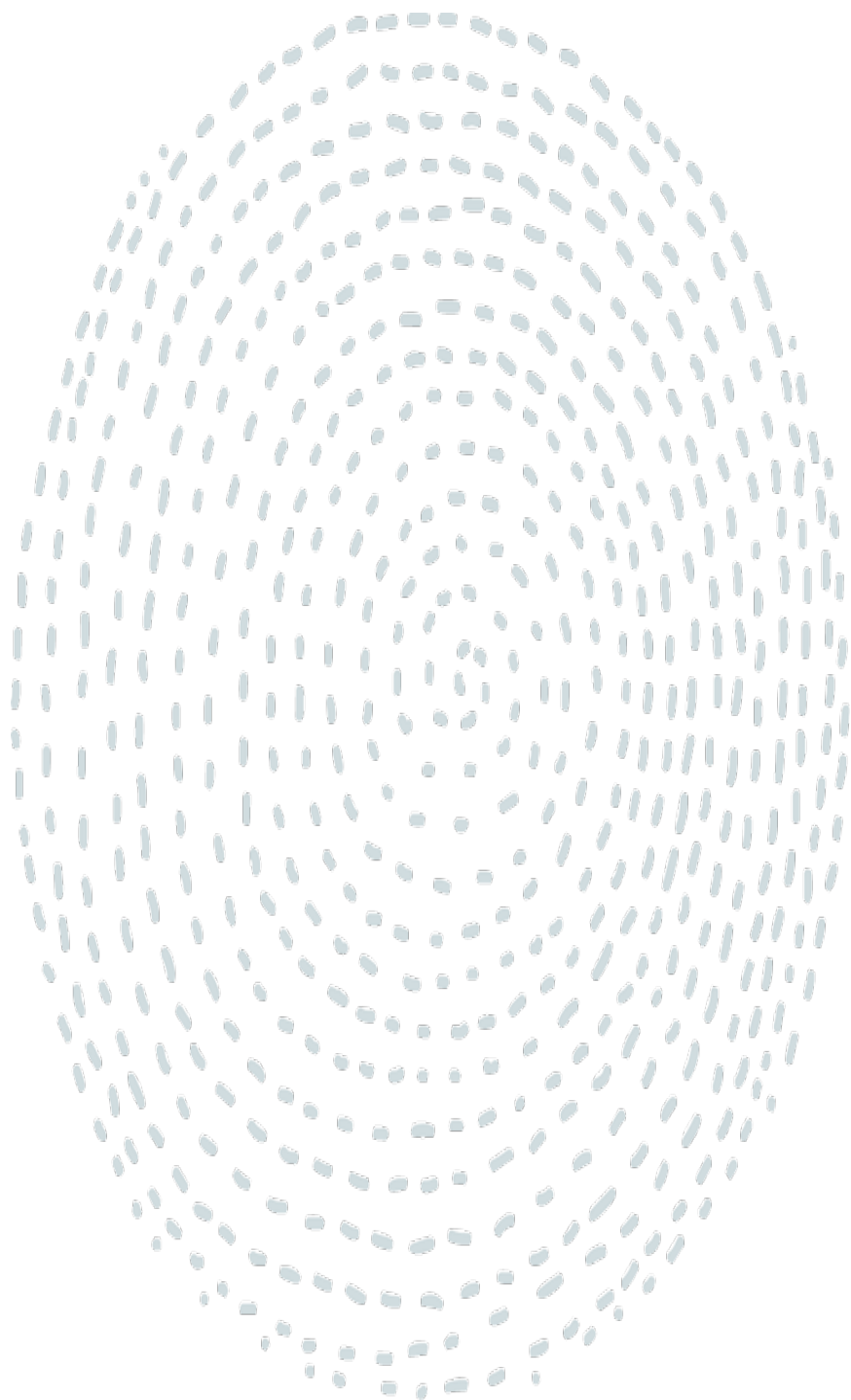


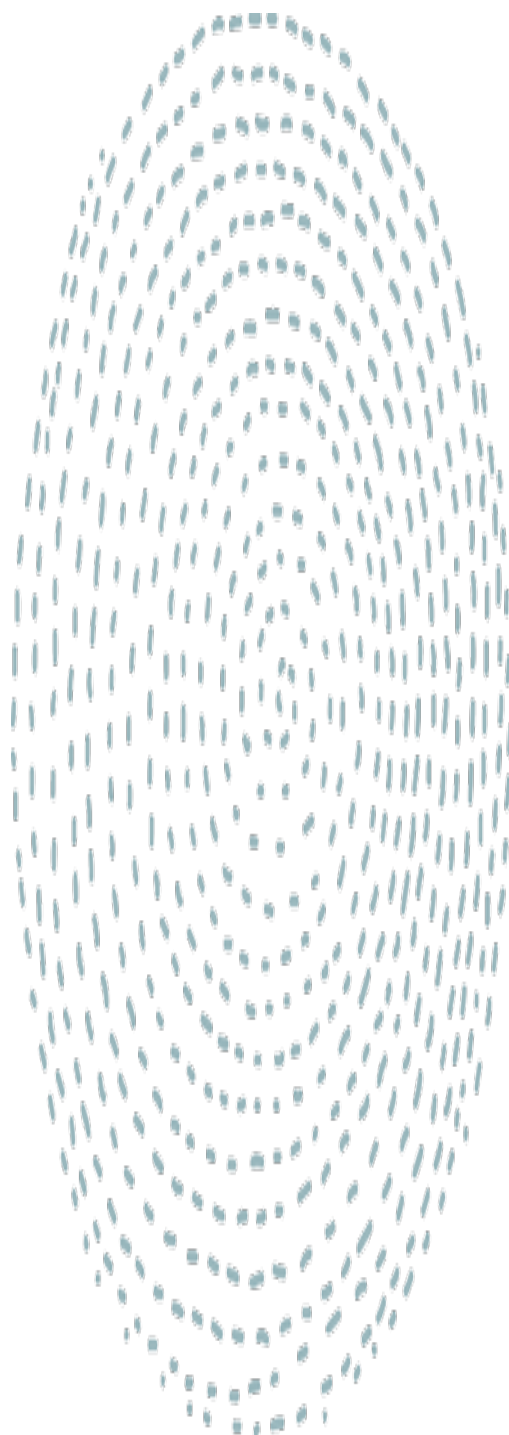




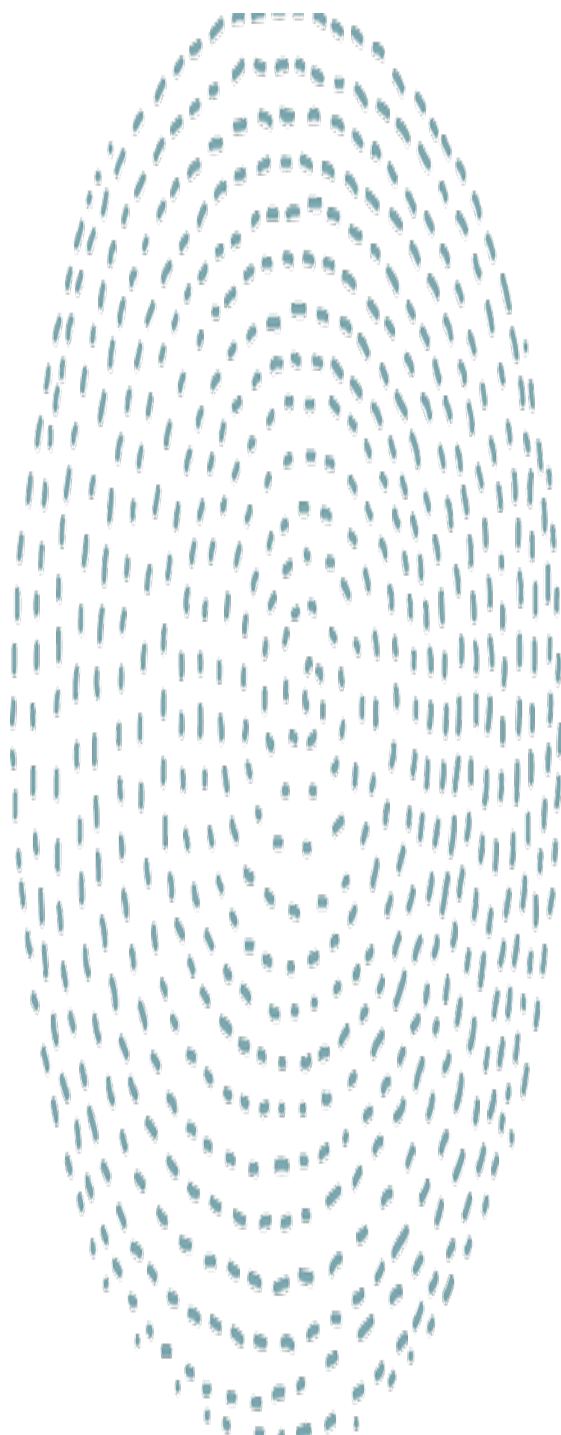


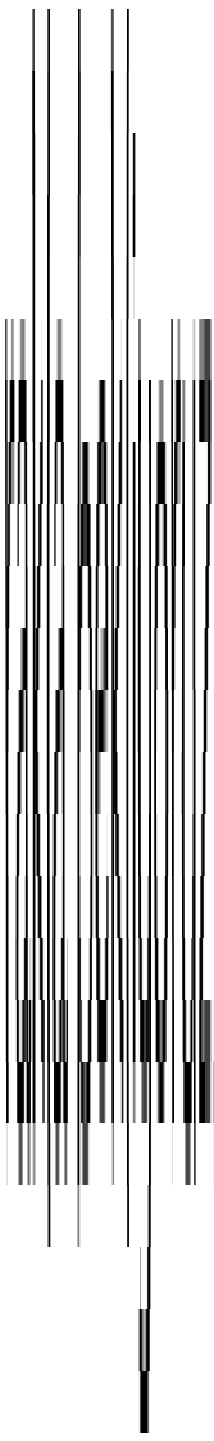


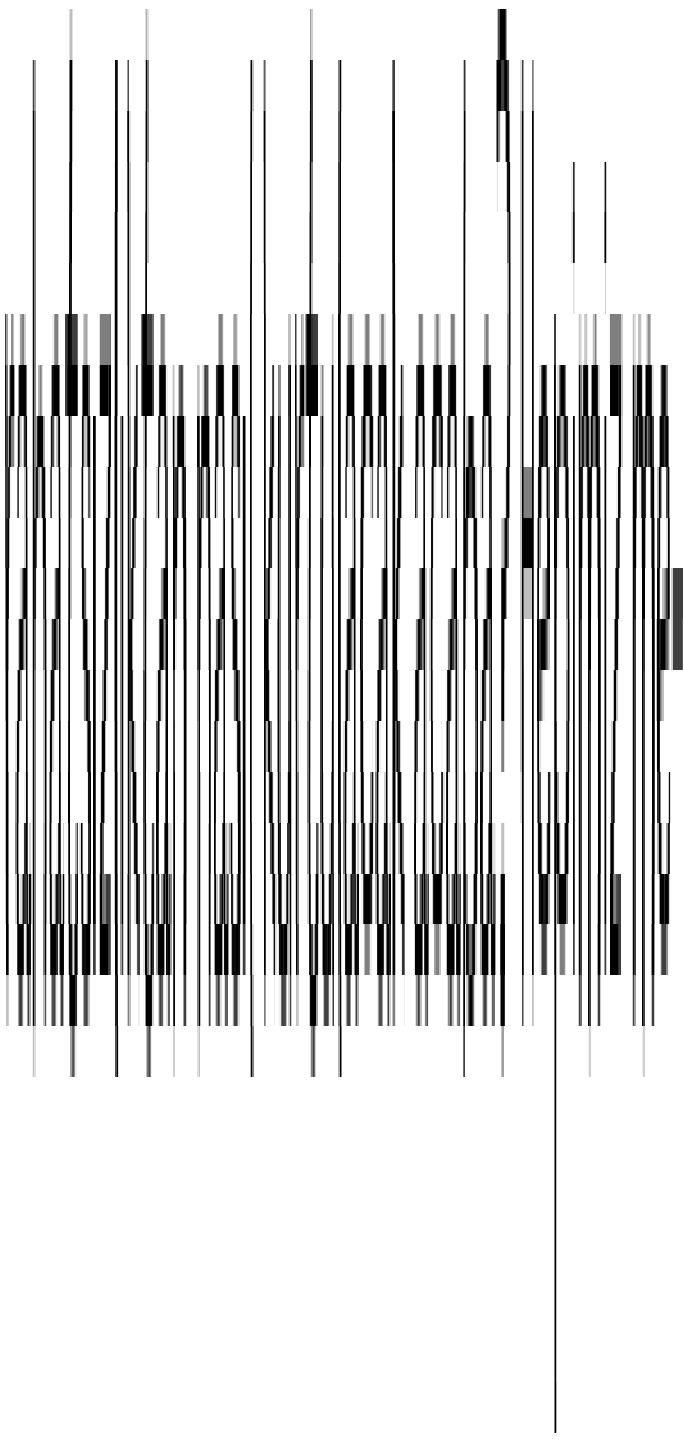


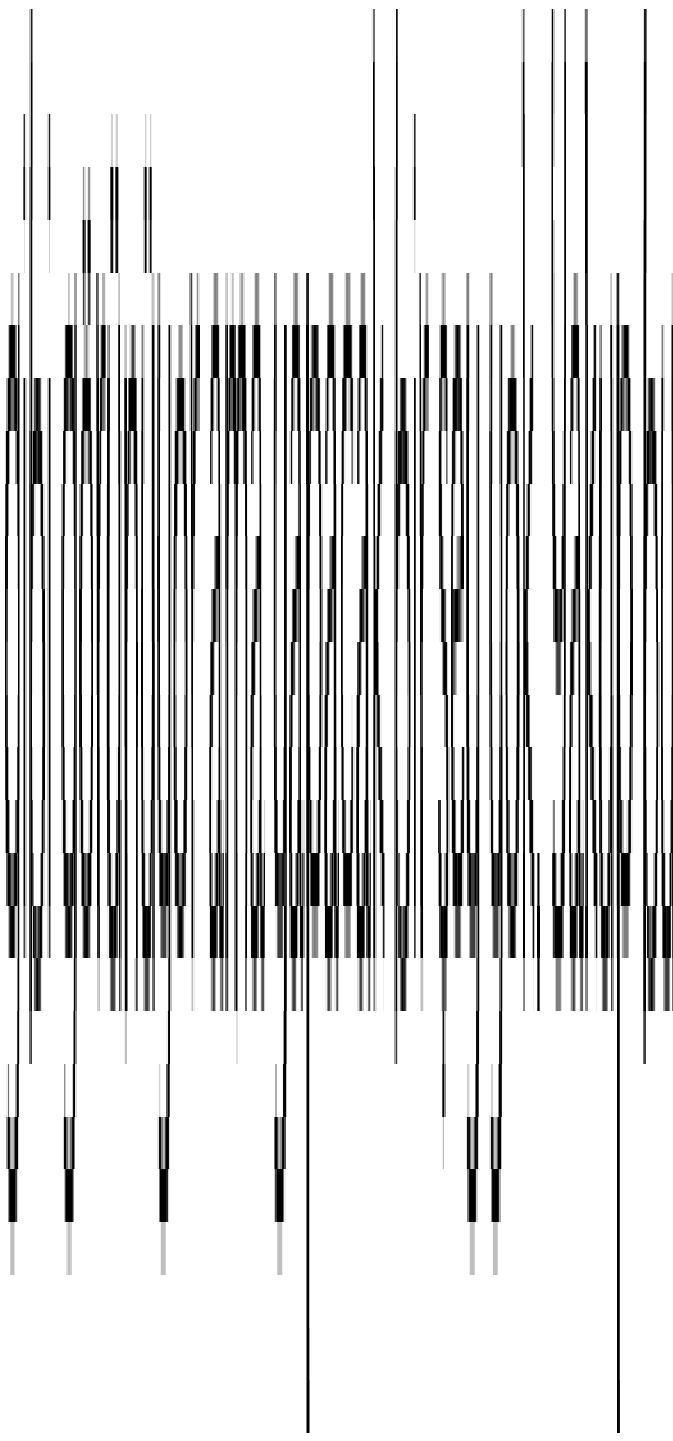


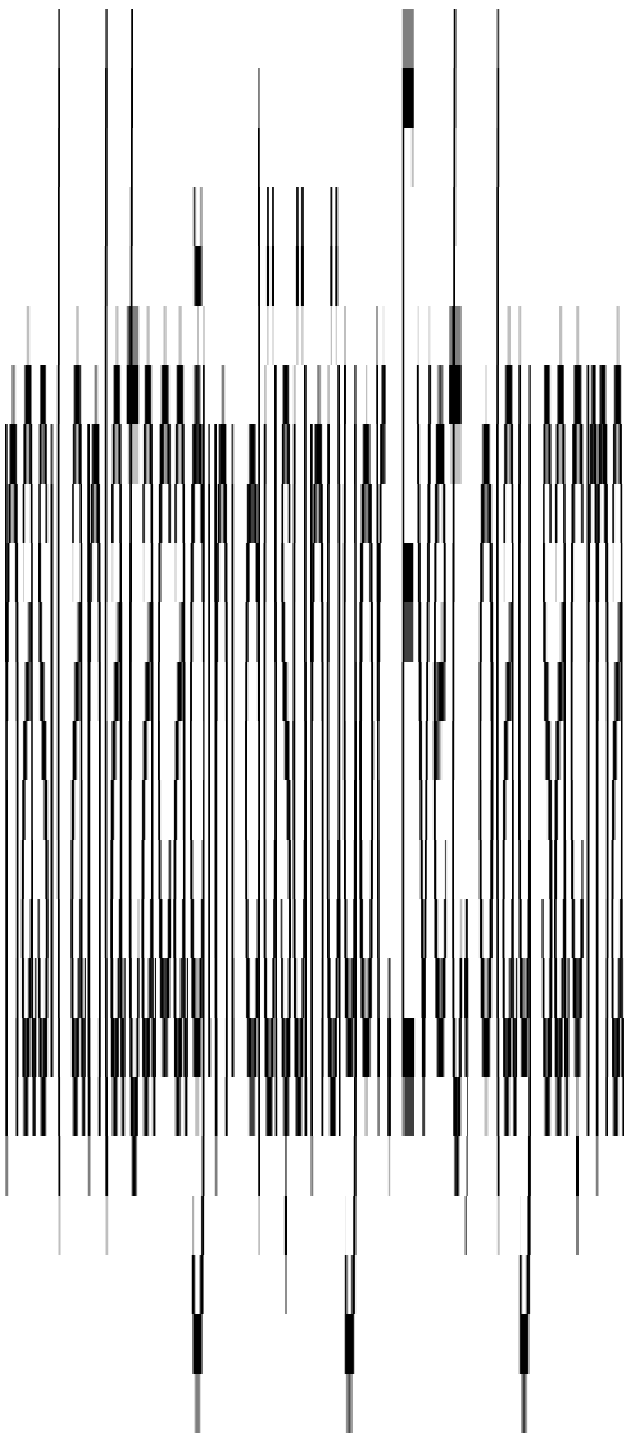
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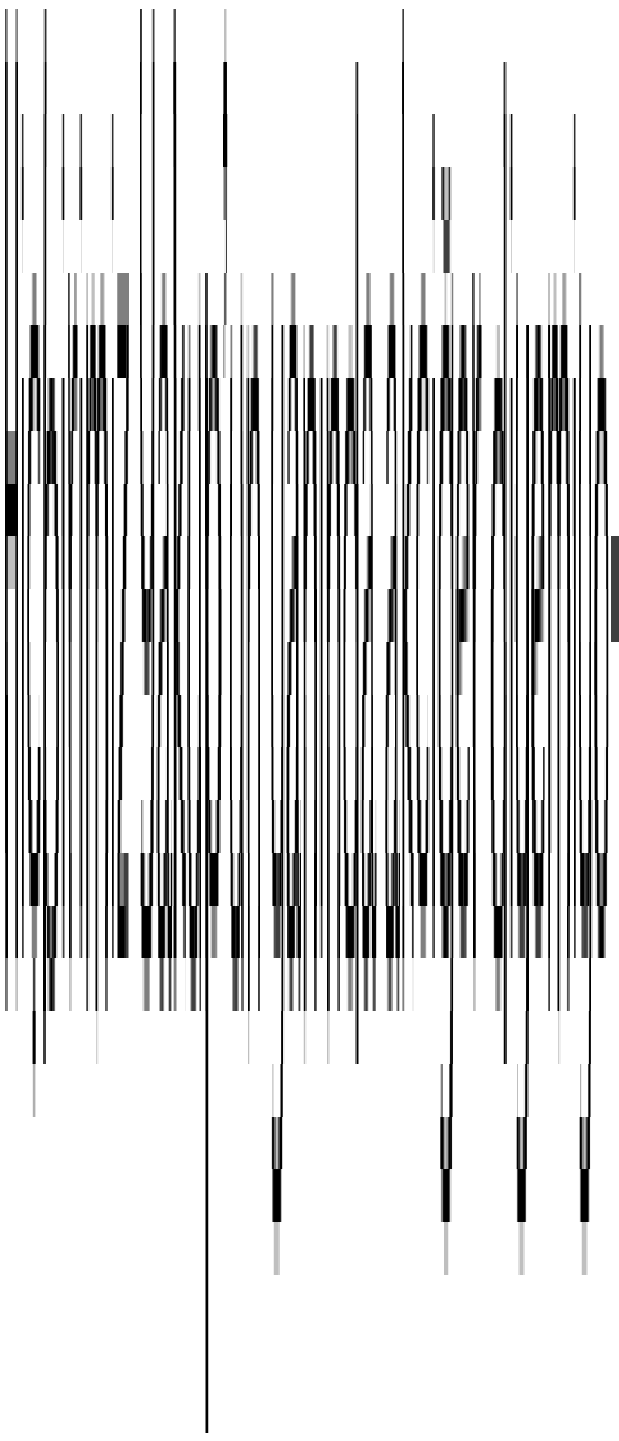
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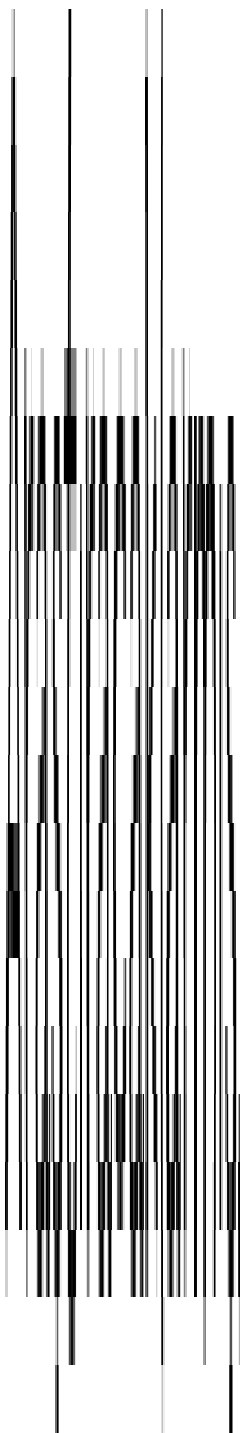
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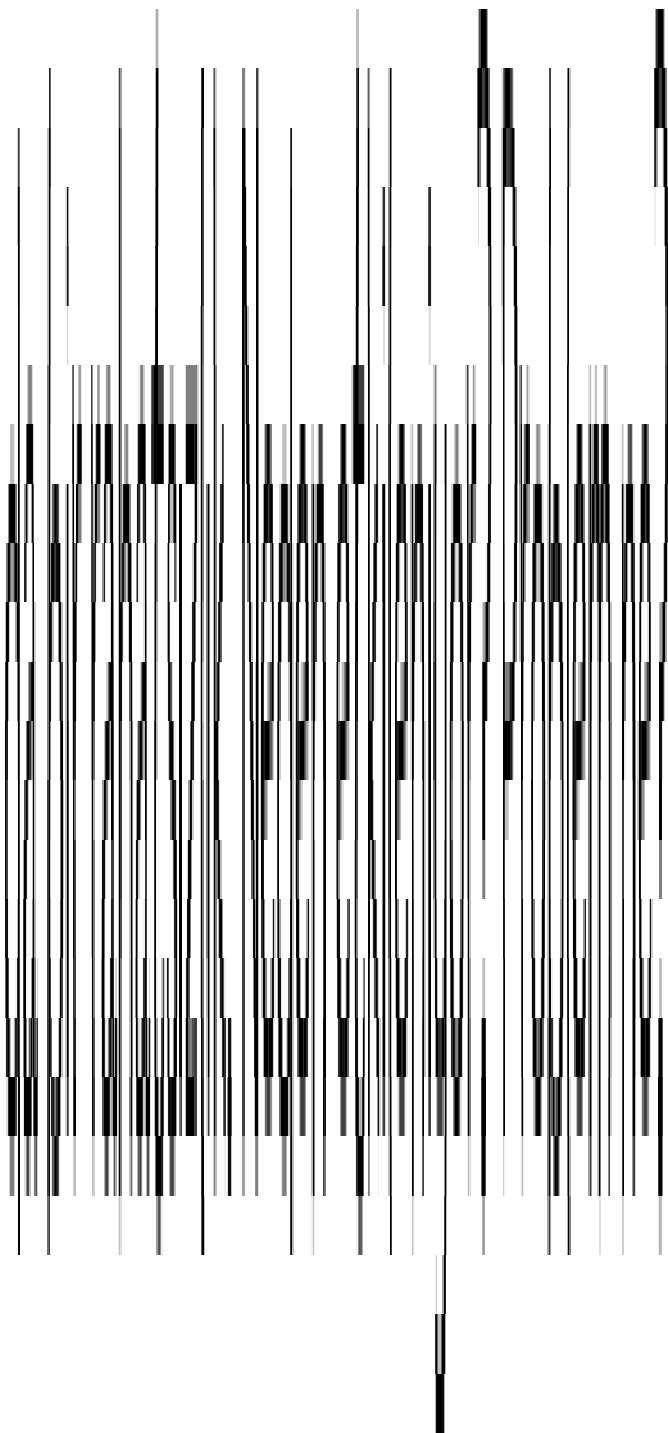
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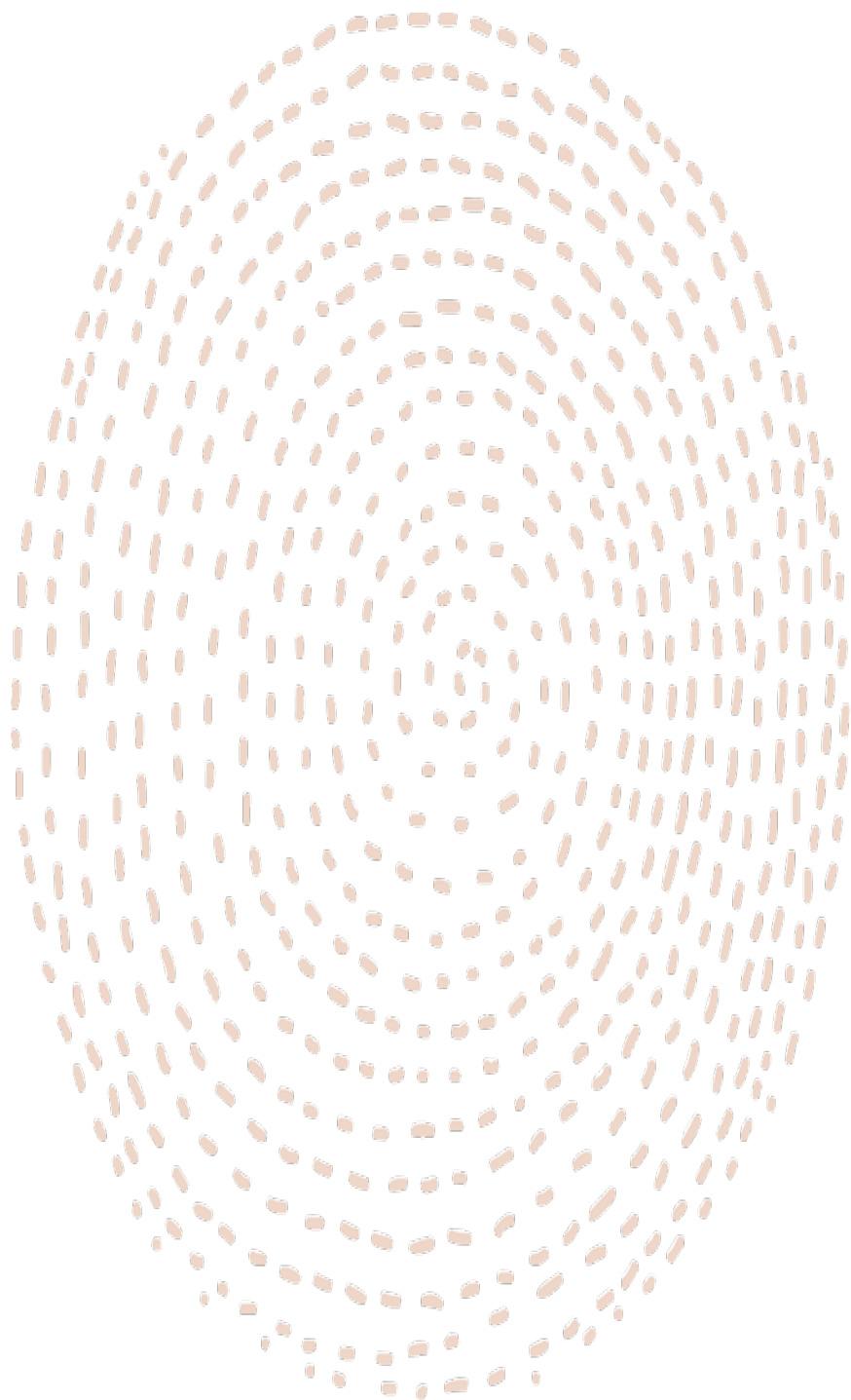
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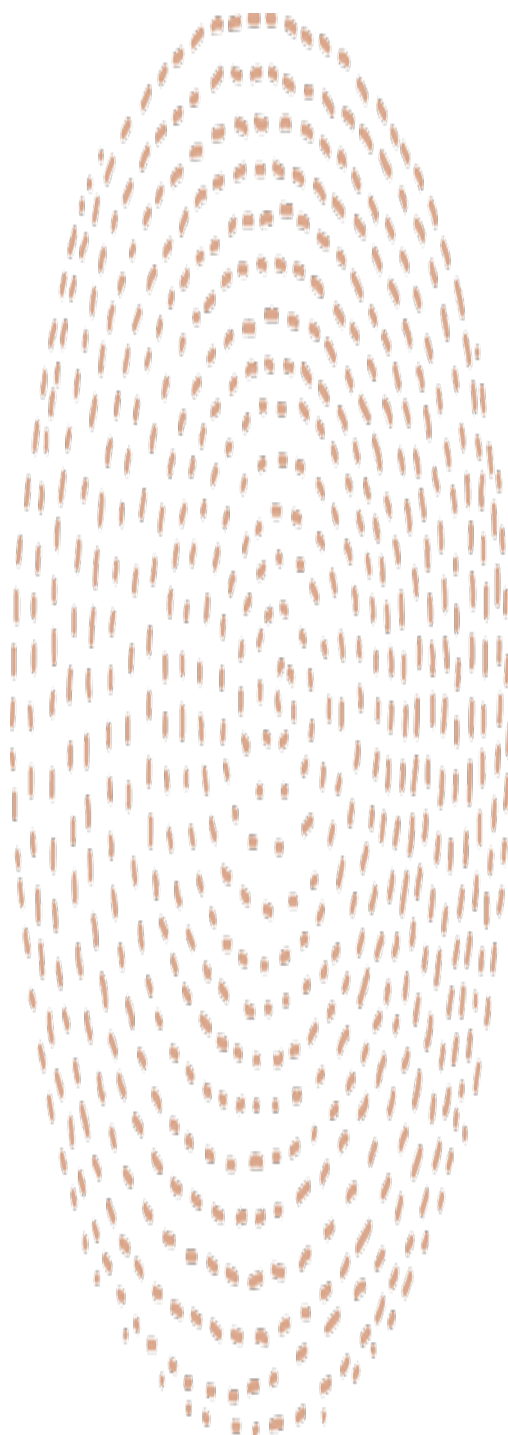
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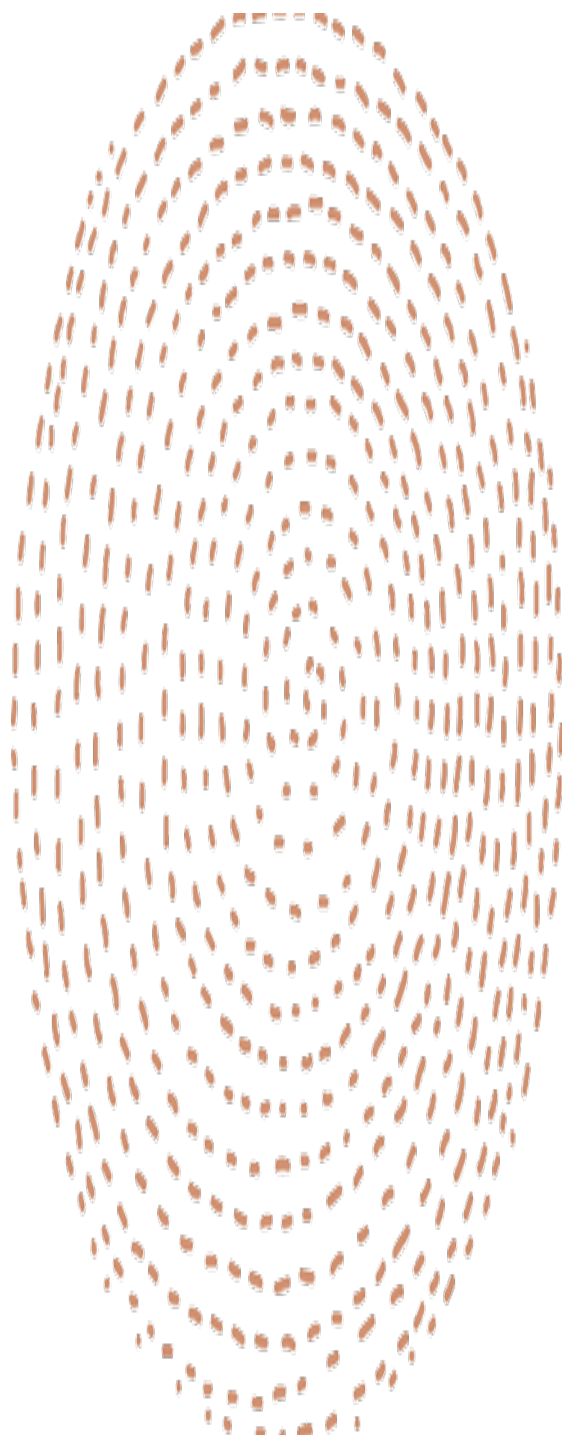












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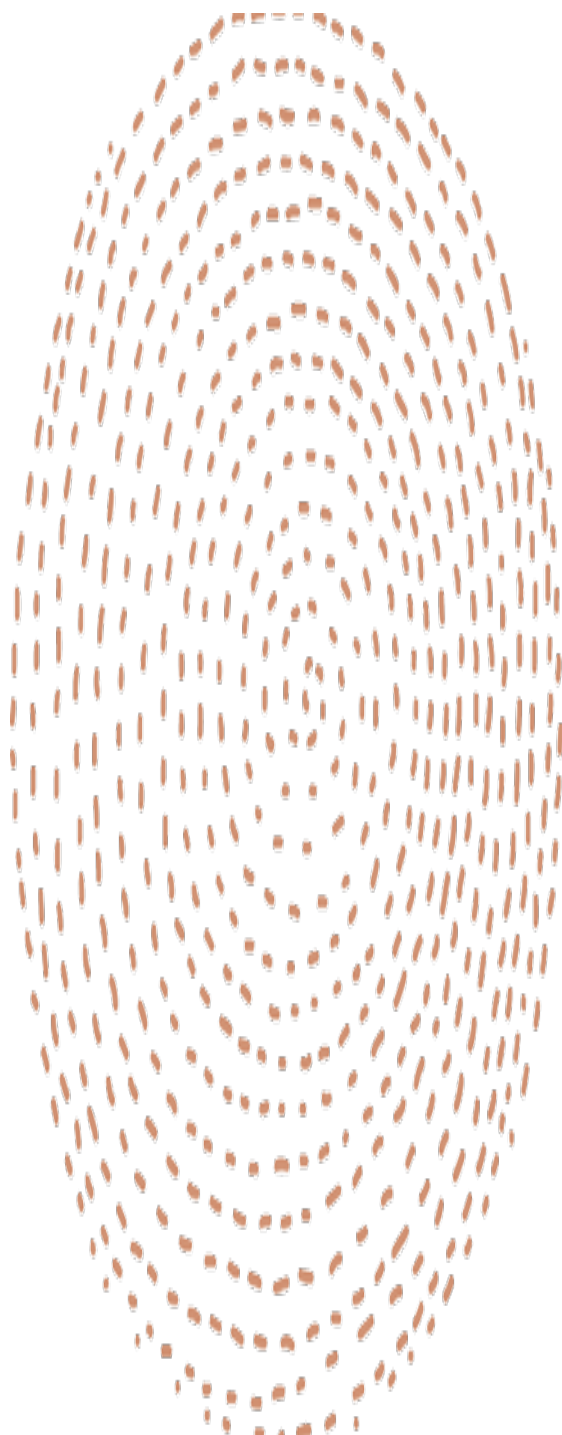
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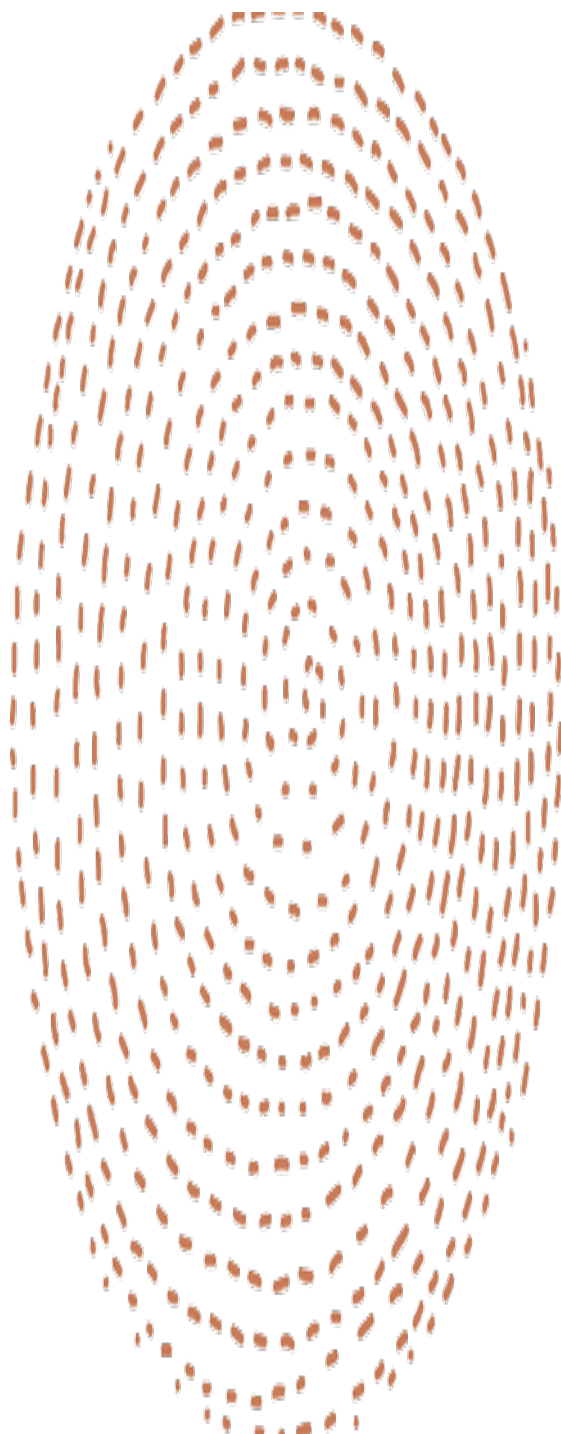
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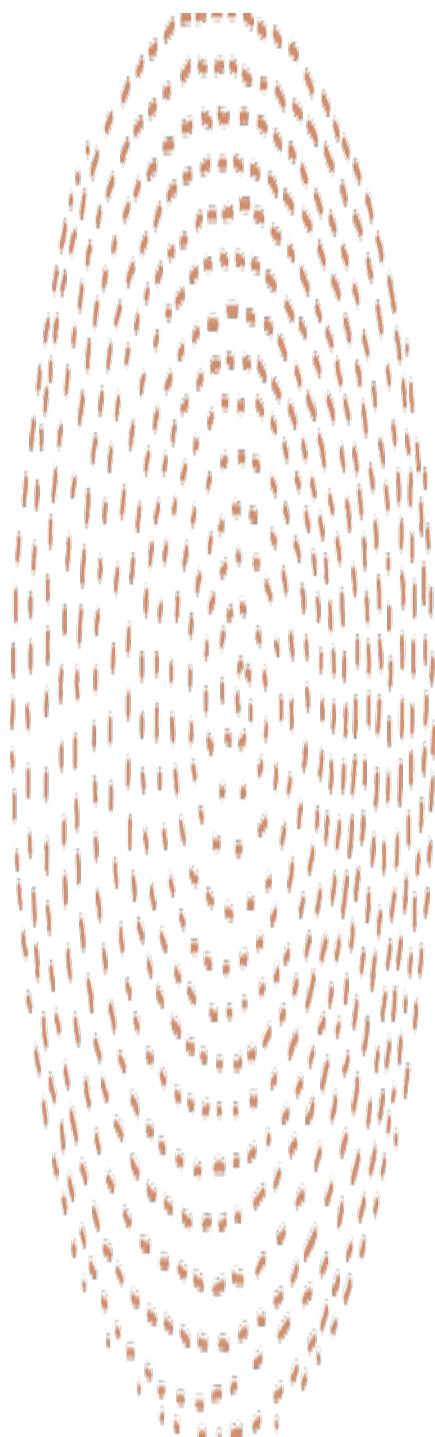
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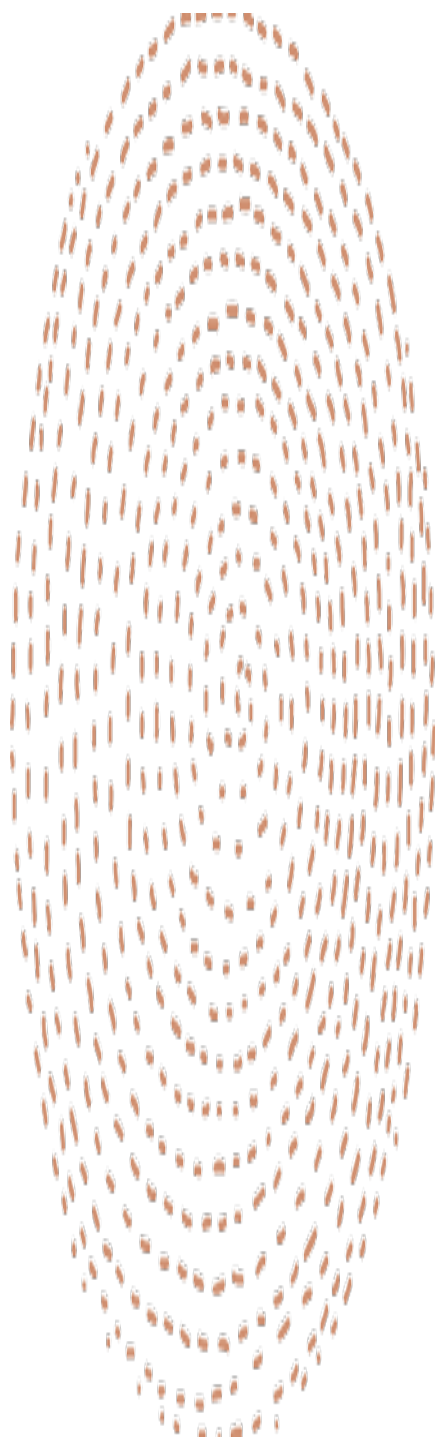
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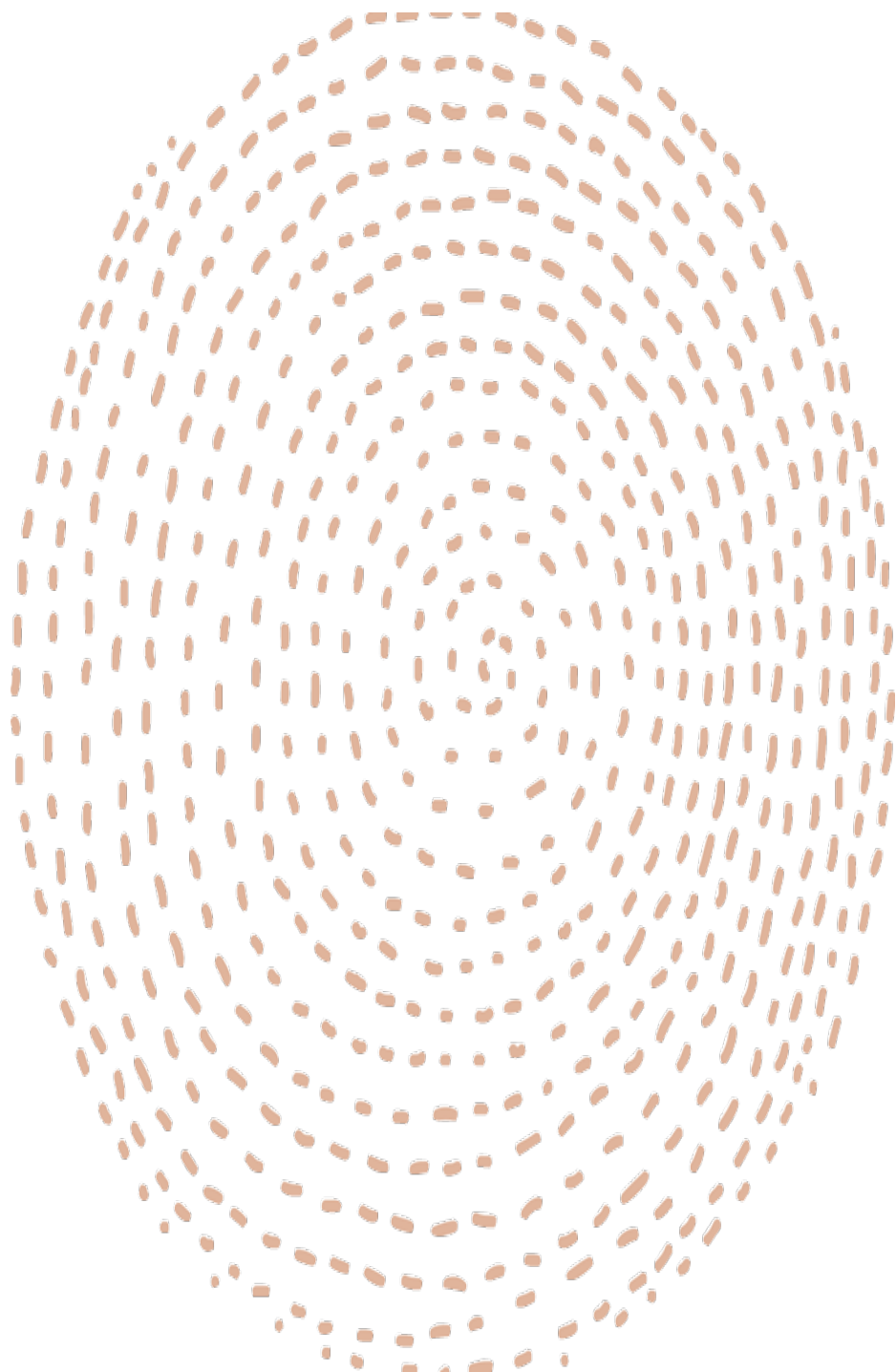


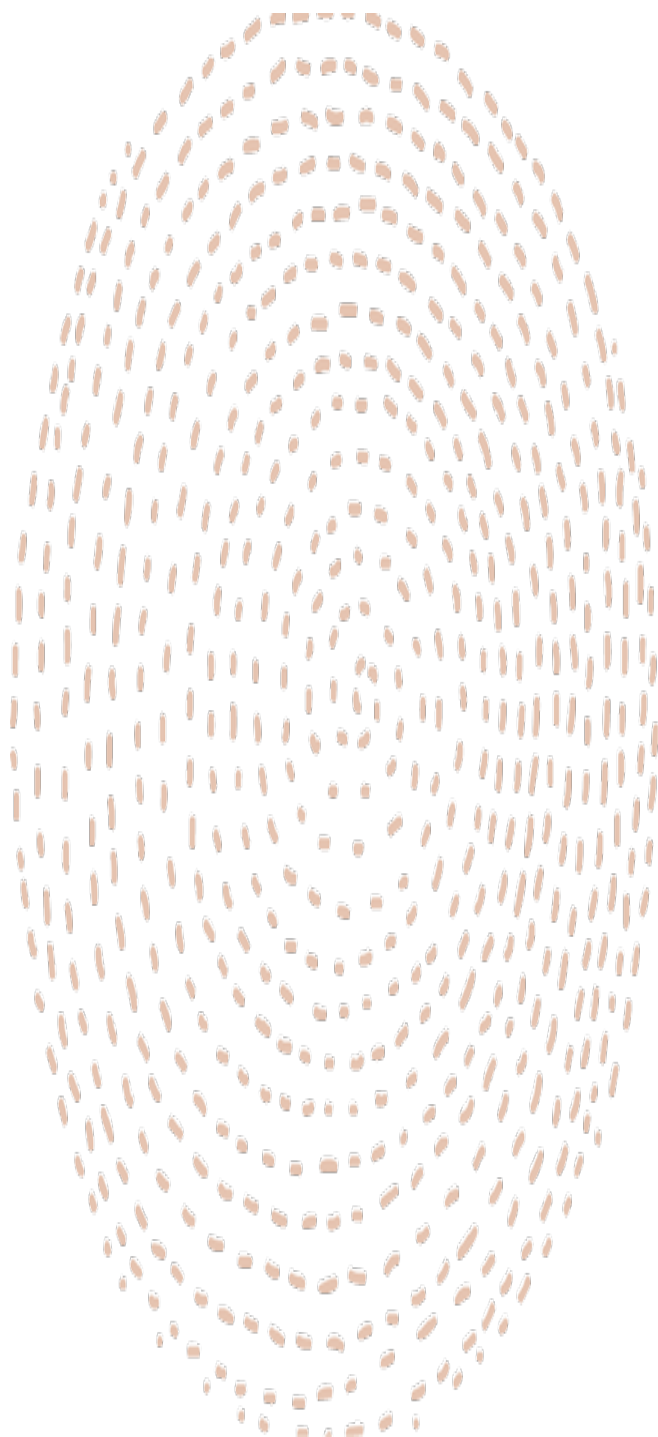




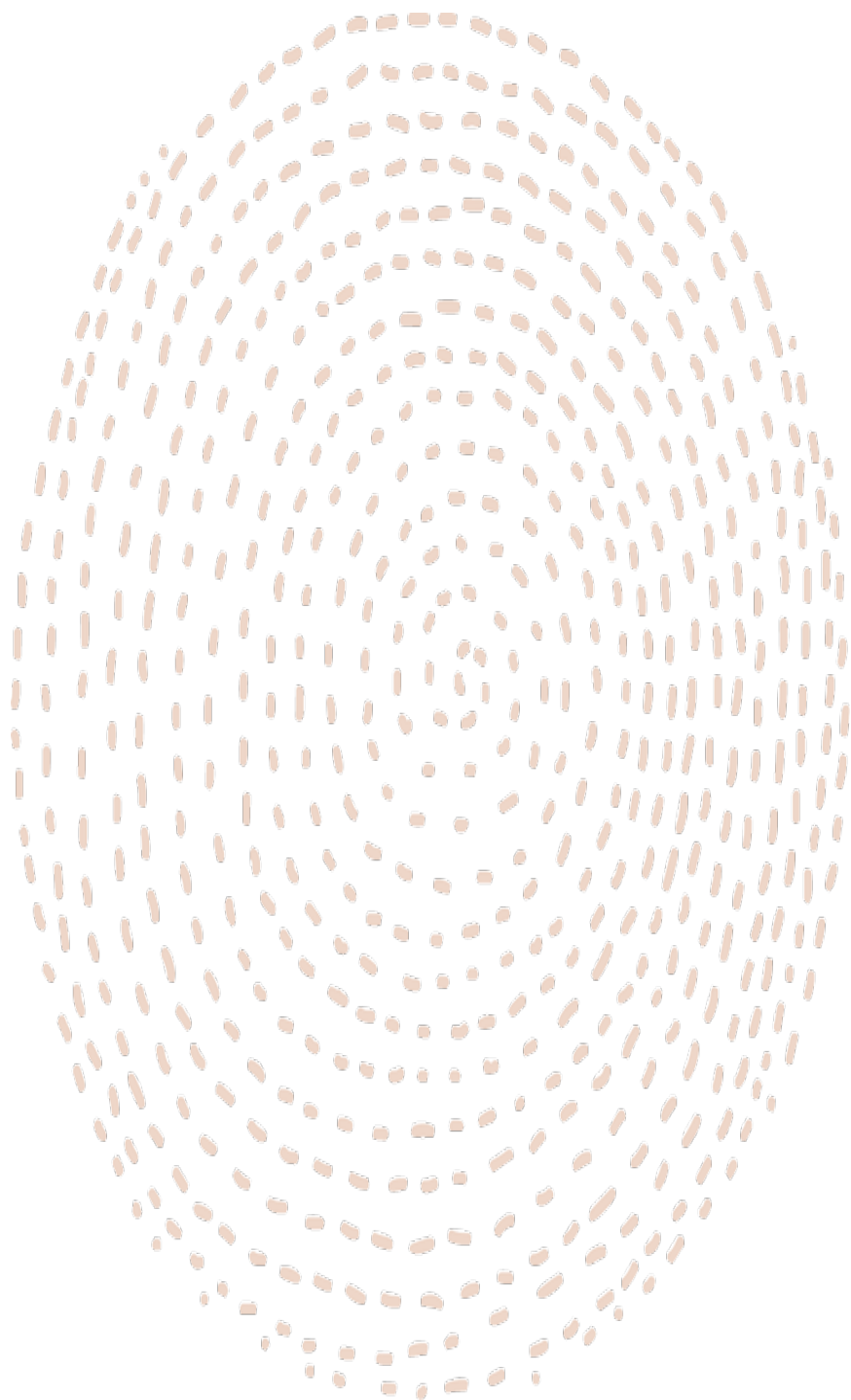


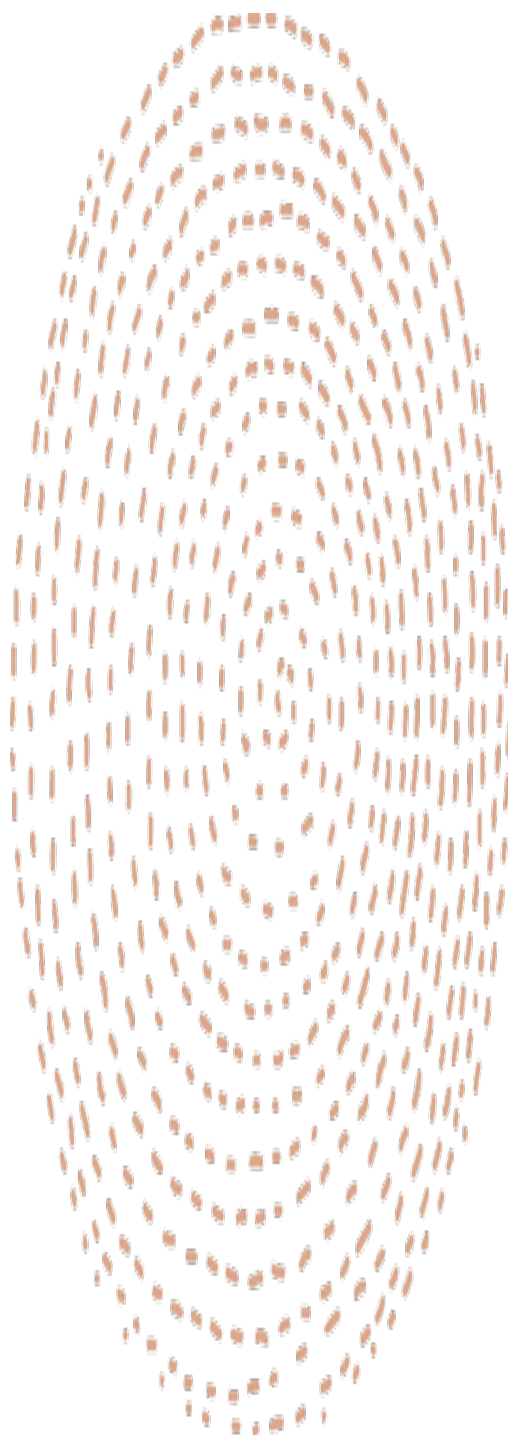




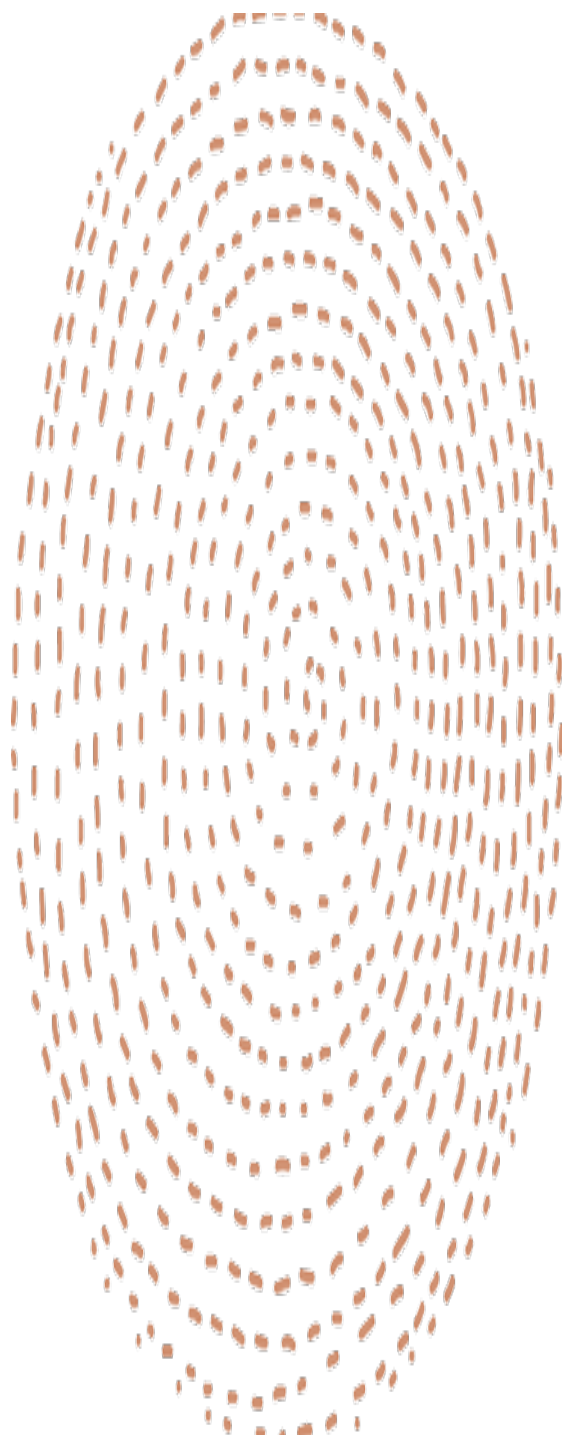


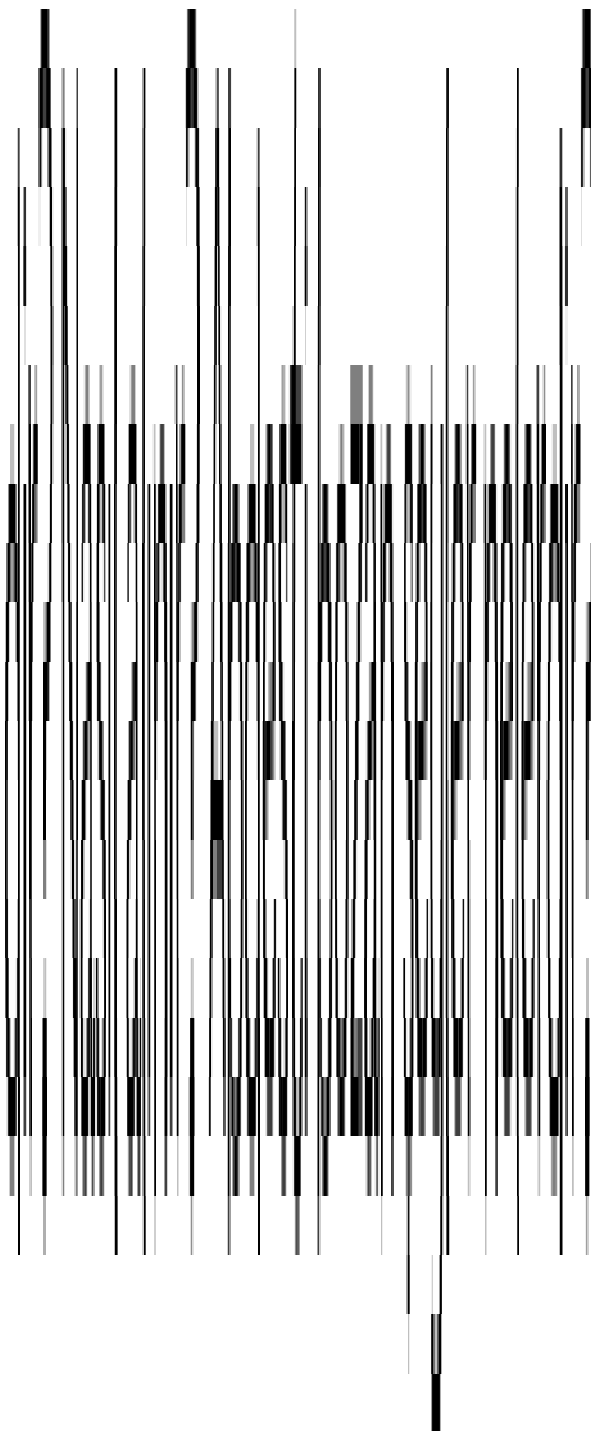


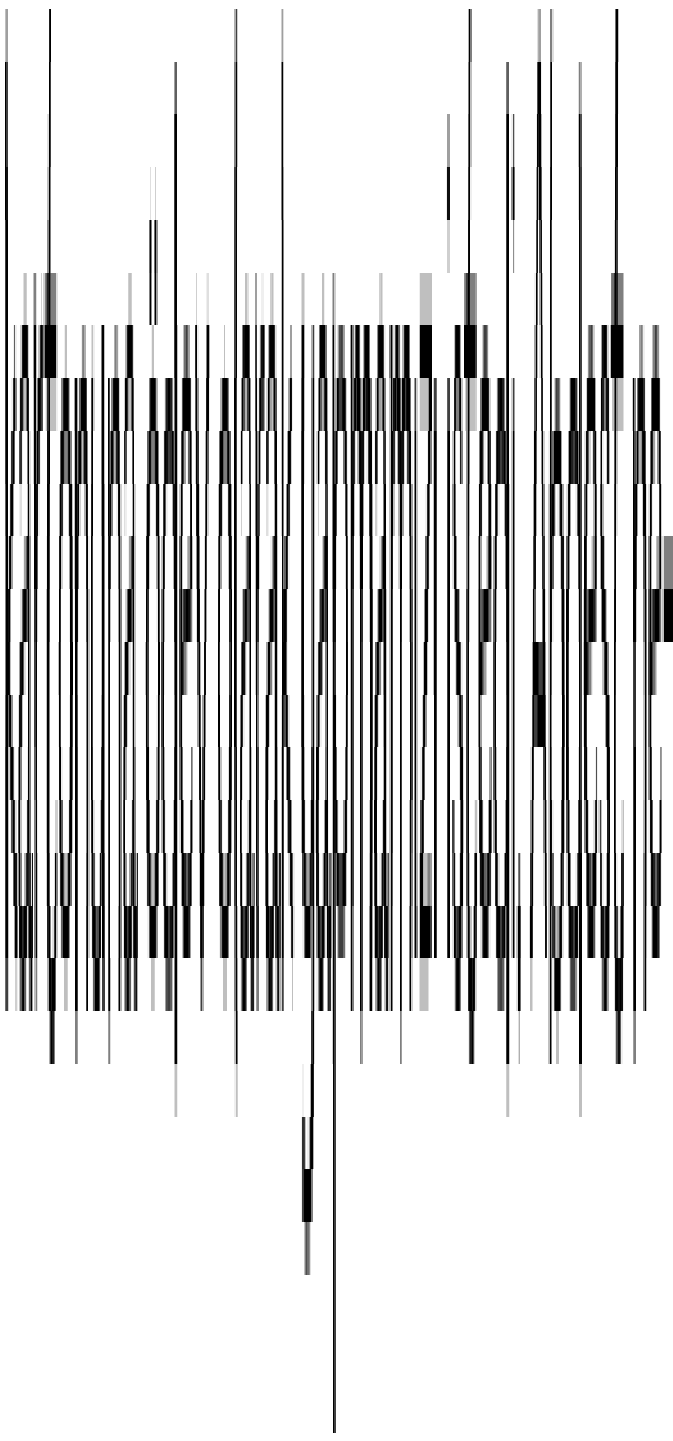


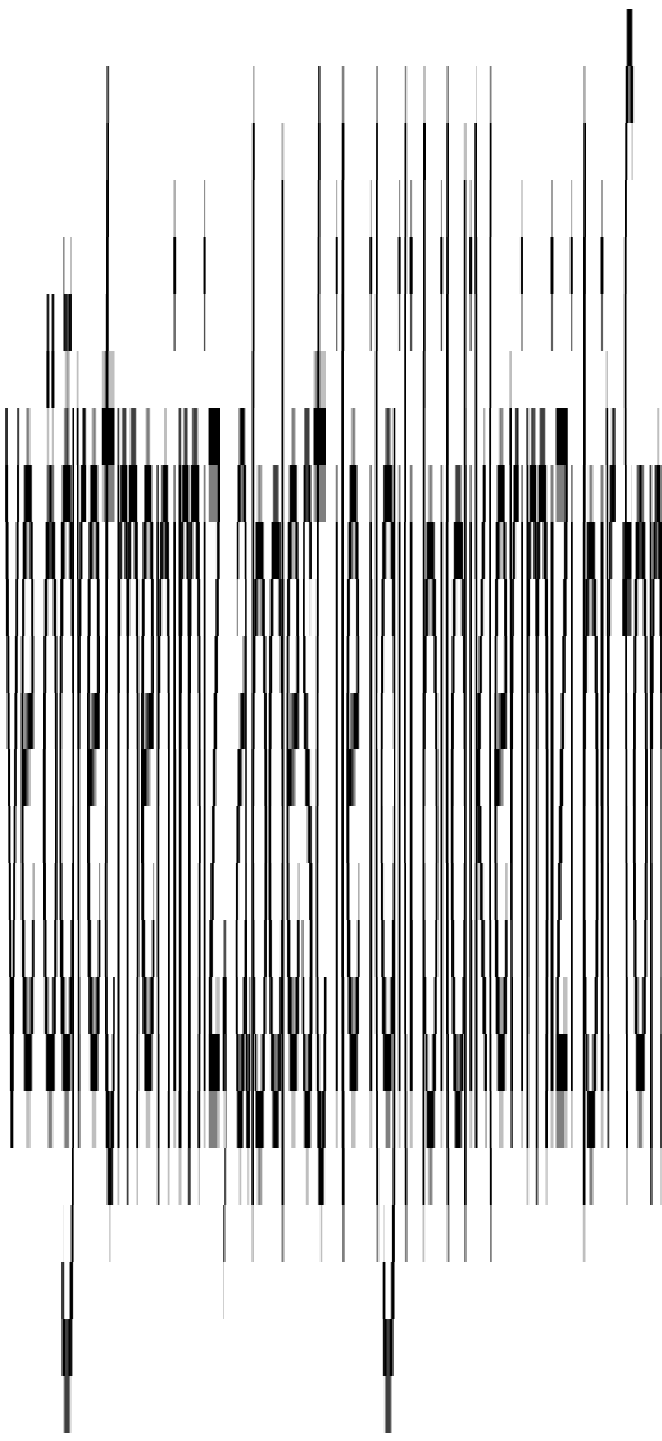


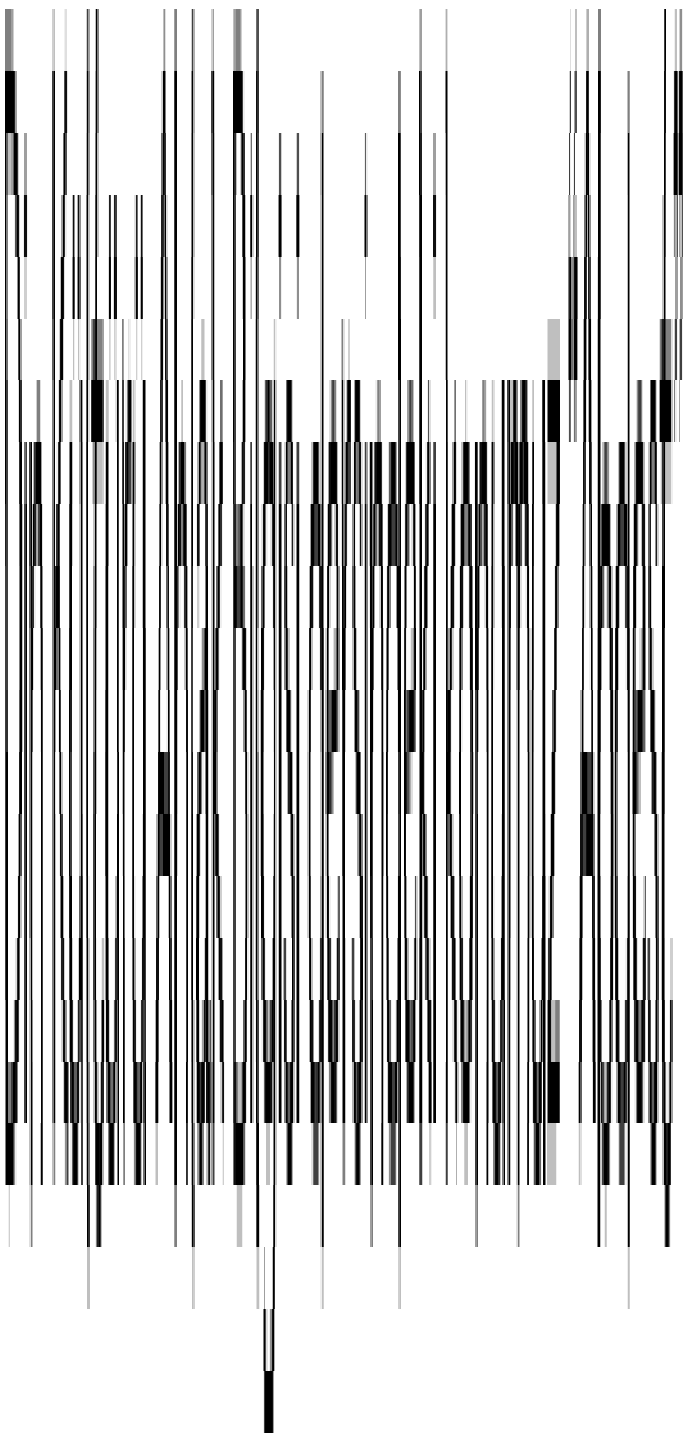


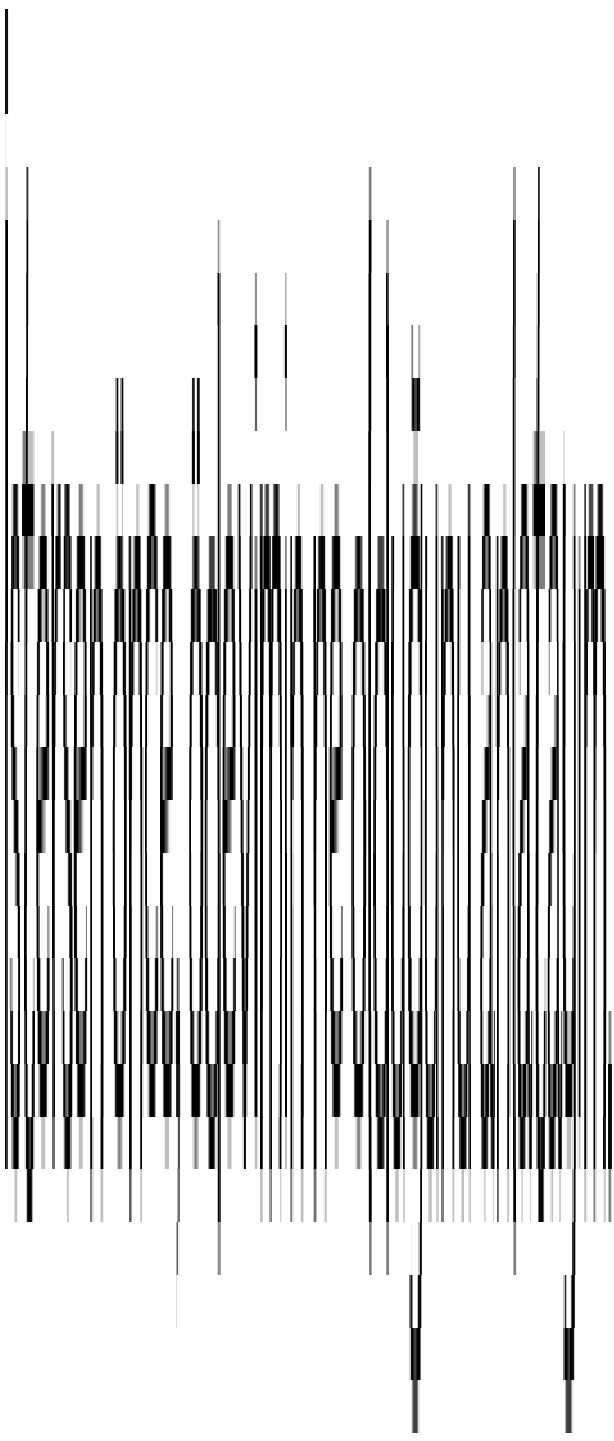


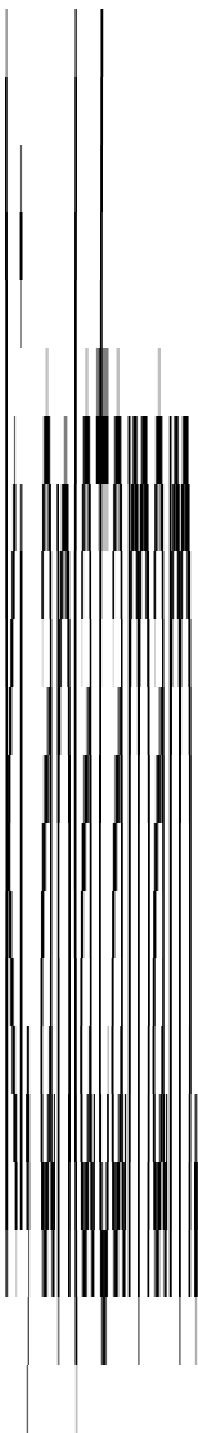


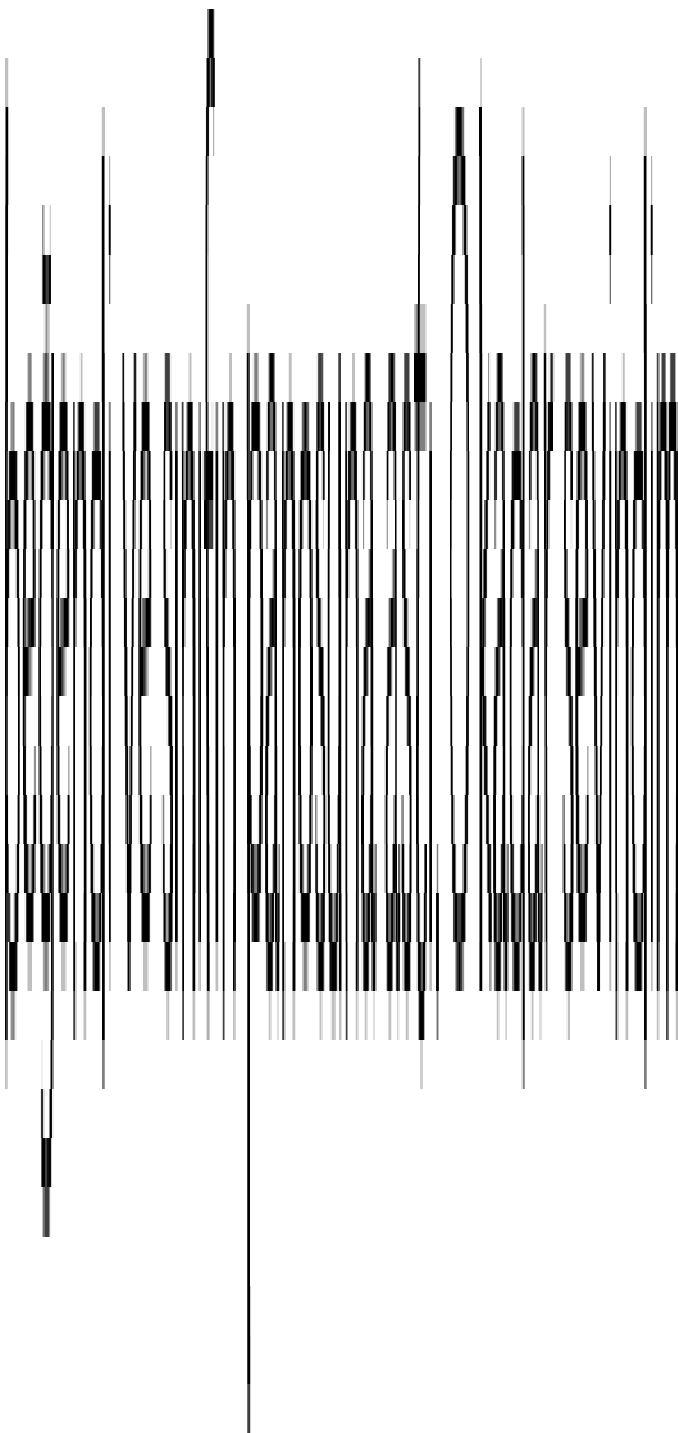


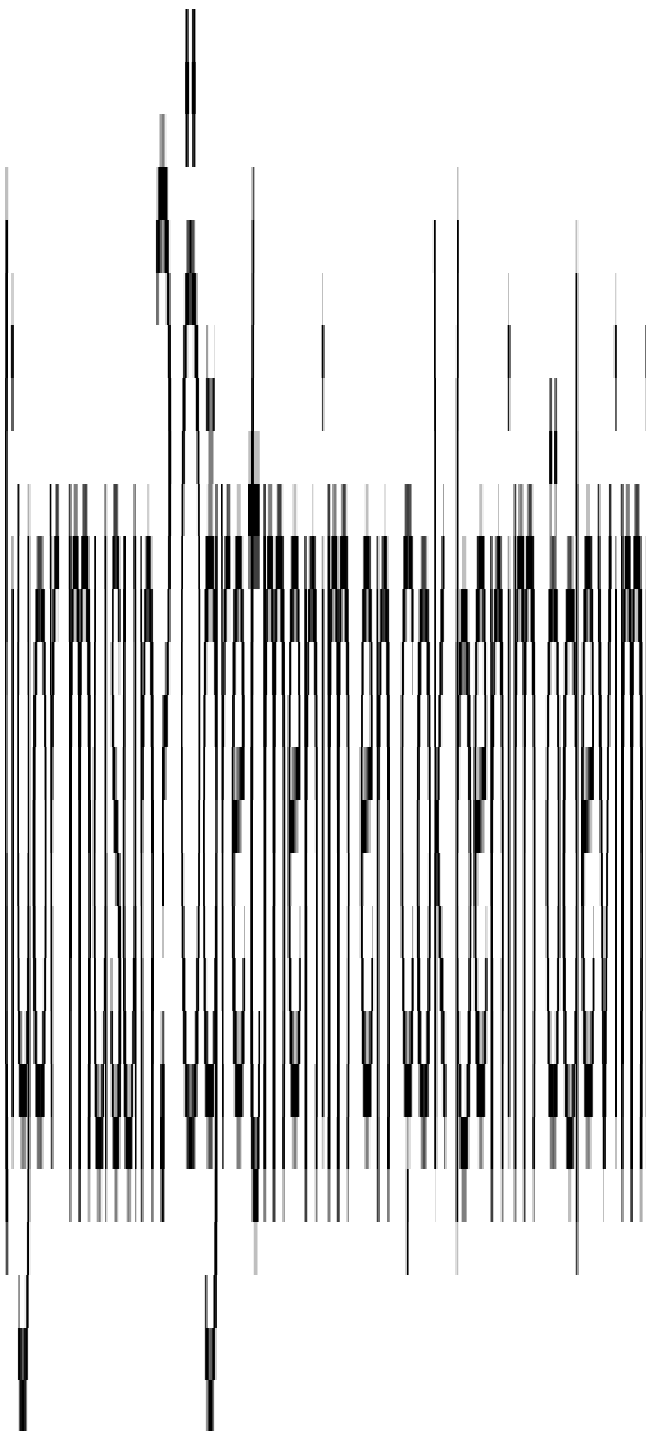


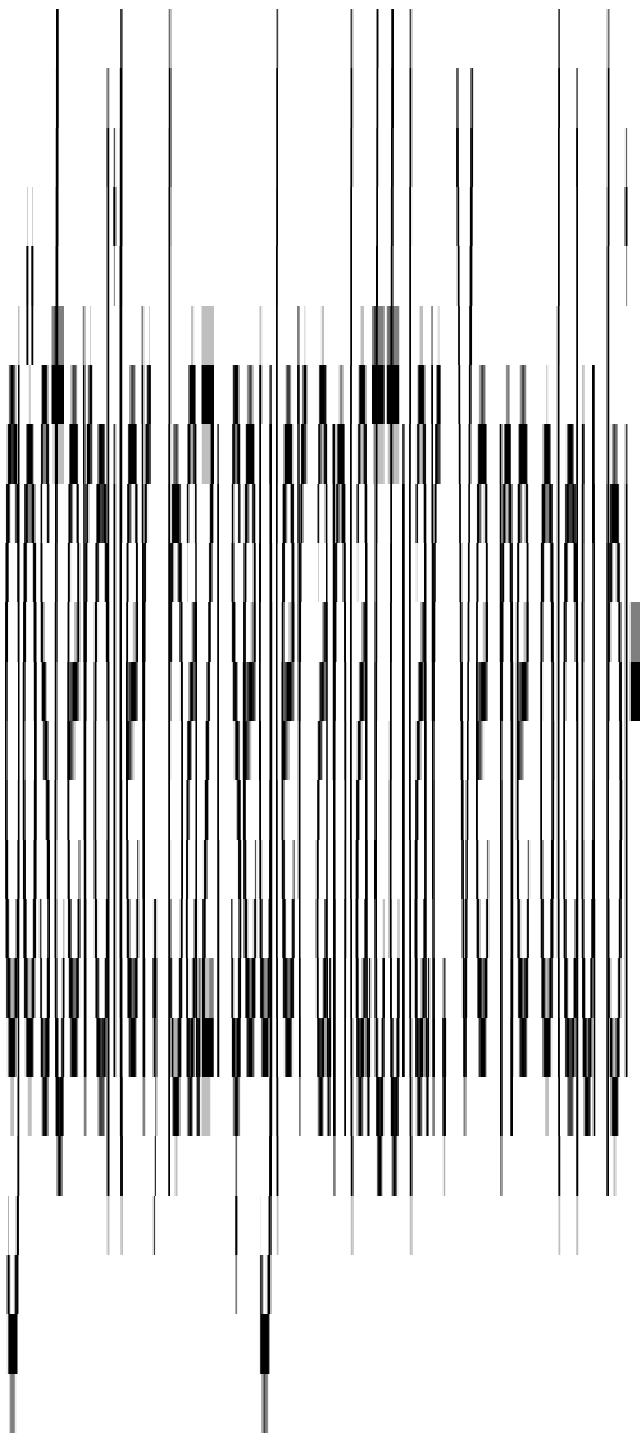


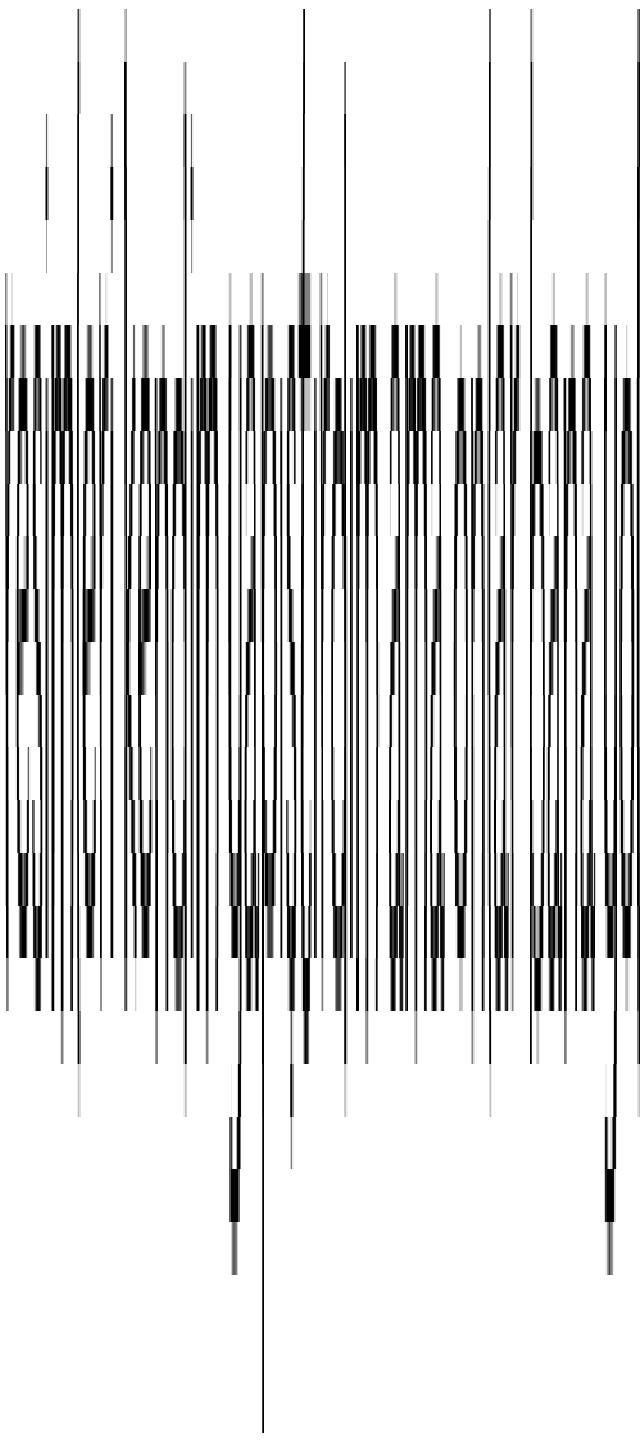


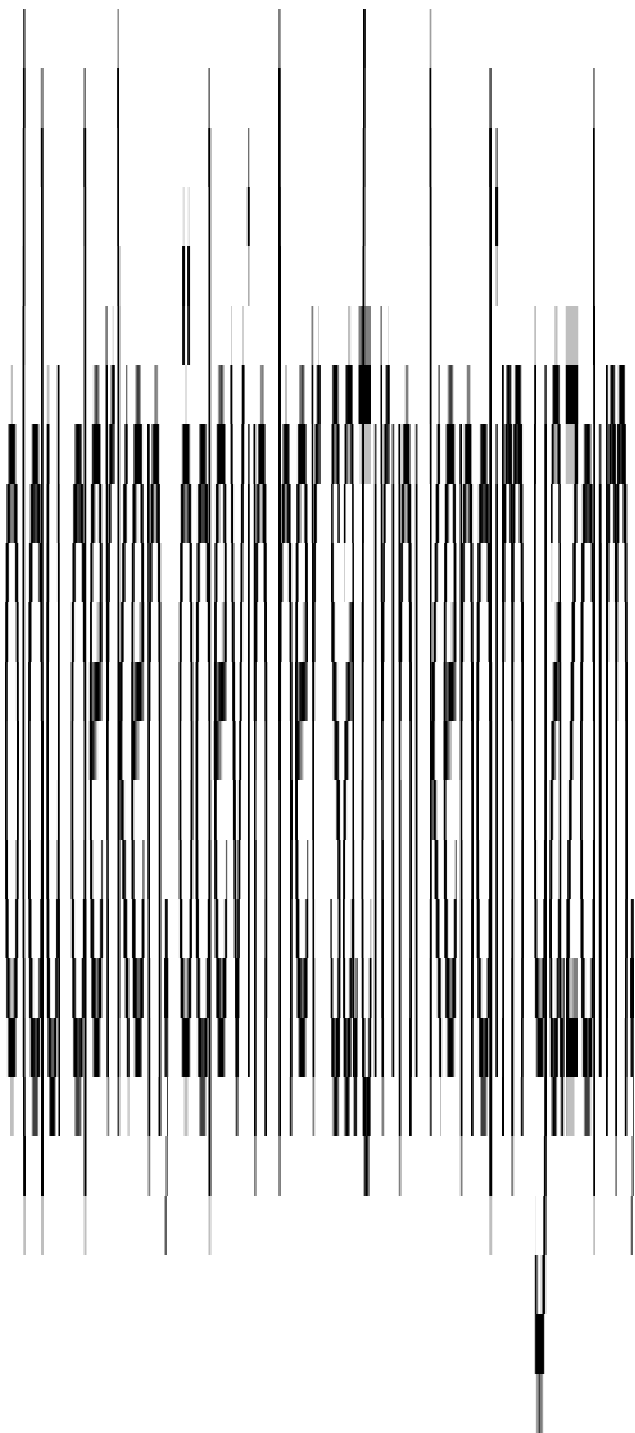


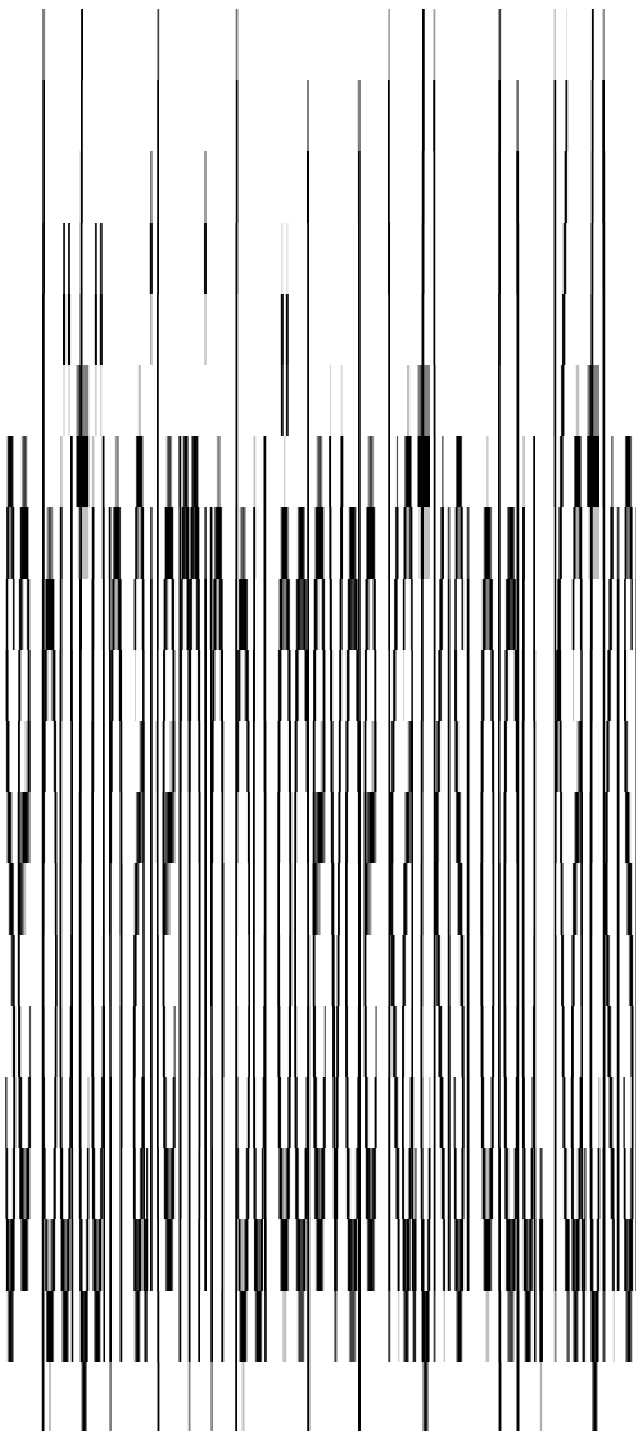


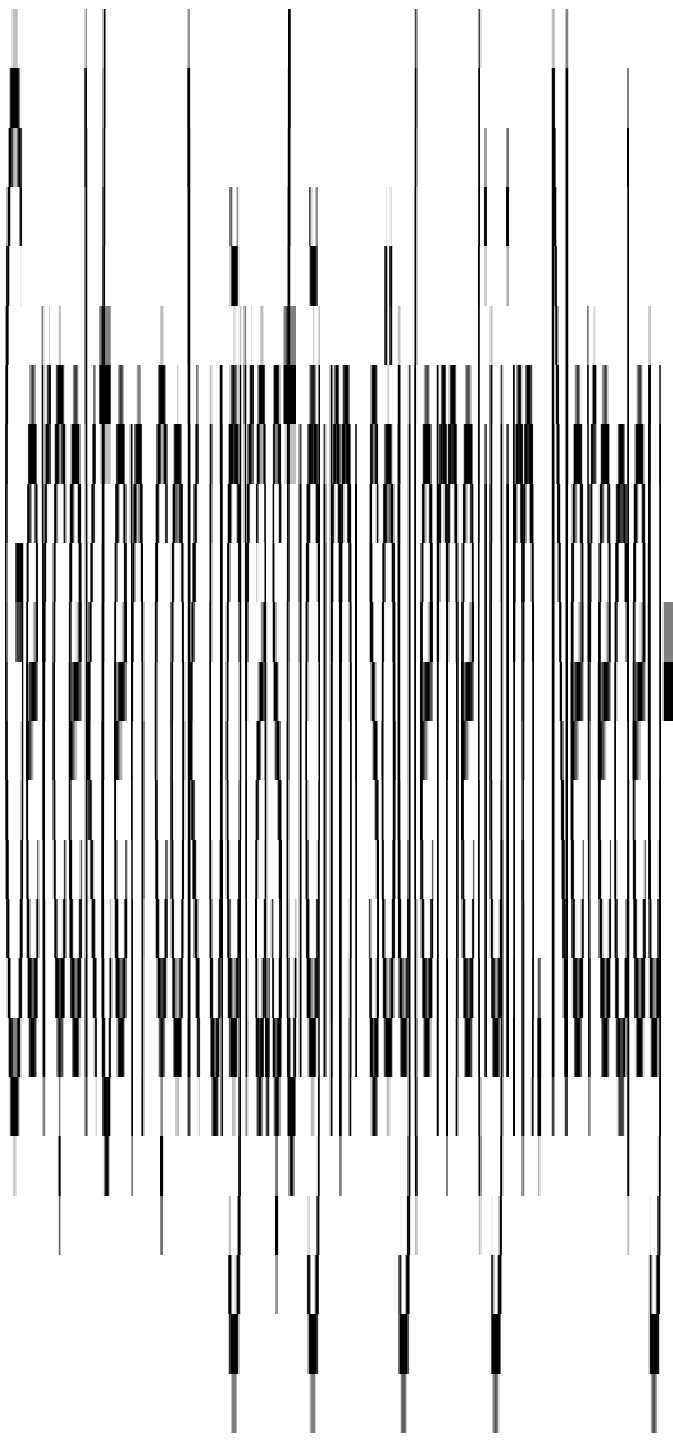


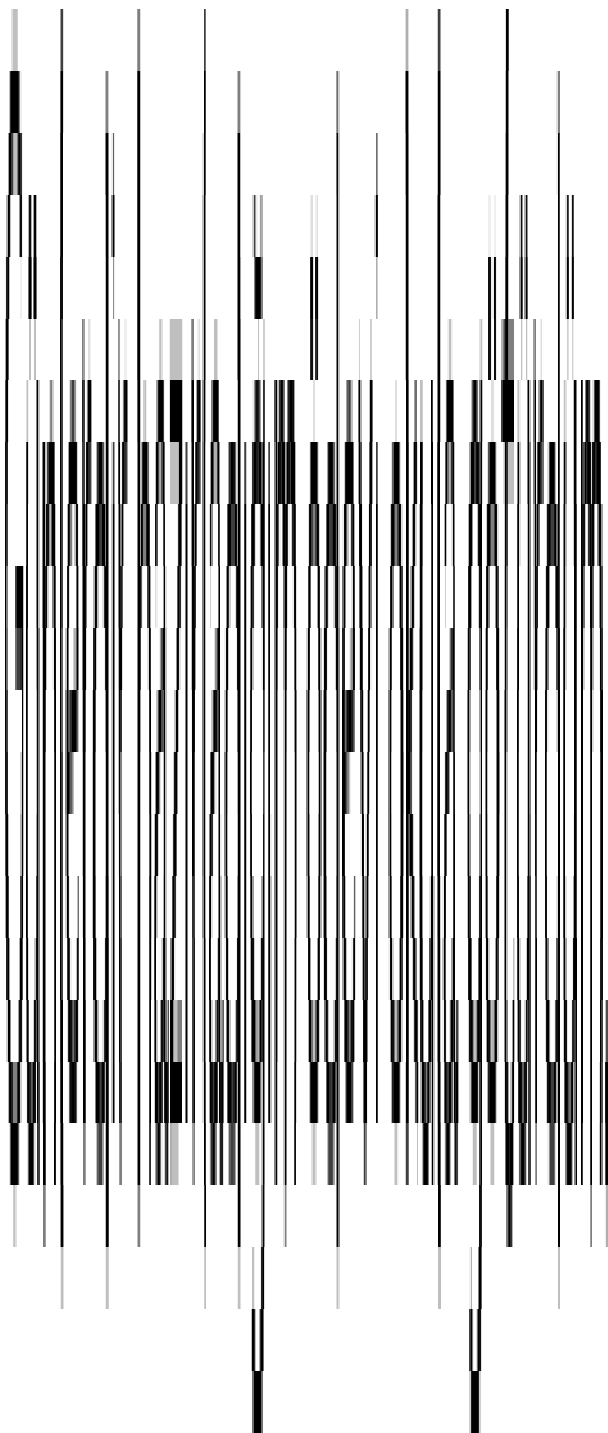


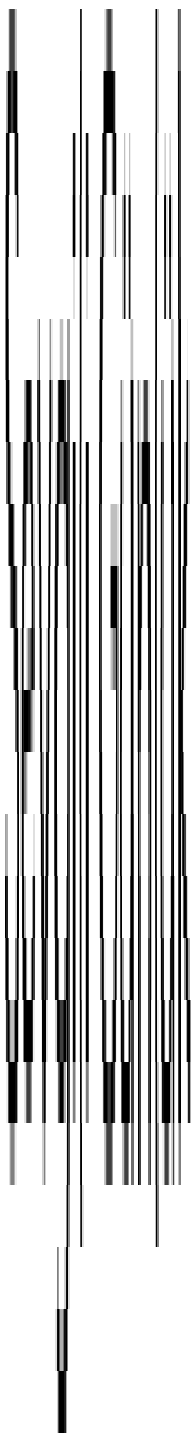




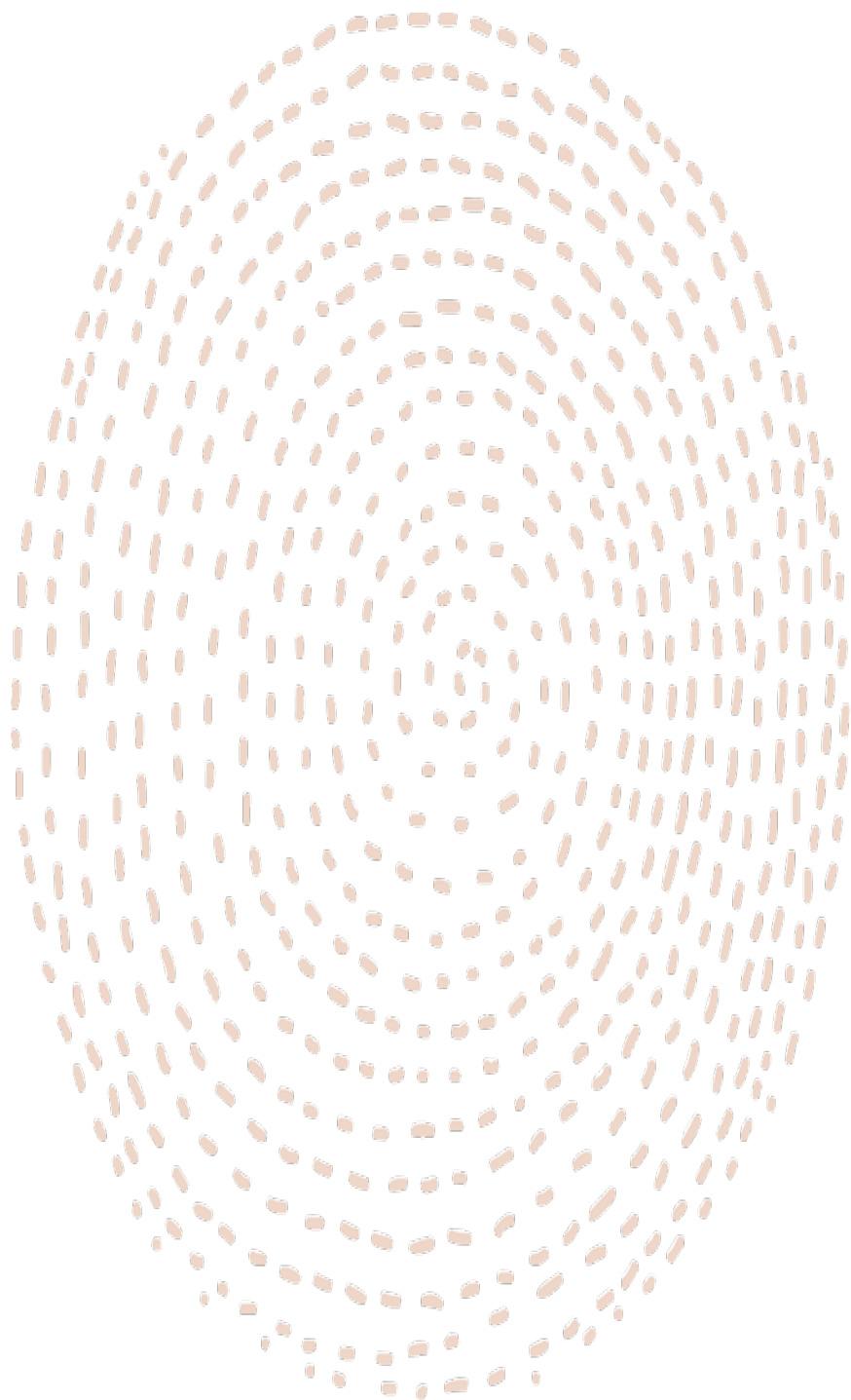


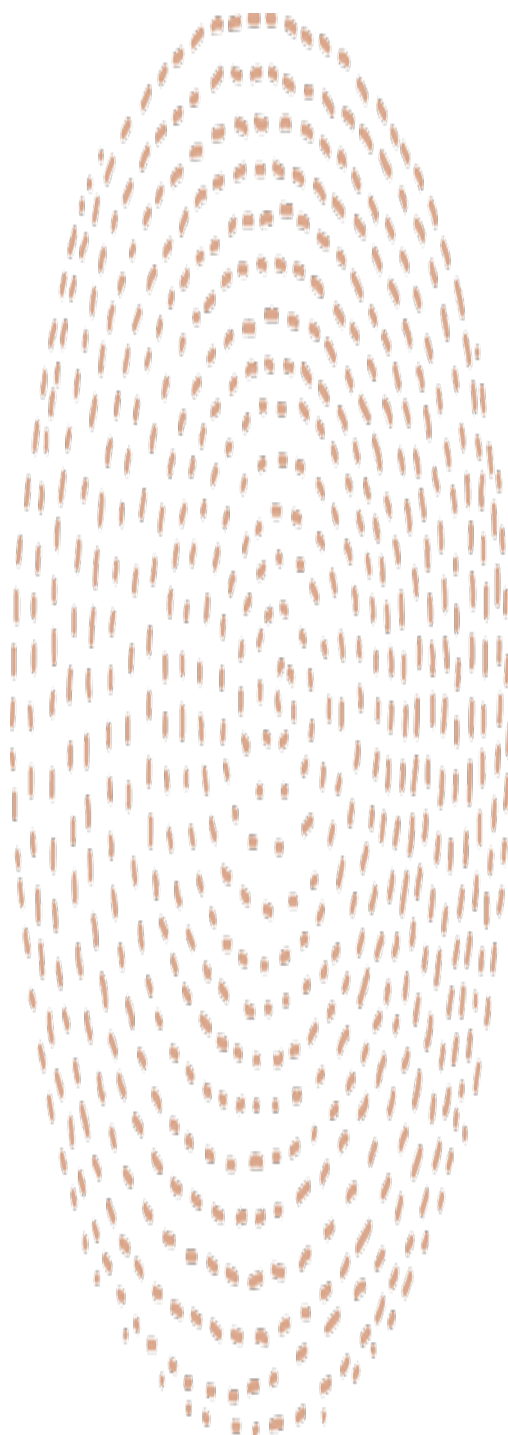




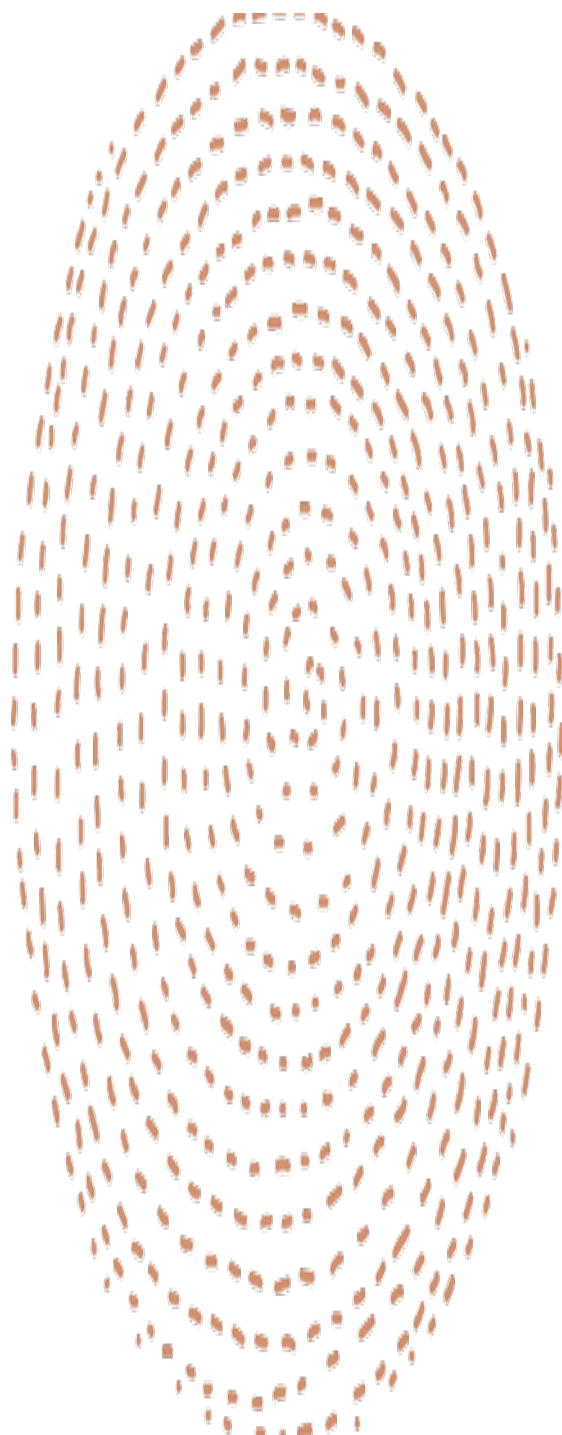












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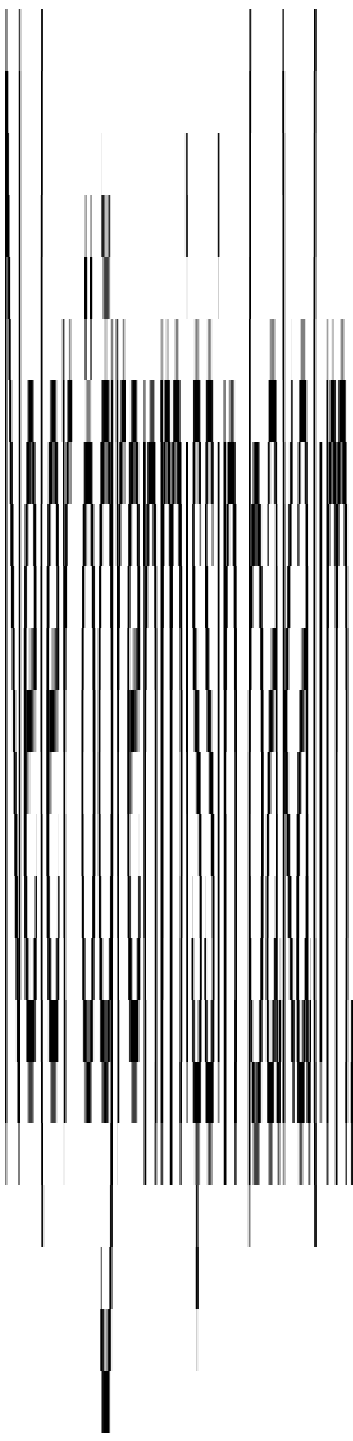
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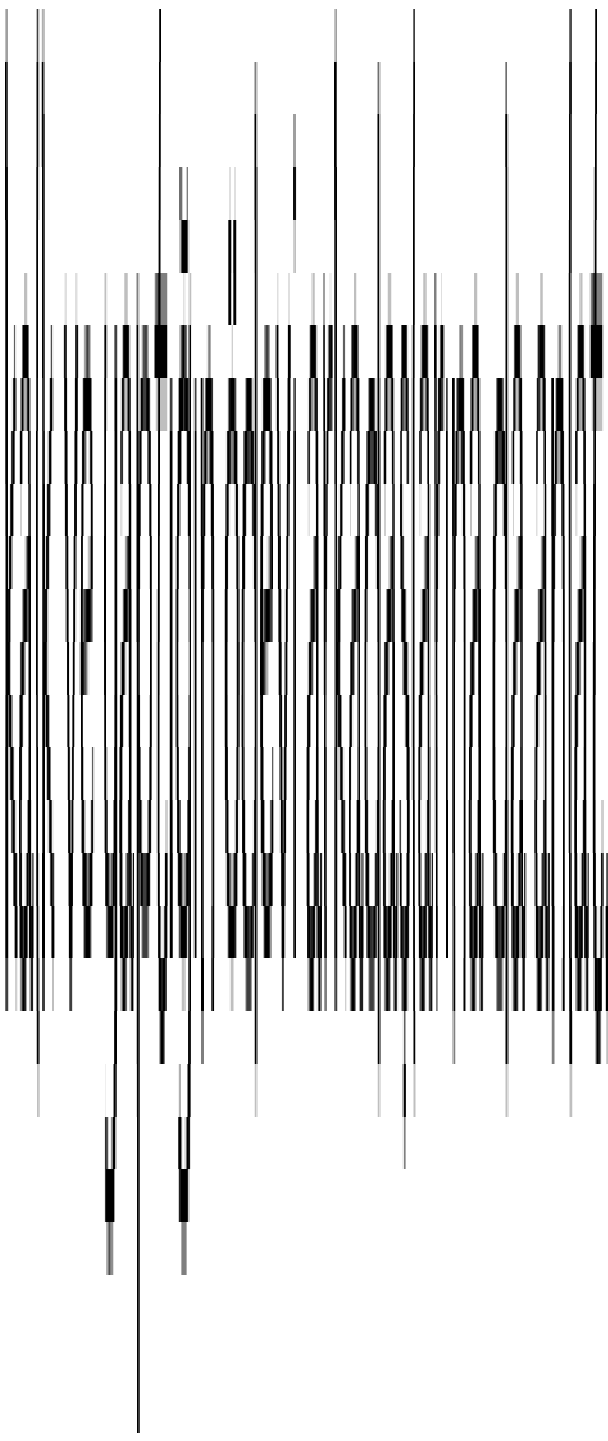
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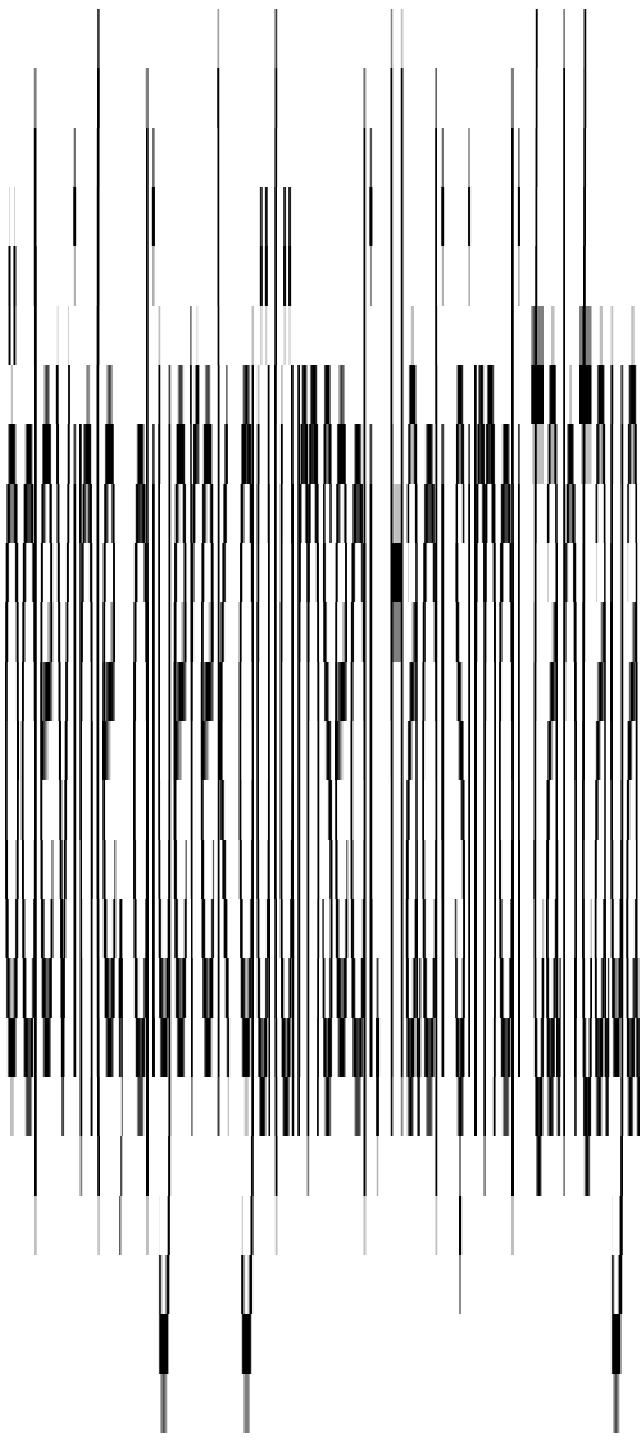
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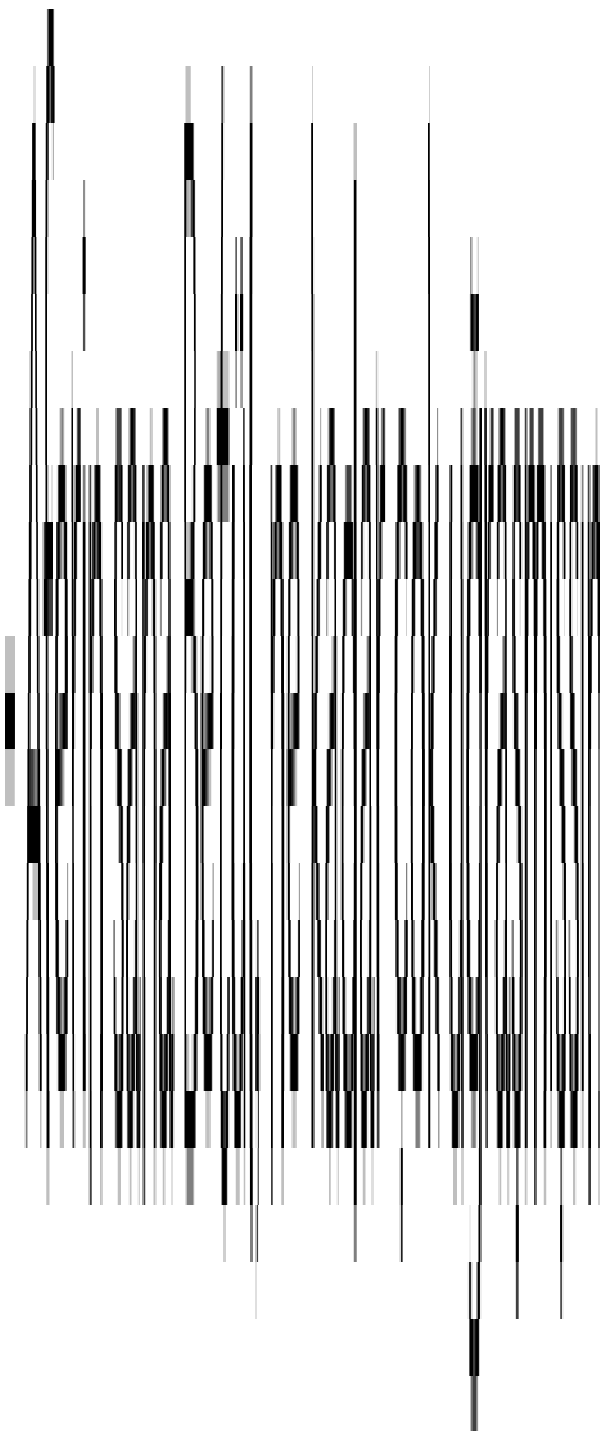
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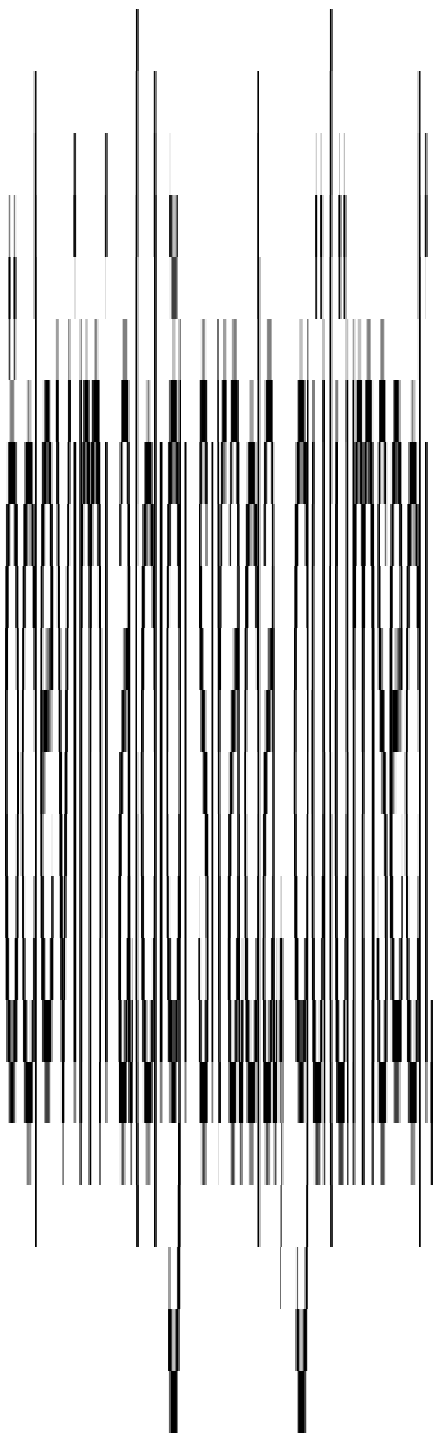
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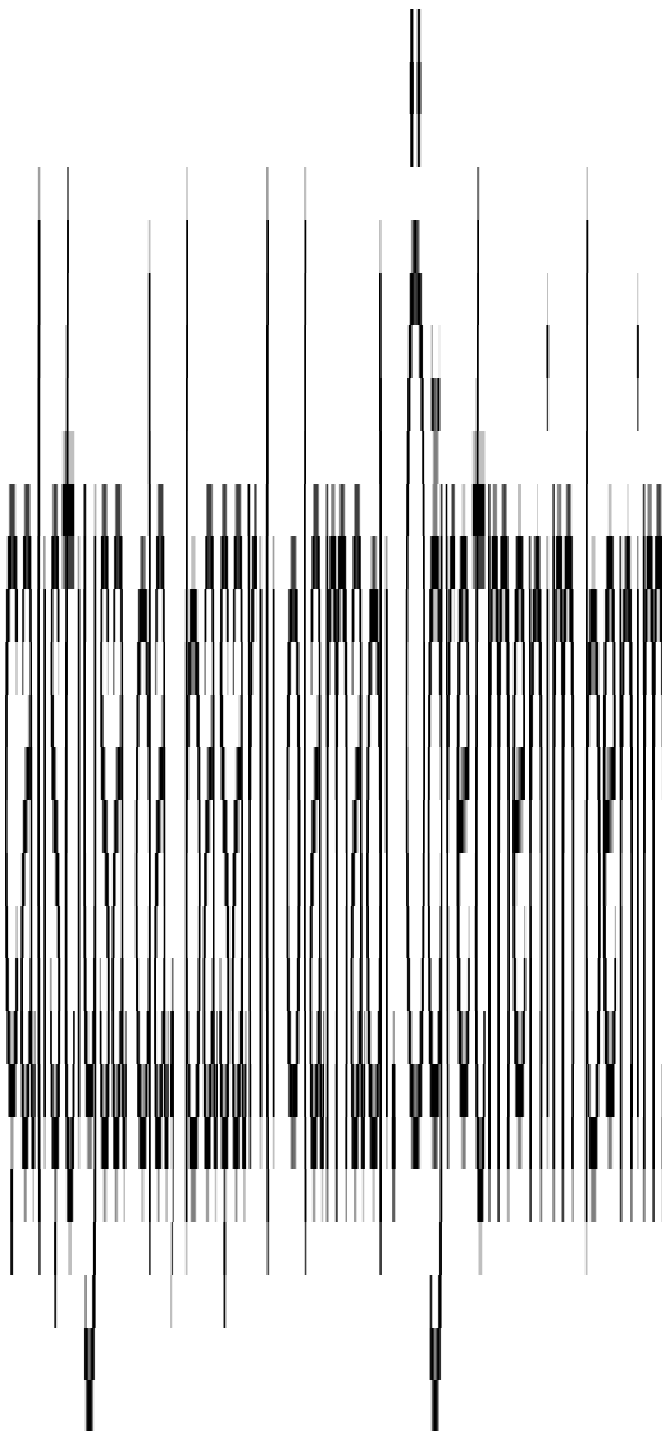


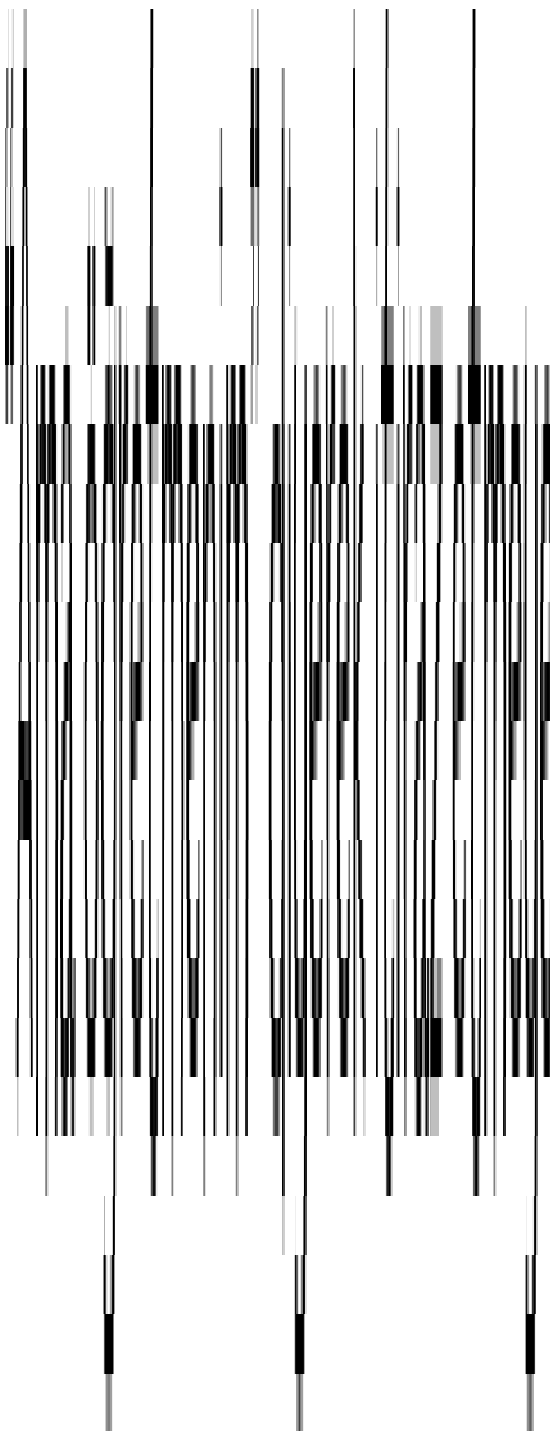


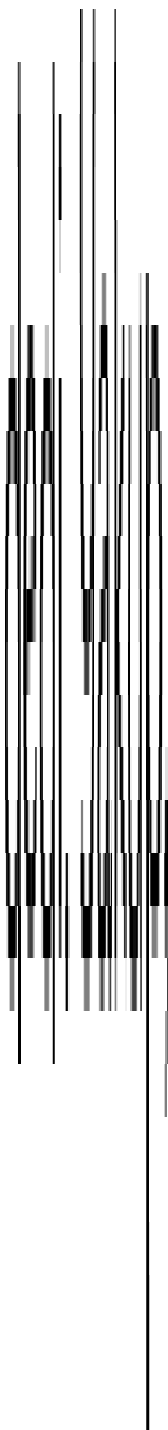


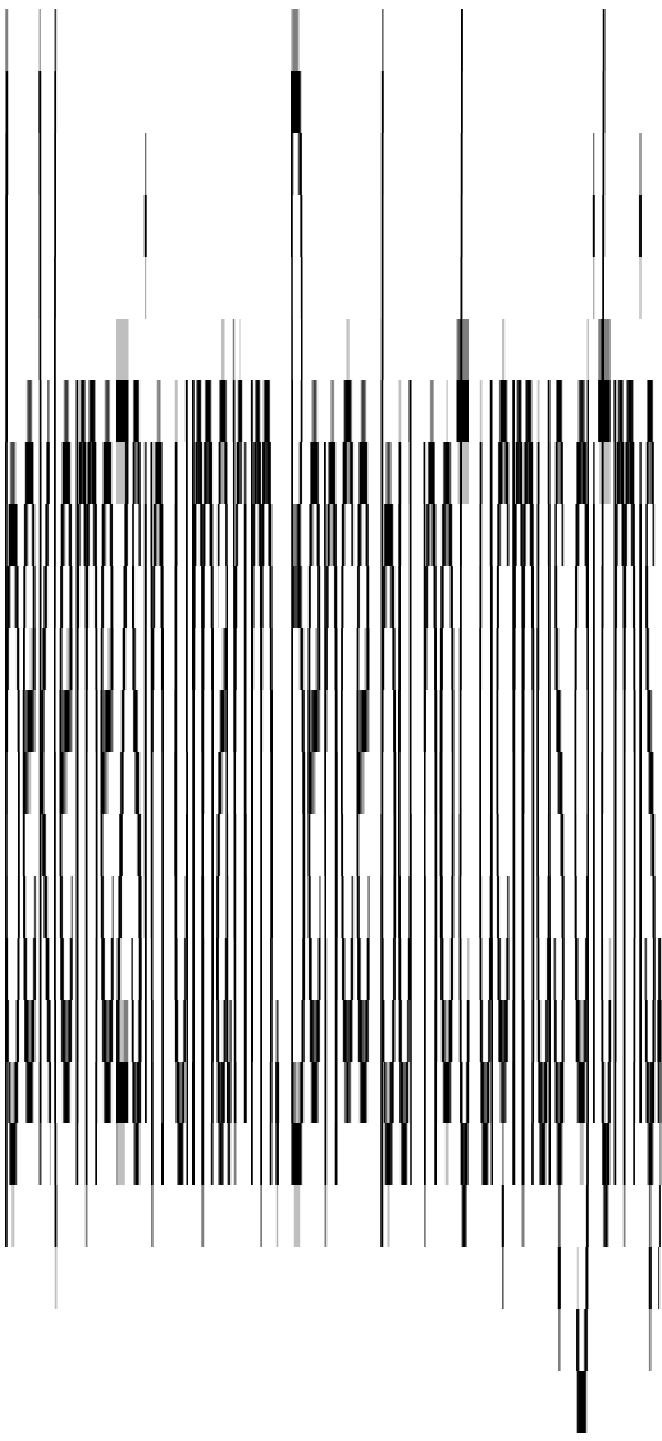


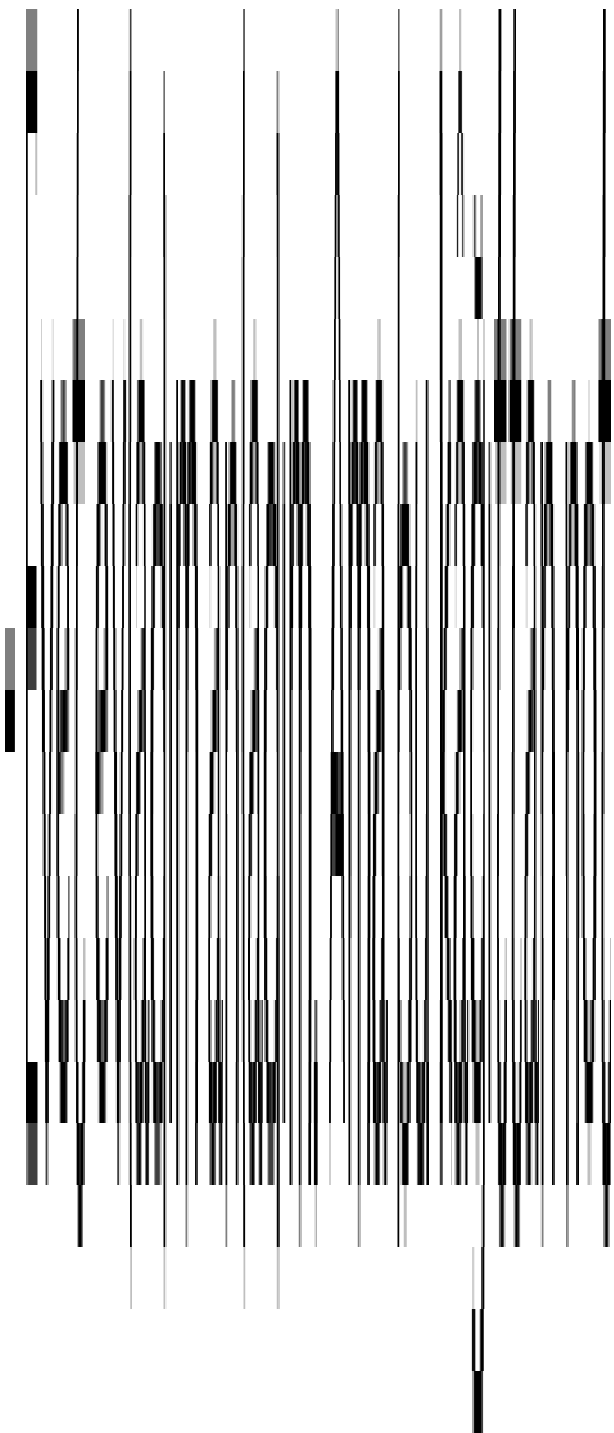


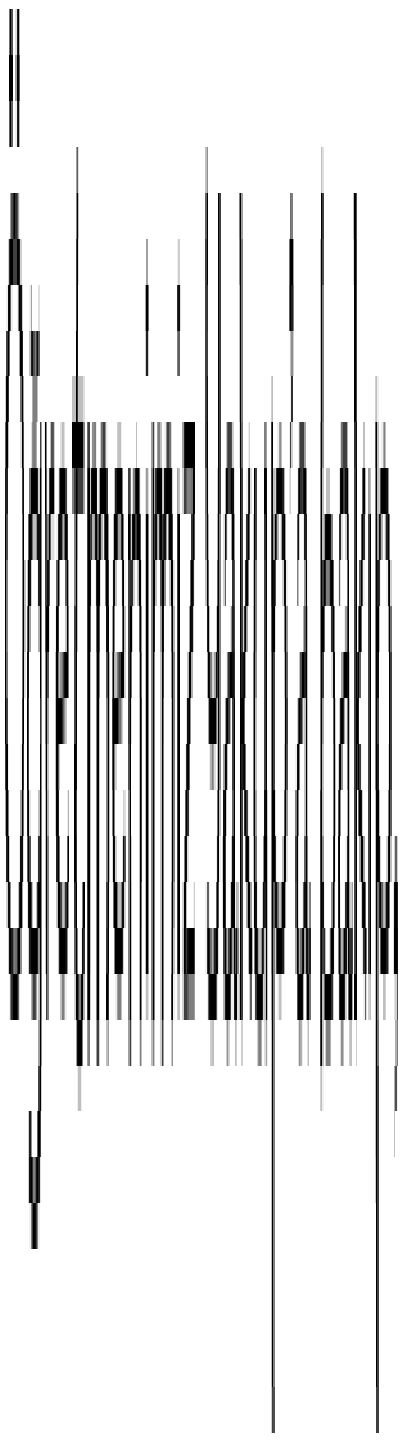


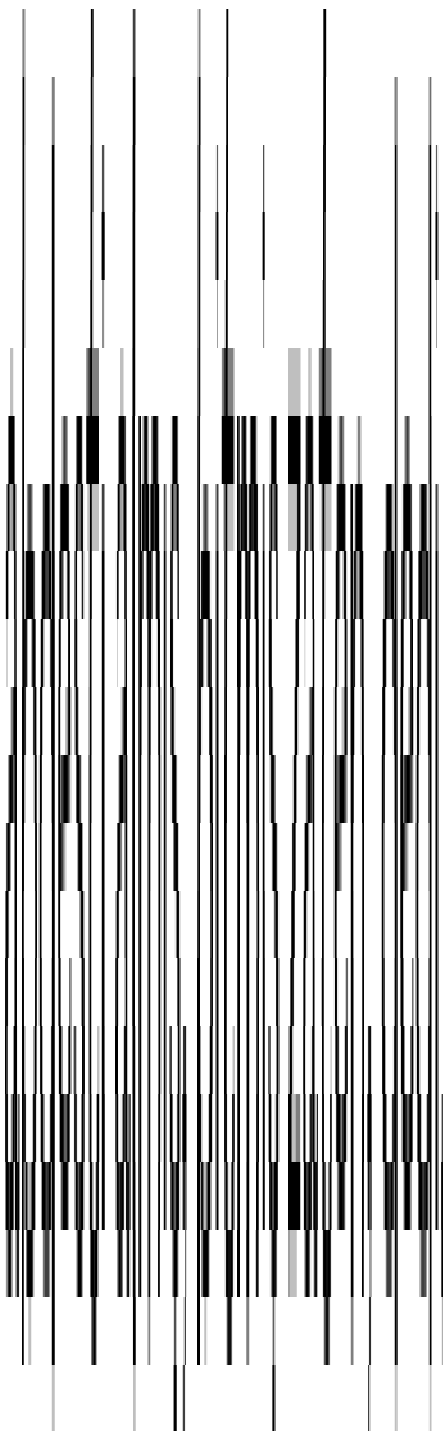


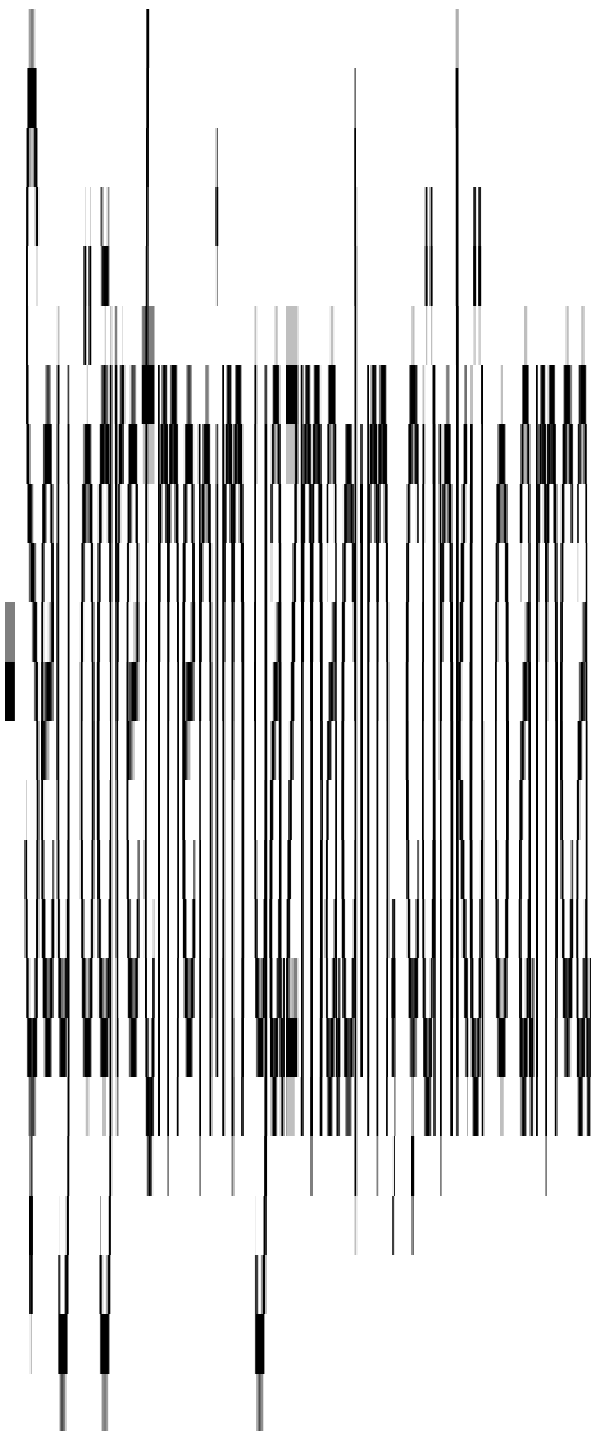


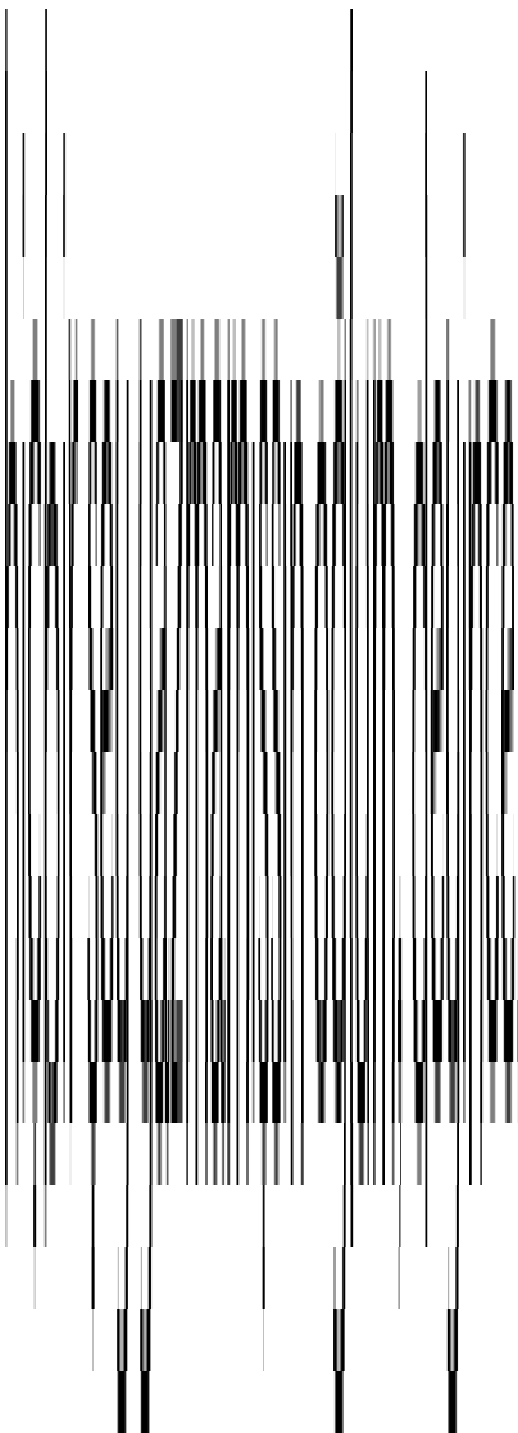


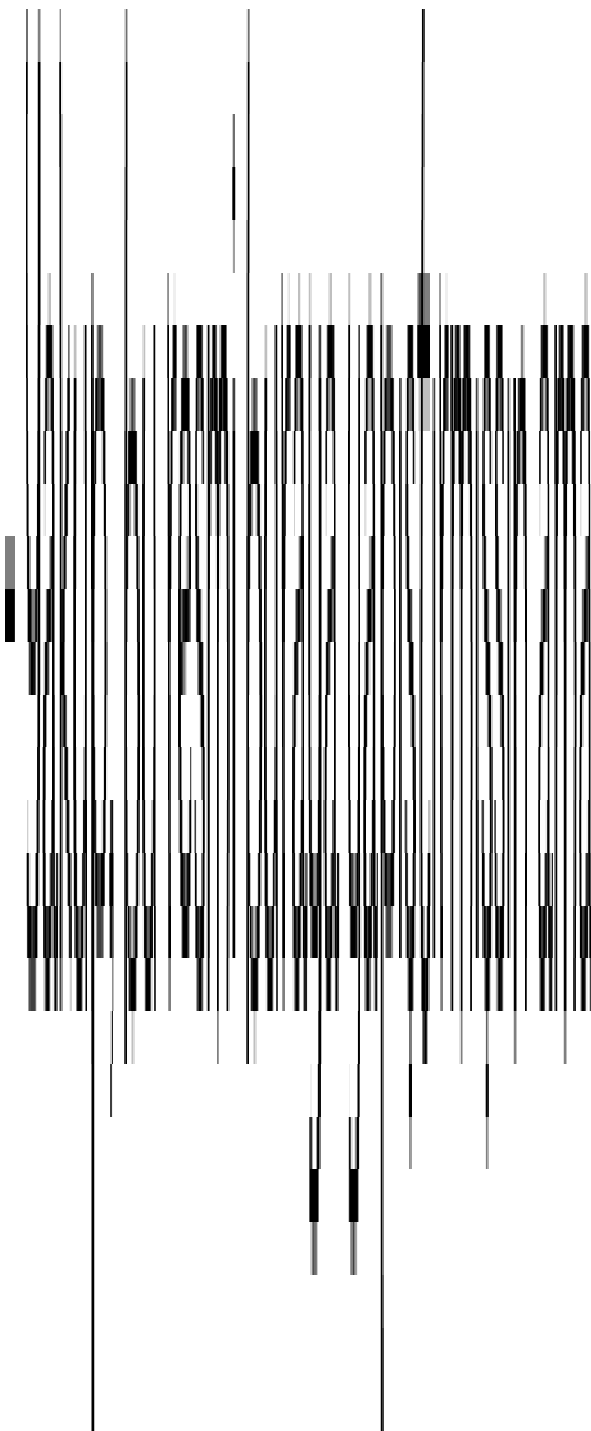


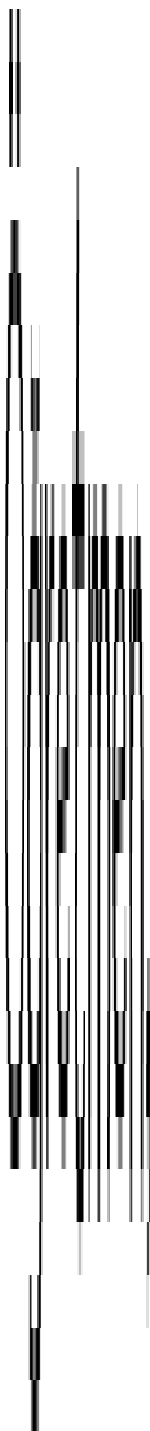


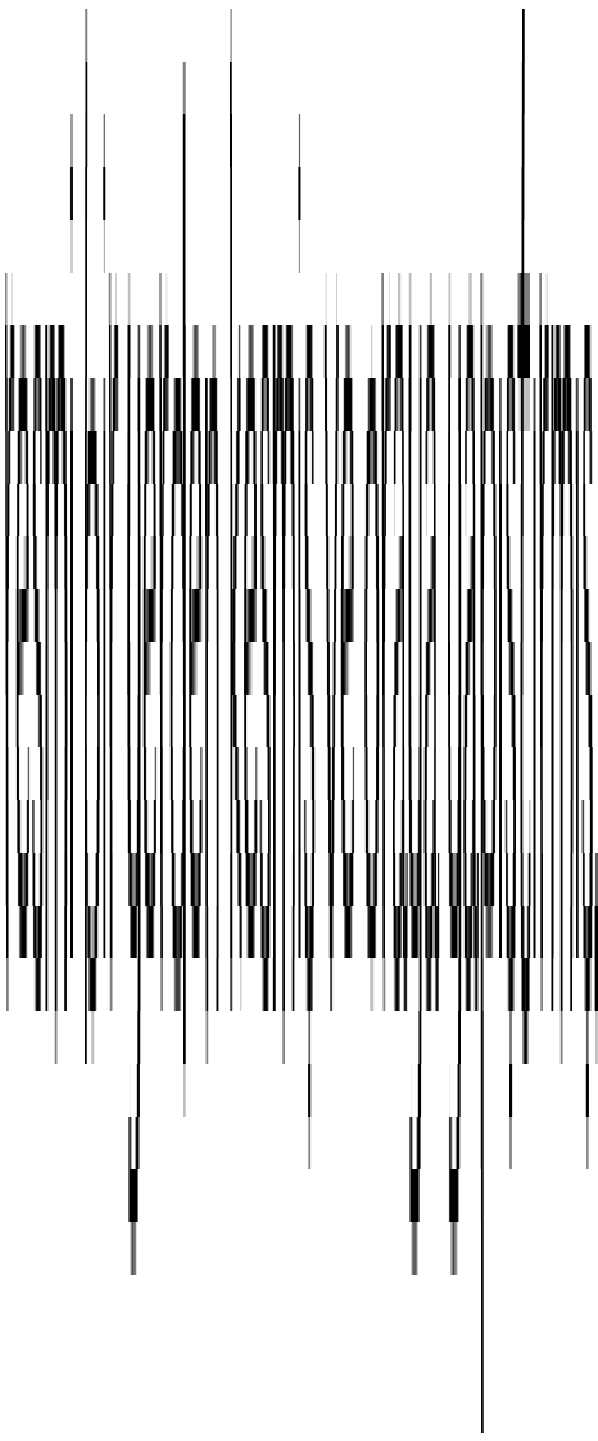


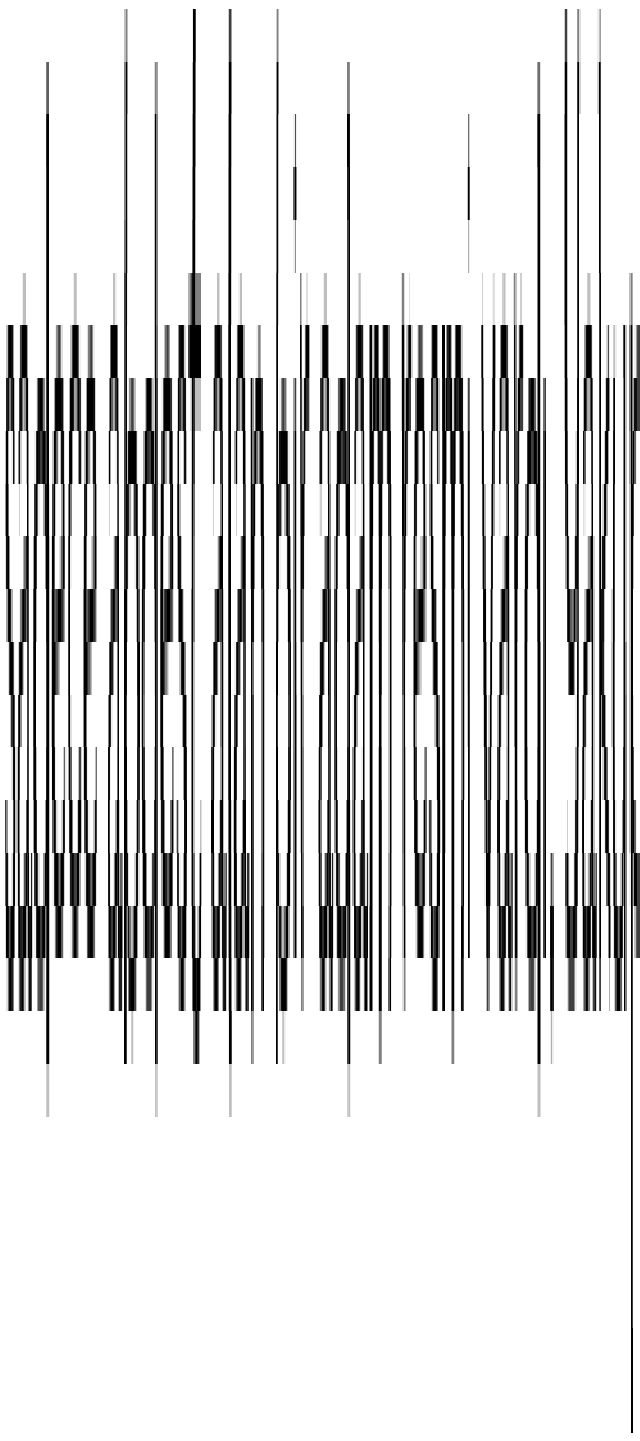


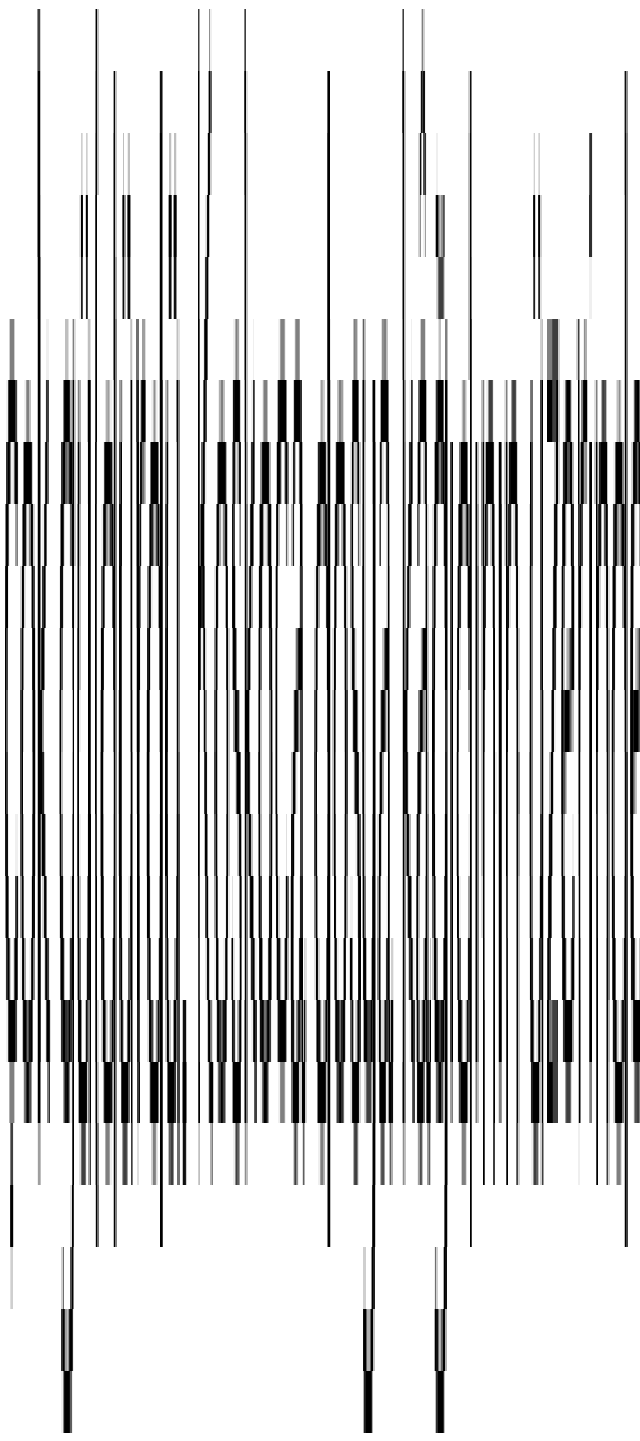


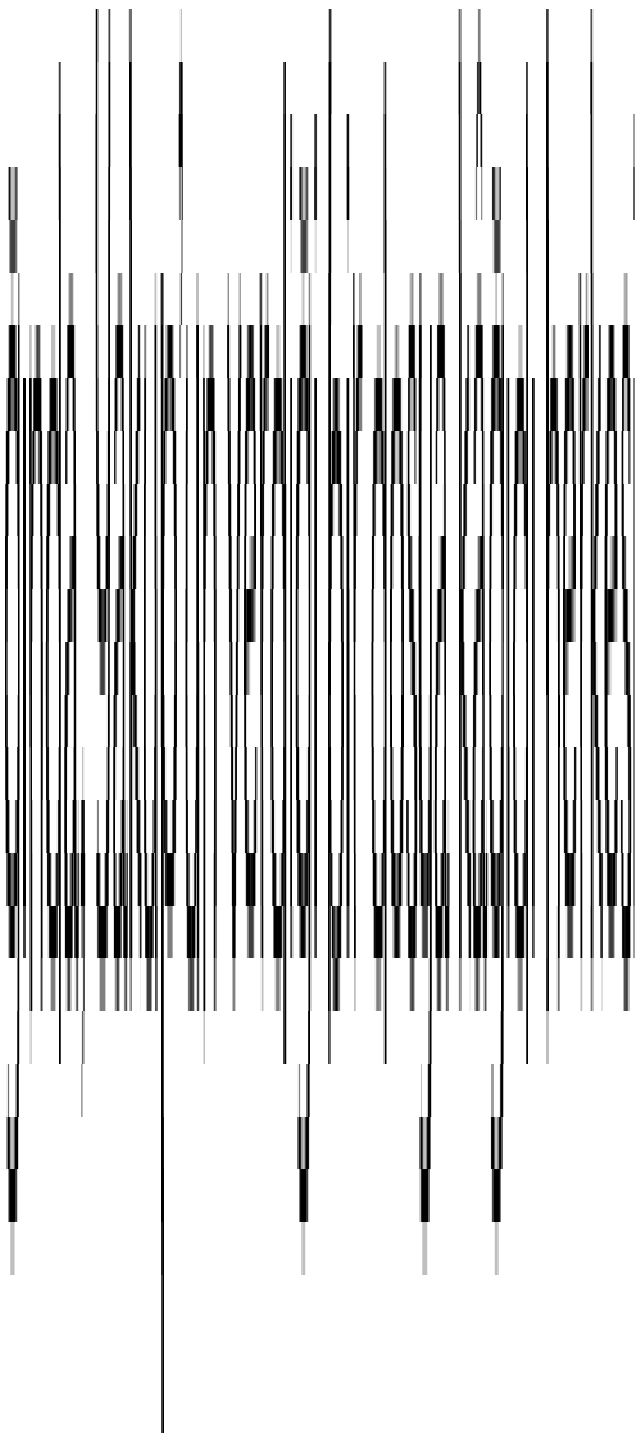


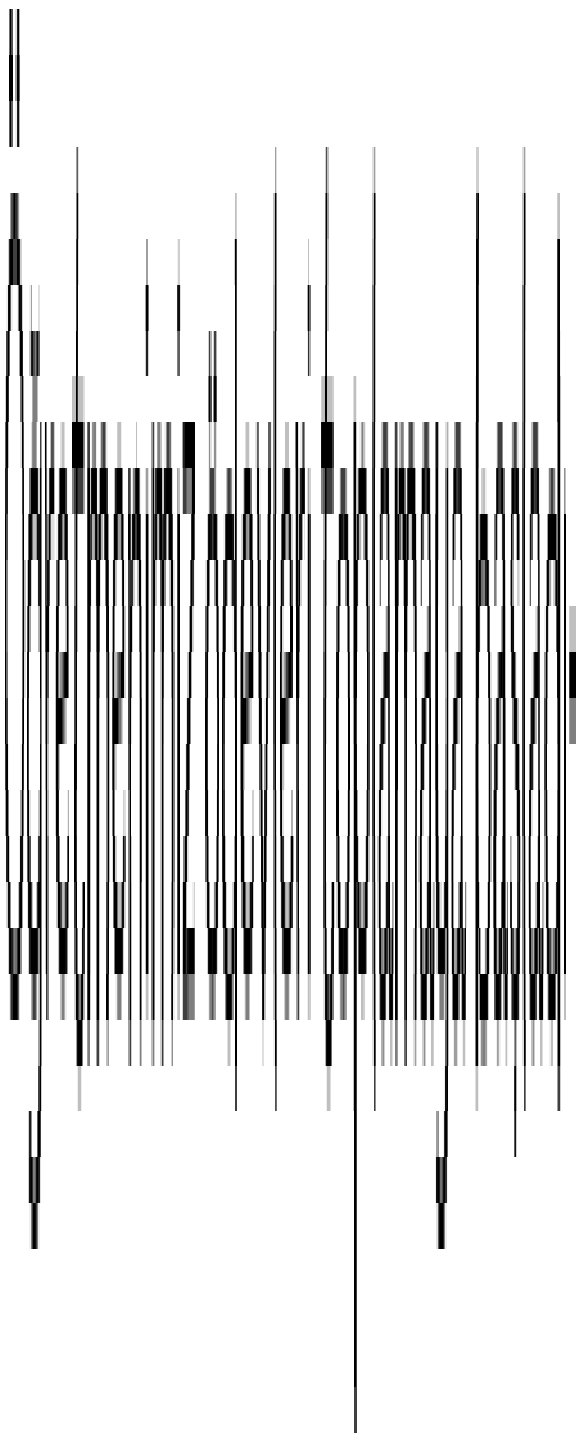




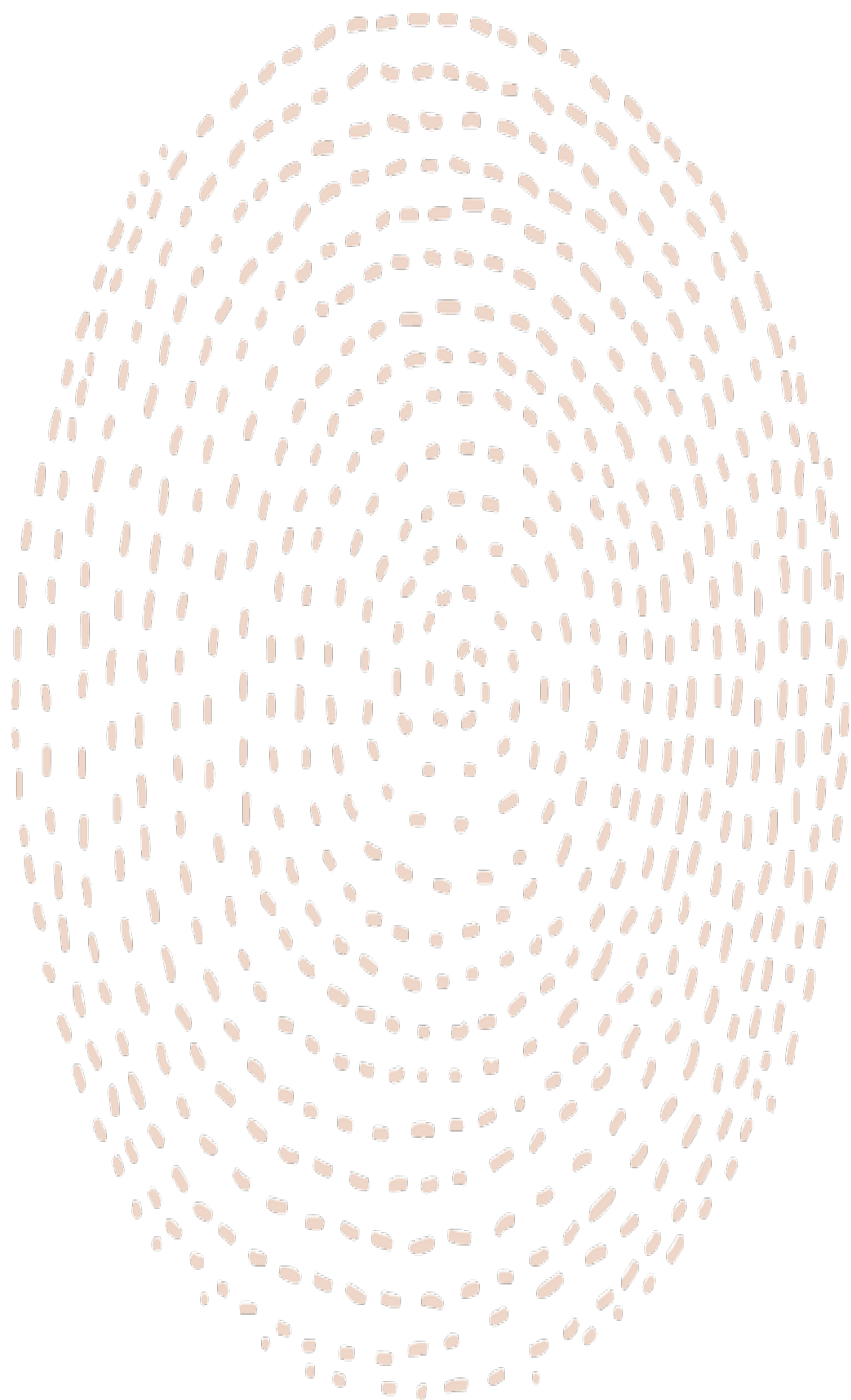


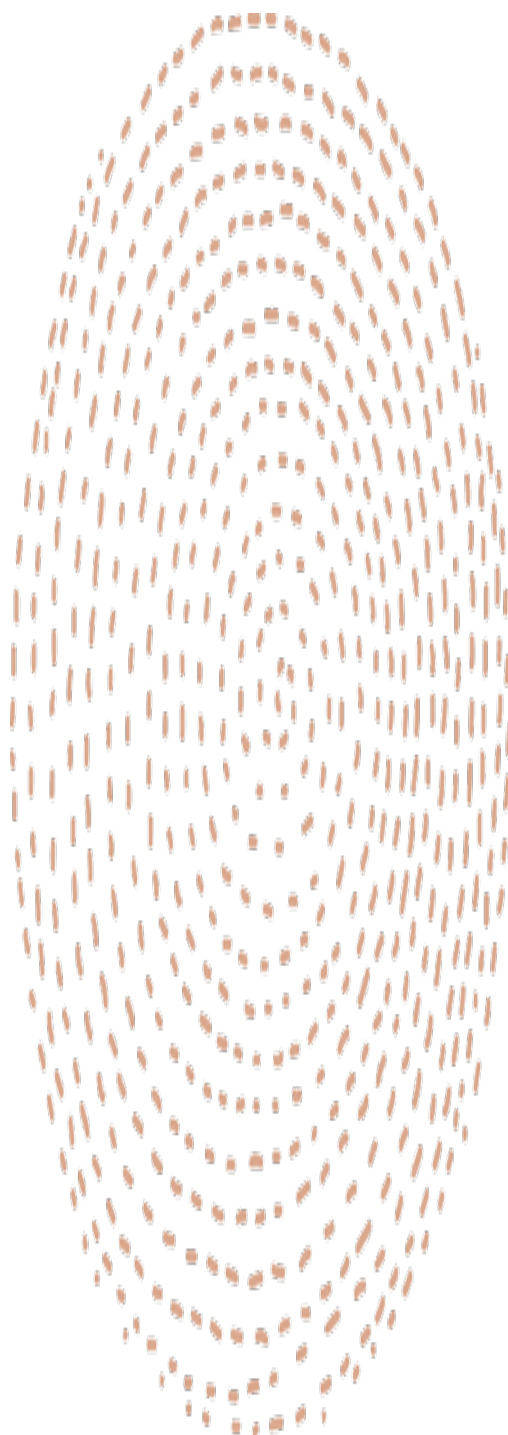




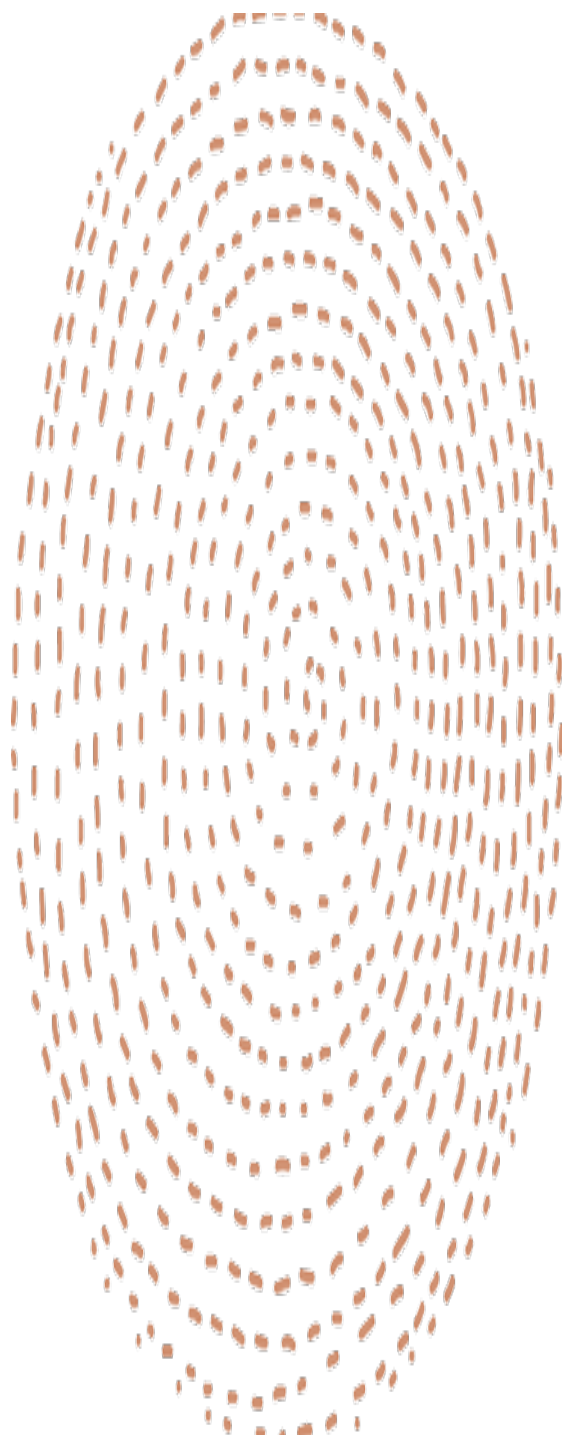












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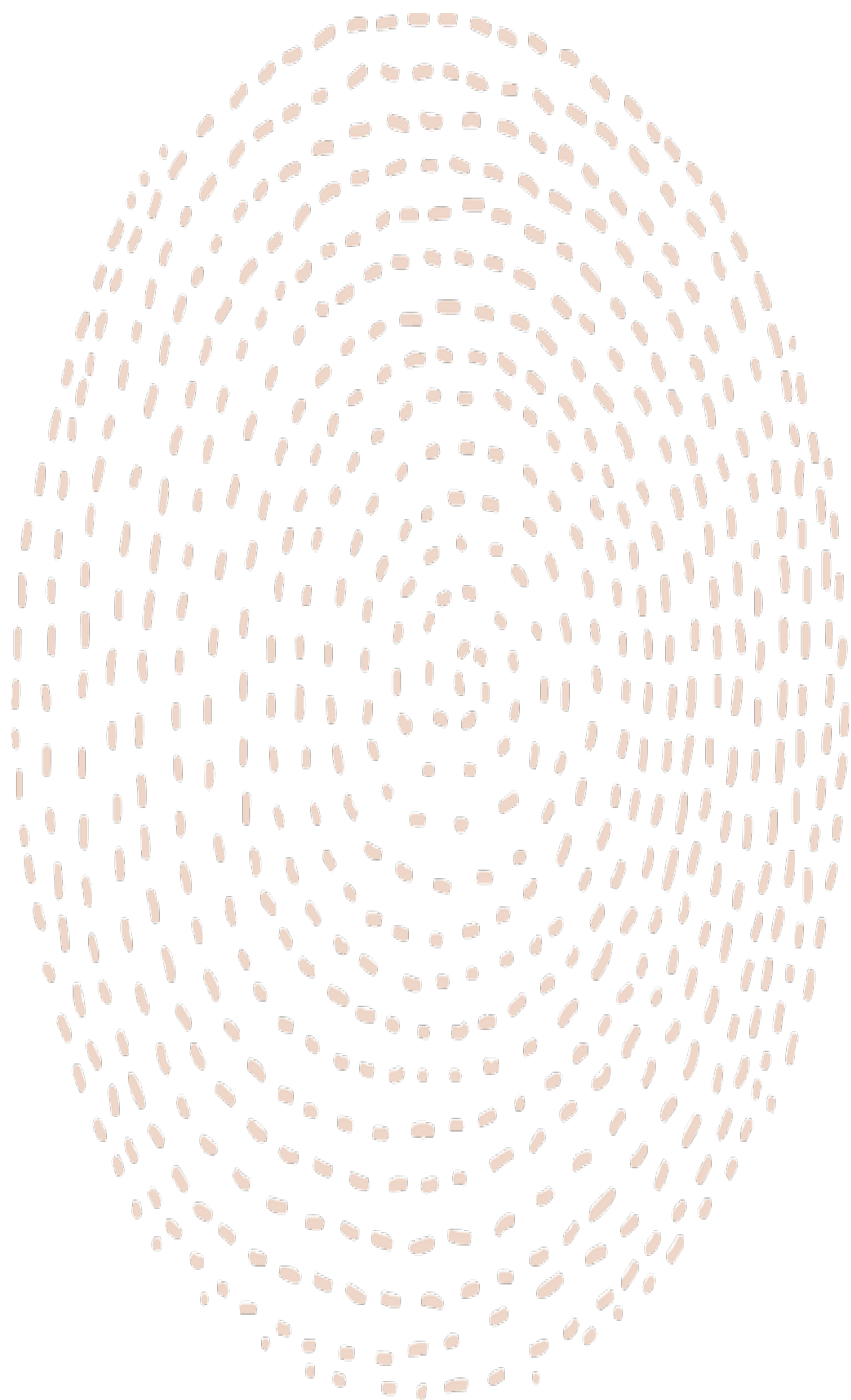
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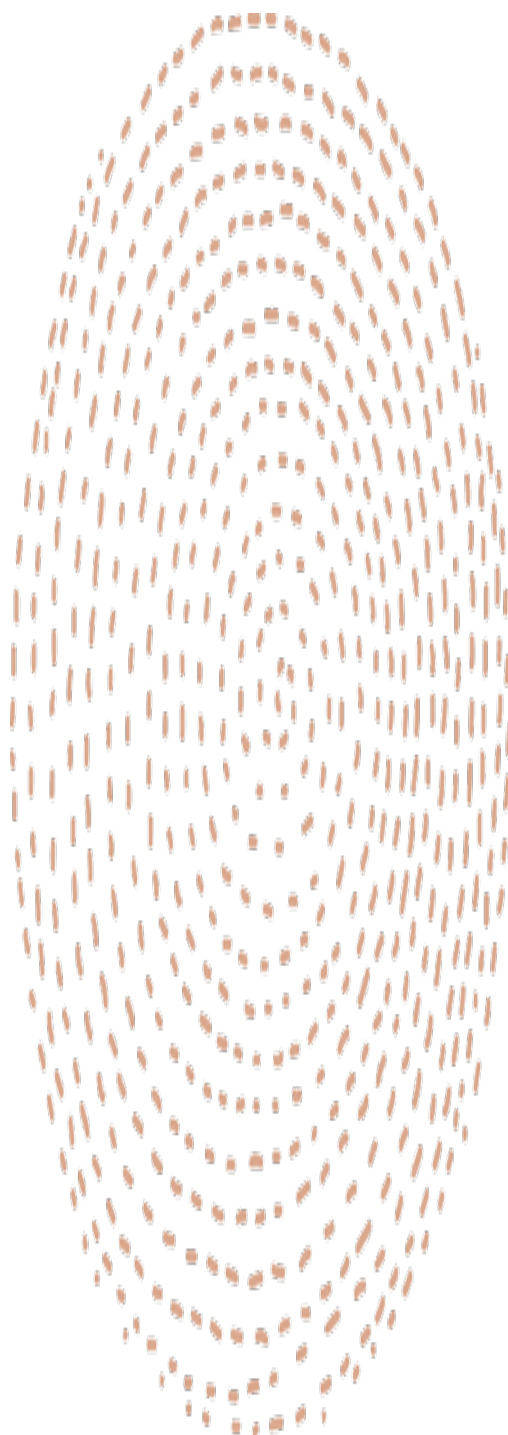
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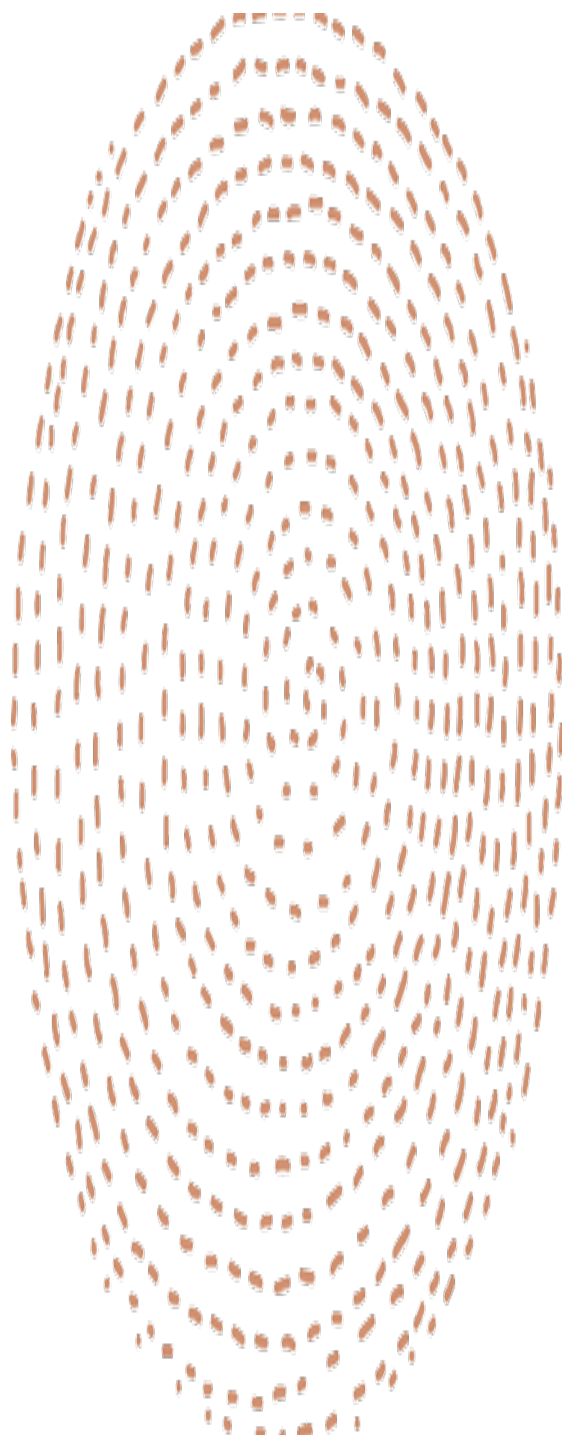












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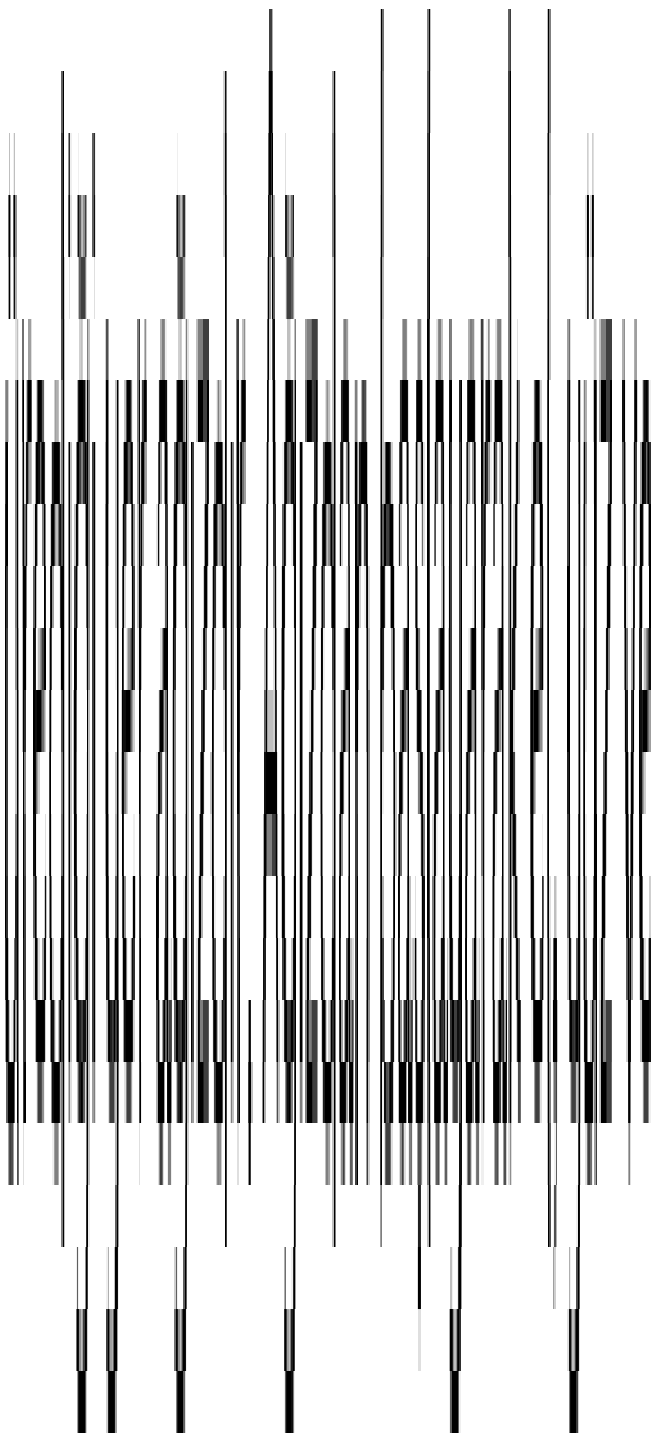
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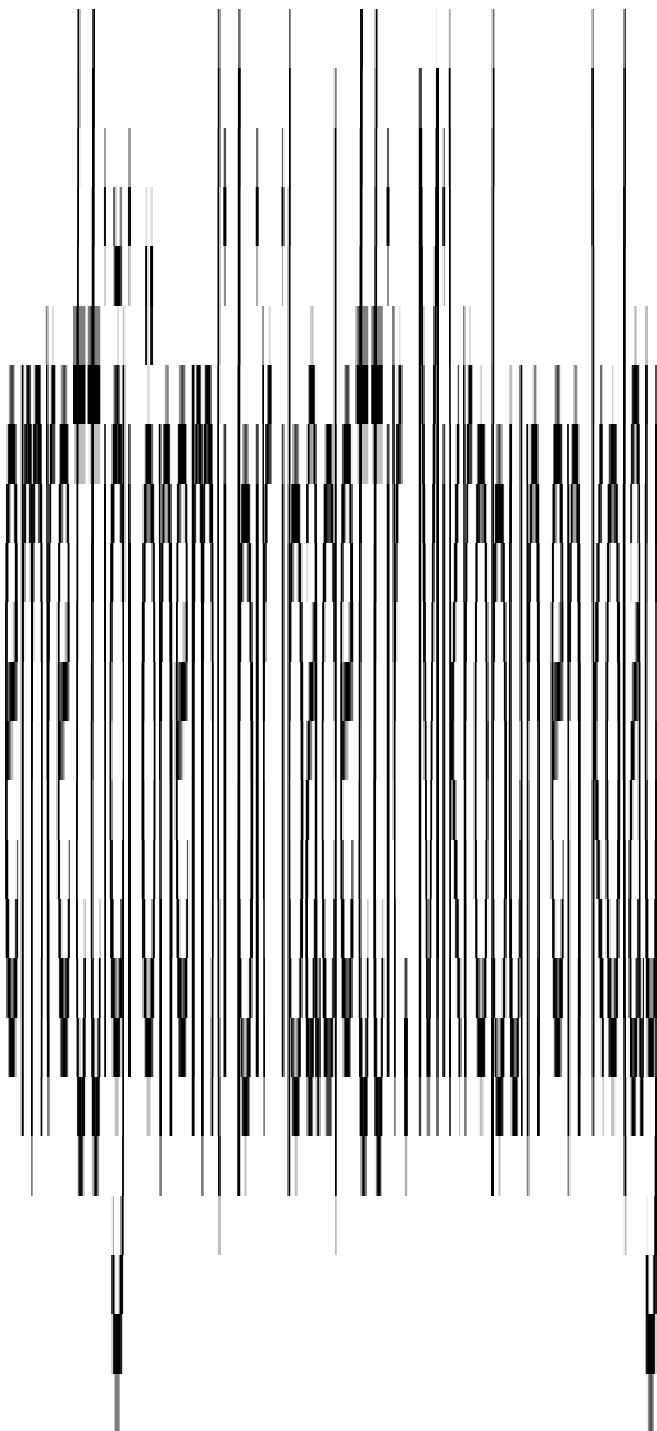
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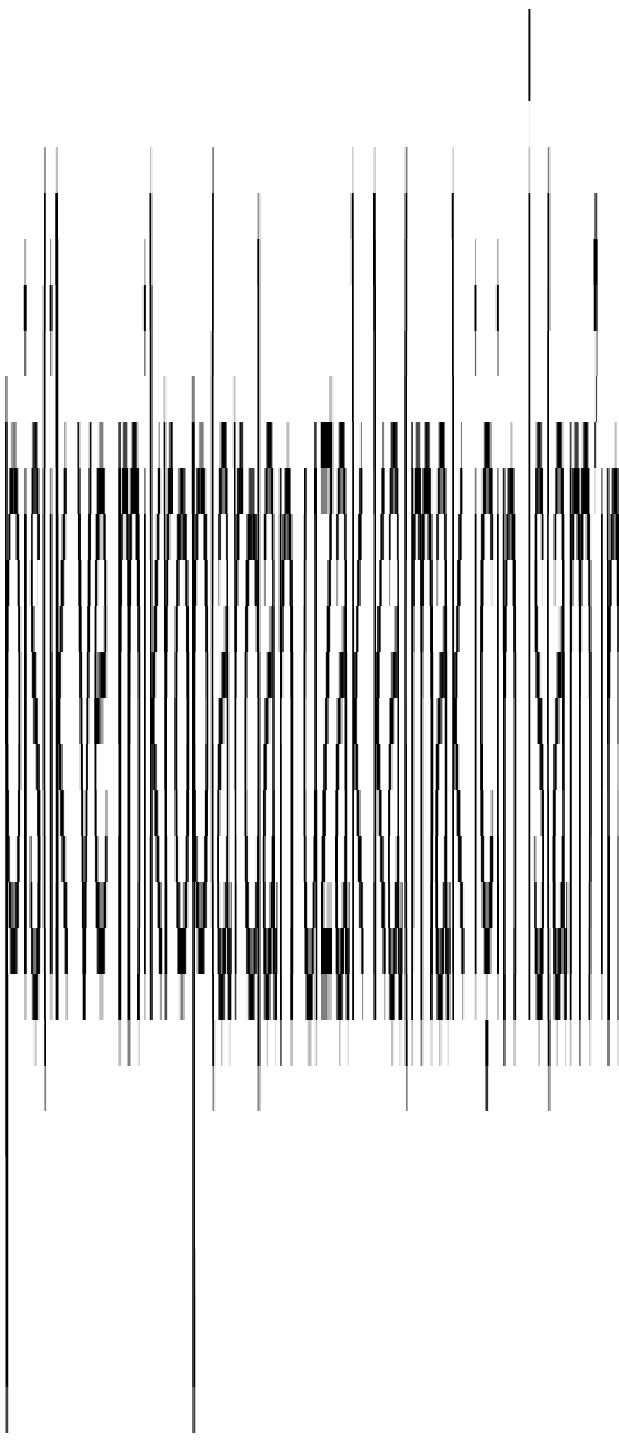
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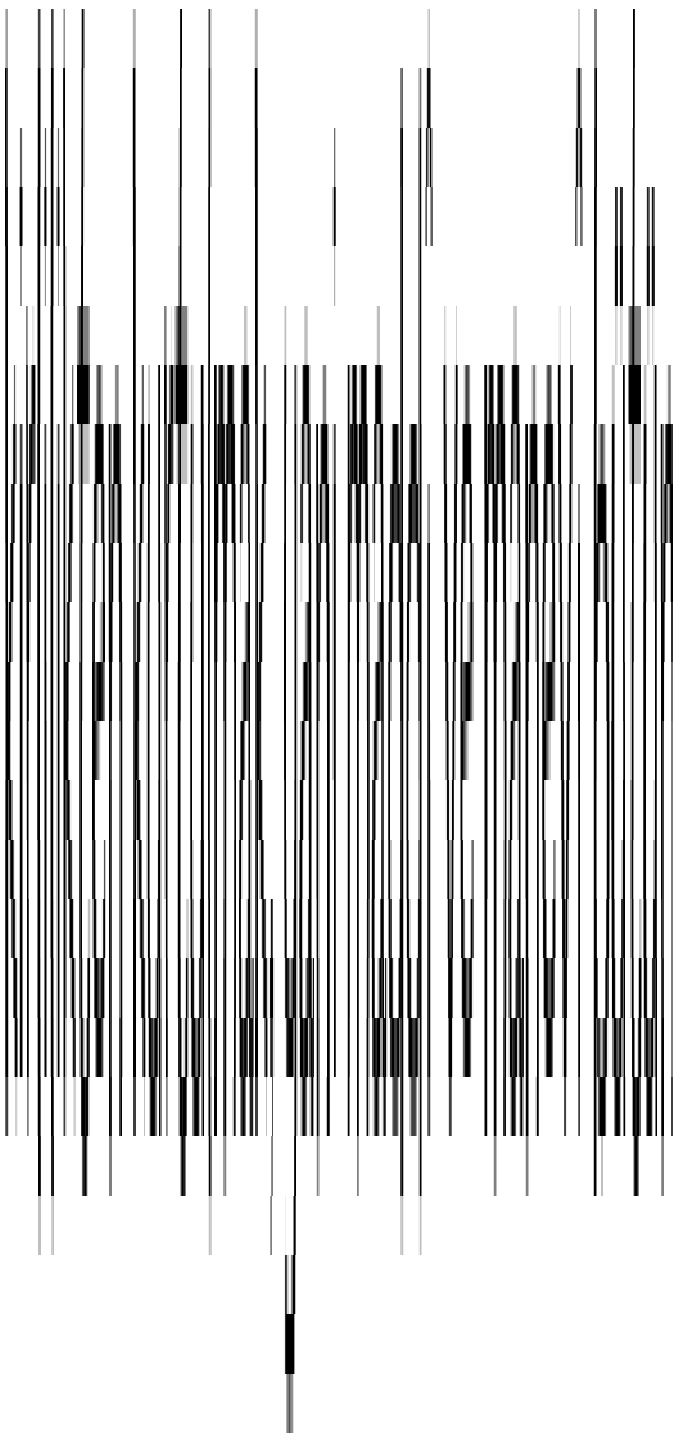
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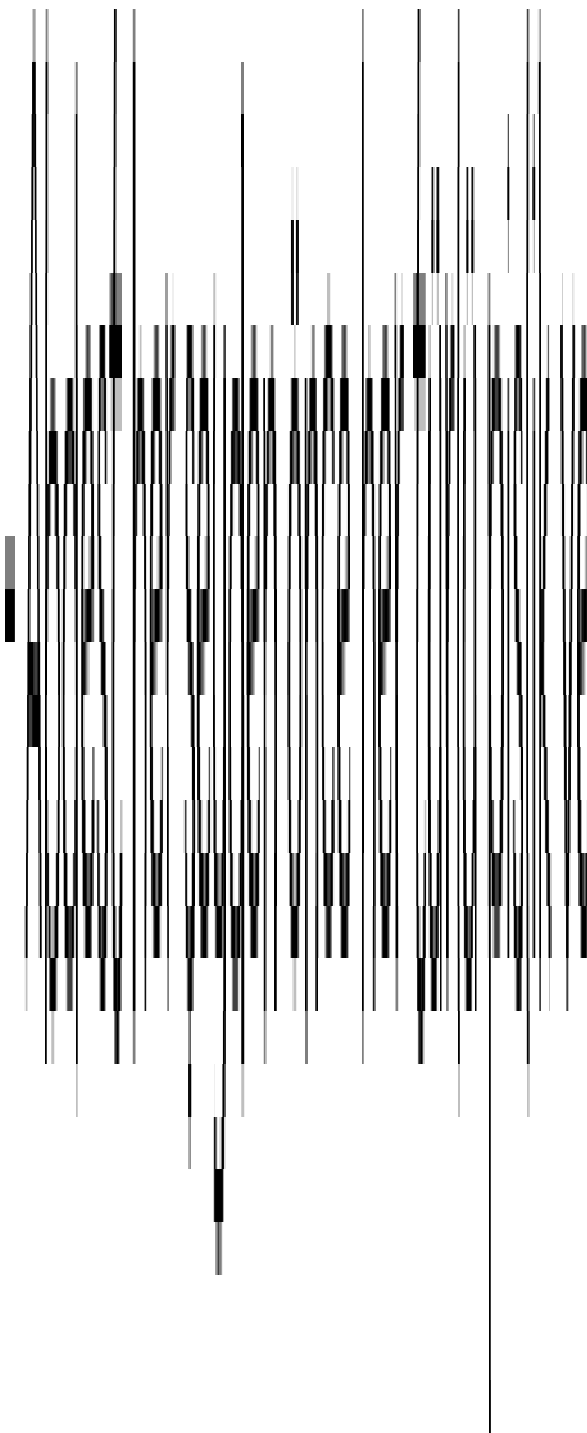
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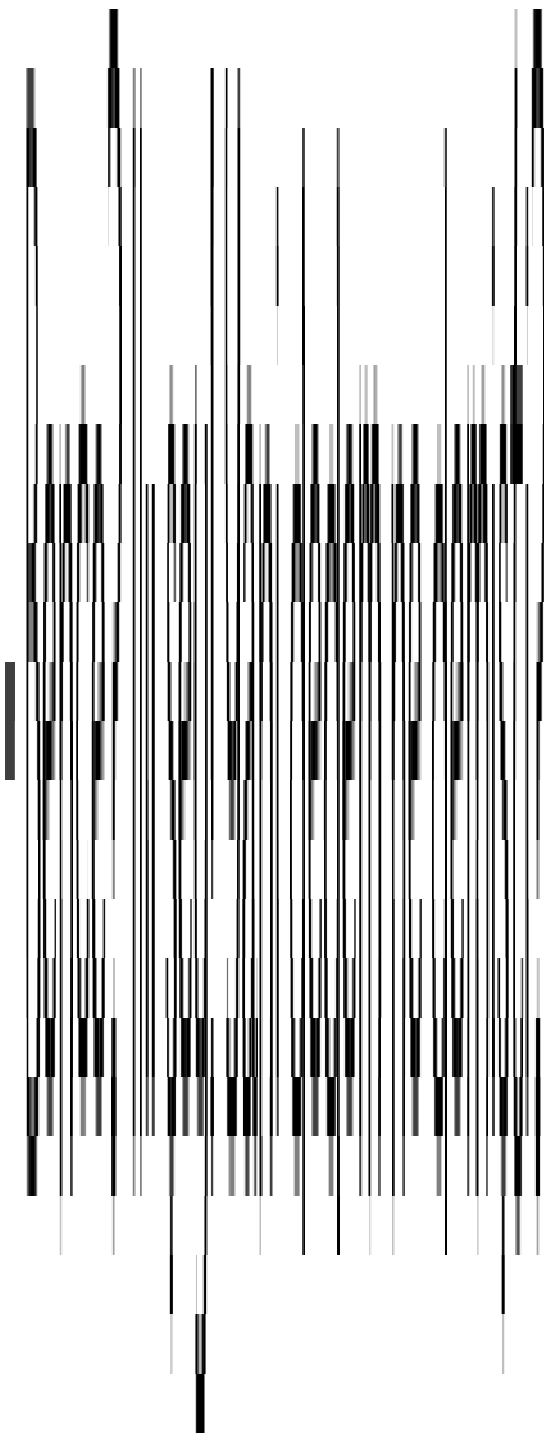


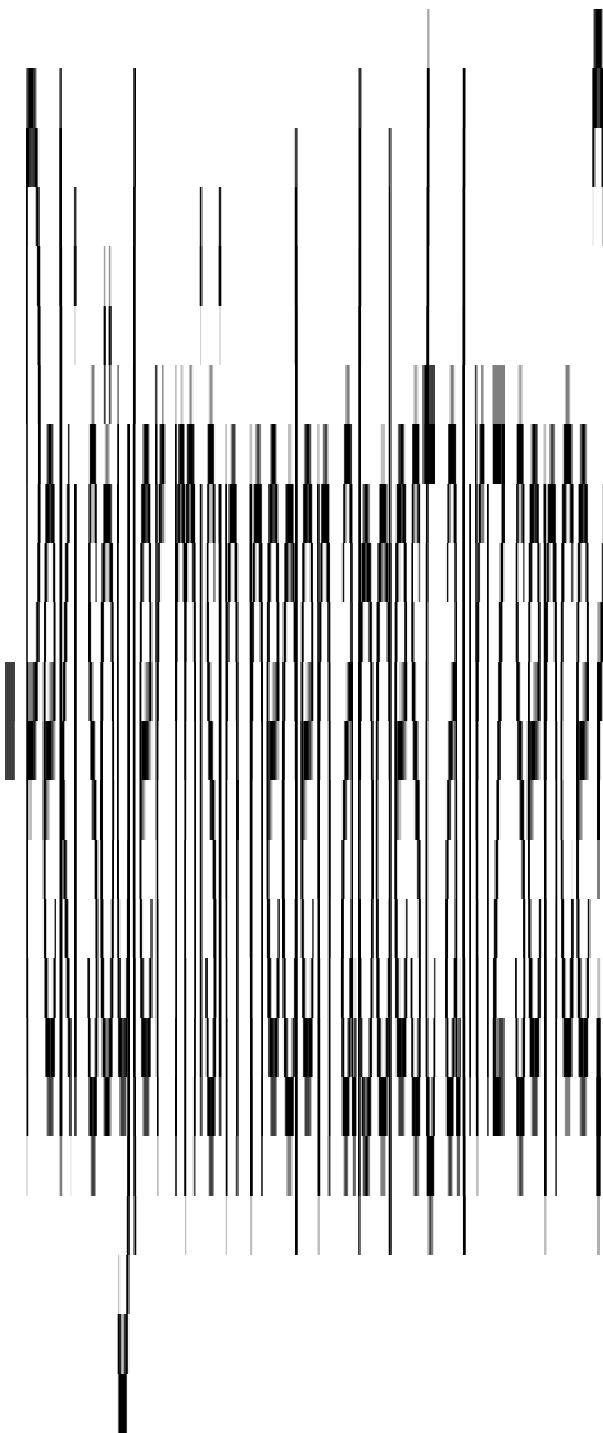


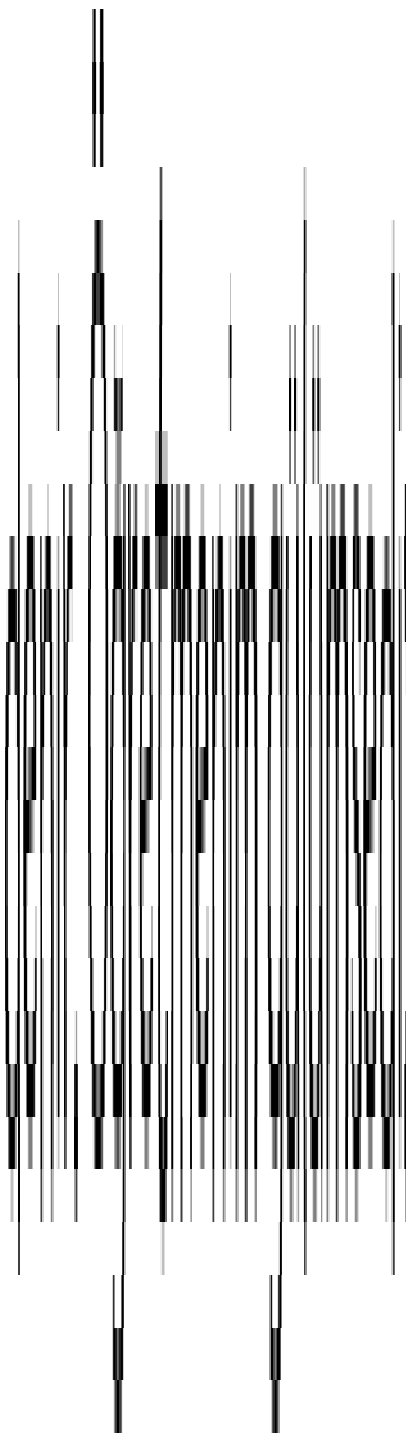


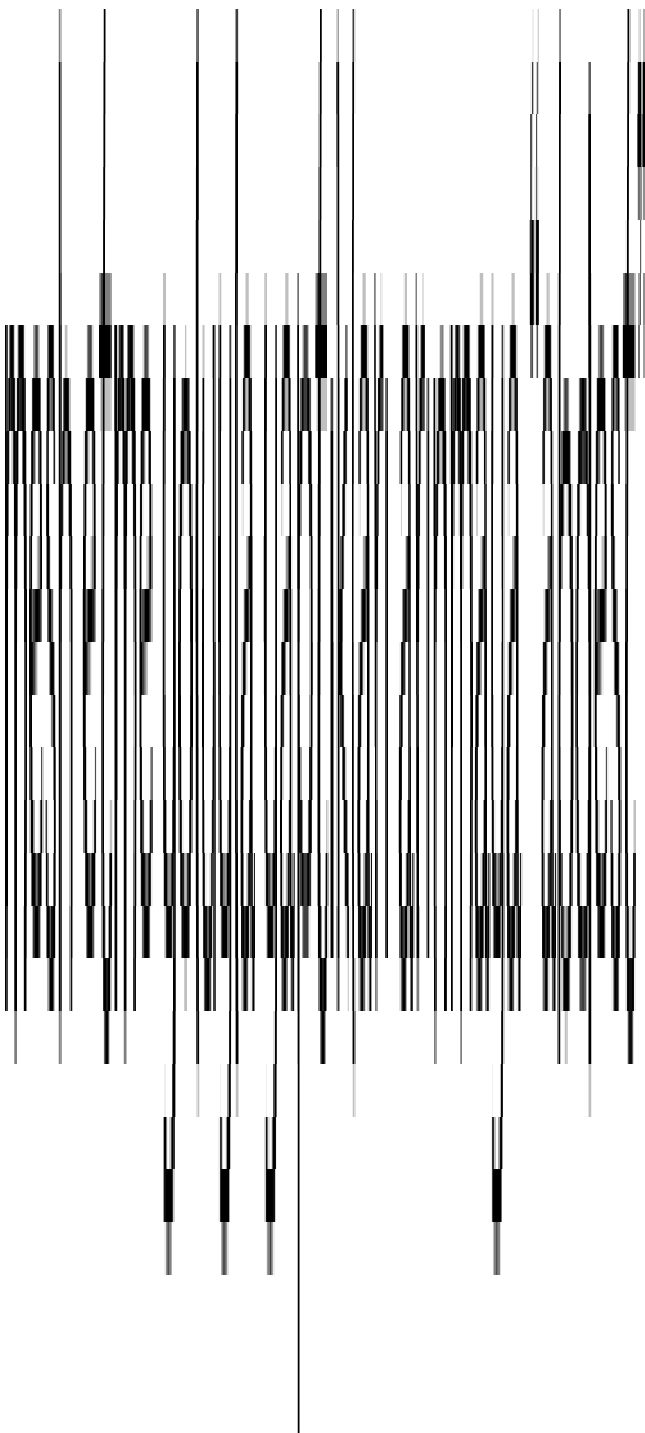


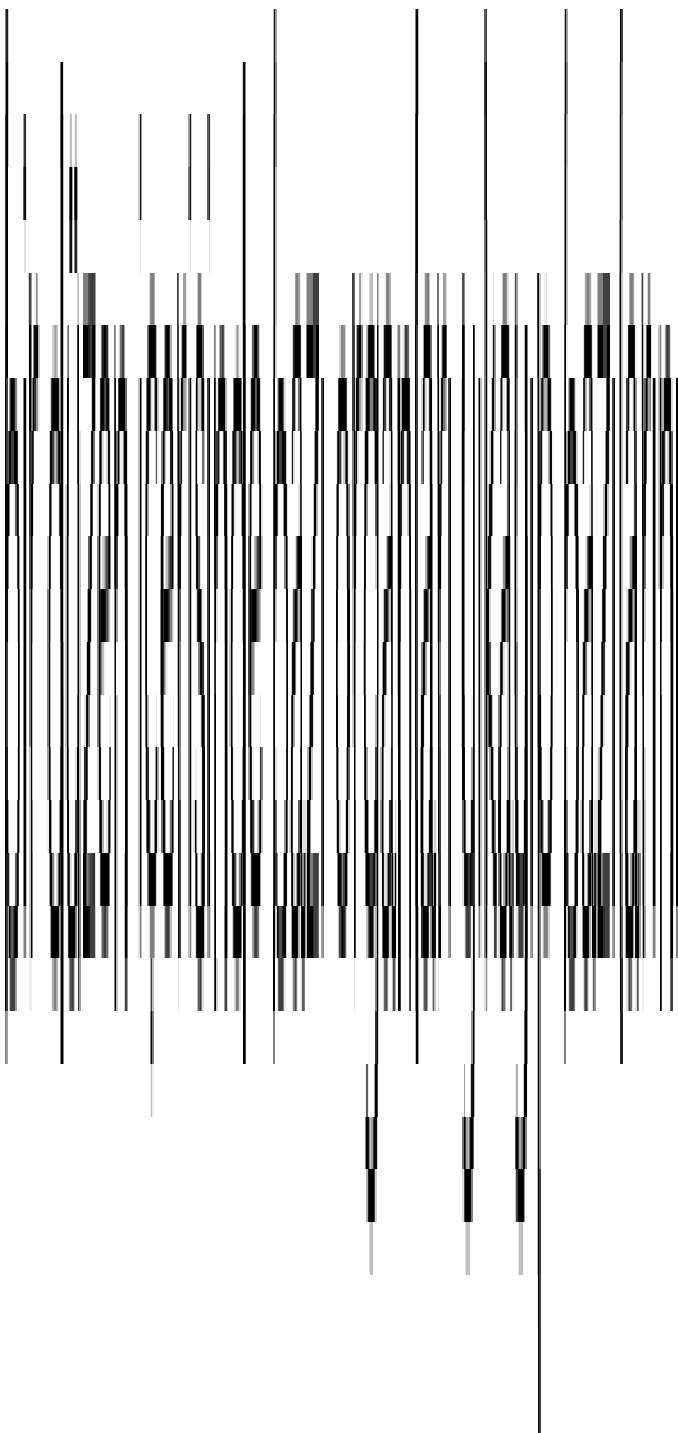


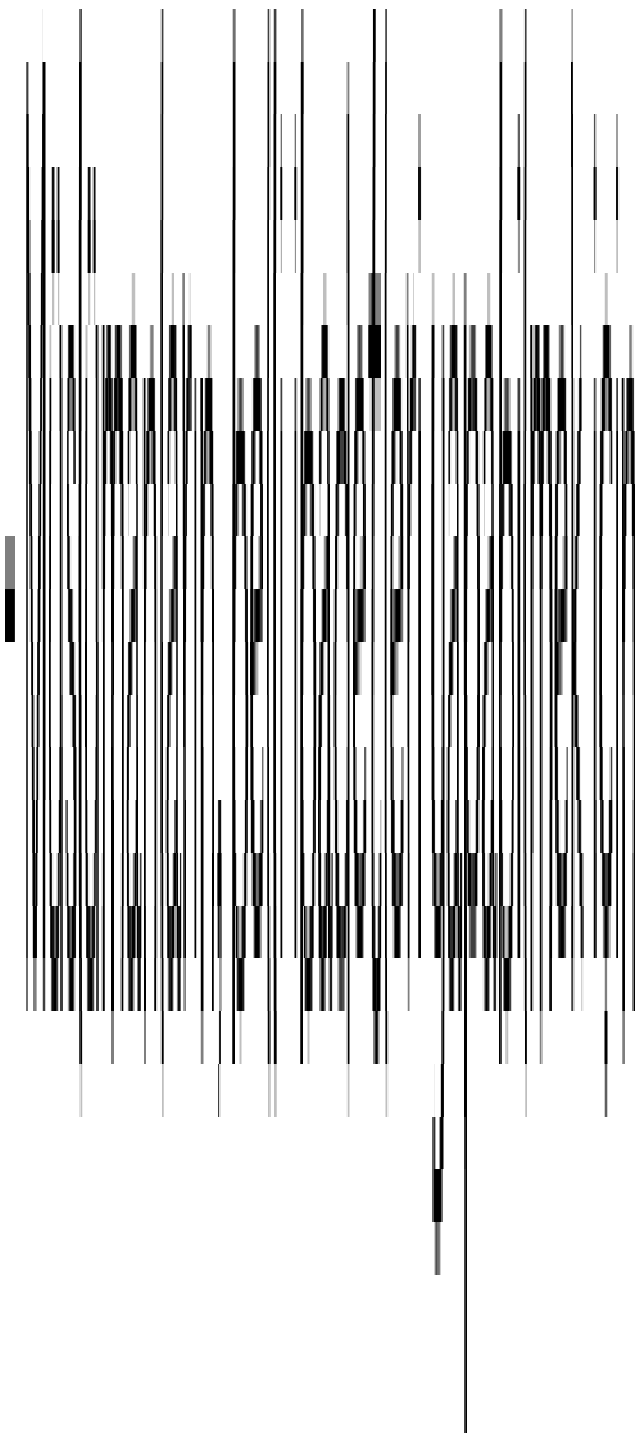


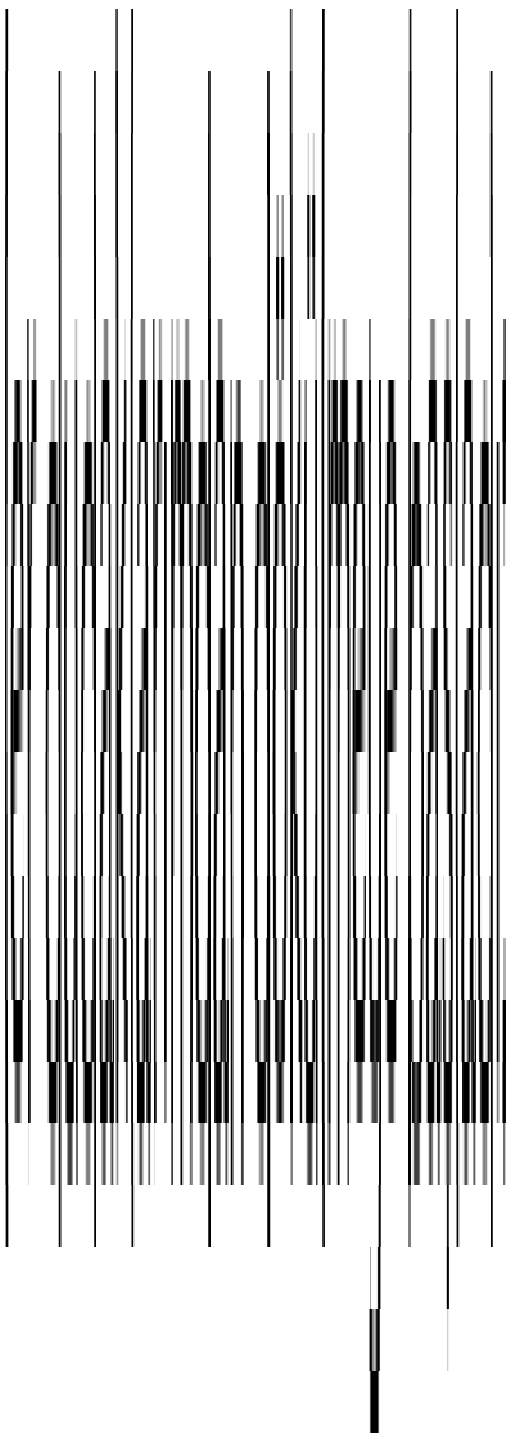


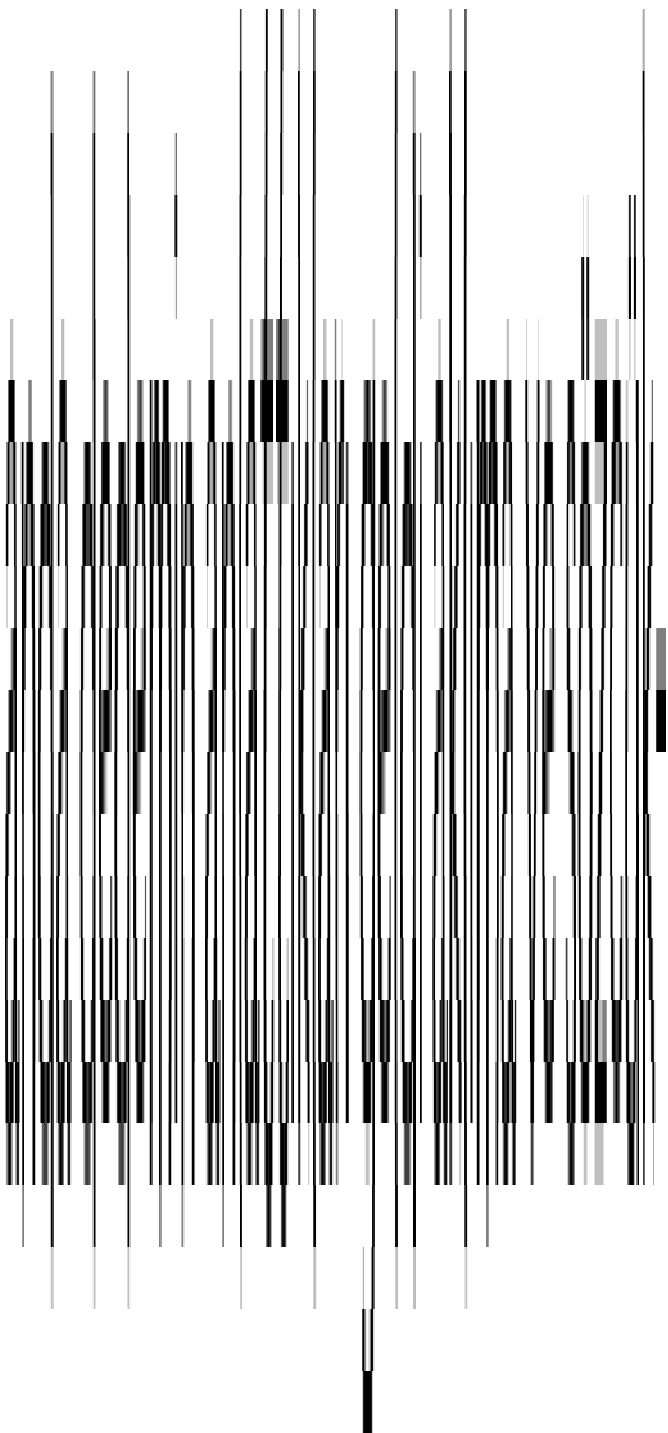


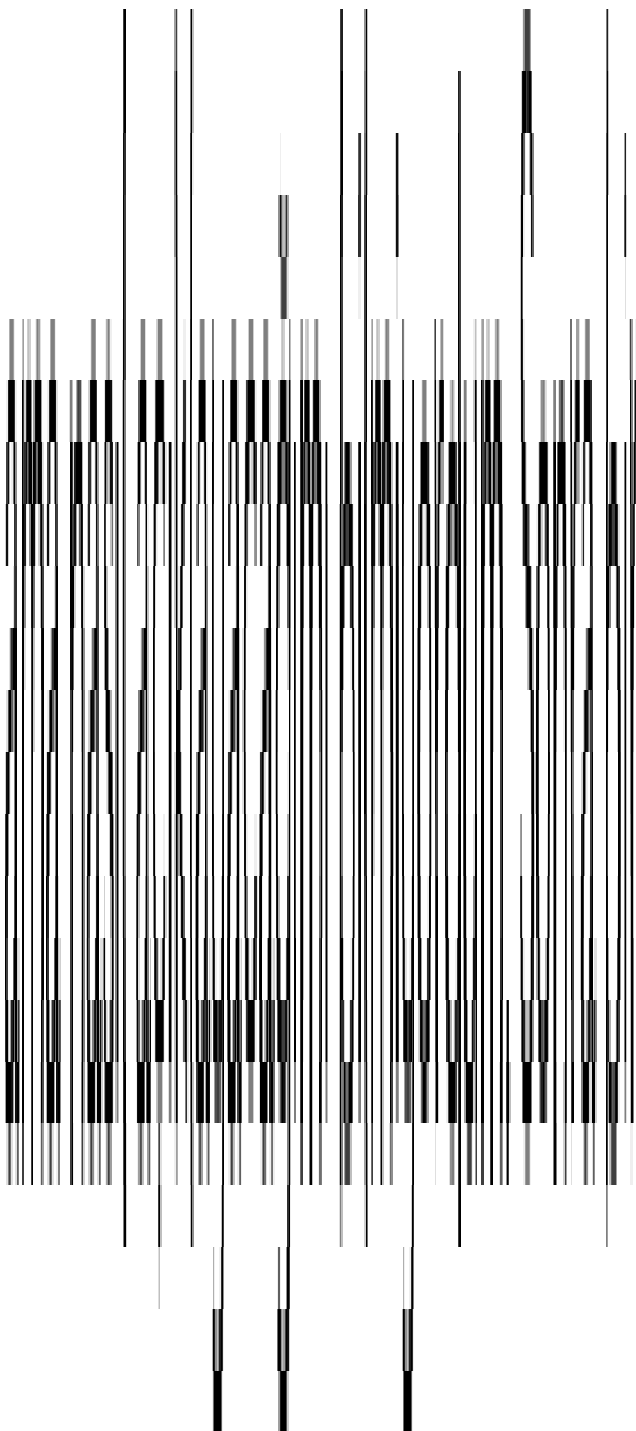


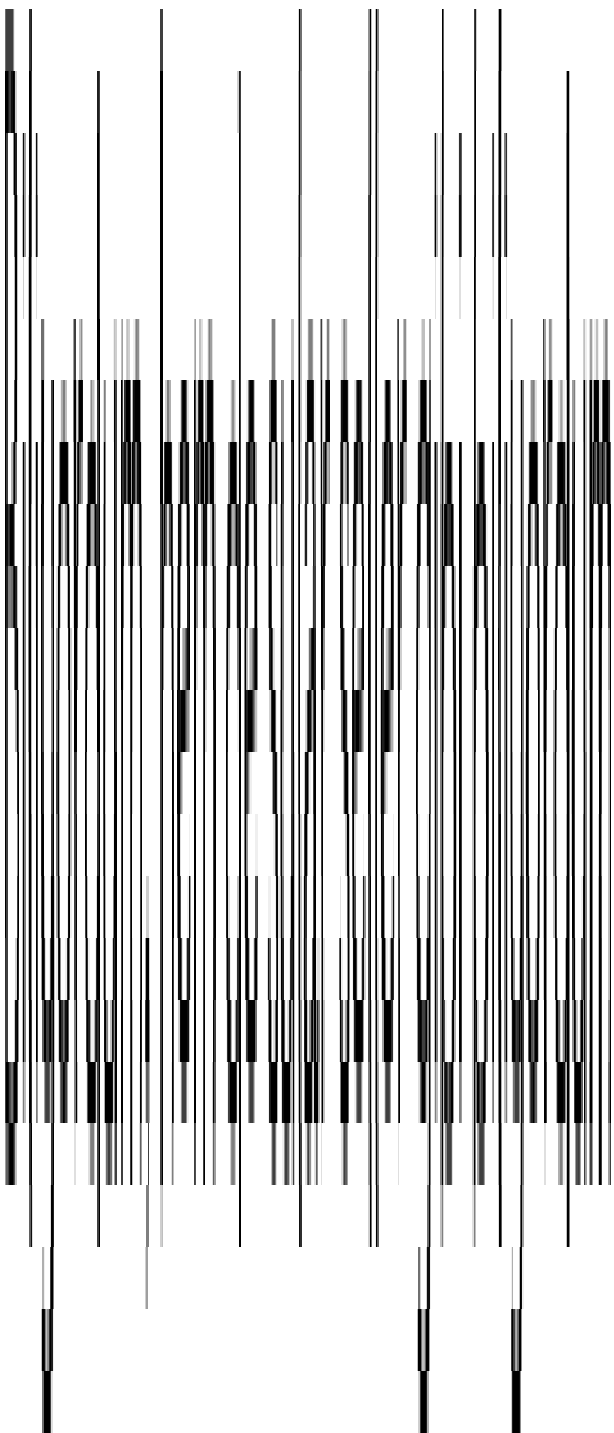


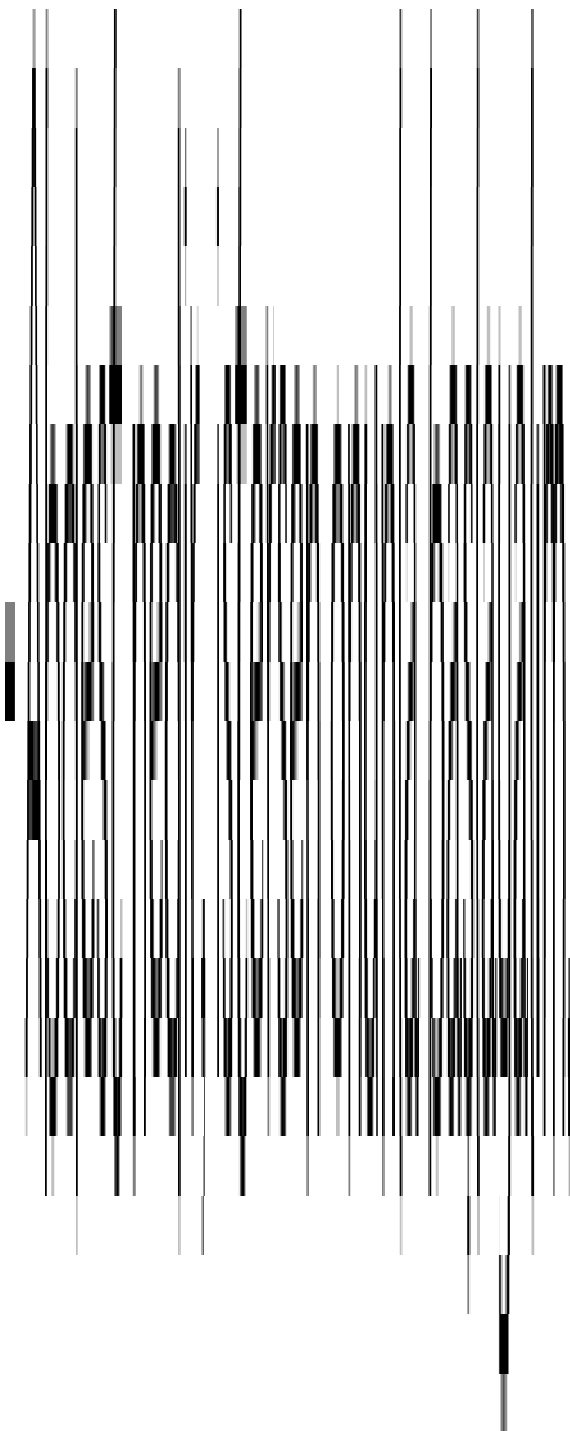


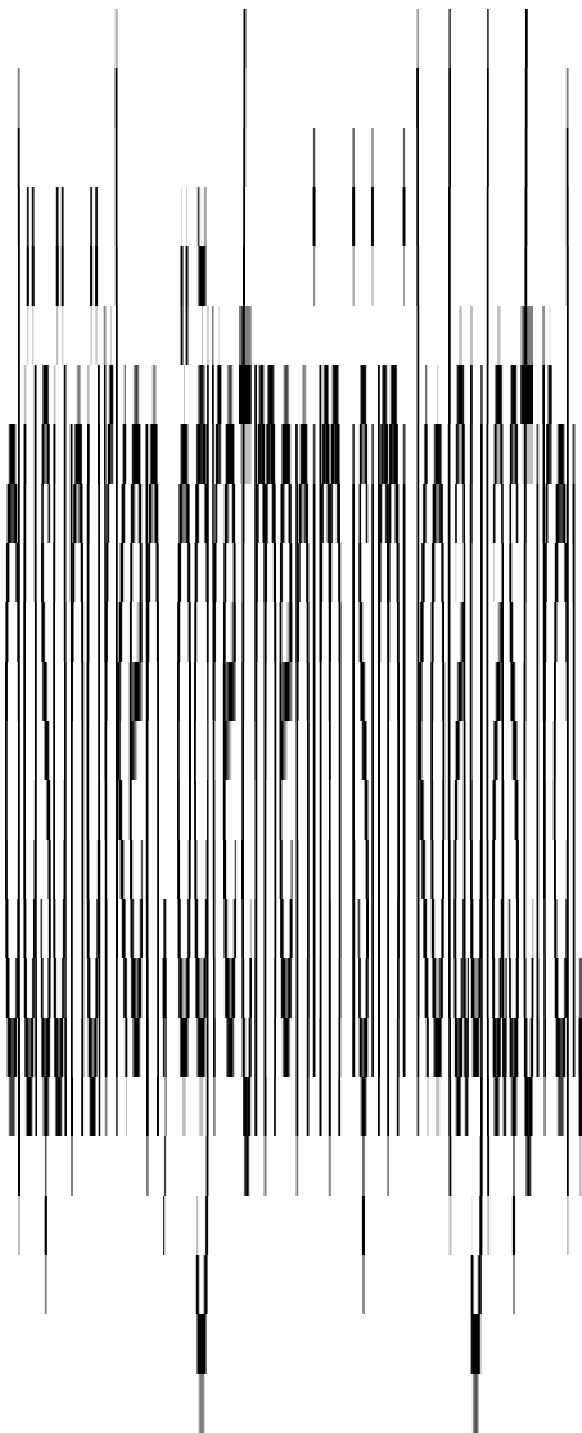


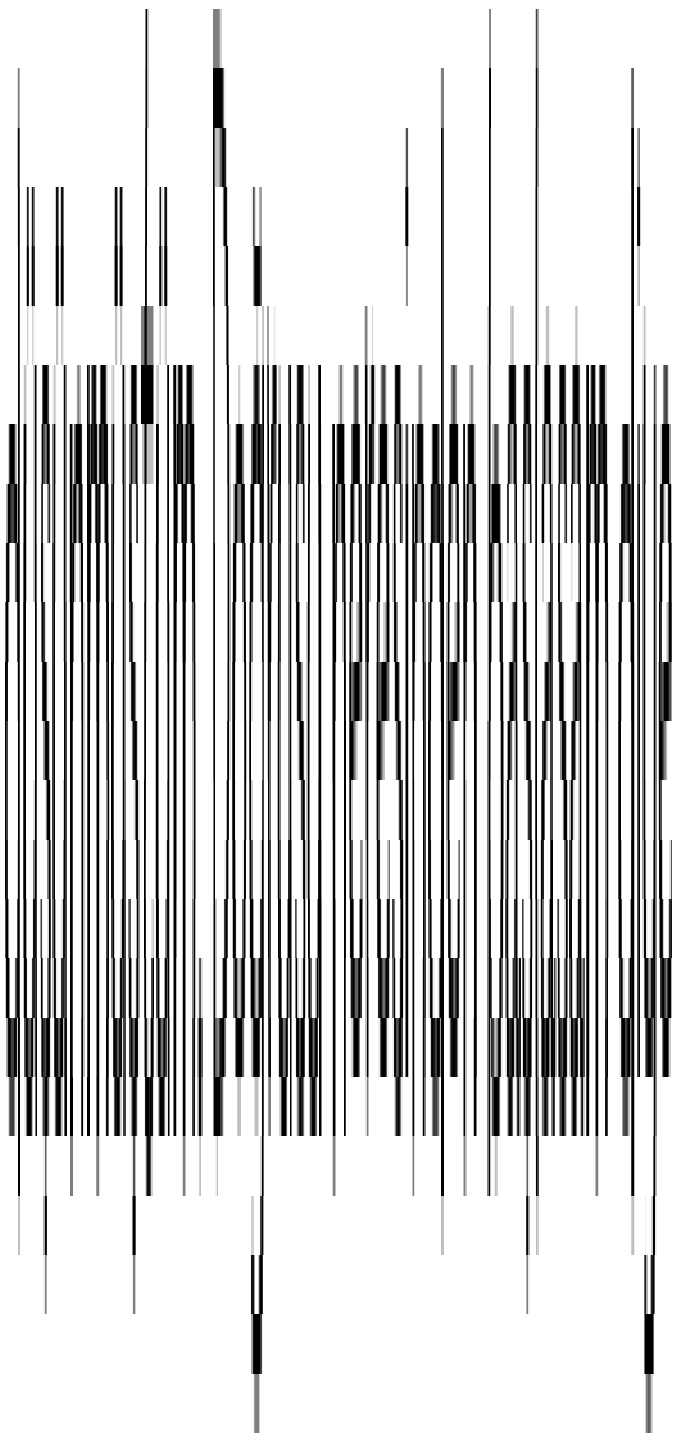


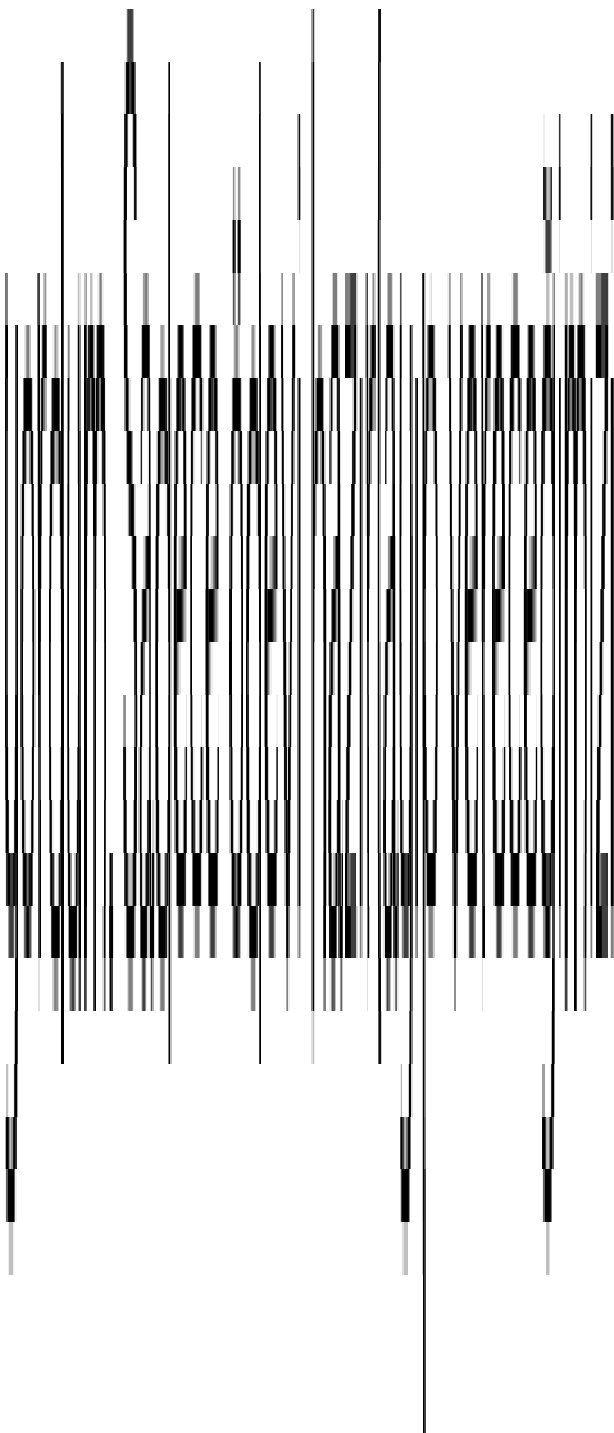


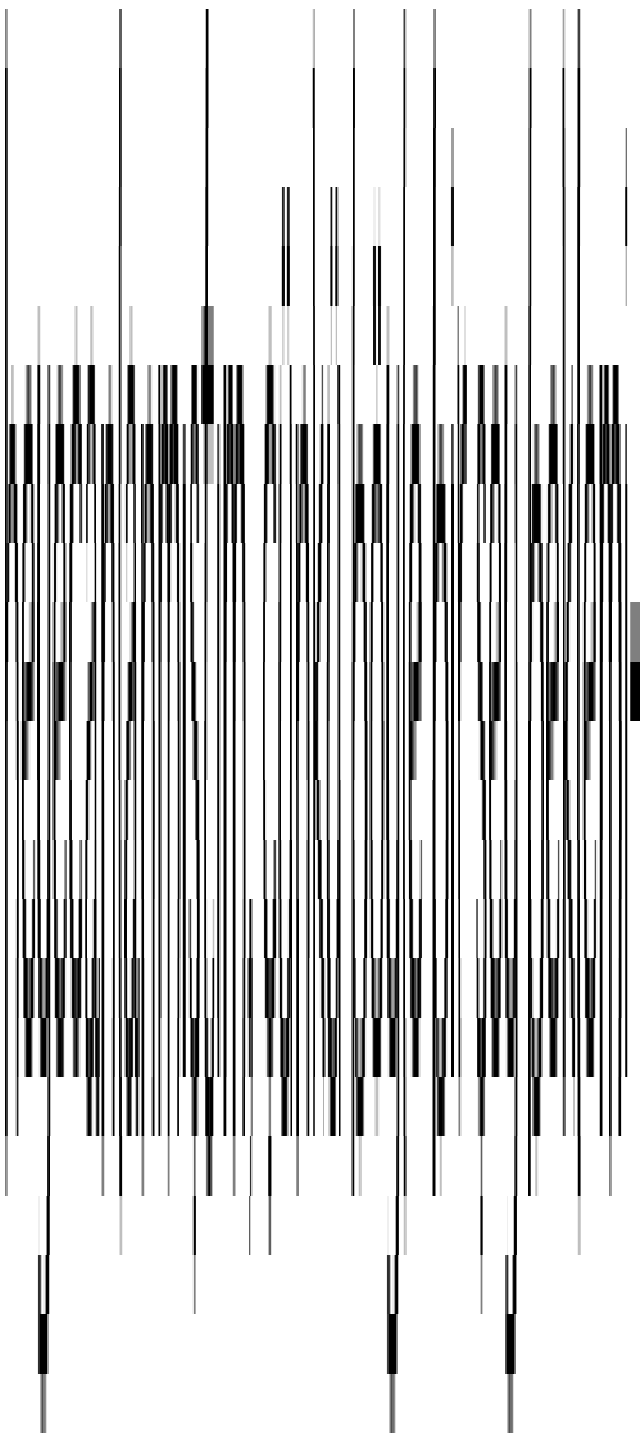


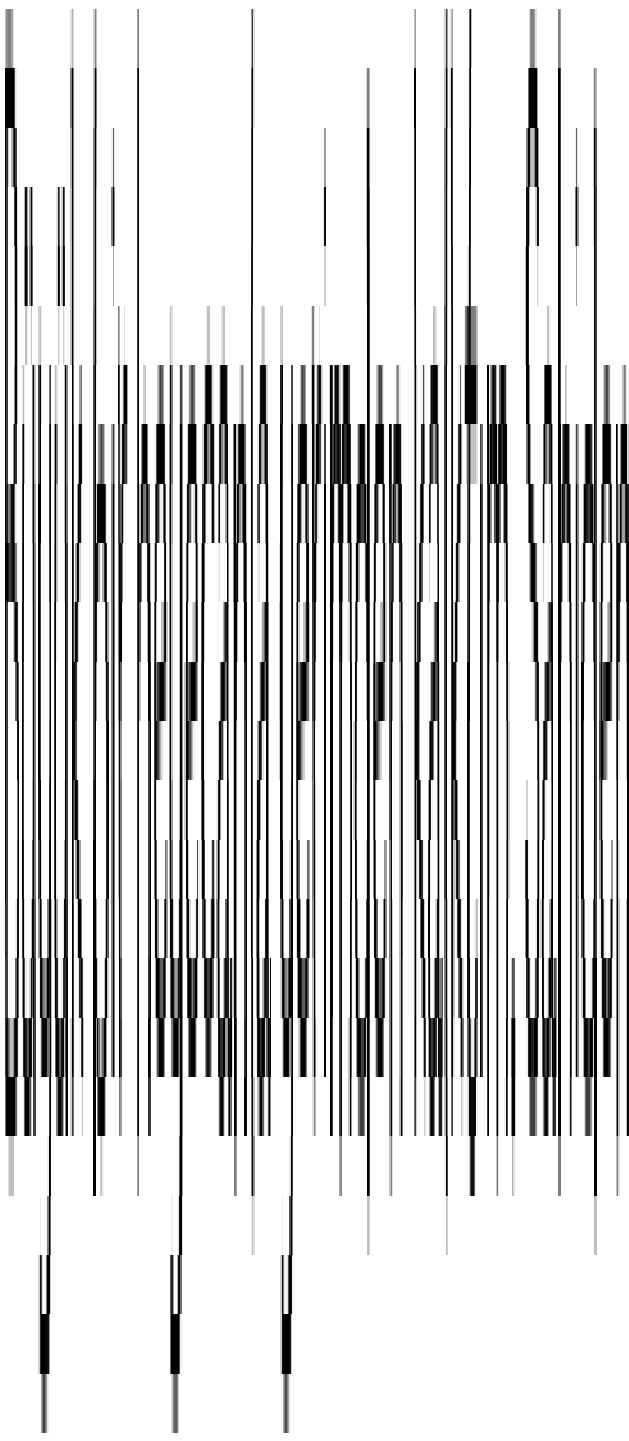




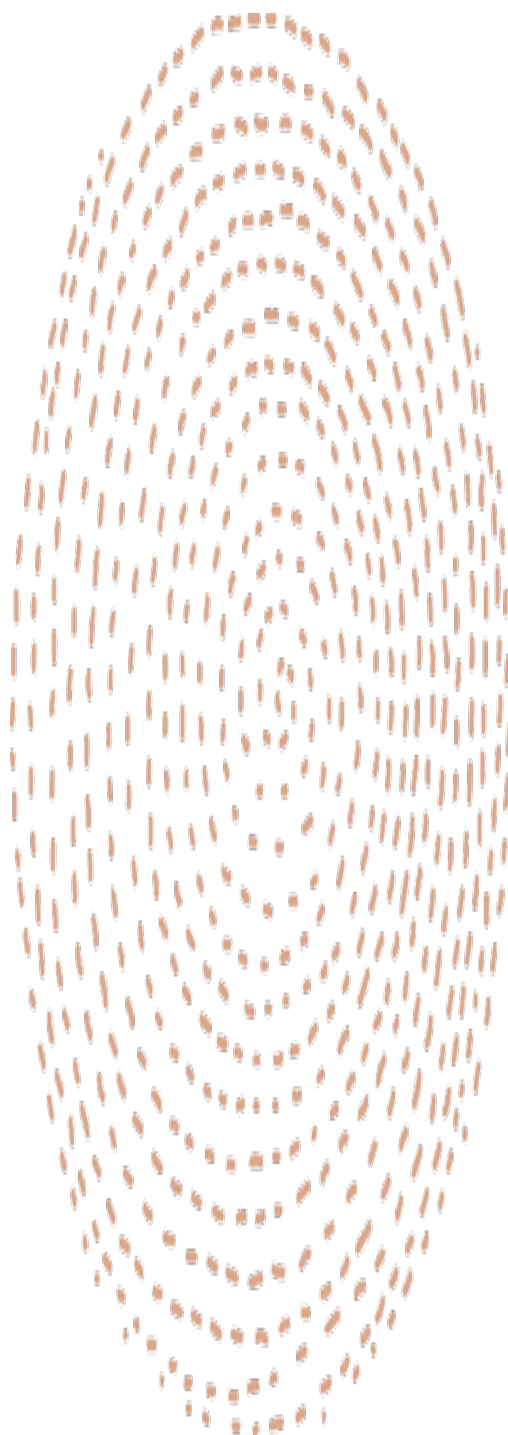




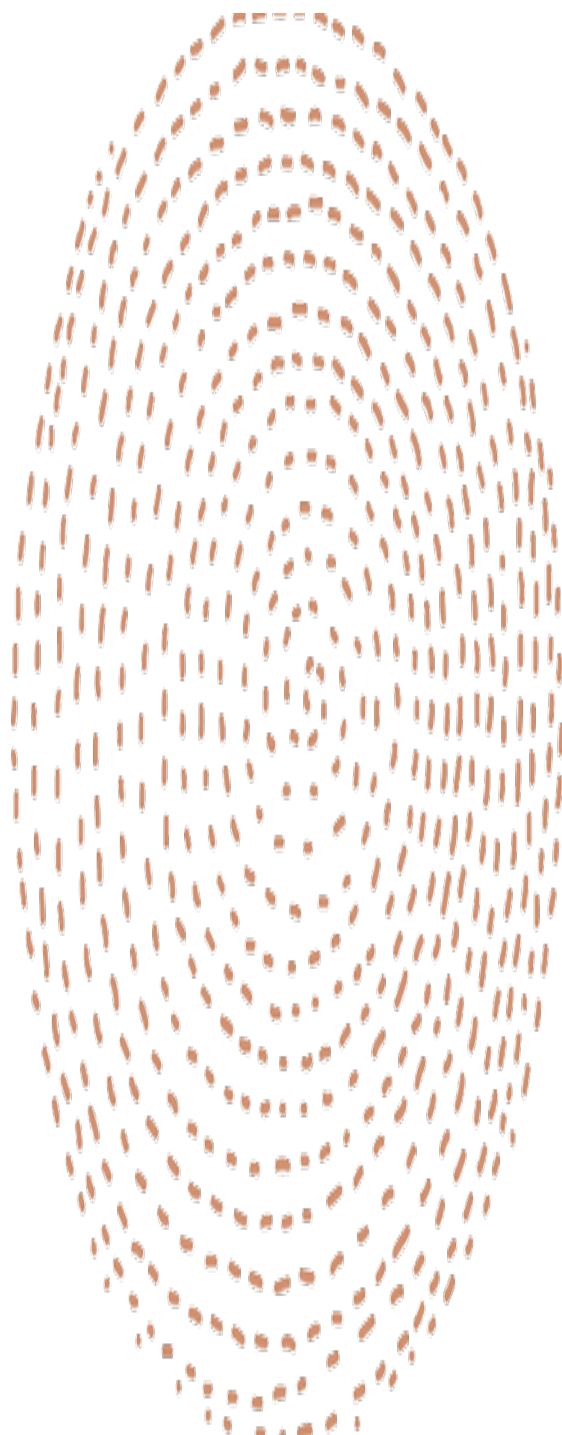












1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on the learning outcomes of students in the field of computer science.

The study is divided into two main sections: a literature review and an empirical study.

The literature review section provides a comprehensive overview of the existing research on the topic, highlighting the strengths and weaknesses of various studies.

The empirical study section describes the methodology used in the study, including the selection of participants, the design of the experiment, and the data collection process.

The results of the study are presented in the following section, which includes a detailed analysis of the data and a discussion of the findings.

The conclusion section summarizes the main findings of the study and provides recommendations for future research.

The study is organized as follows: Chapter 1 introduces the topic and outlines the objectives of the research. Chapter 2 provides a detailed literature review.

Chapter 3 describes the methodology used in the study, including the selection of participants, the design of the experiment, and the data collection process.

Chapter 4 presents the results of the study, including a detailed analysis of the data and a discussion of the findings.

Chapter 5 provides a summary of the main findings and offers recommendations for future research.

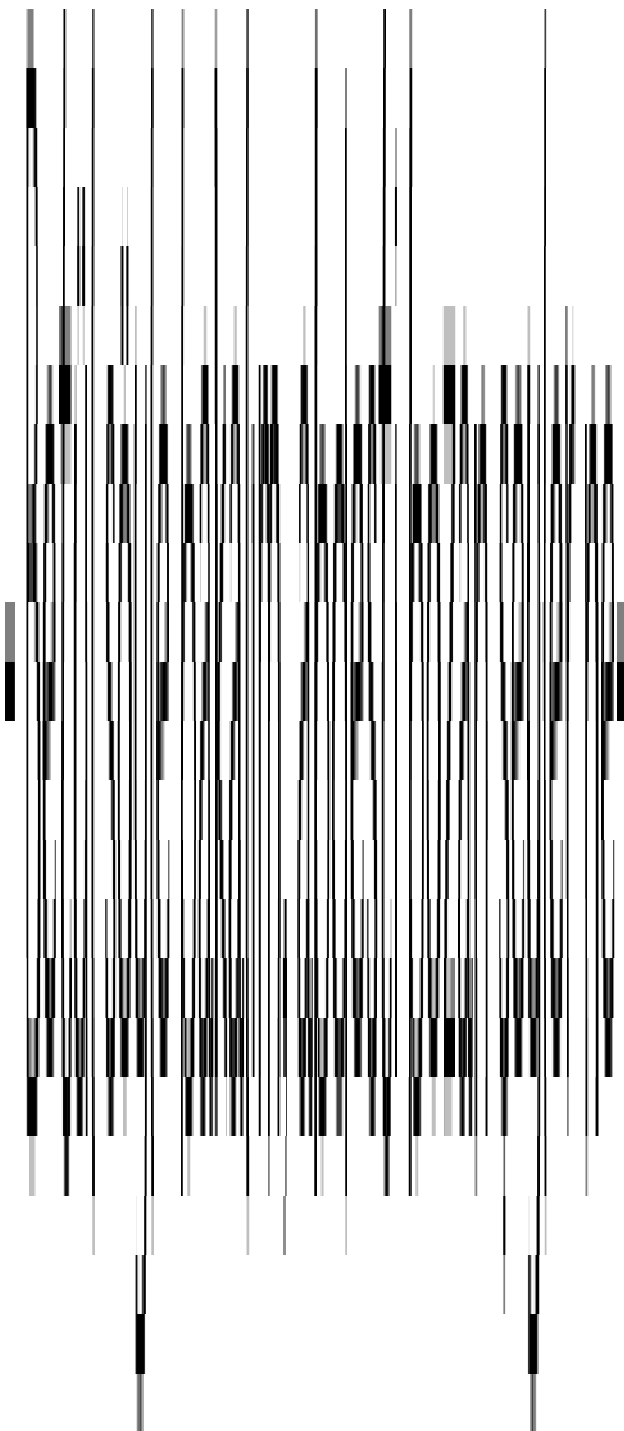
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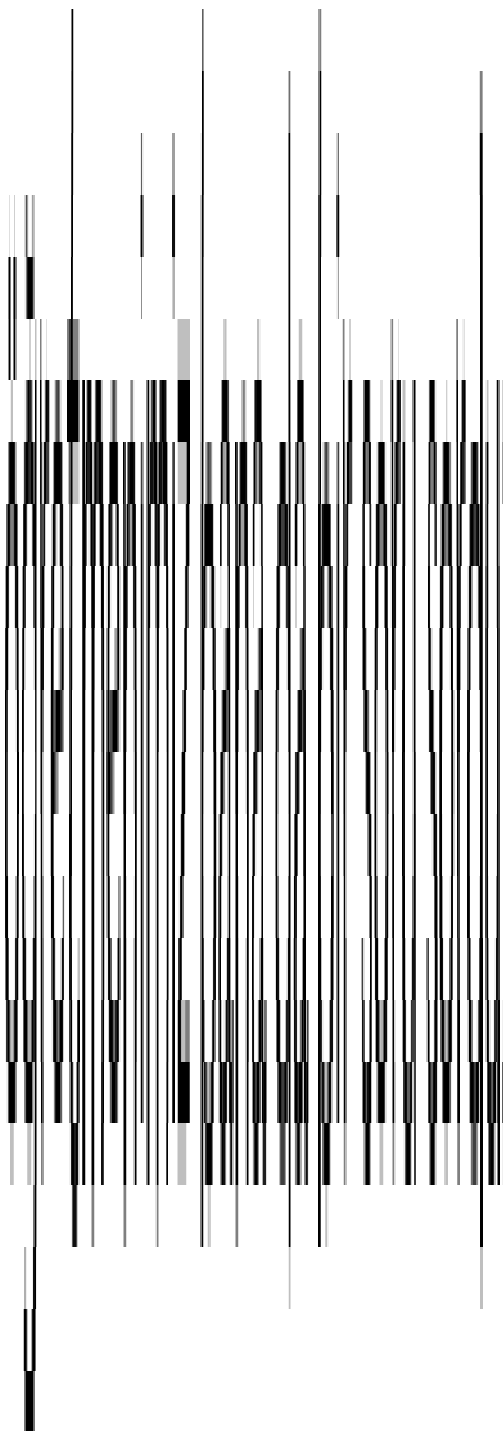
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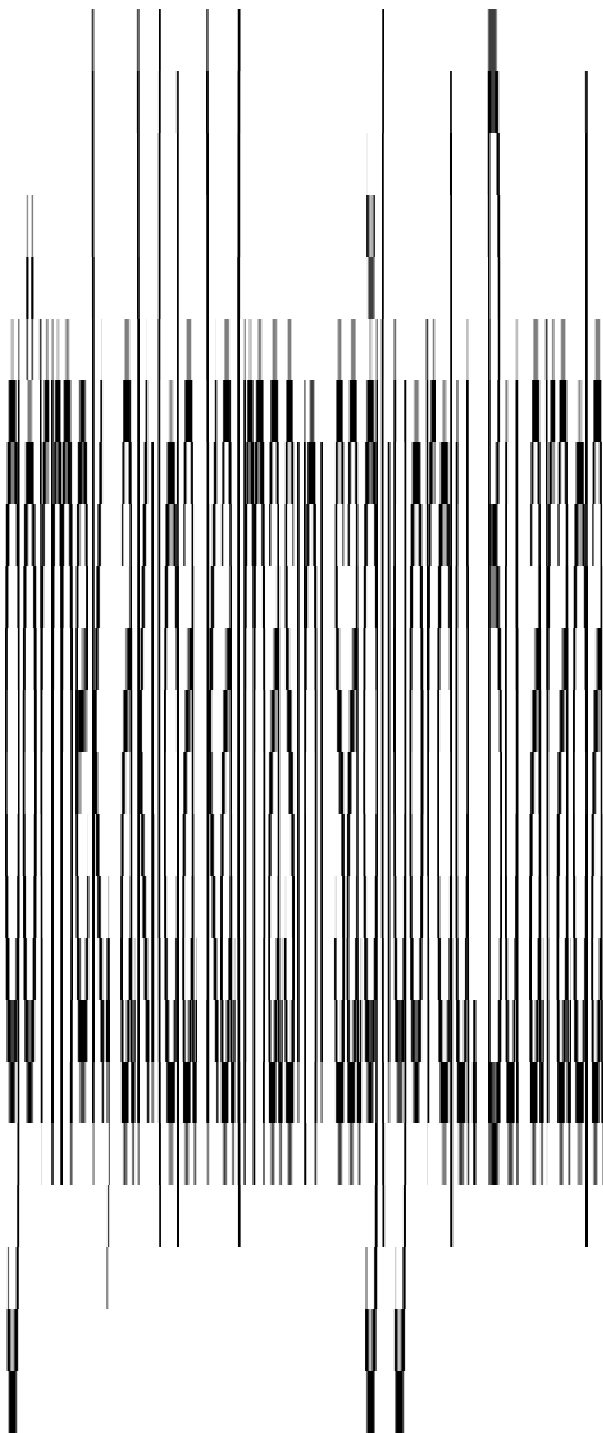
Chapter 4 presents the results of the study, including a detailed analysis of the data and a discussion of the findings.

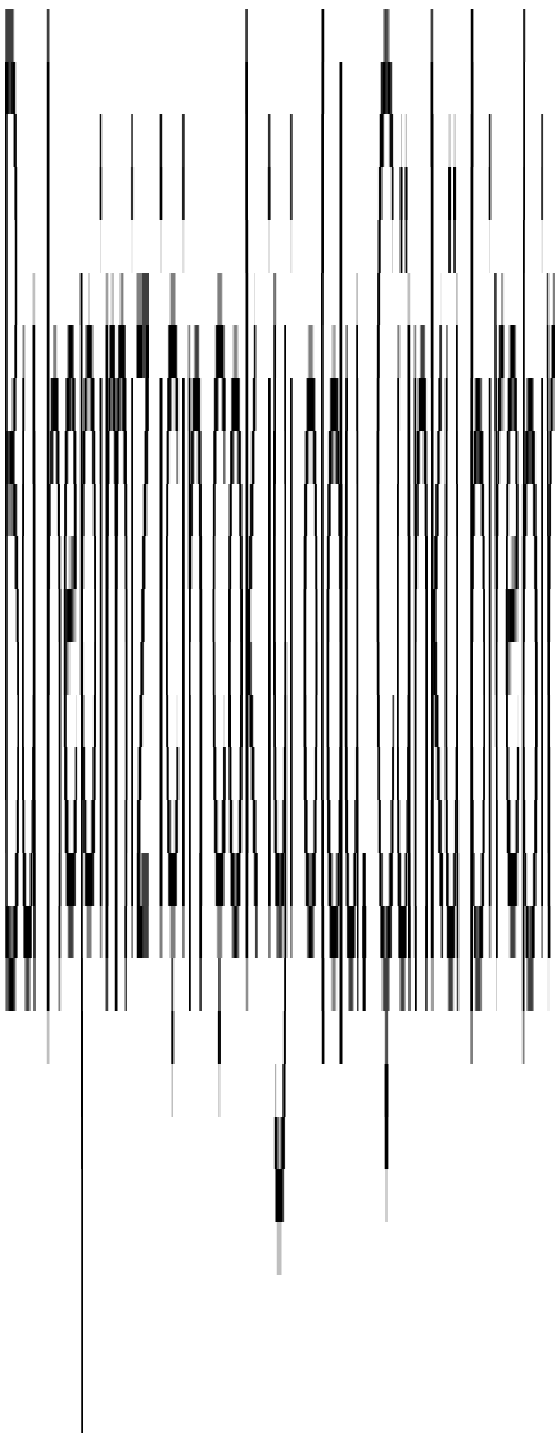
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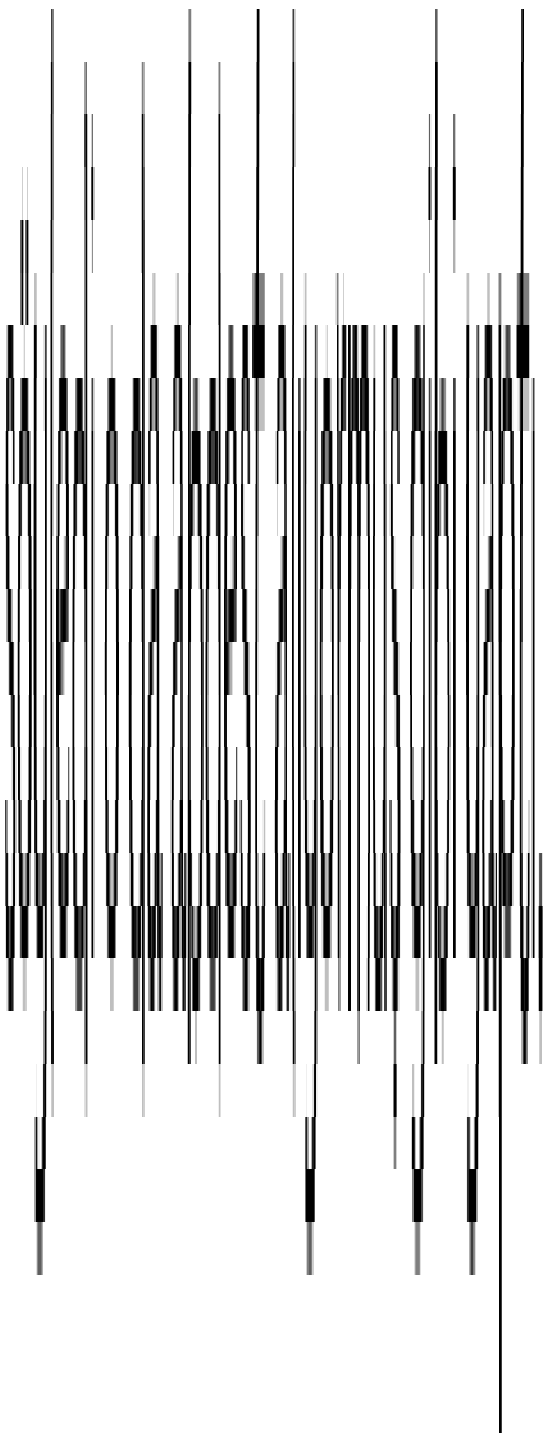


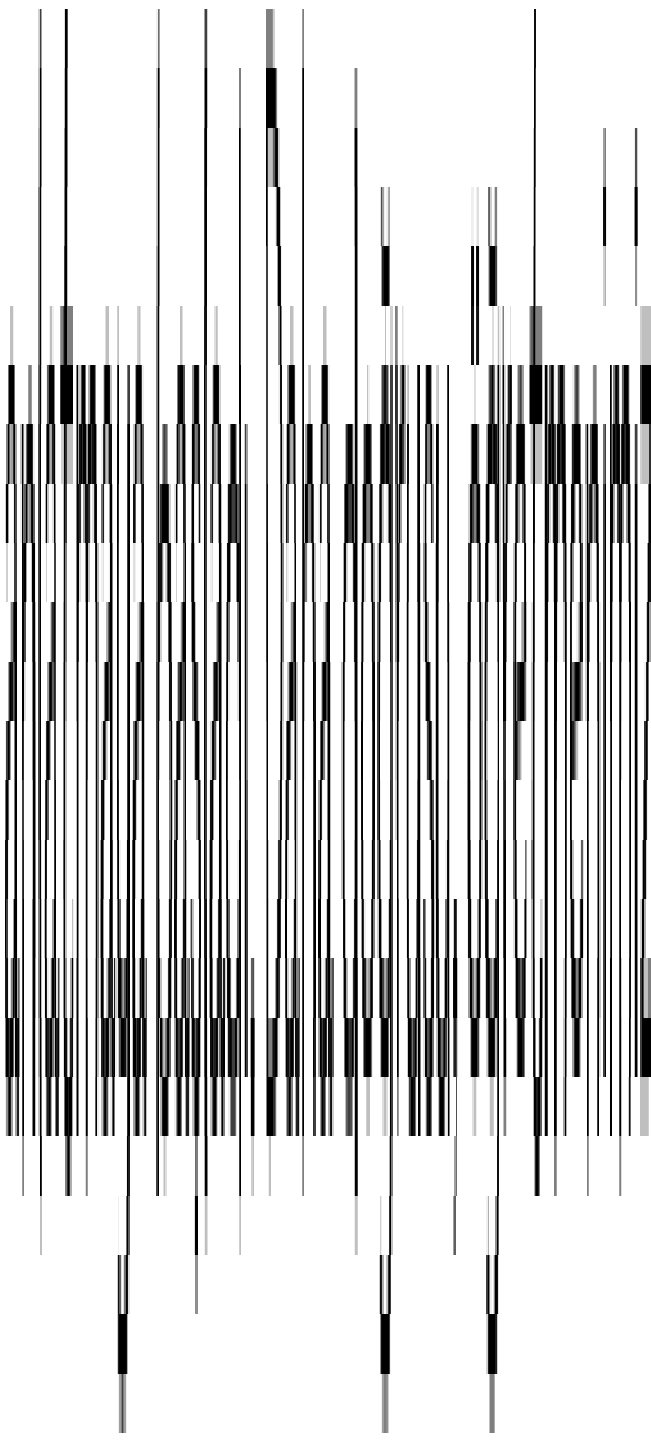


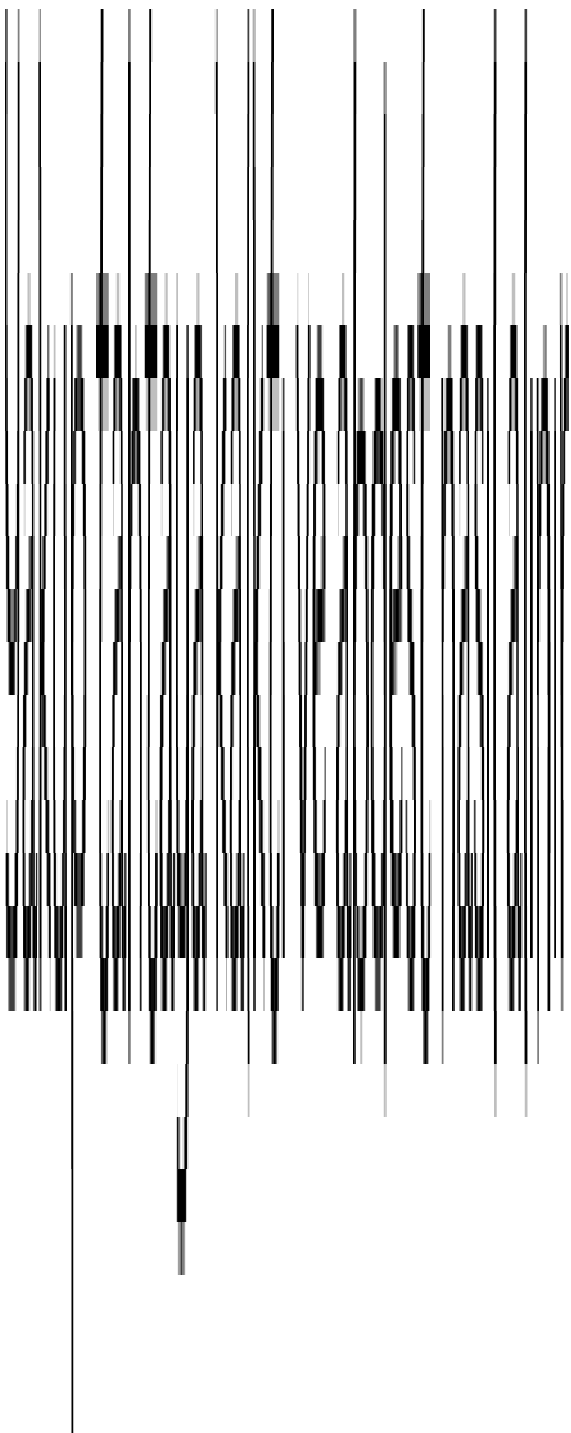


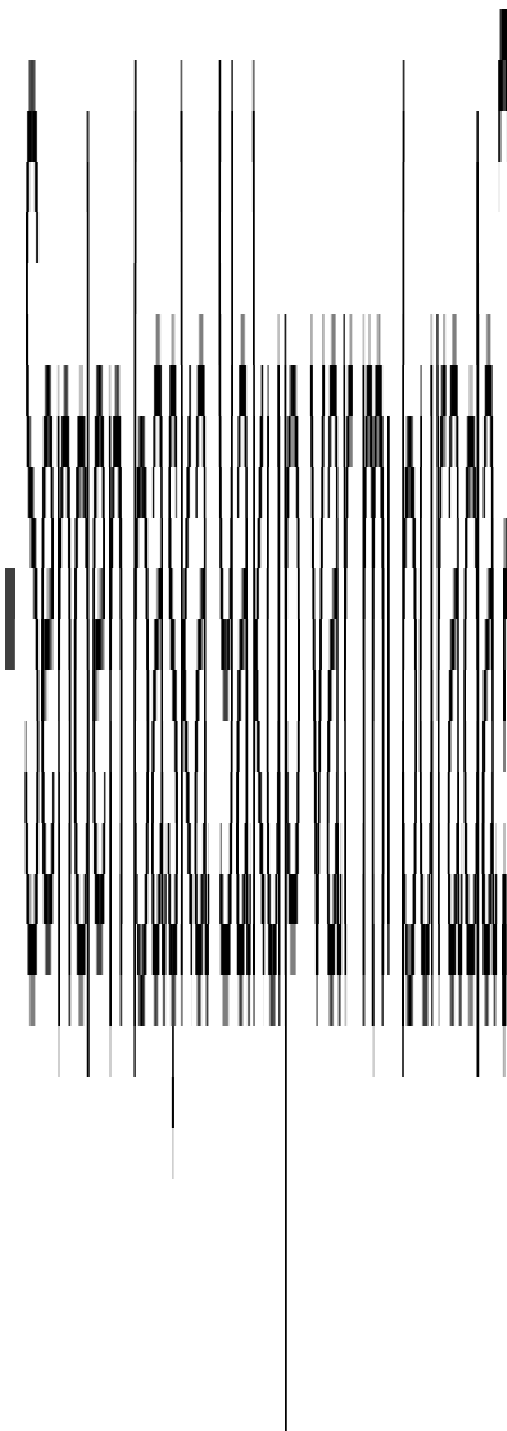


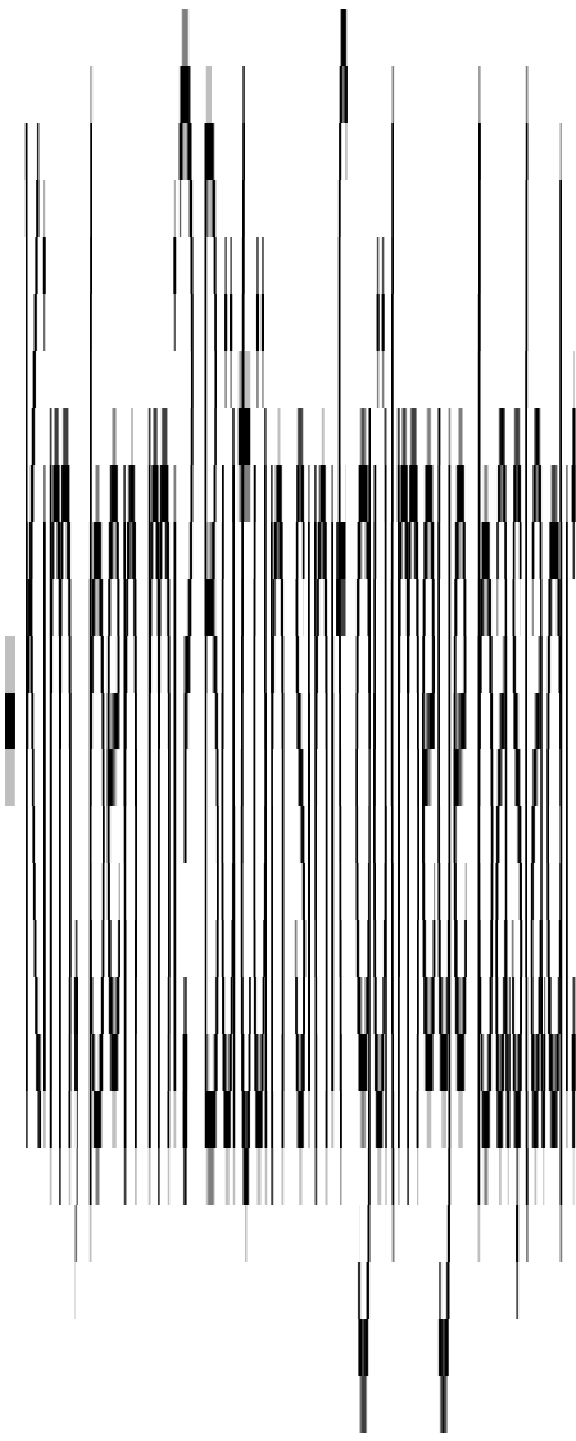


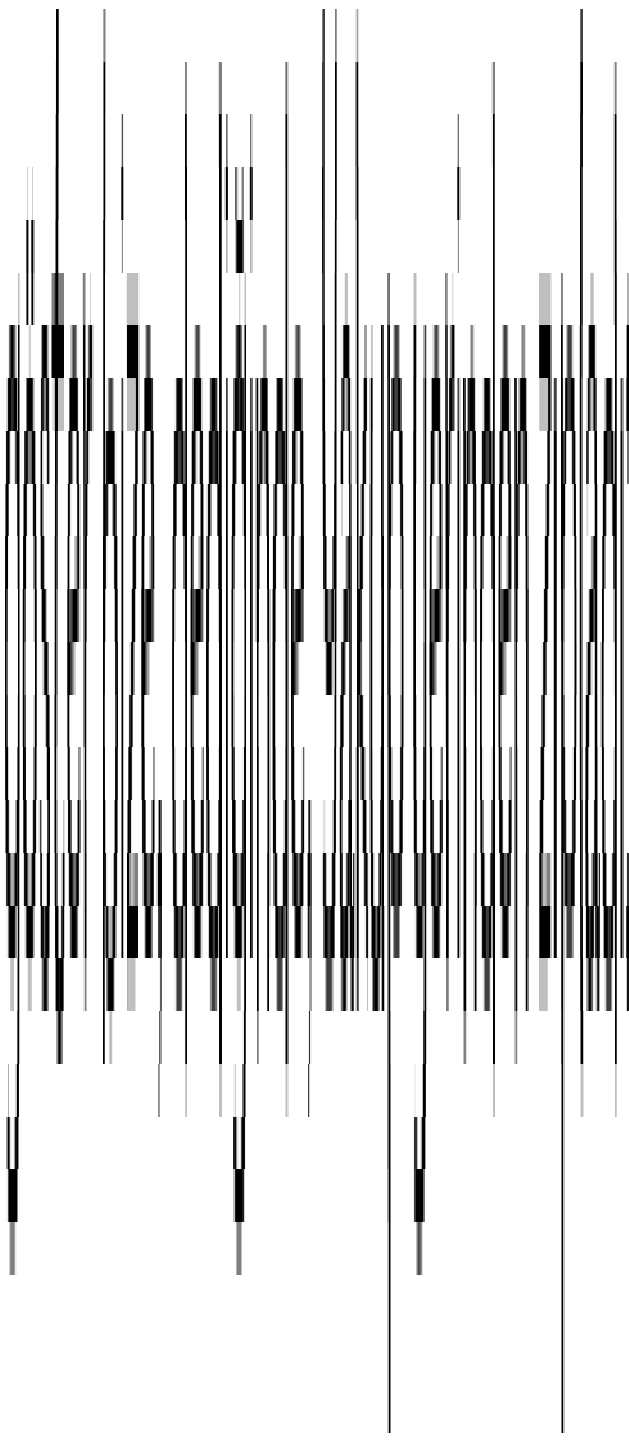


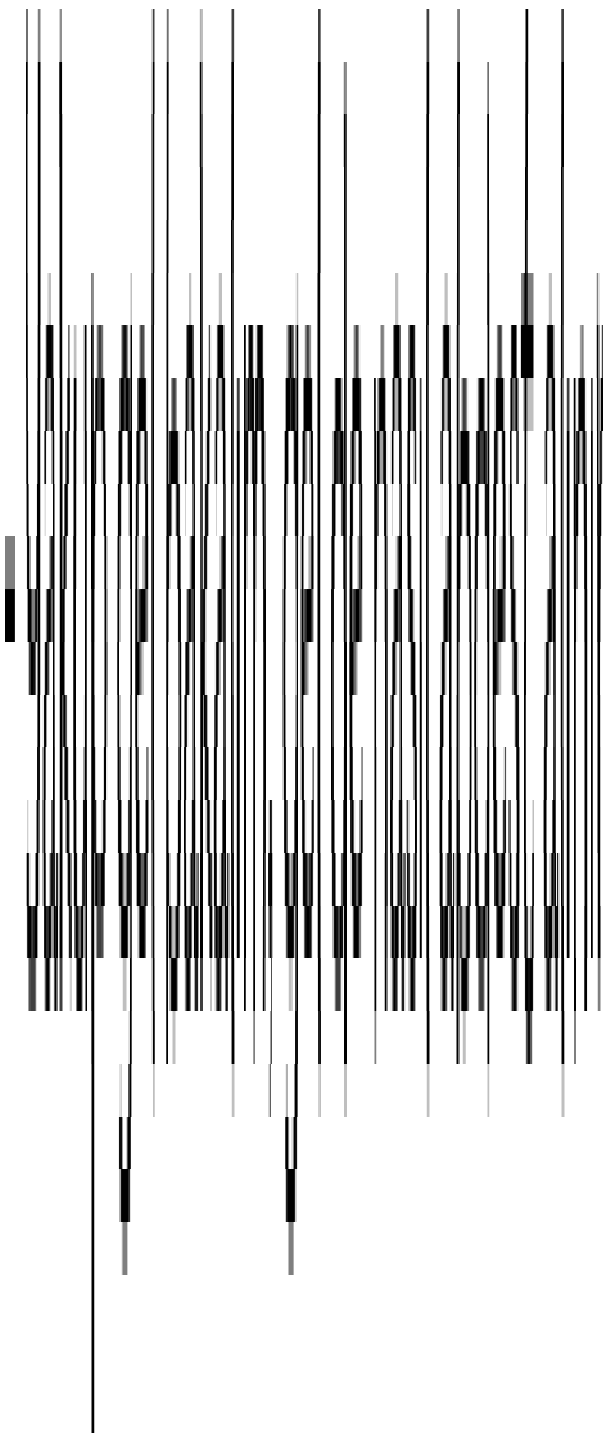


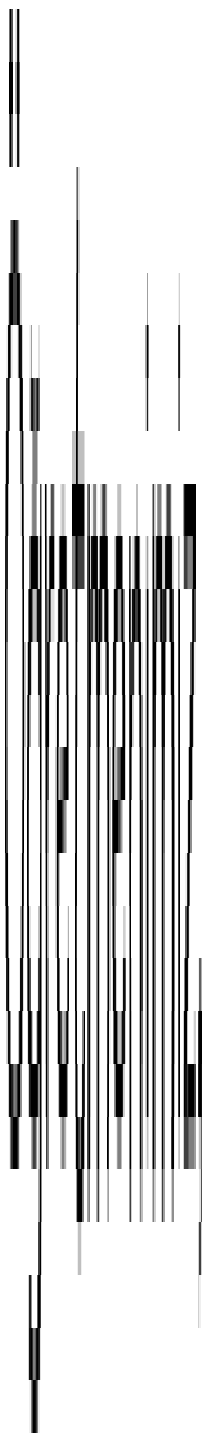


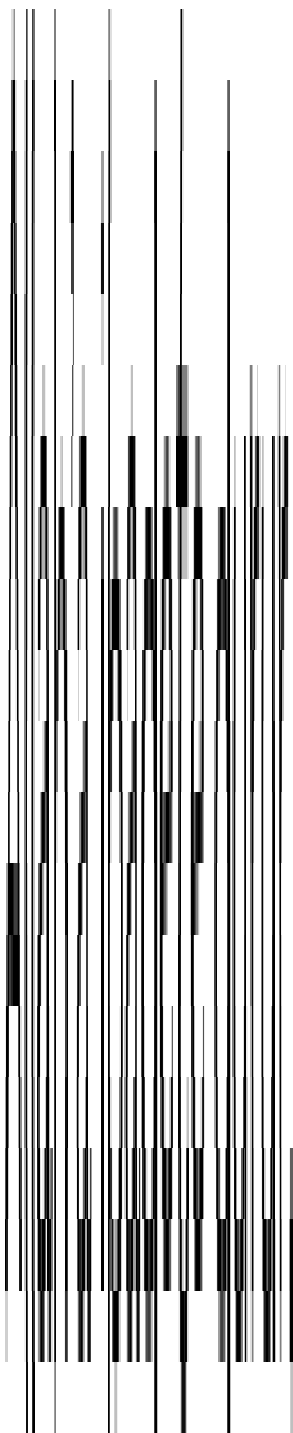


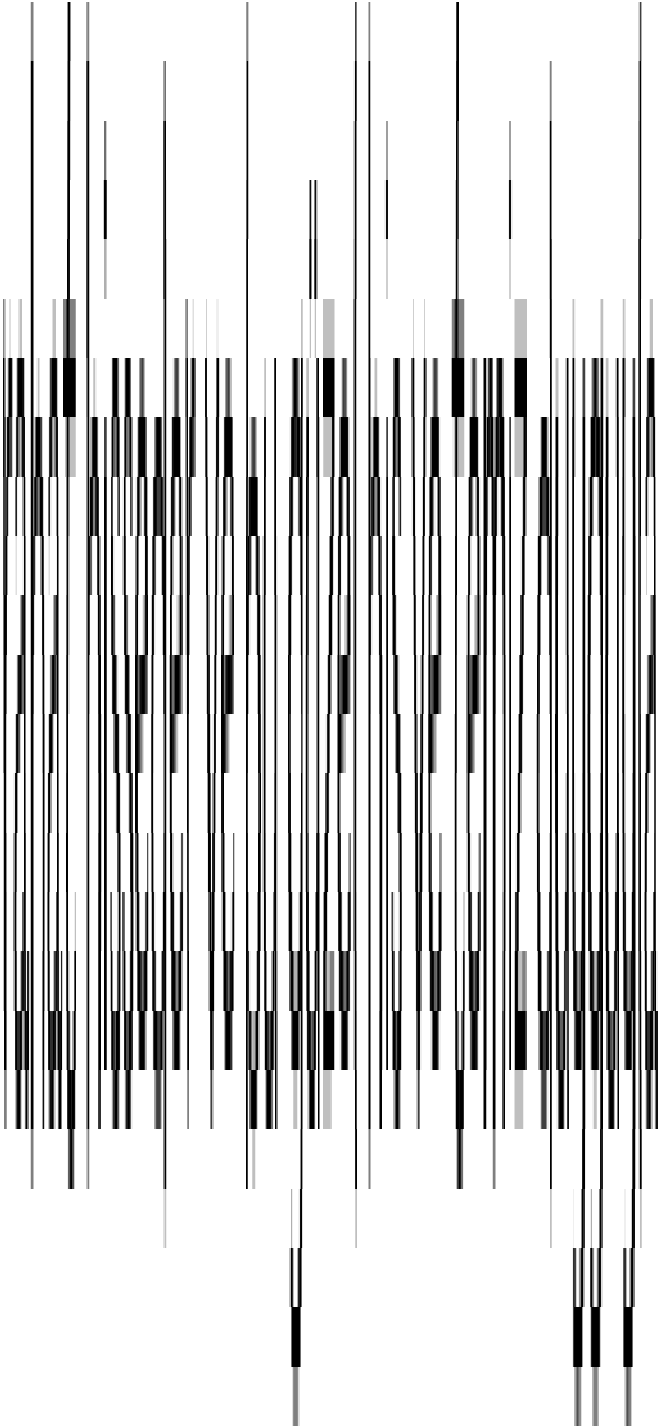


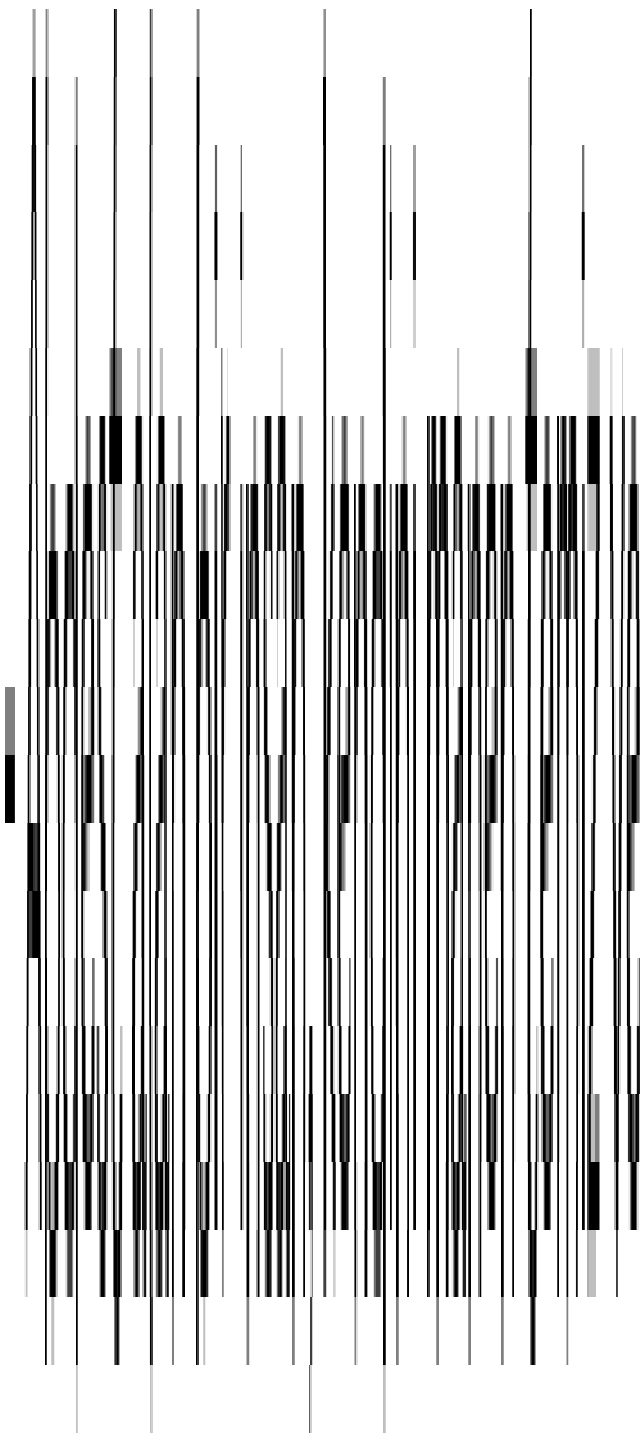


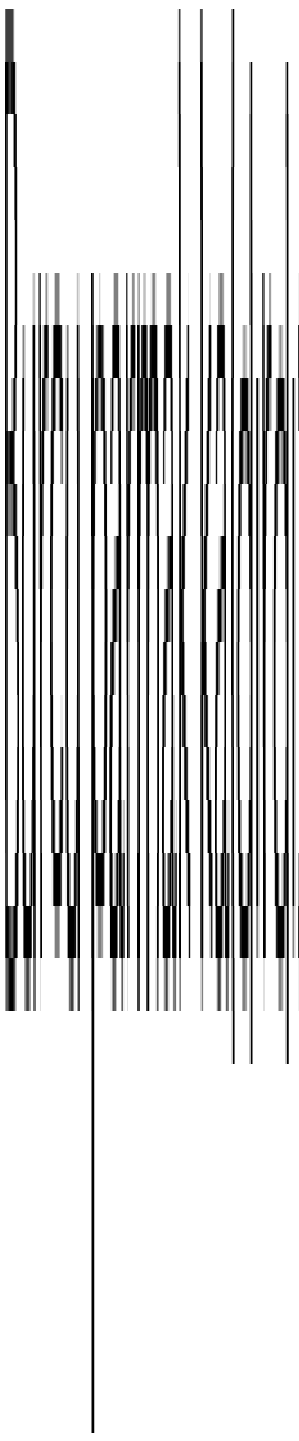


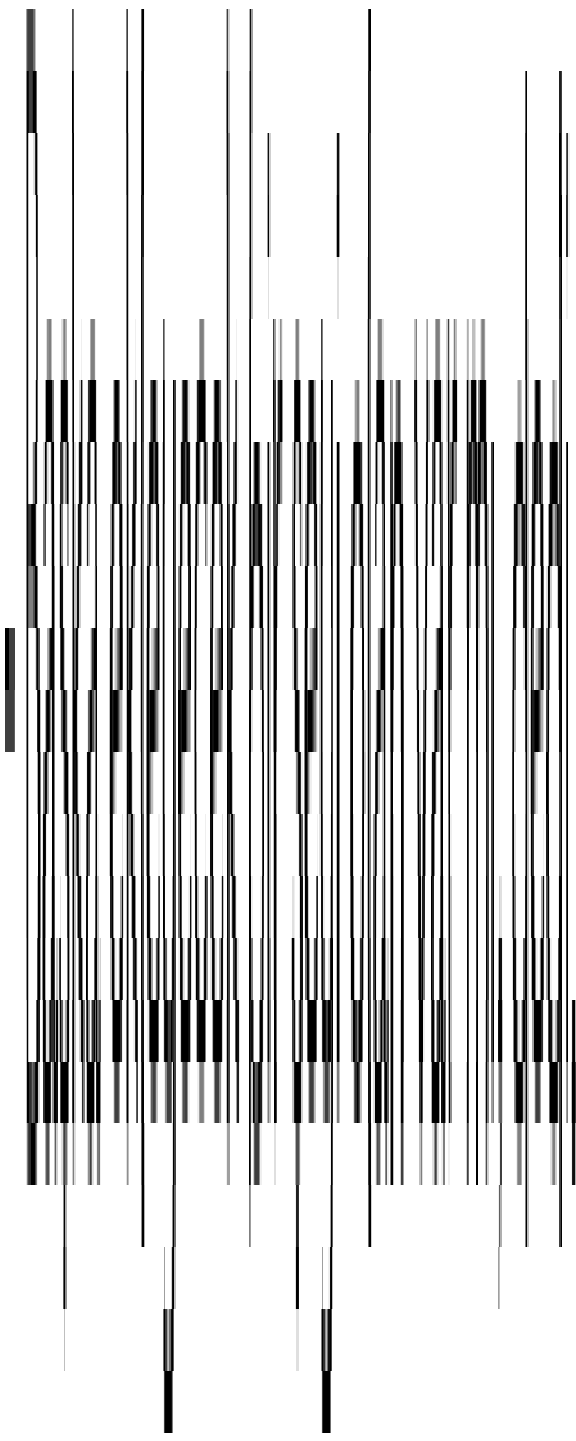


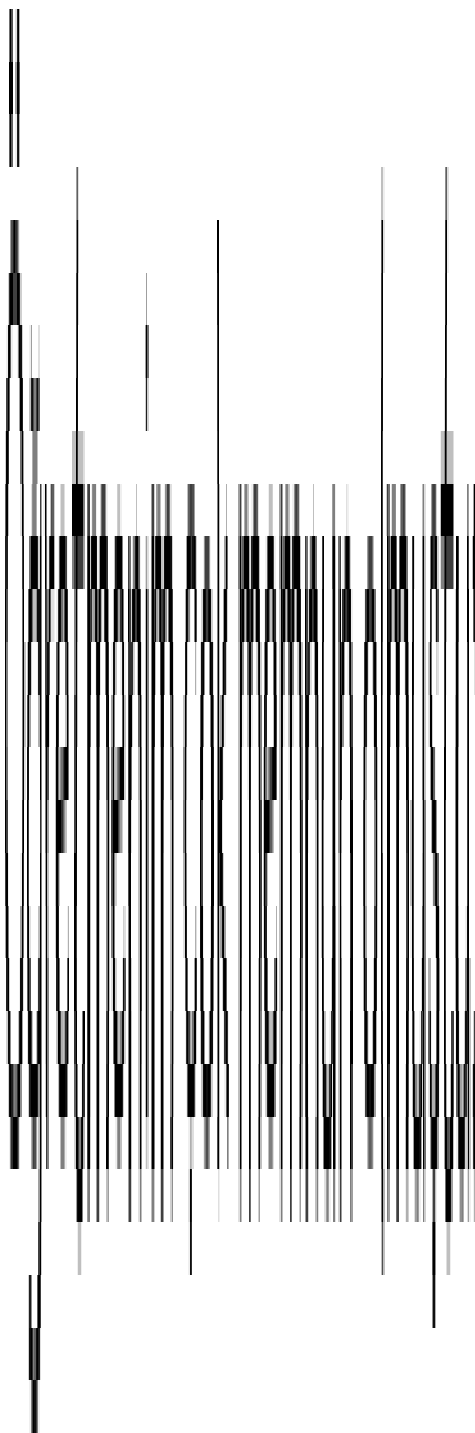


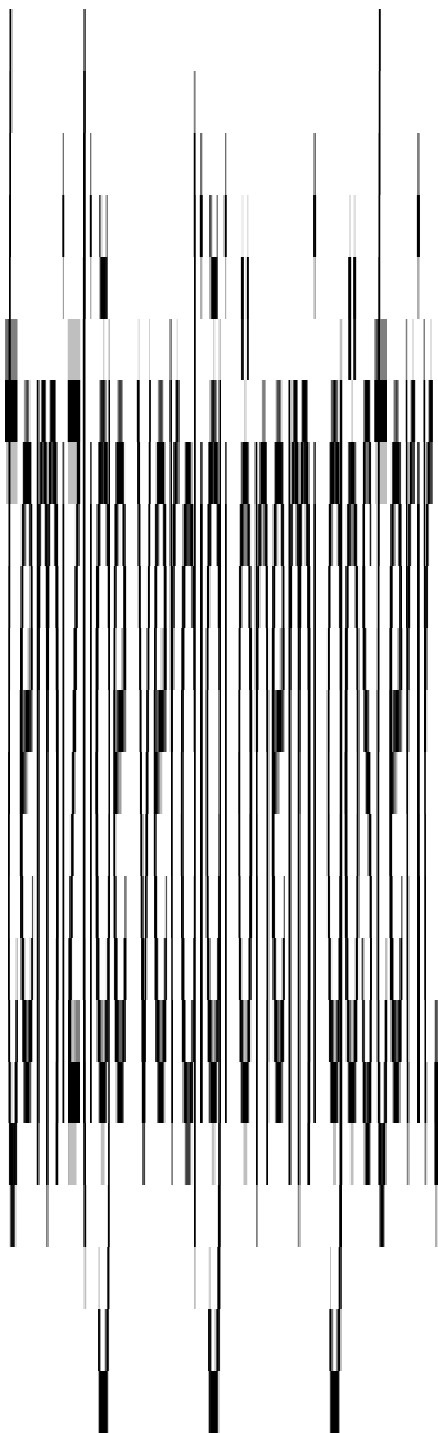


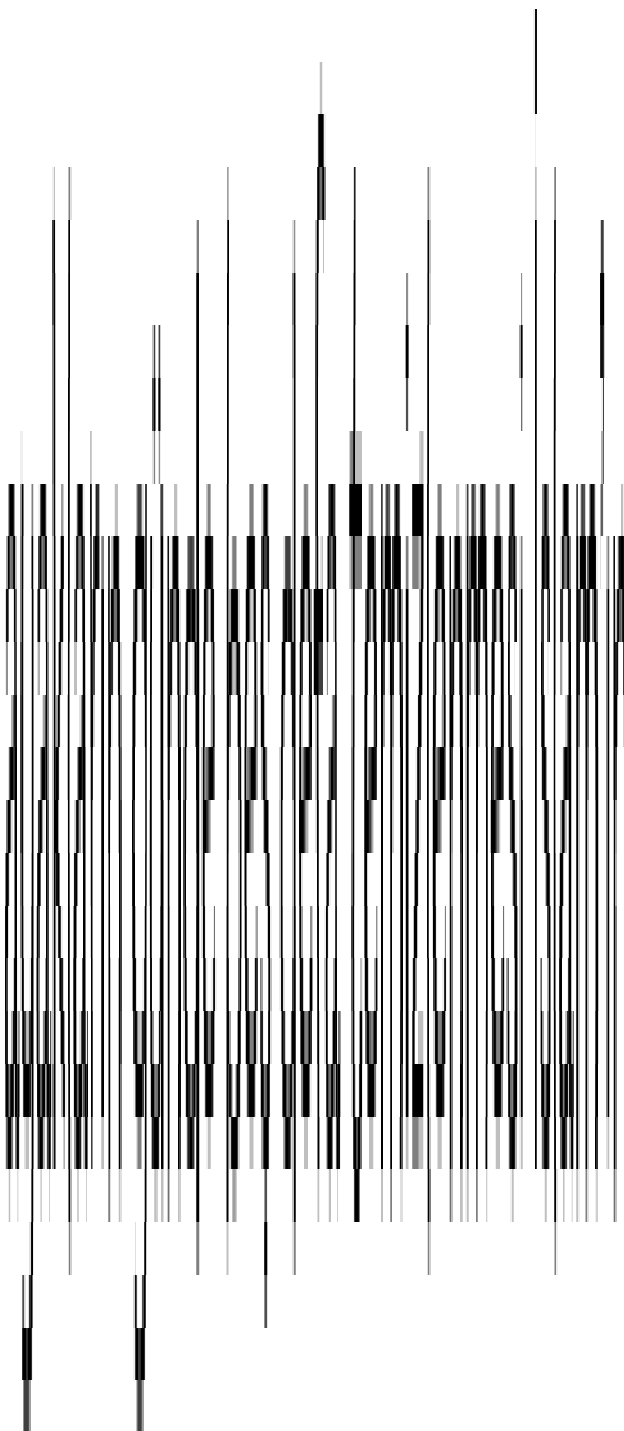


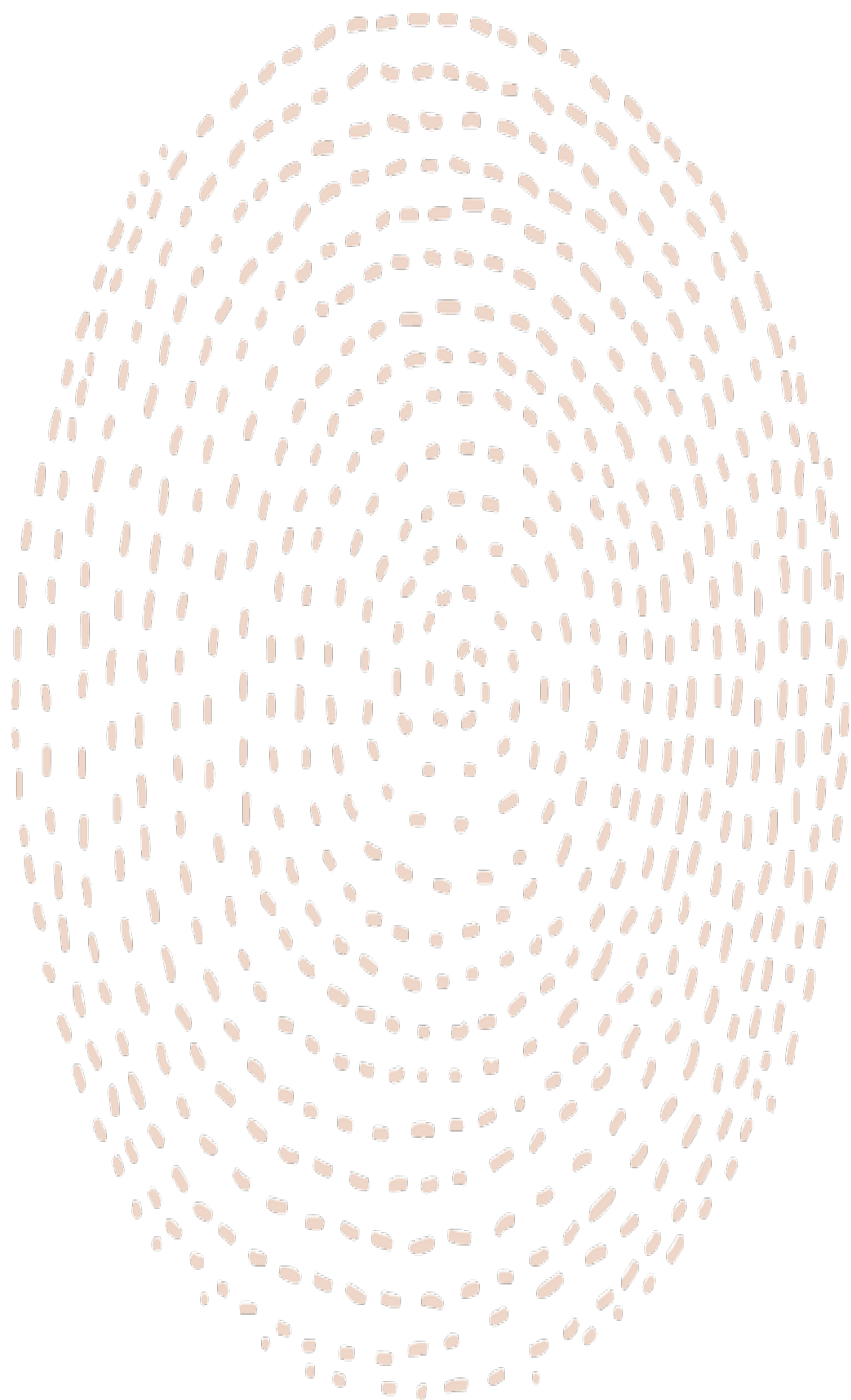


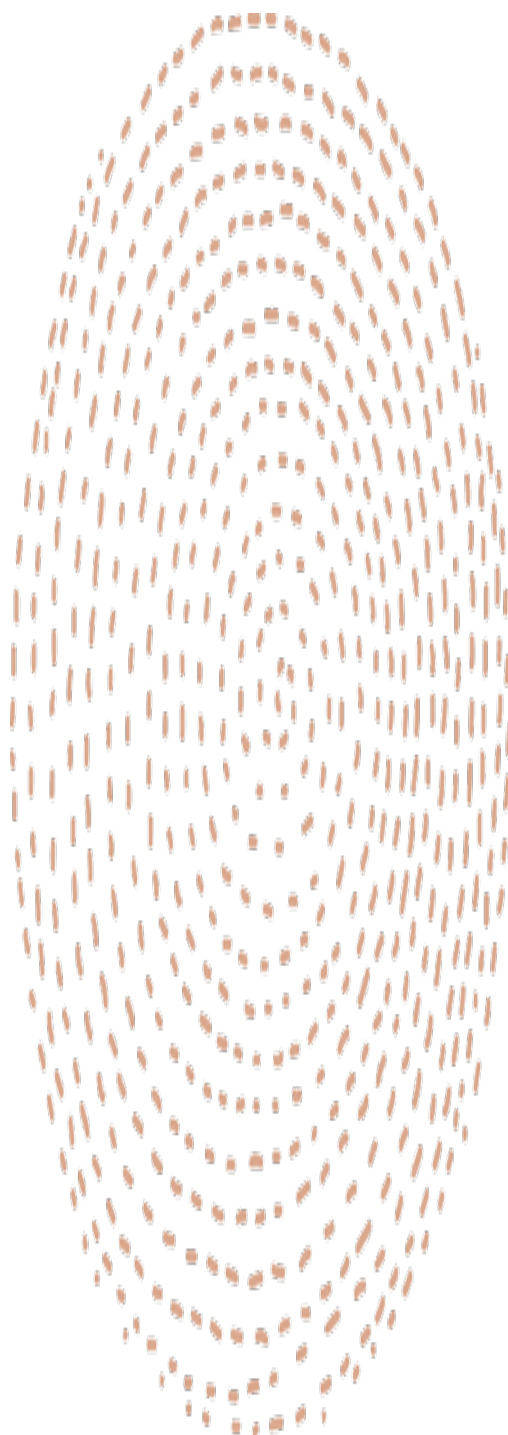




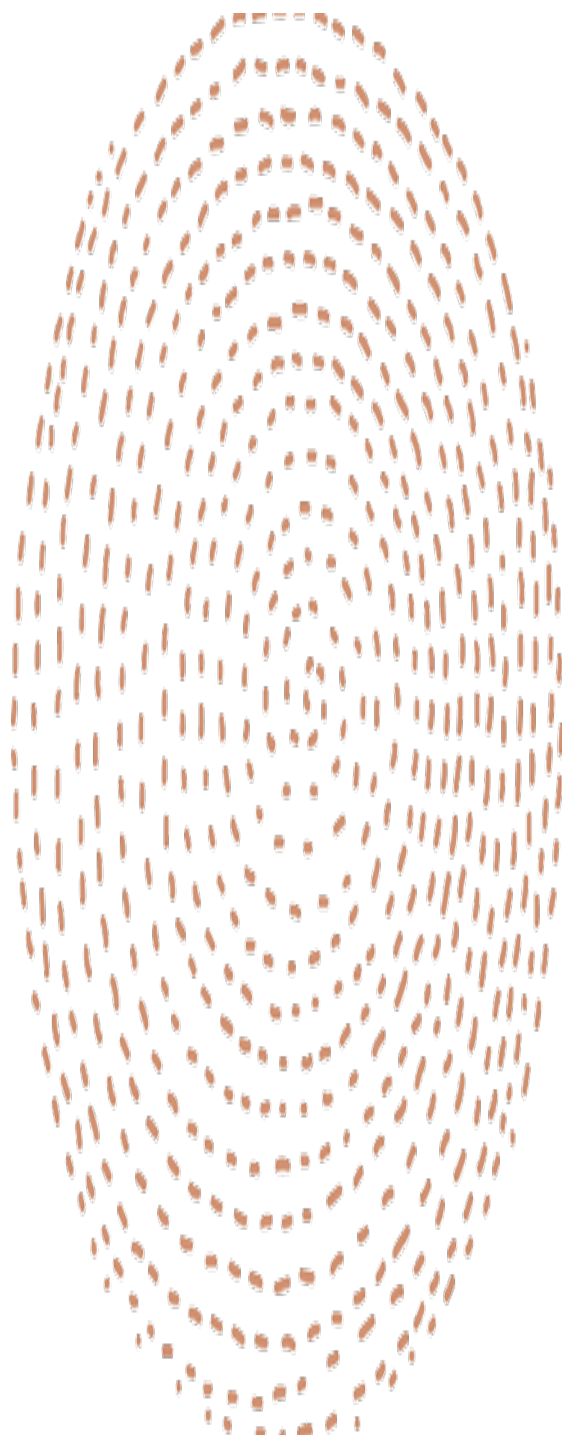












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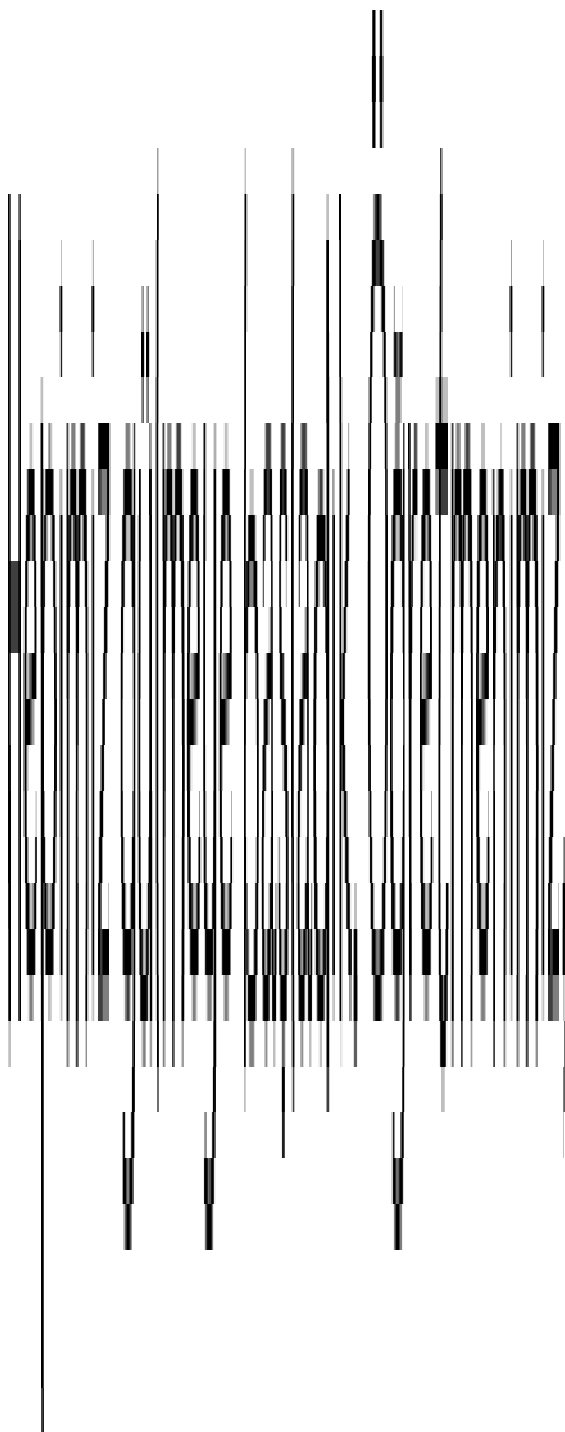
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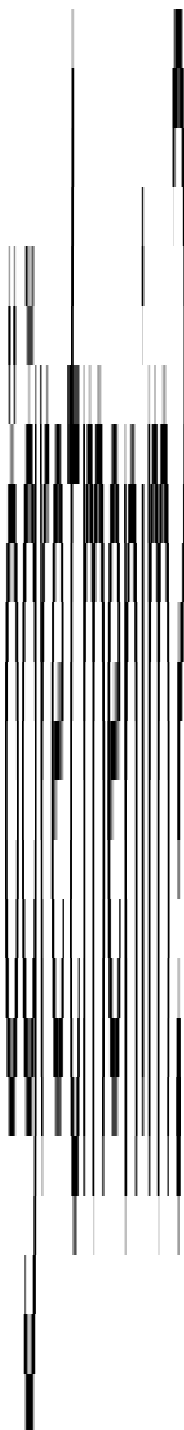
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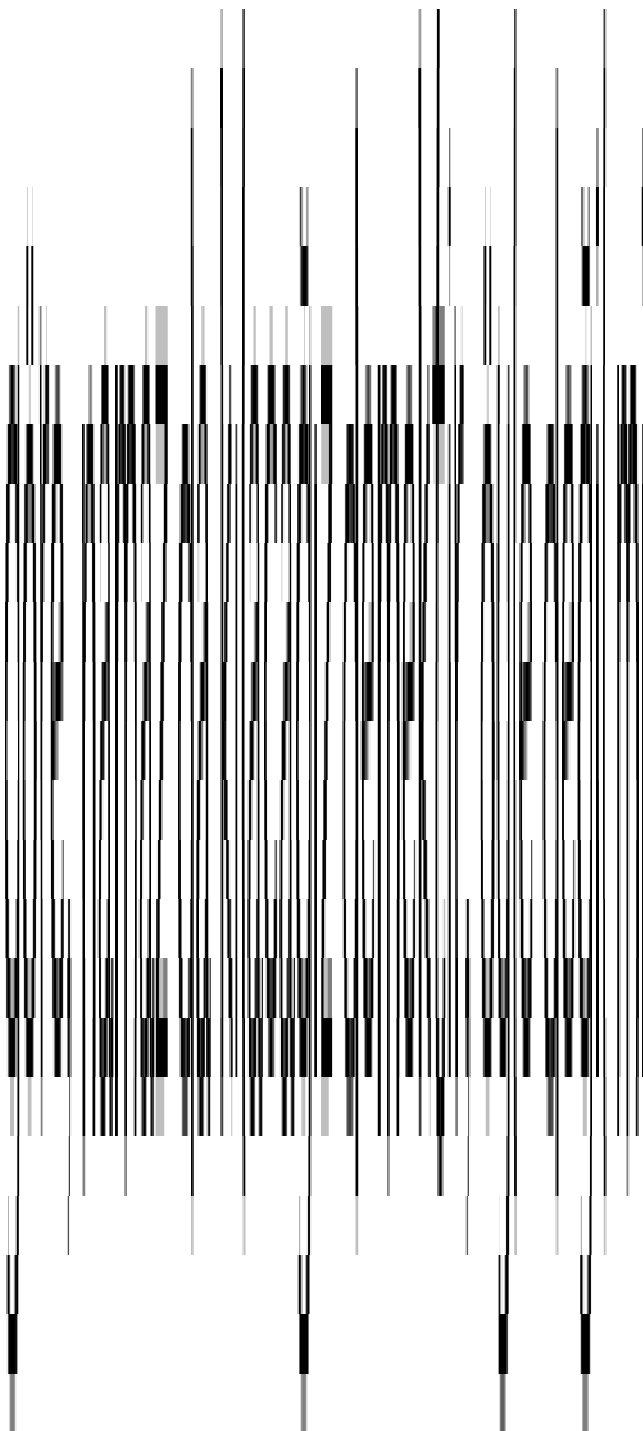
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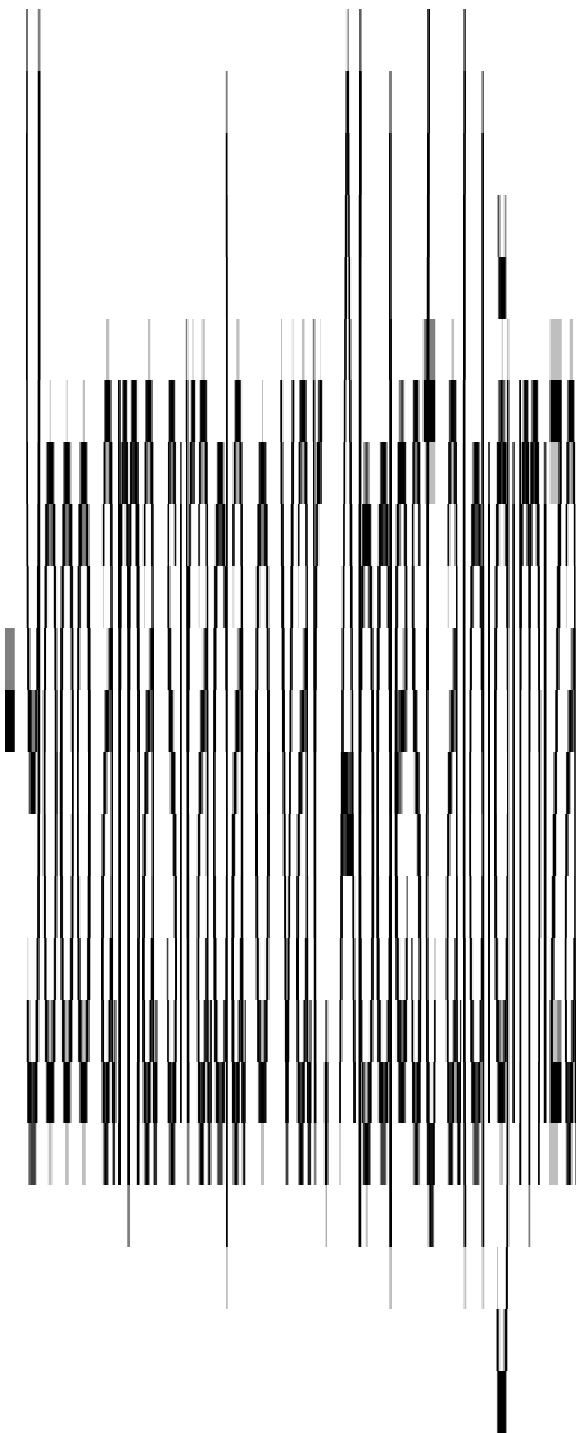
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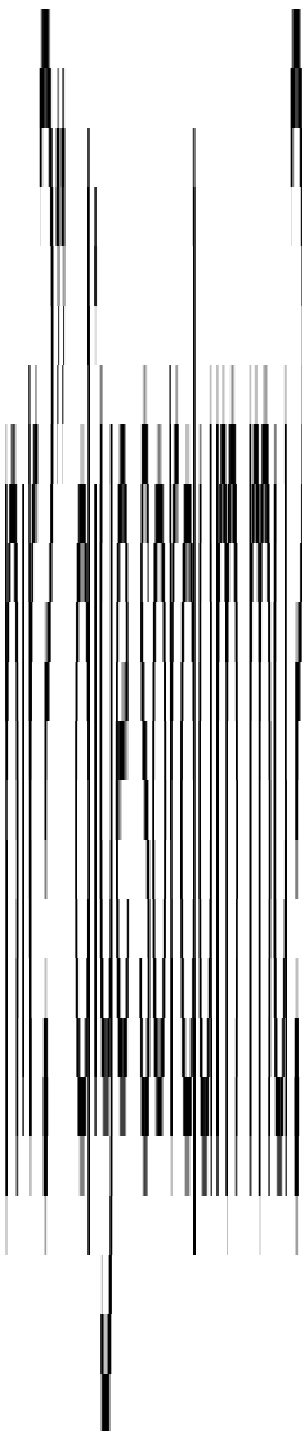
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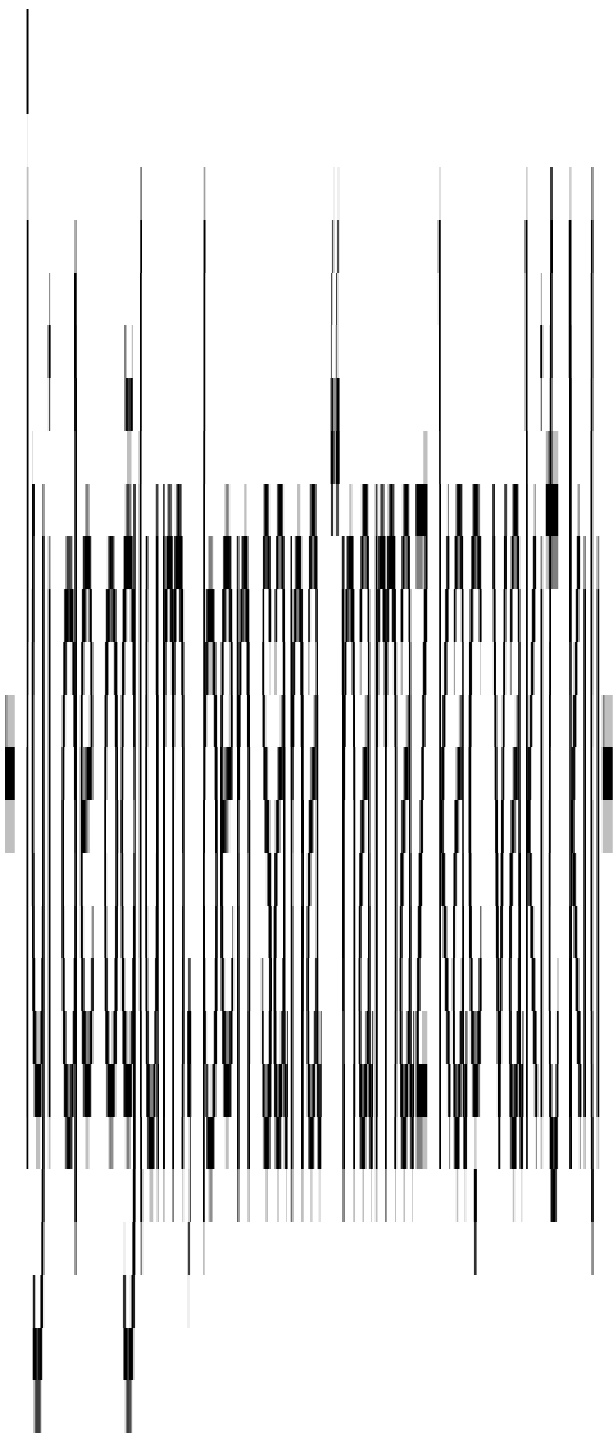




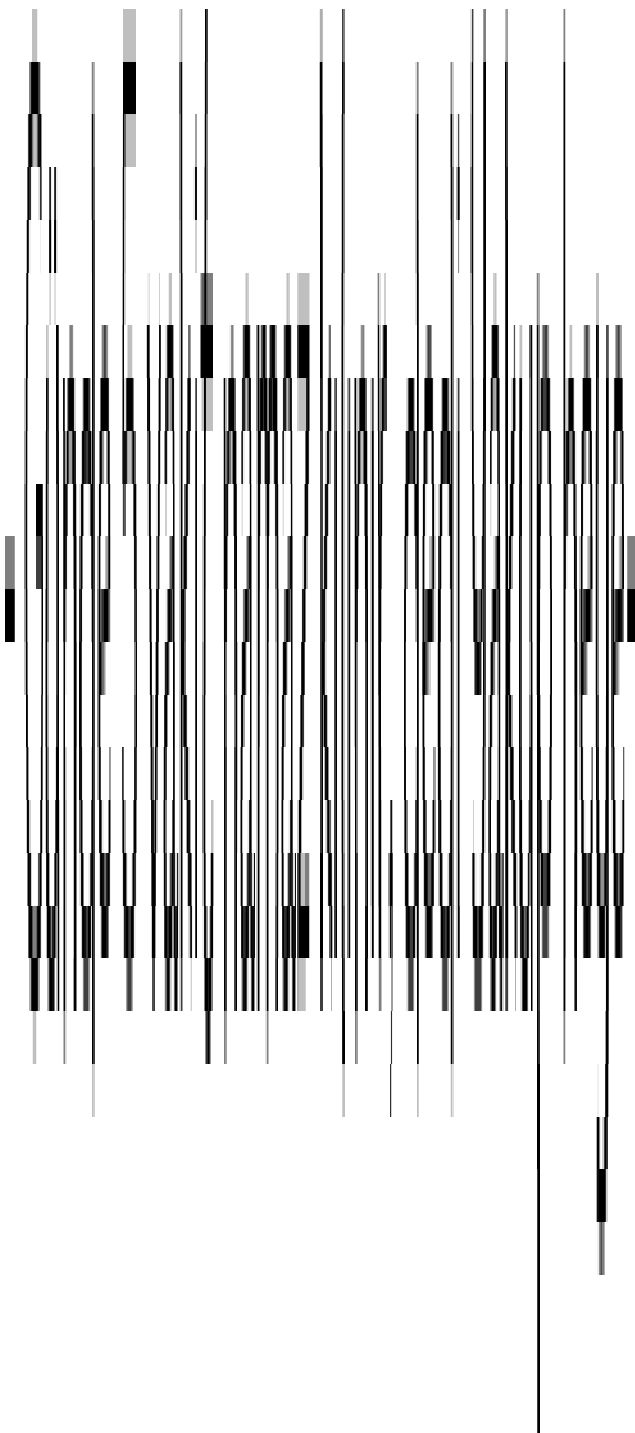


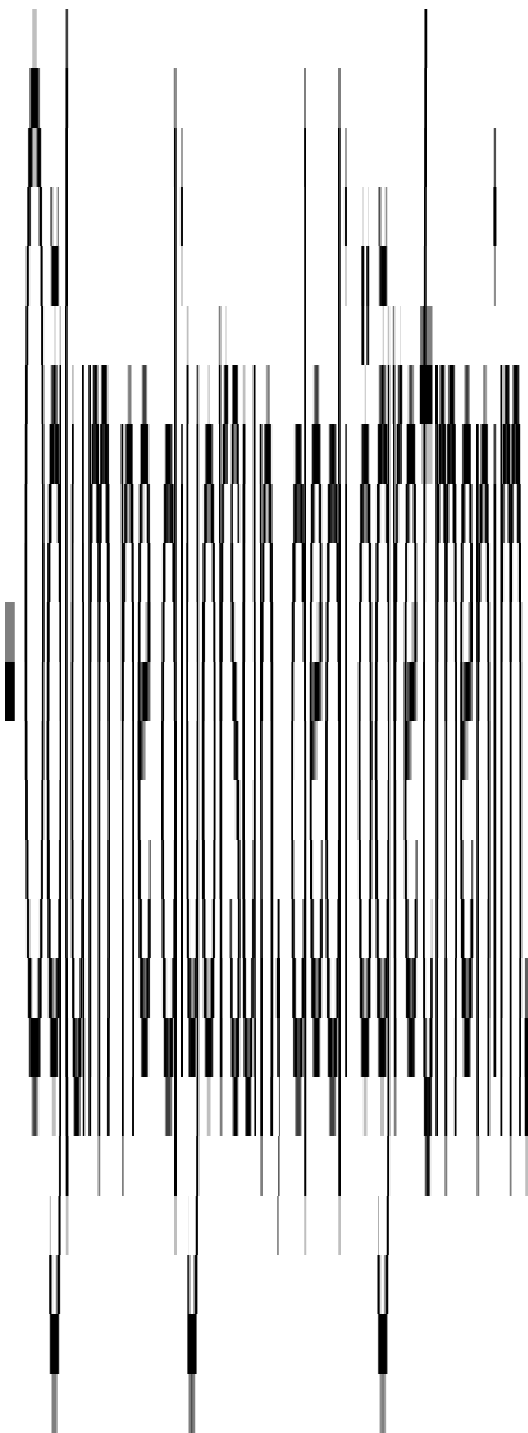


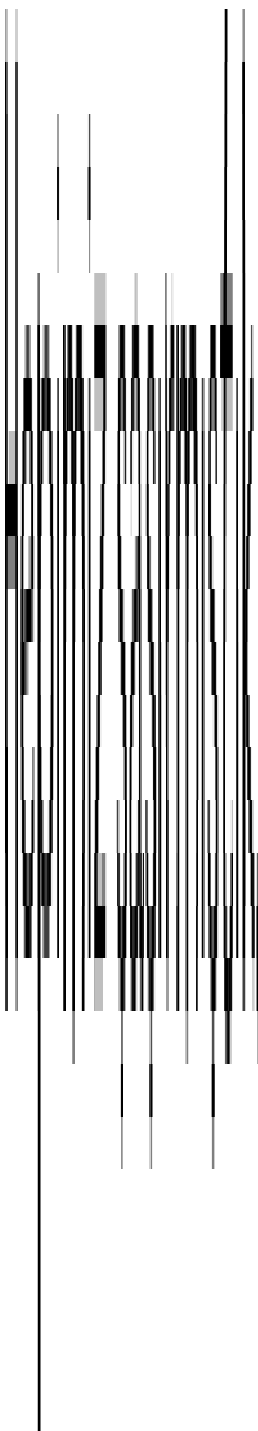


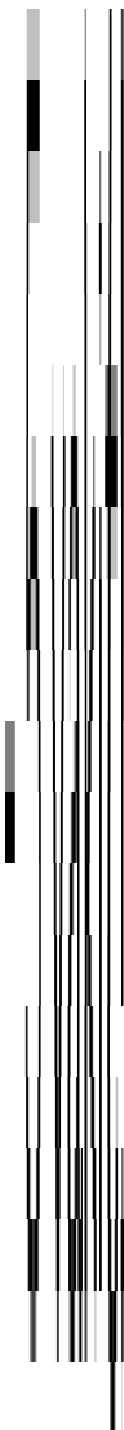


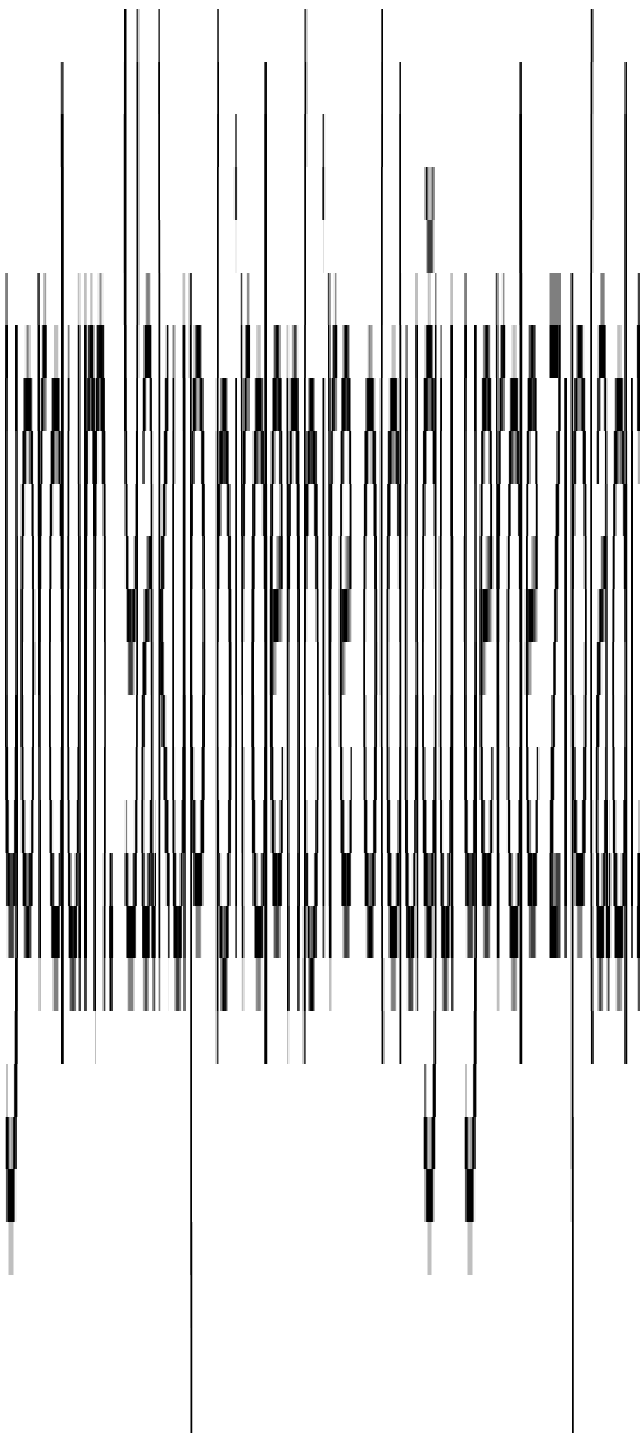


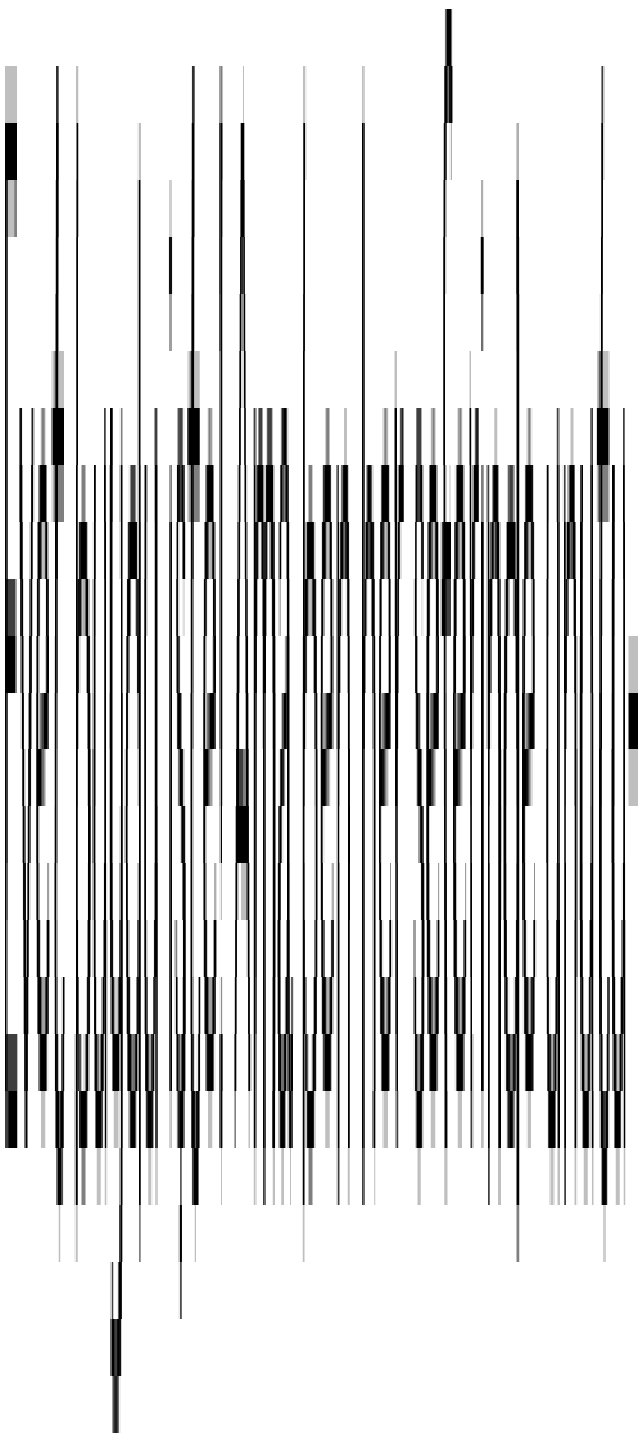


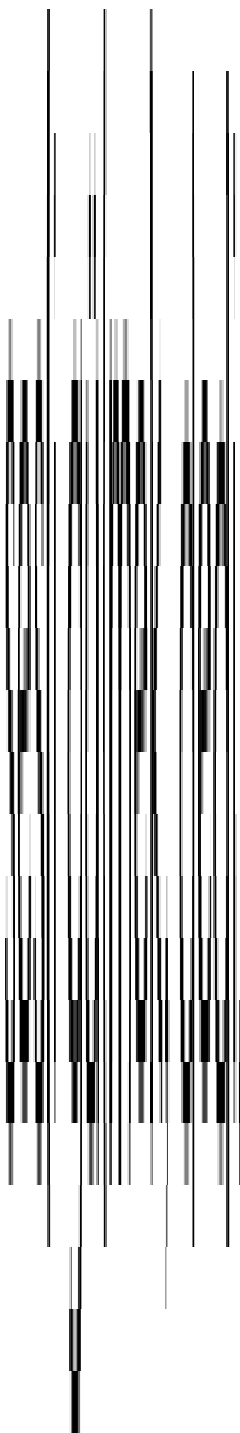


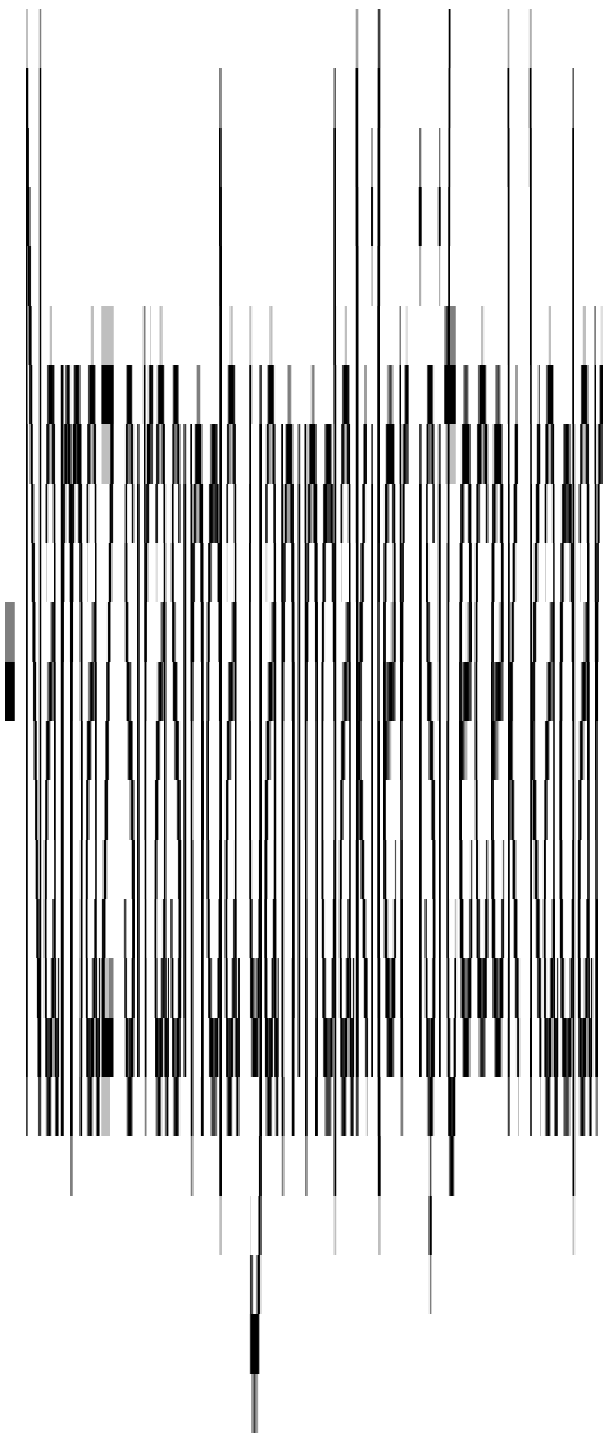


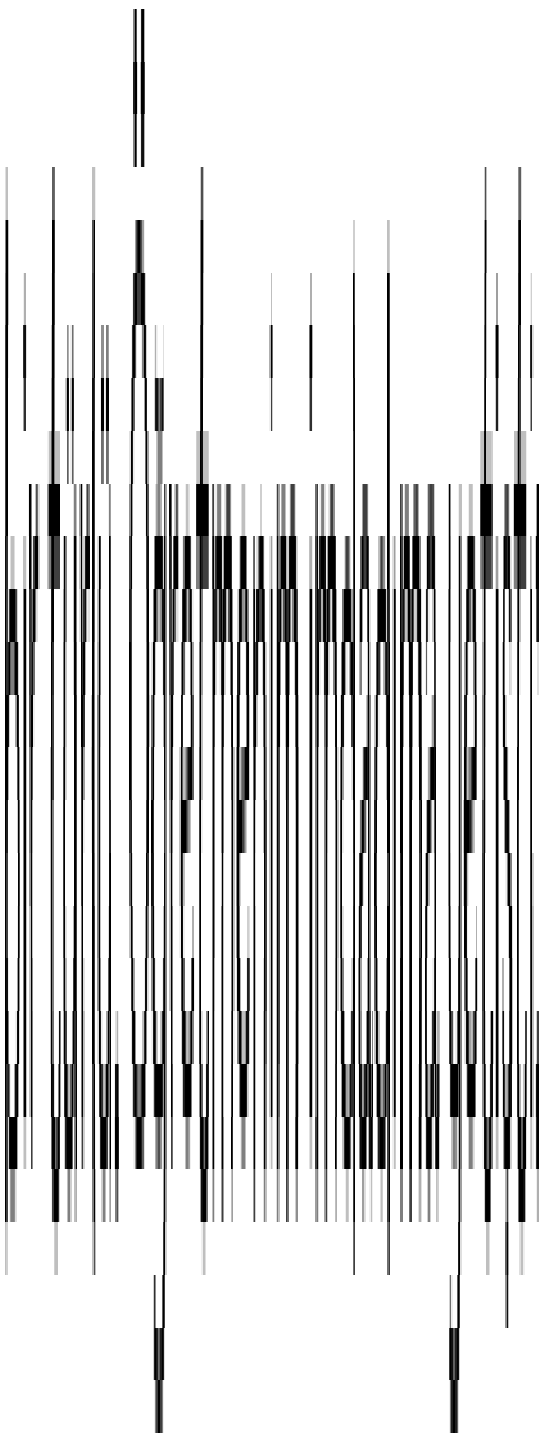


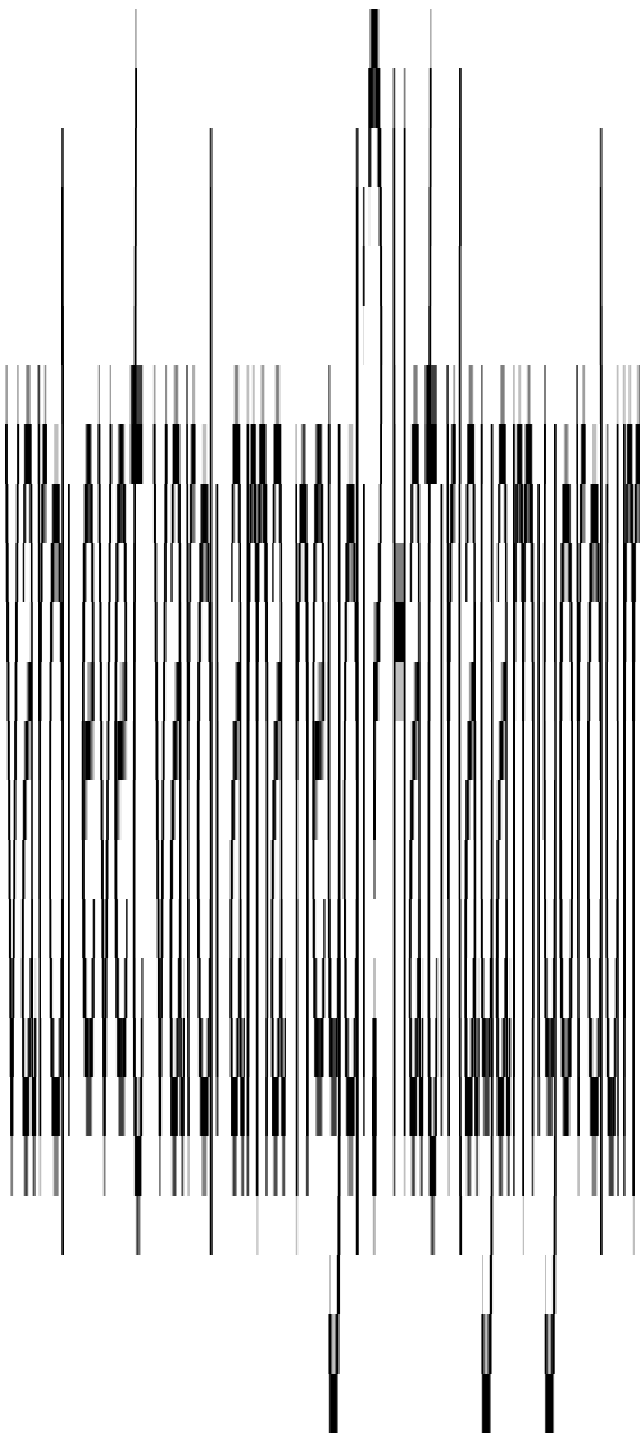


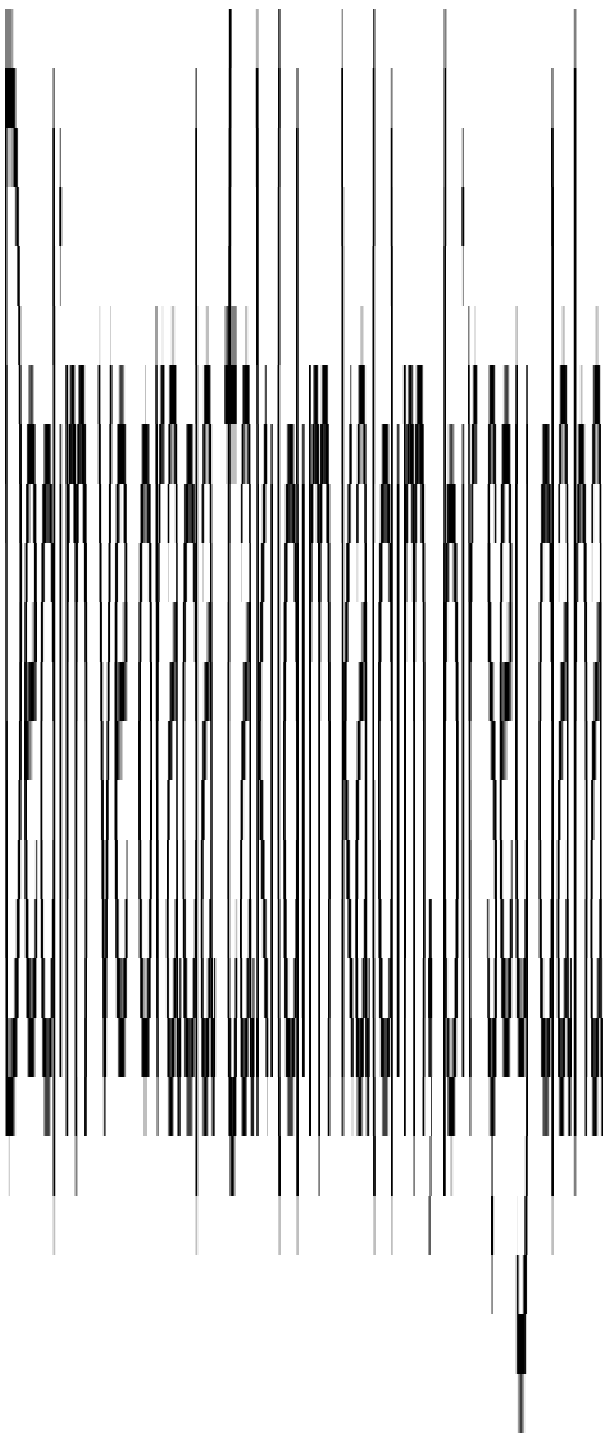


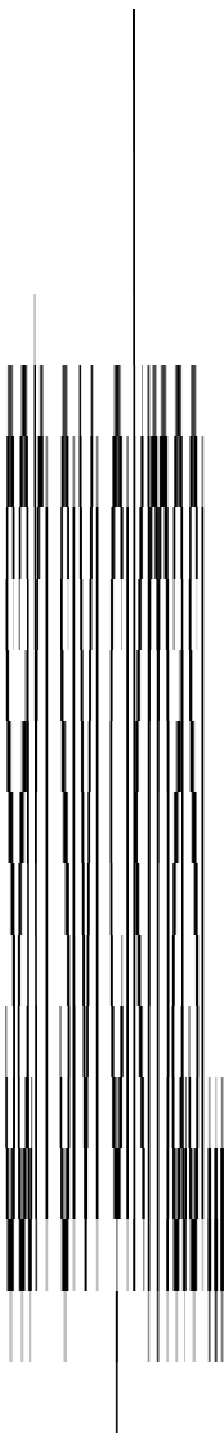


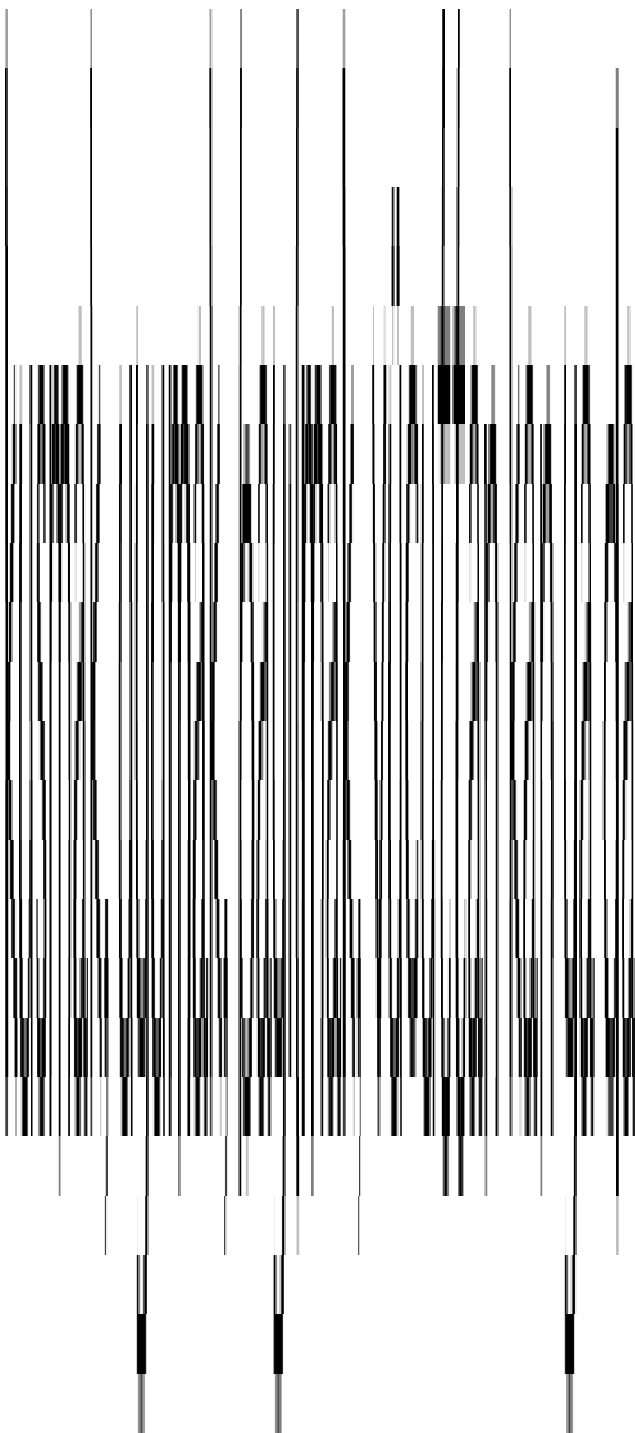


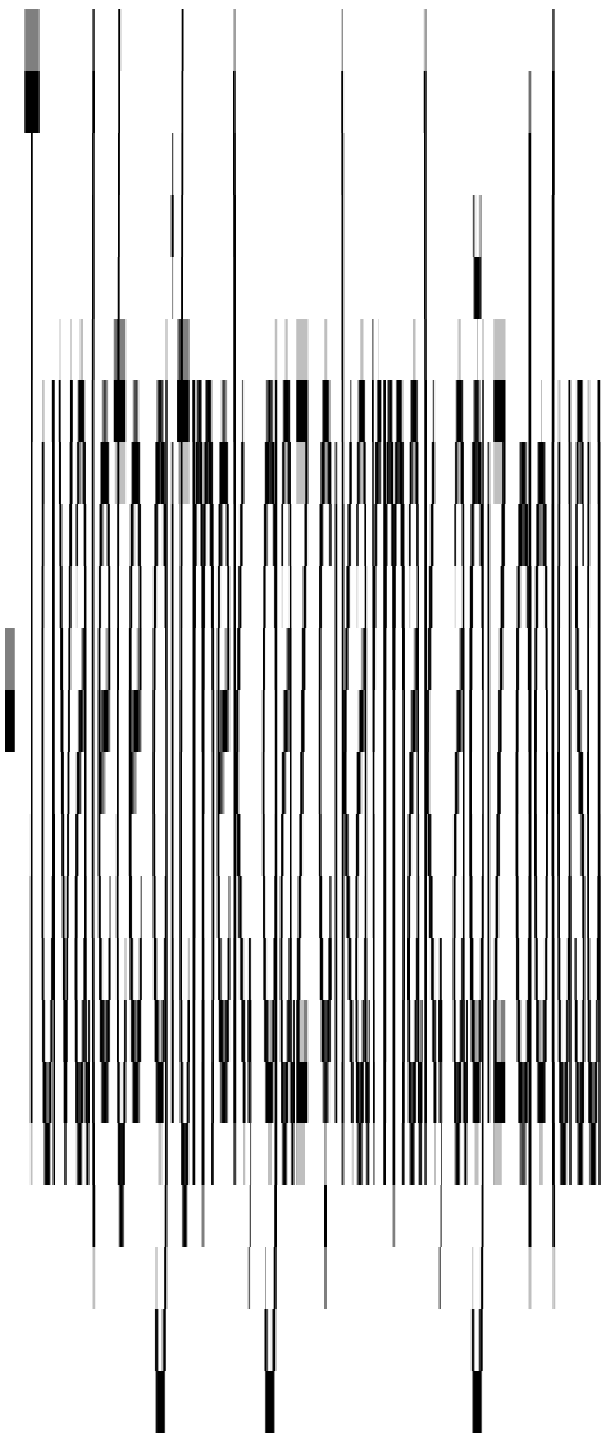




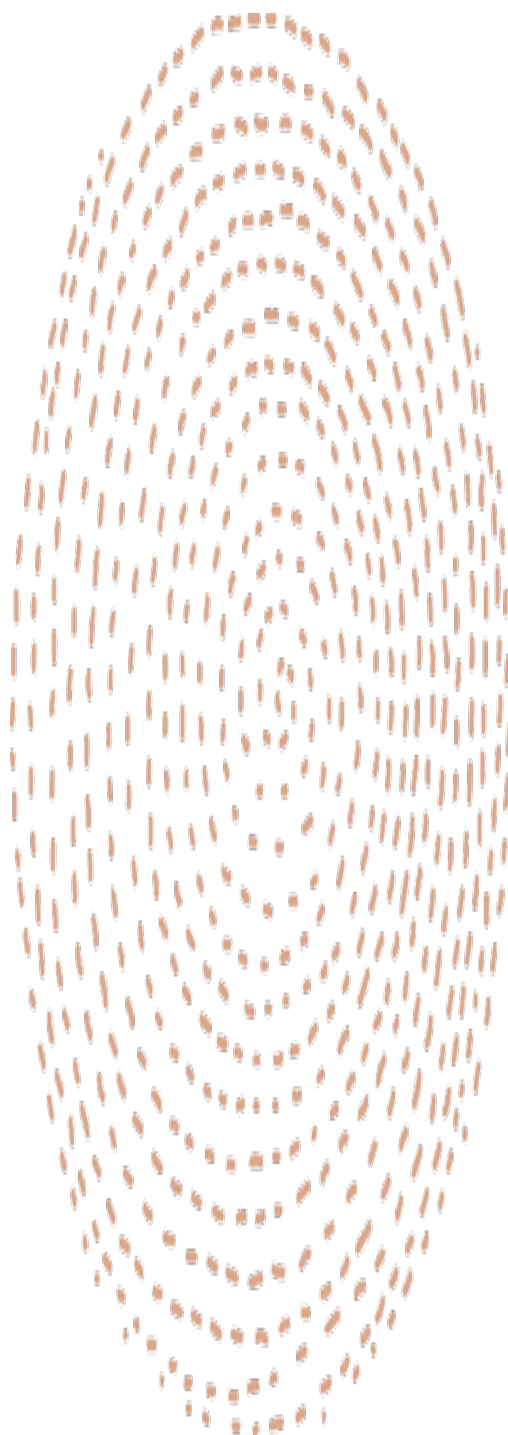




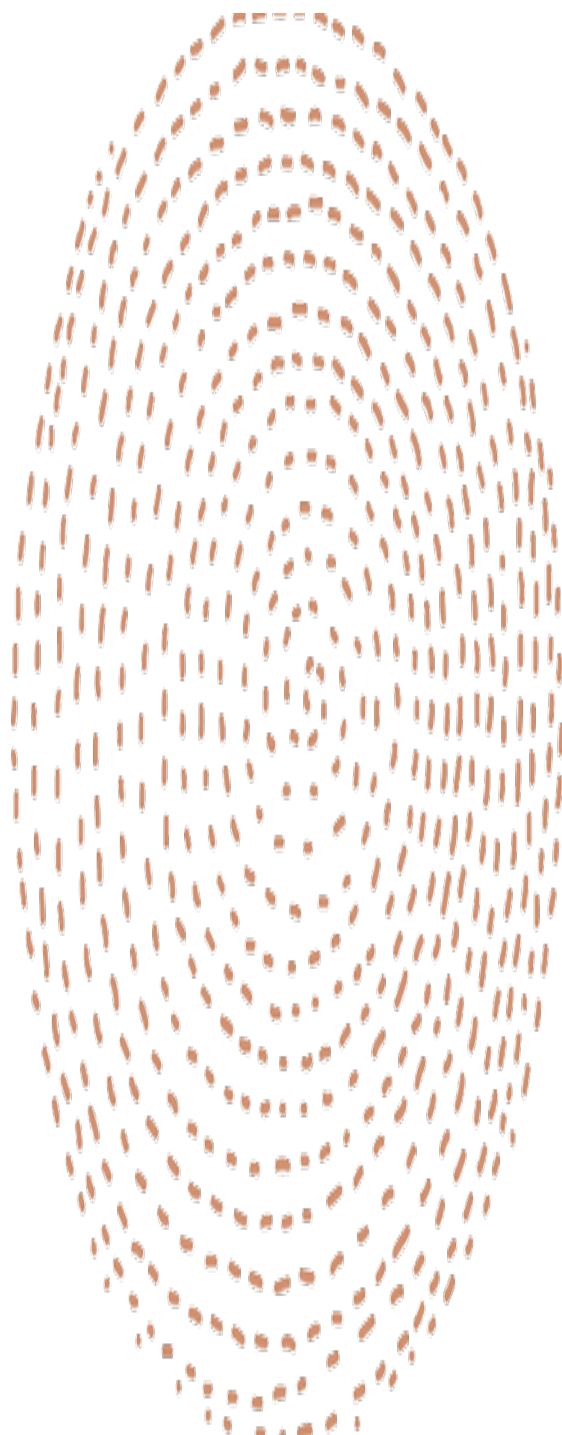












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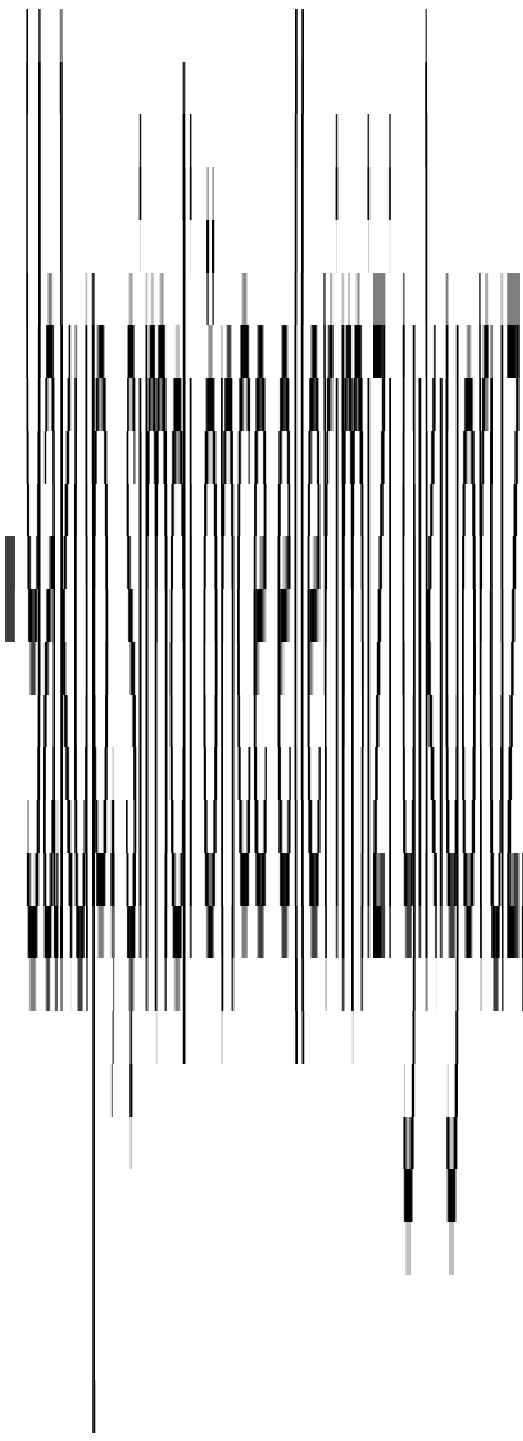
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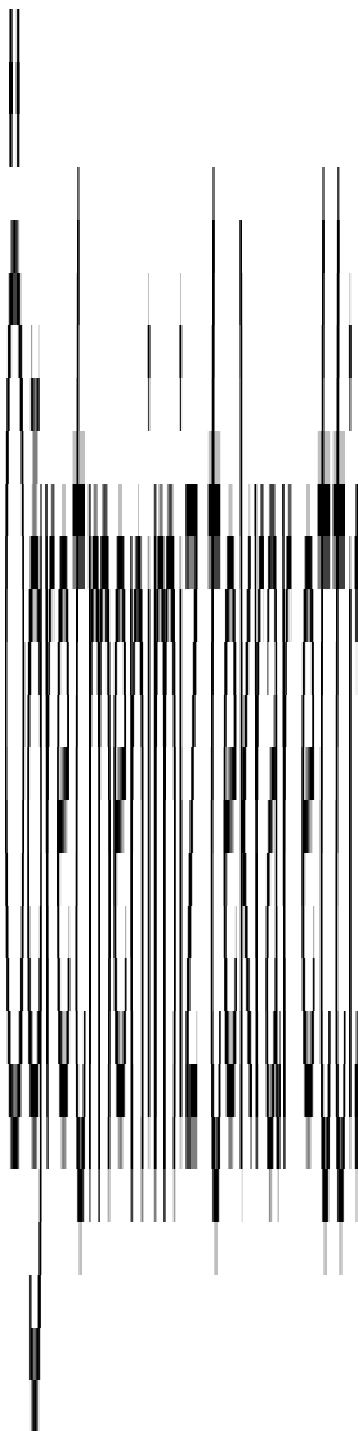
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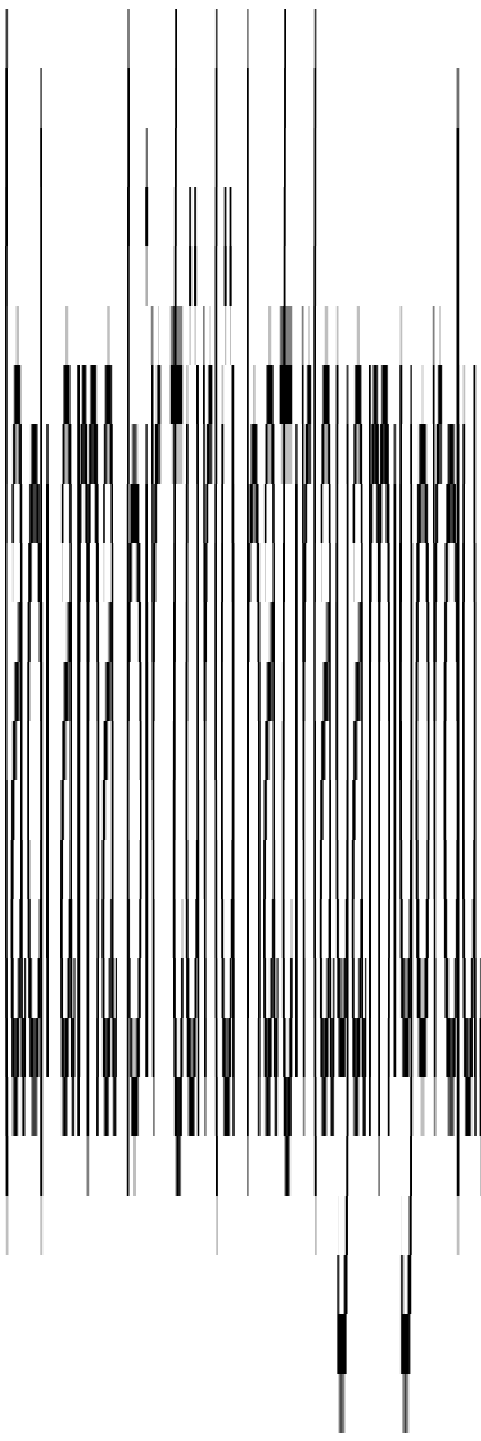
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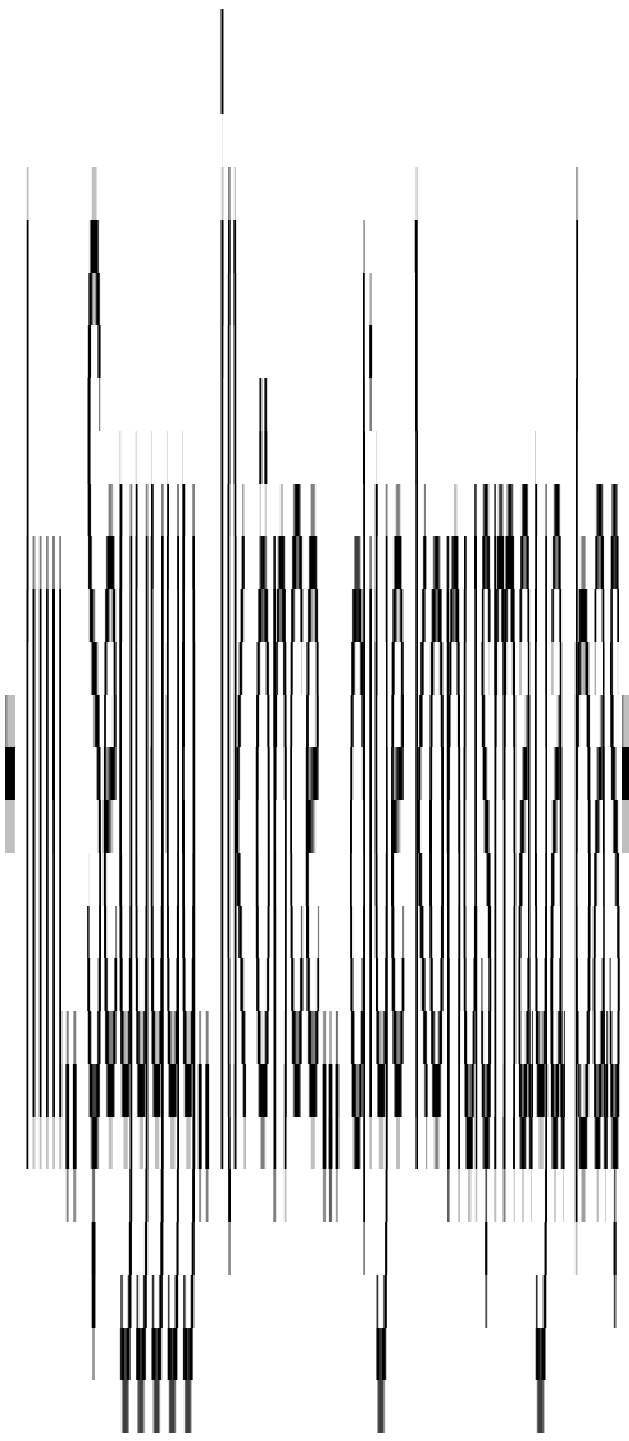
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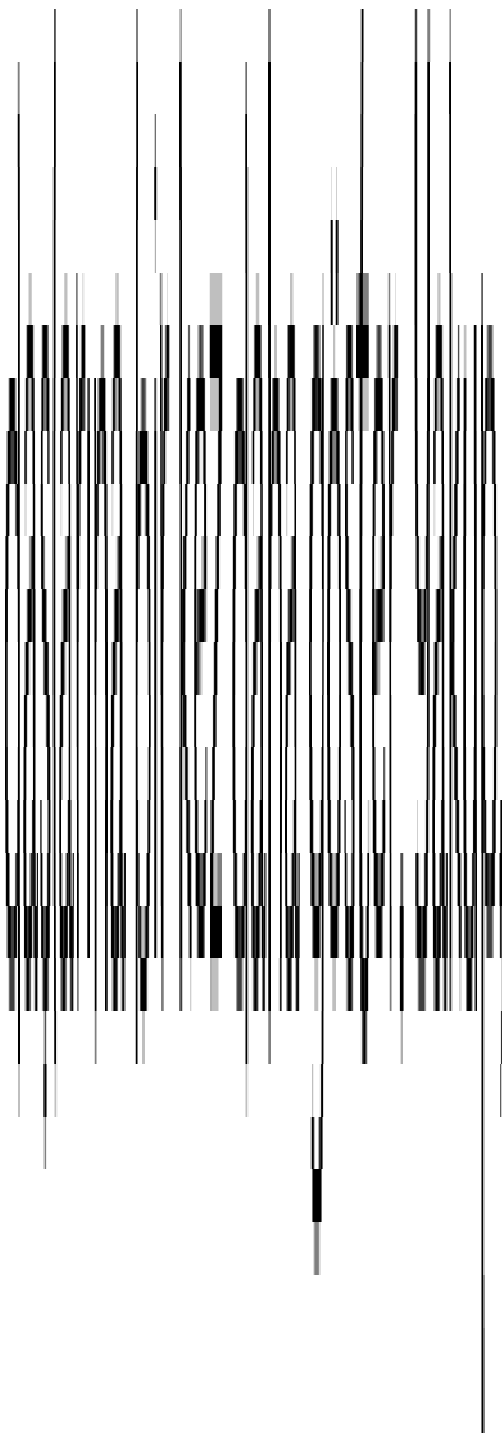
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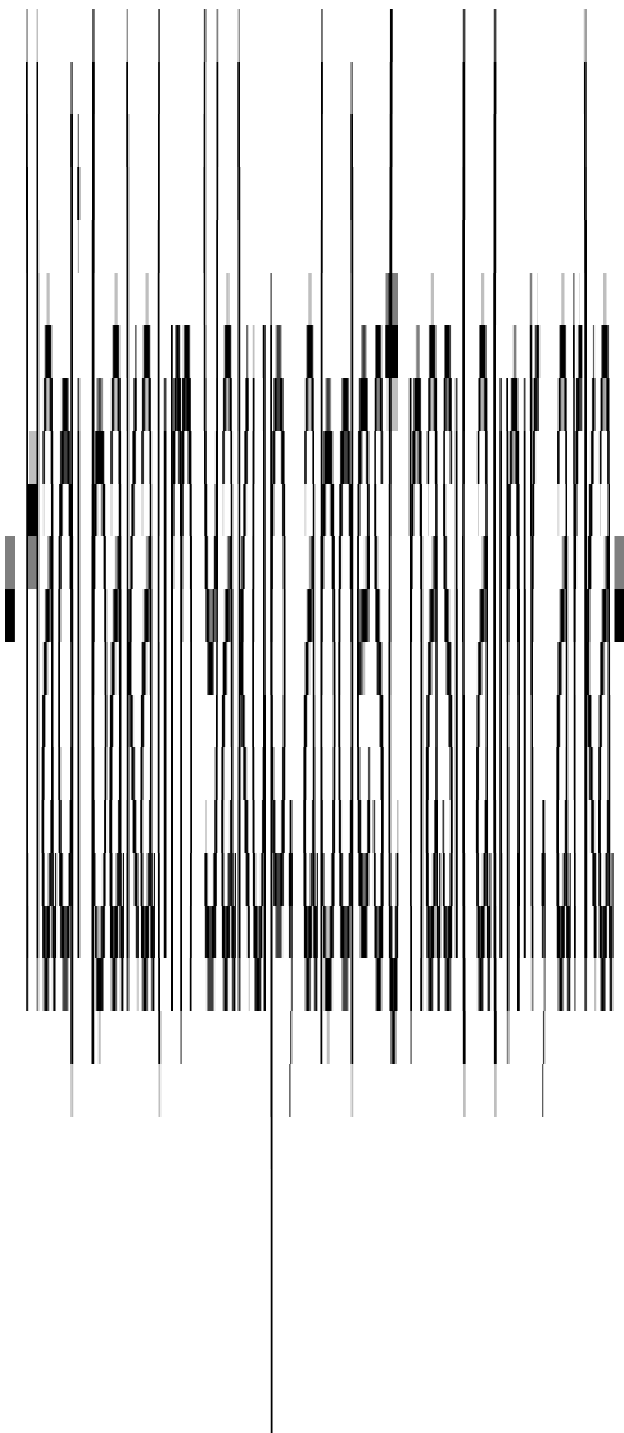


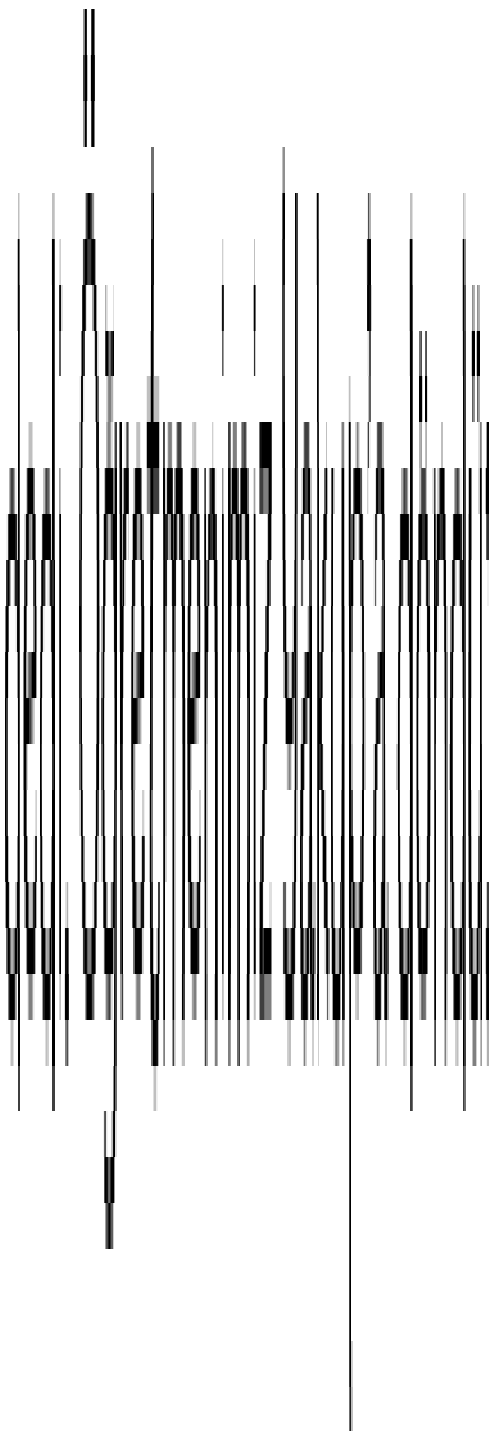


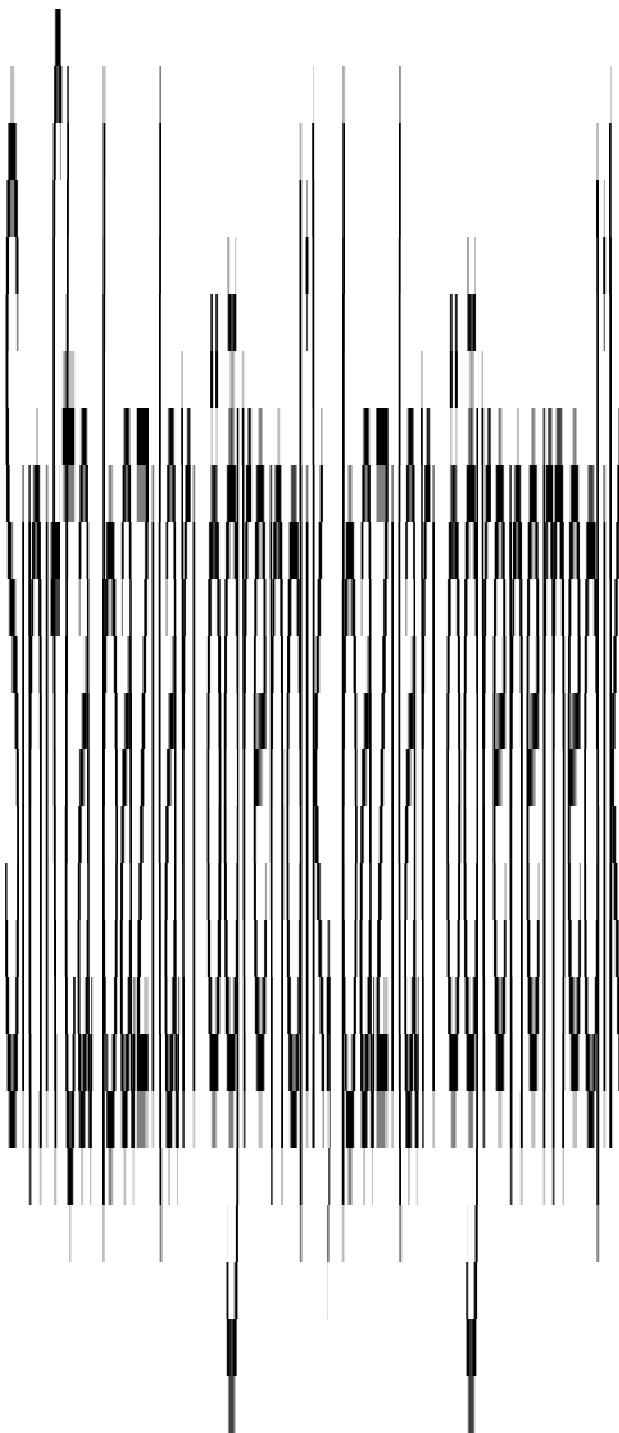


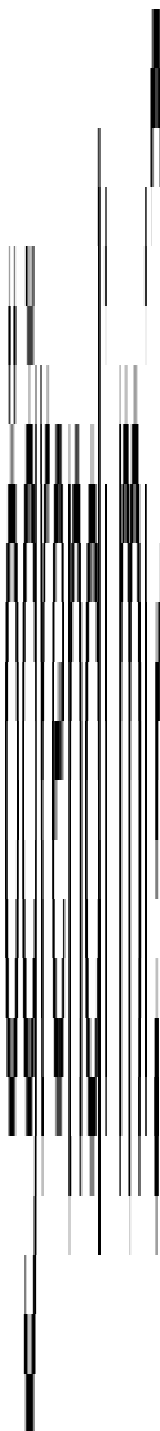


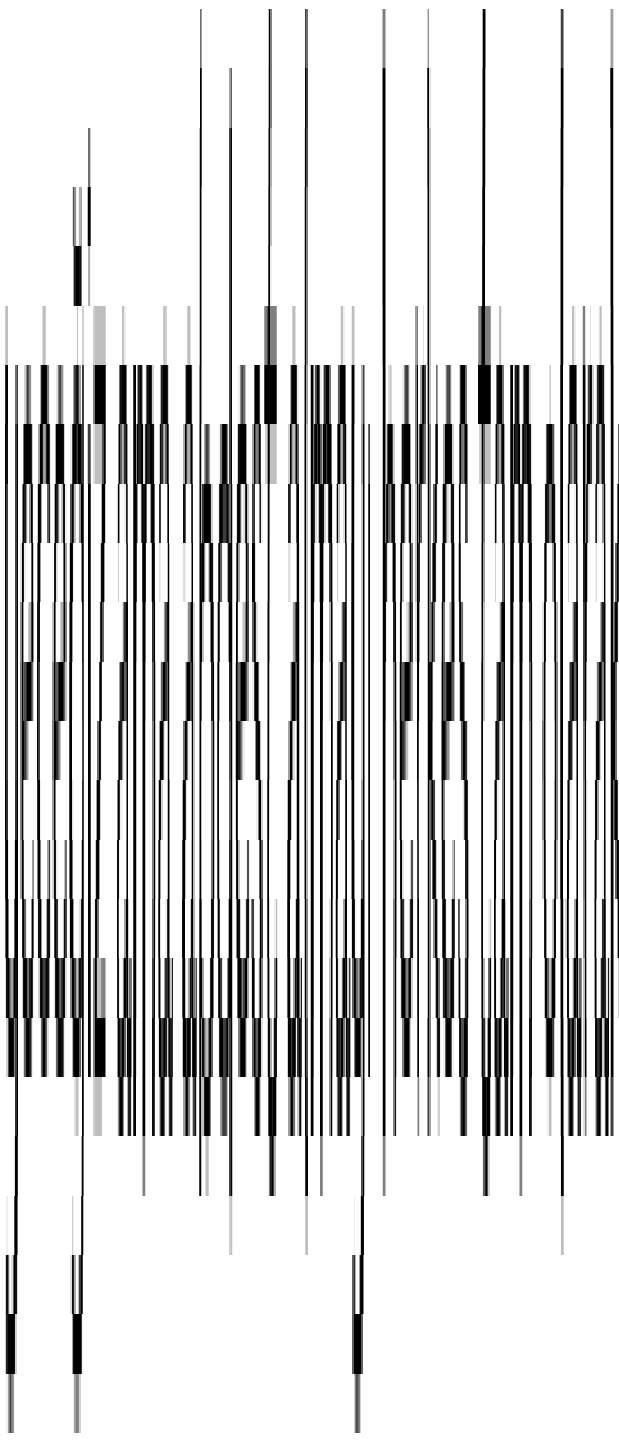


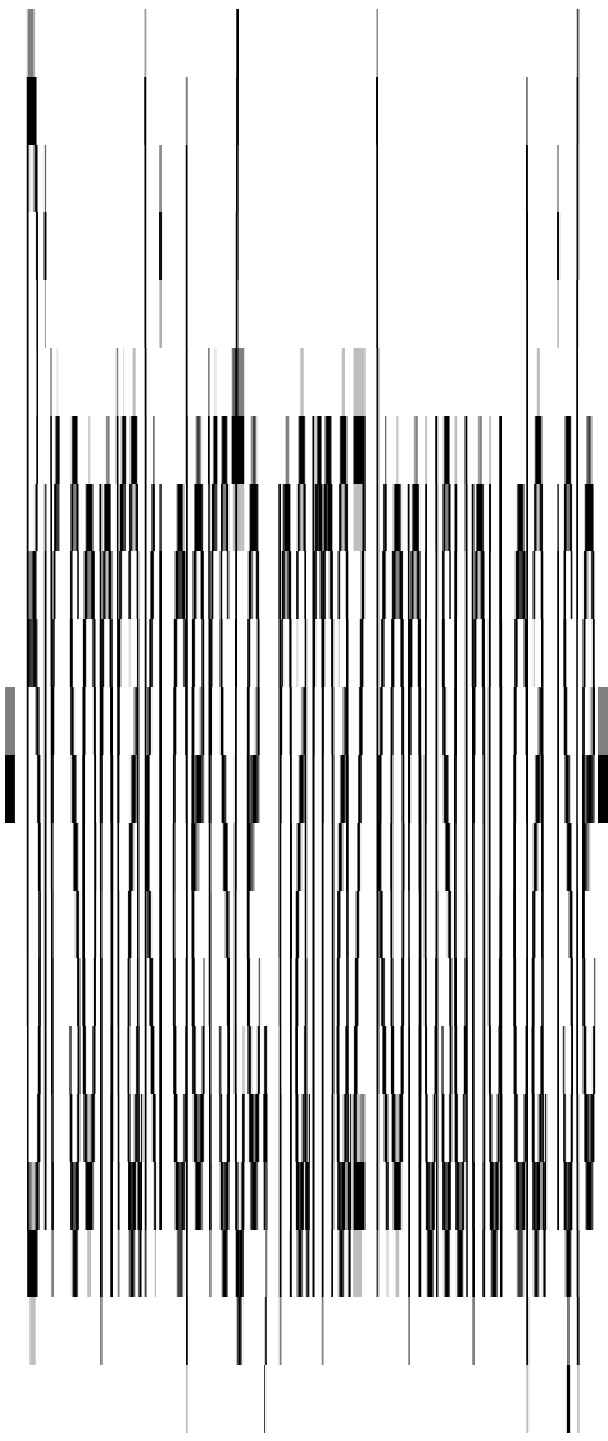






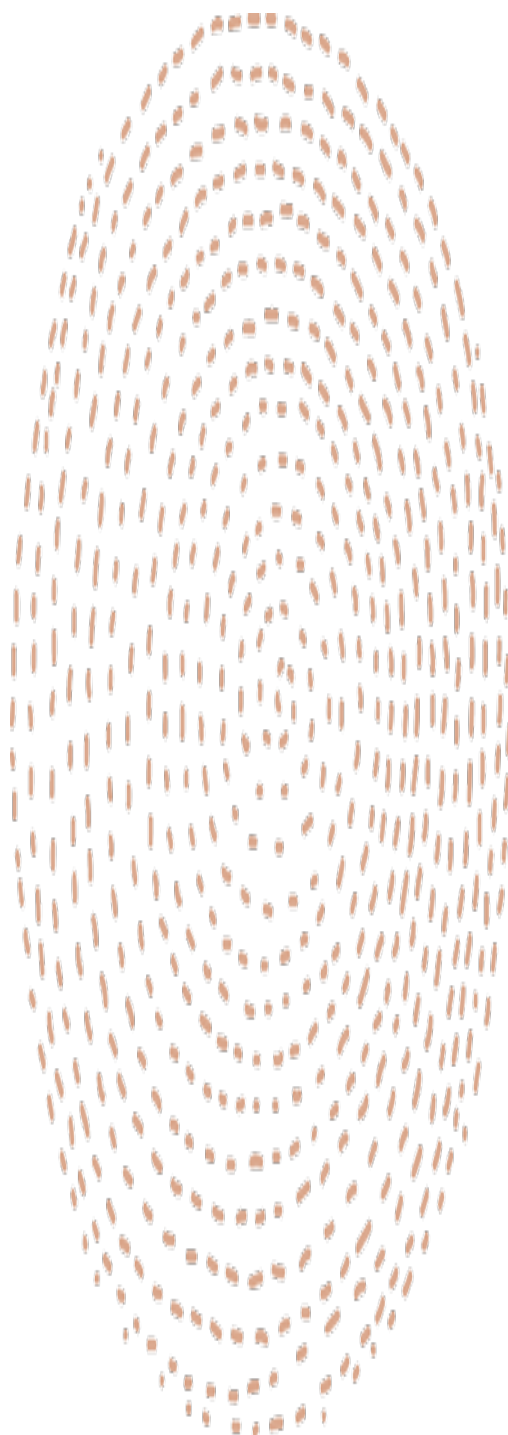












1. The first step is to identify the main topic or theme of the document. This is typically found in the title or the first few paragraphs of the text.

2. The second step is to identify the main points or arguments made by the author. These are often found in the body paragraphs of the text.

3. The third step is to identify the evidence or examples used to support the main points. This is typically found in the body paragraphs of the text.

4. The fourth step is to identify the conclusion or final point made by the author. This is typically found in the final paragraph of the text.

5. The fifth step is to identify the overall structure or organization of the document. This is typically found in the first few paragraphs of the text.

6. The sixth step is to identify the style or tone of the document. This is typically found in the first few paragraphs of the text.

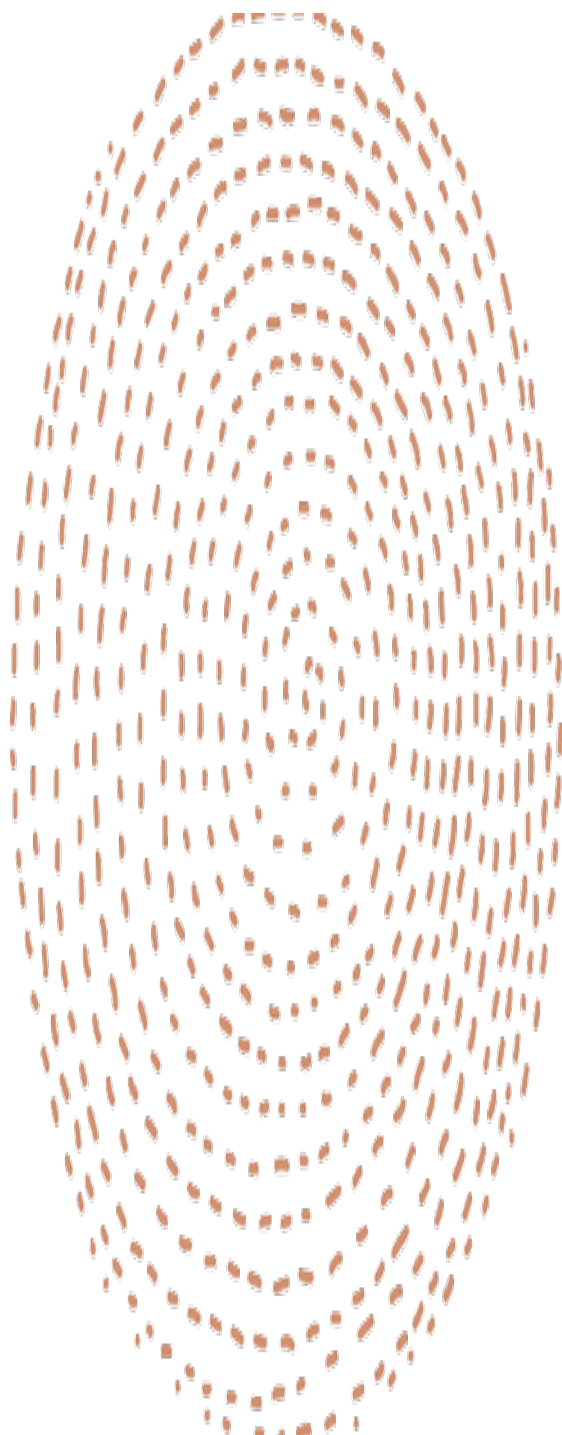
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8. The eighth step is to identify the key words or phrases used in the document. These are often found in the body paragraphs of the text.

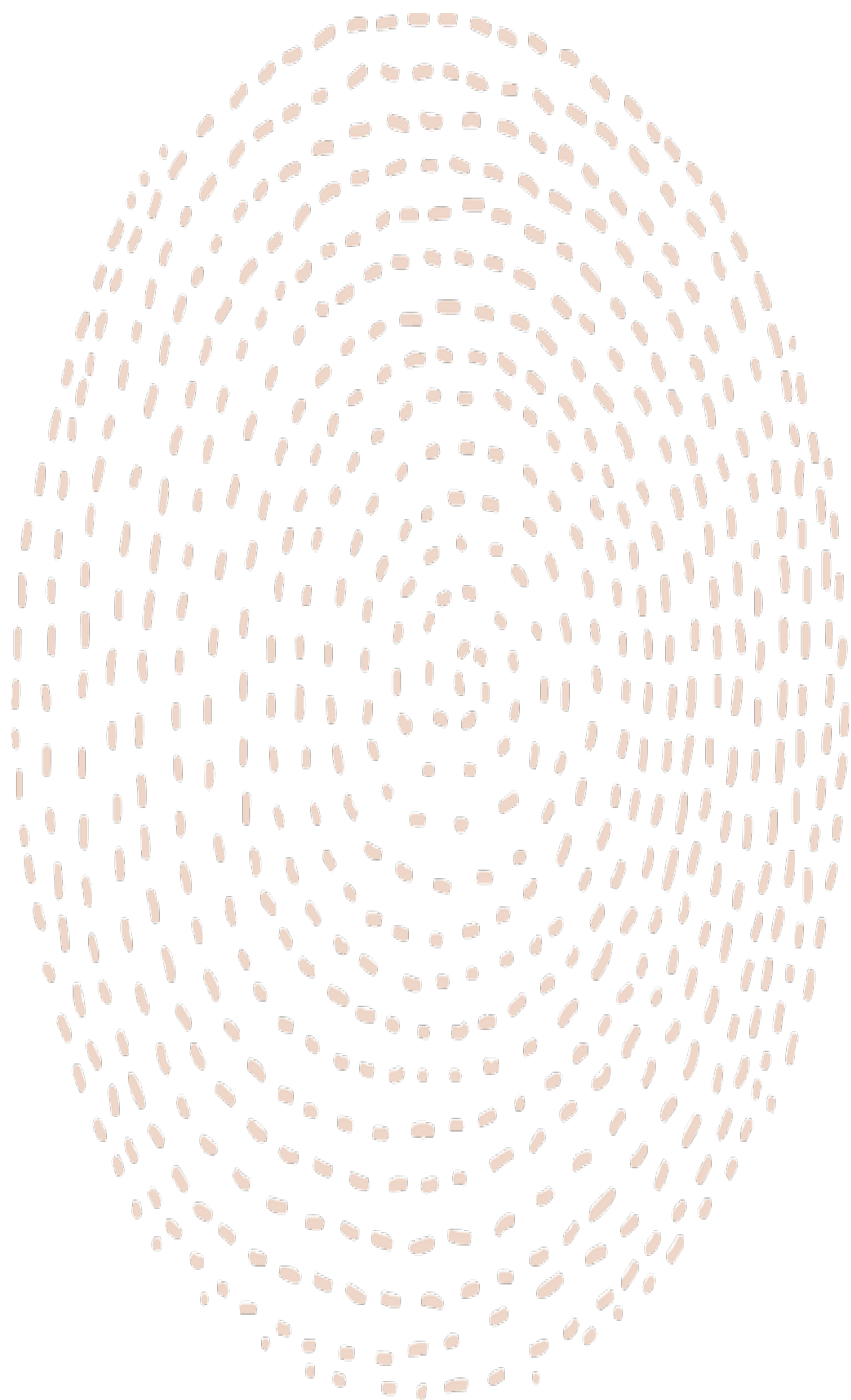
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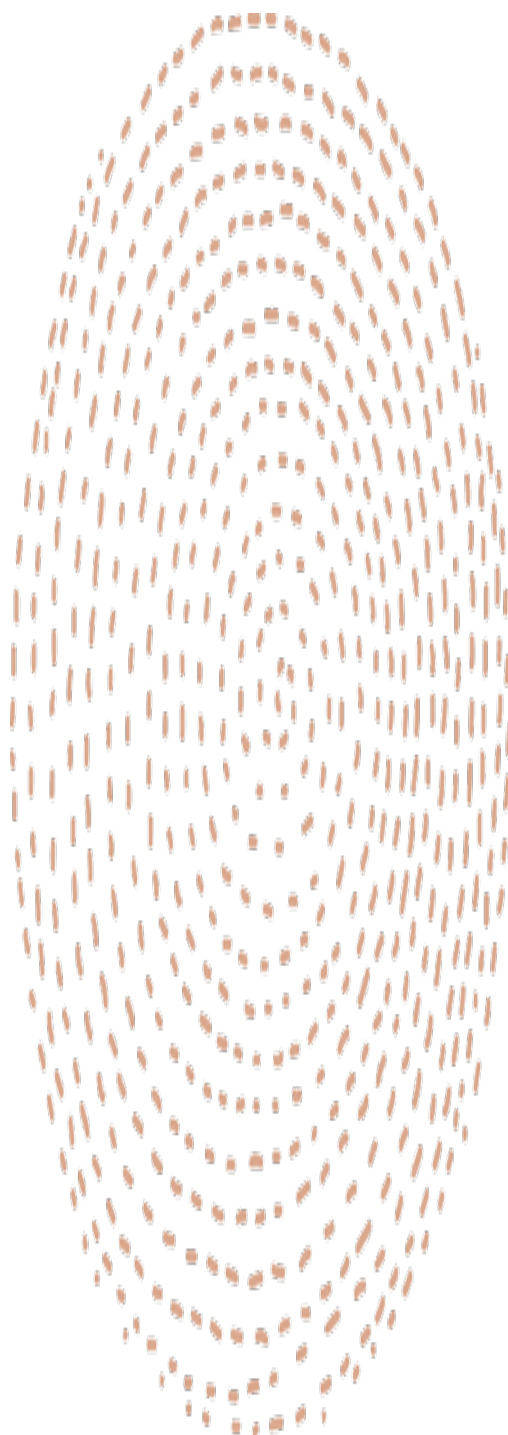
10. The tenth step is to identify the overall message or takeaway from the document. This is typically found in the final paragraph of the text.











1. The first step is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. The second step is to define the objectives and goals of the project. This involves determining what you want to achieve and how you will measure success.

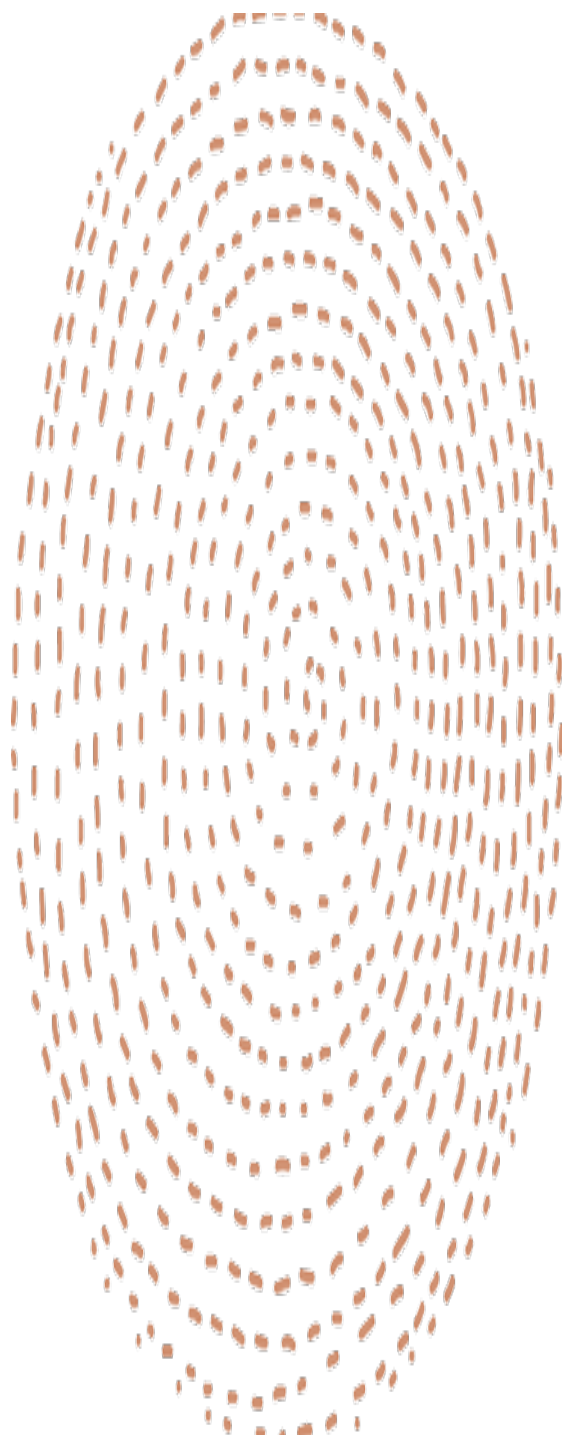
3. The third step is to develop a plan or strategy. This involves identifying the resources you need, the timeline, and the specific actions you will take.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress.

5. The fifth step is to evaluate the results. This involves assessing the outcomes of the project and determining whether the objectives were met.

6. The sixth step is to reflect on the experience. This involves thinking about what you learned and how you can apply it to future projects.





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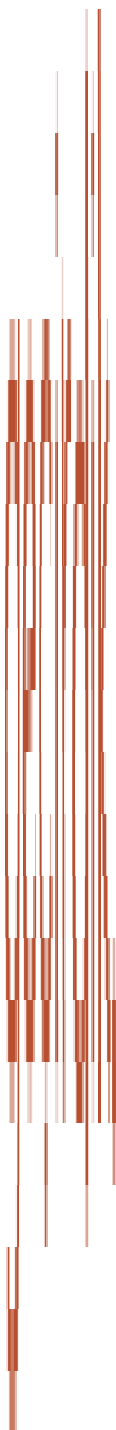
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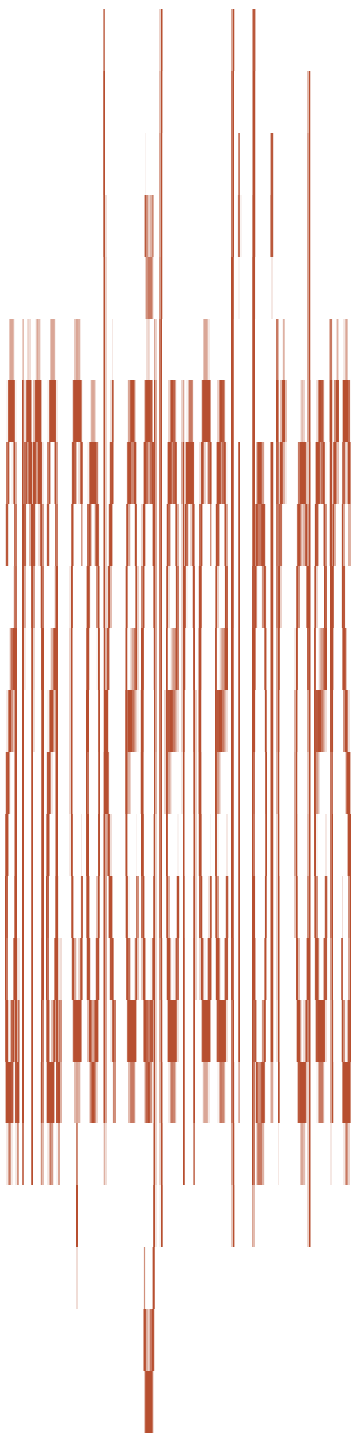
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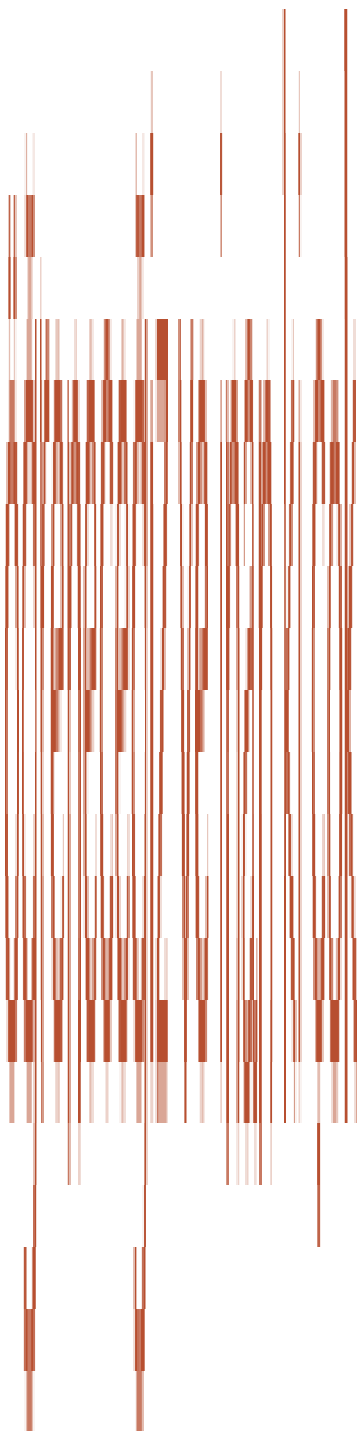
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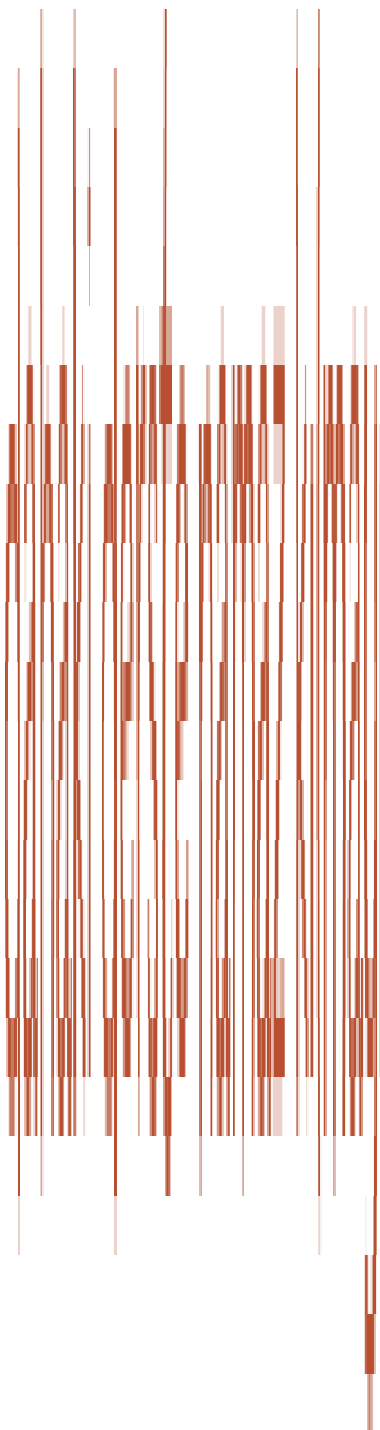
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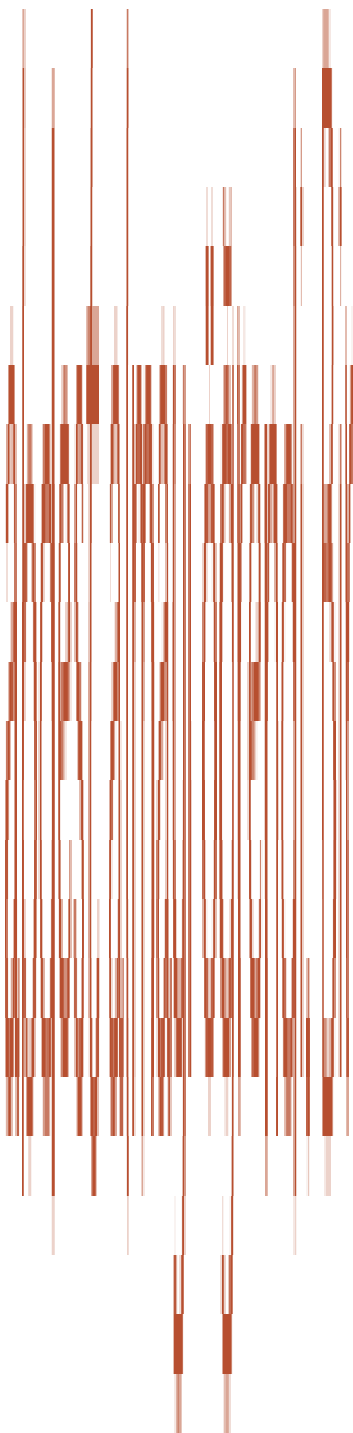


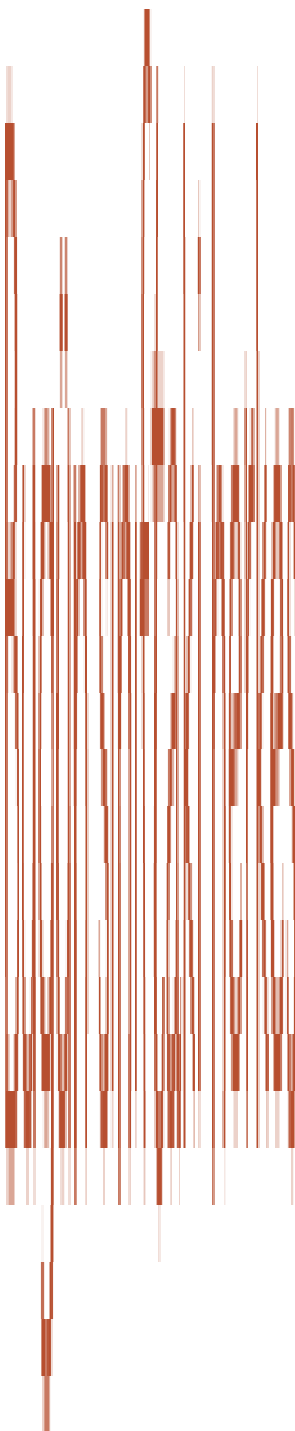


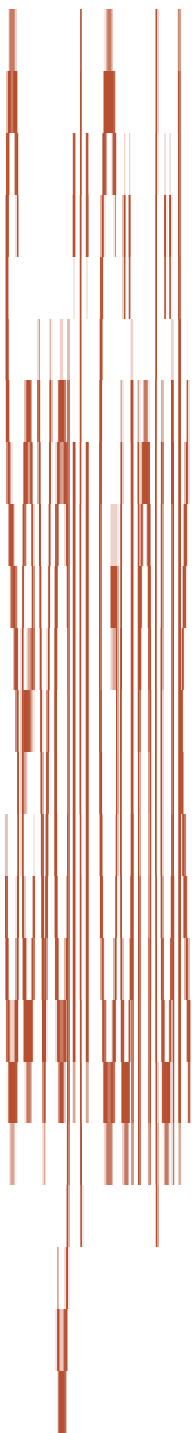












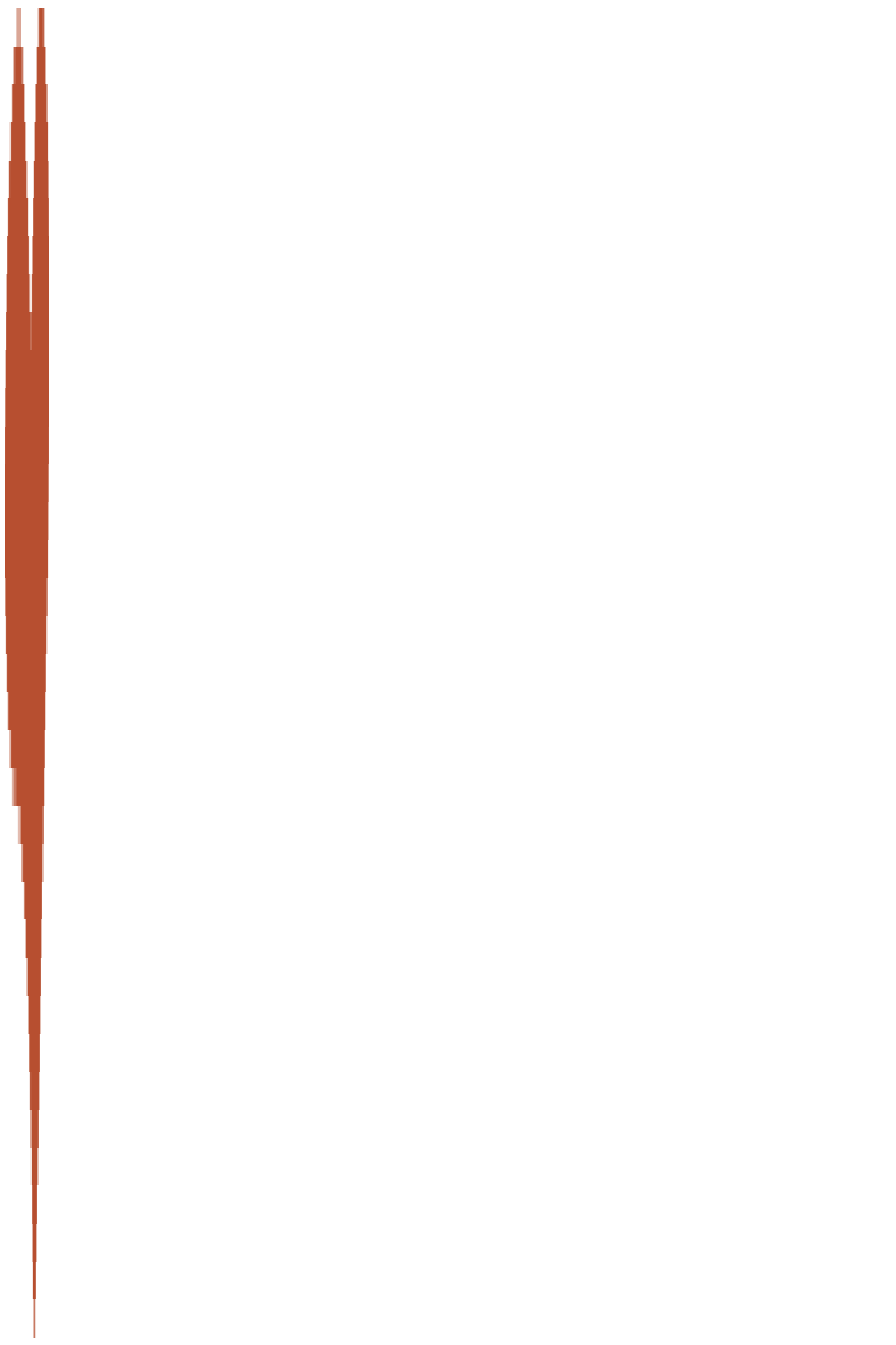
The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses, income, and any other financial activity. The document also highlights the need for regular reconciliation to identify and correct any discrepancies between the recorded transactions and the actual bank statements or other external records.

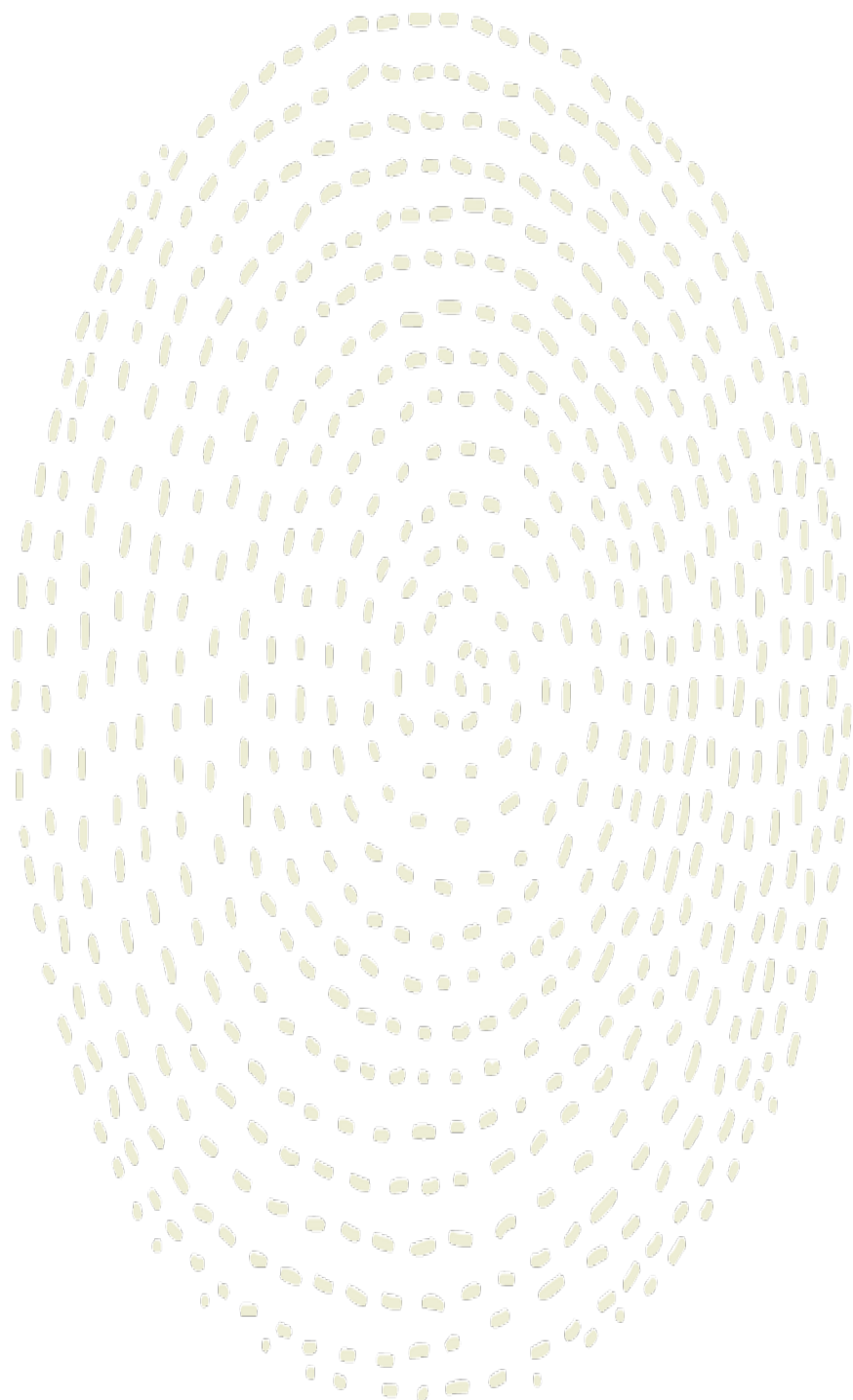
Secondly, the document stresses the importance of transparency and accountability. All financial transactions should be clearly documented and easily accessible to the relevant stakeholders. This includes providing detailed descriptions of each transaction, the date, and the amount. By maintaining a high level of transparency, the organization can build trust with its investors, creditors, and other interested parties.

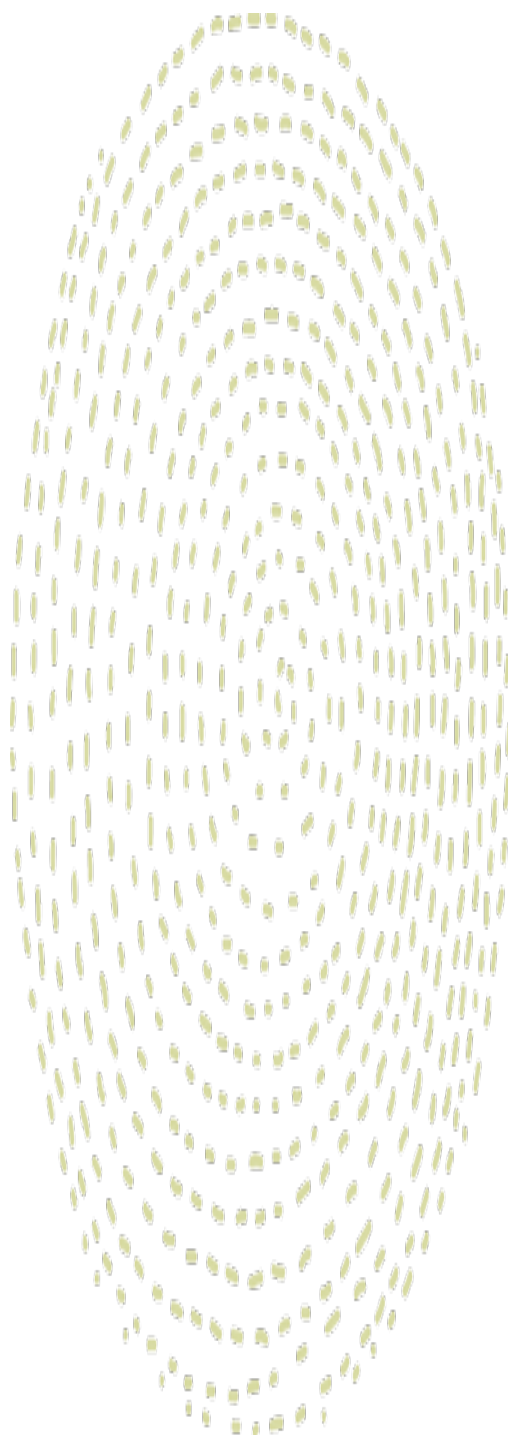
Thirdly, the document discusses the importance of timely reporting. Financial statements should be prepared and submitted on a regular basis, as required by law or the terms of any financing agreements. This allows management to stay informed about the organization's financial health and make informed decisions based on the most up-to-date information.

Finally, the document emphasizes the importance of maintaining accurate records for legal and tax purposes. Proper record-keeping is essential for complying with various regulations and for defending against potential legal challenges. It also ensures that the organization can accurately calculate its tax obligations and claim any applicable deductions or credits.

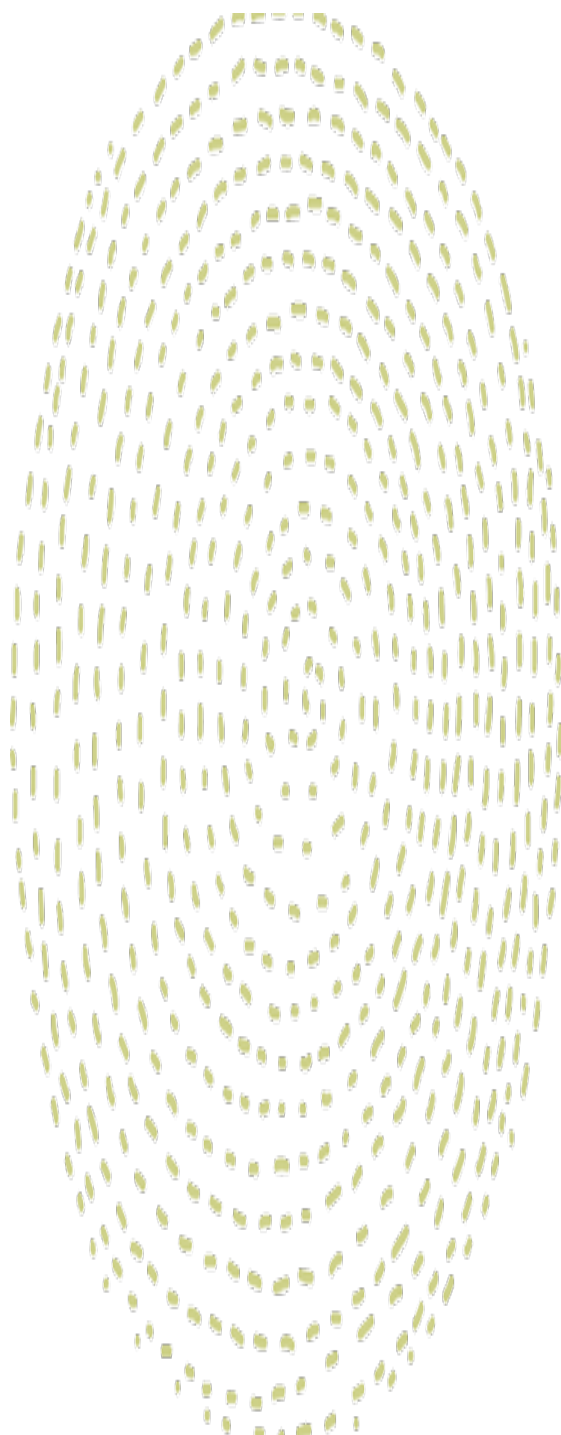


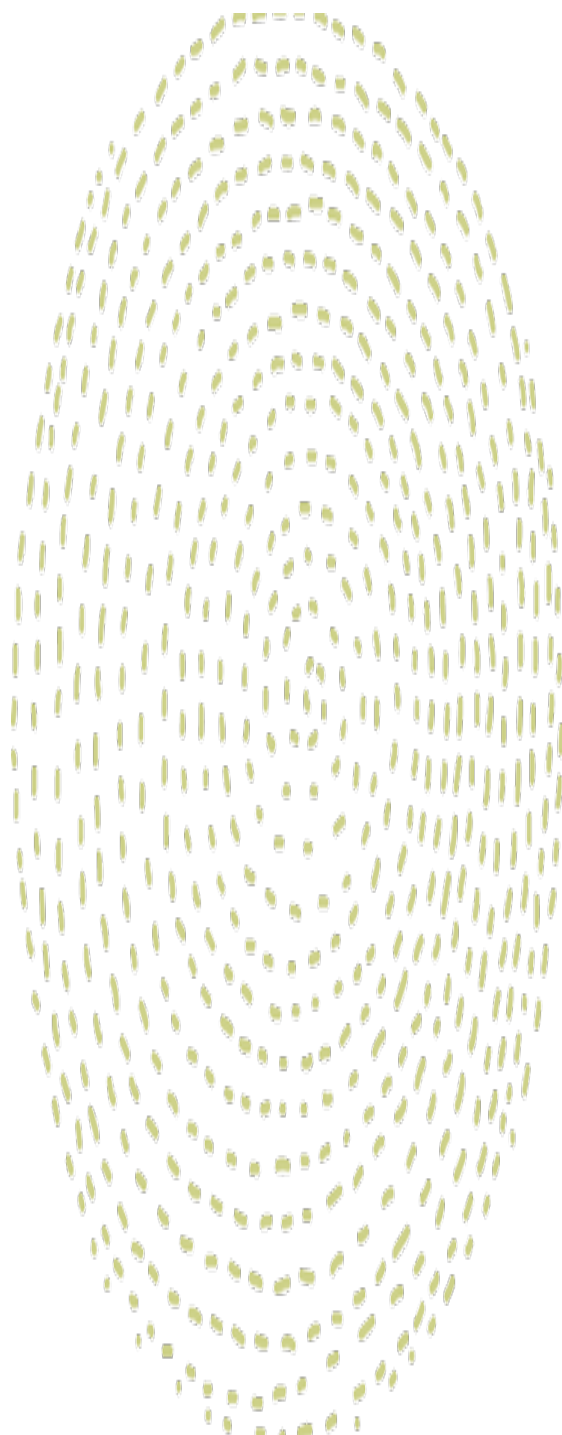


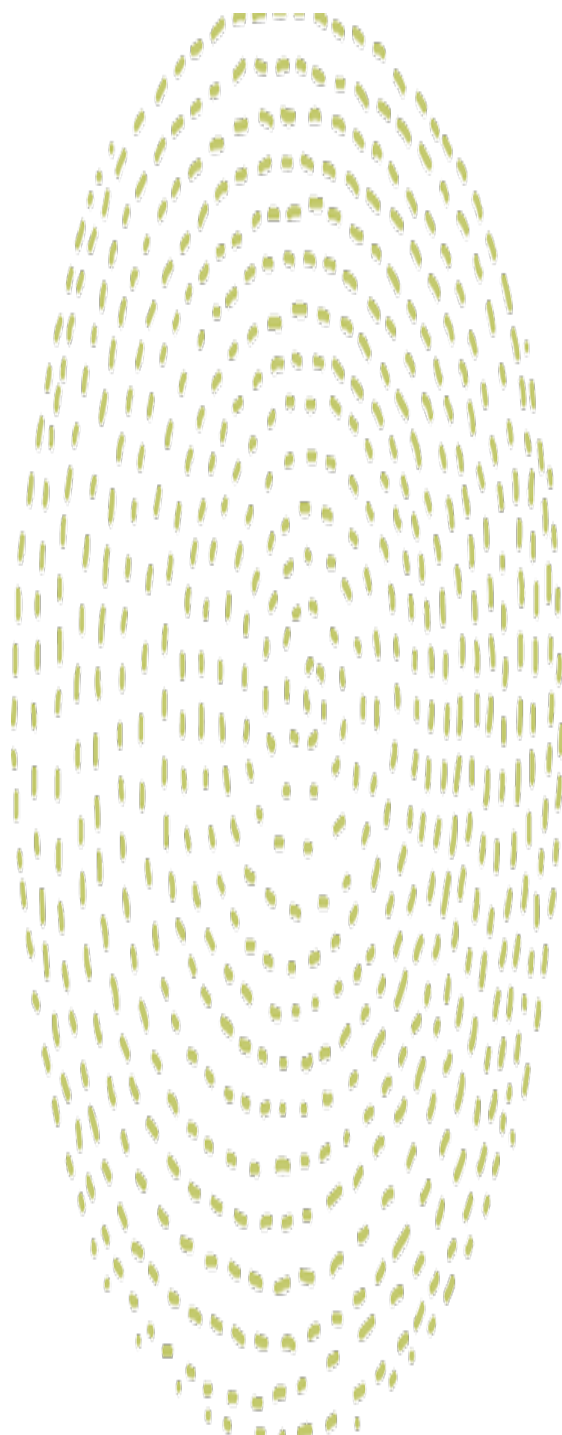


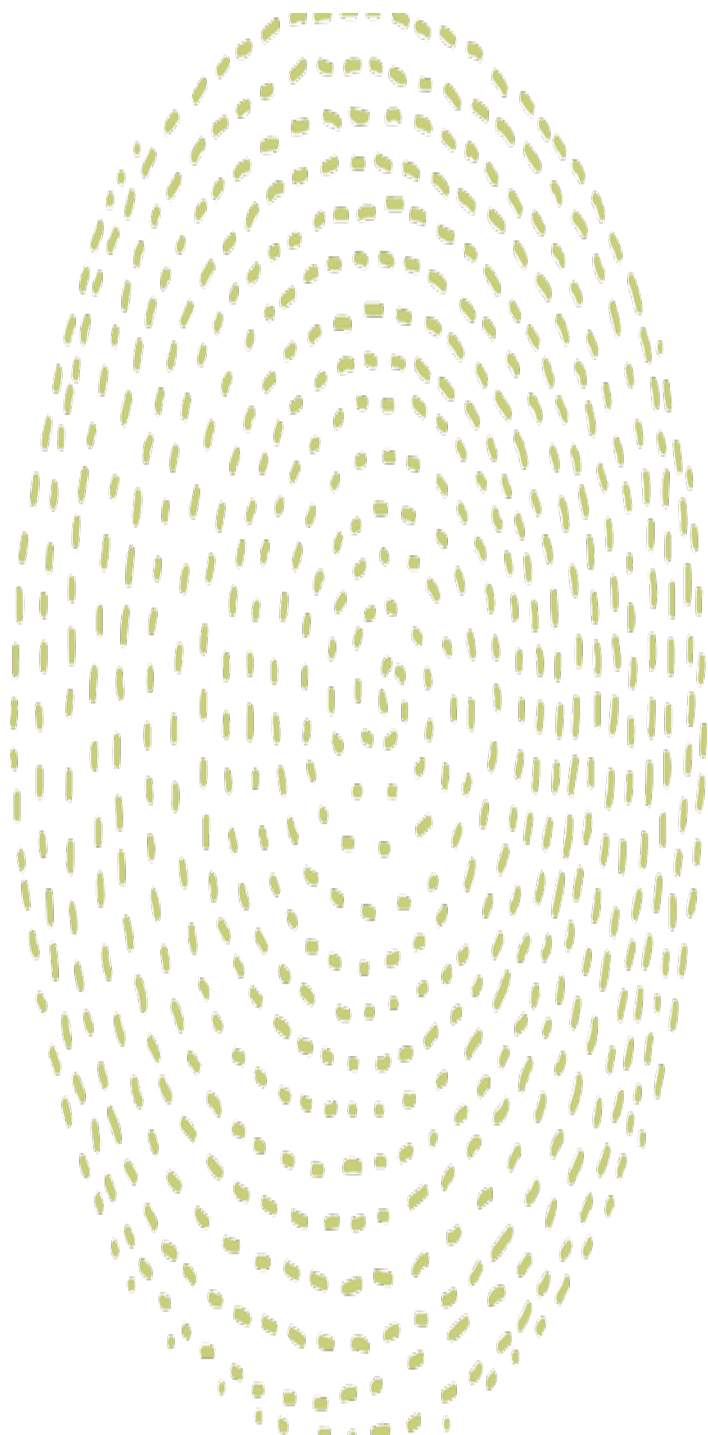


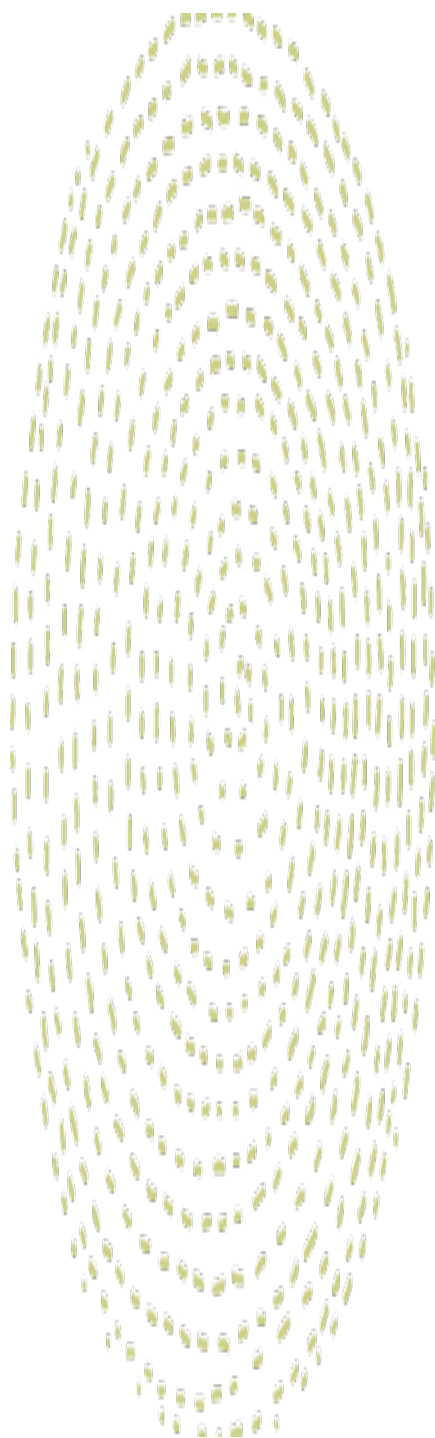


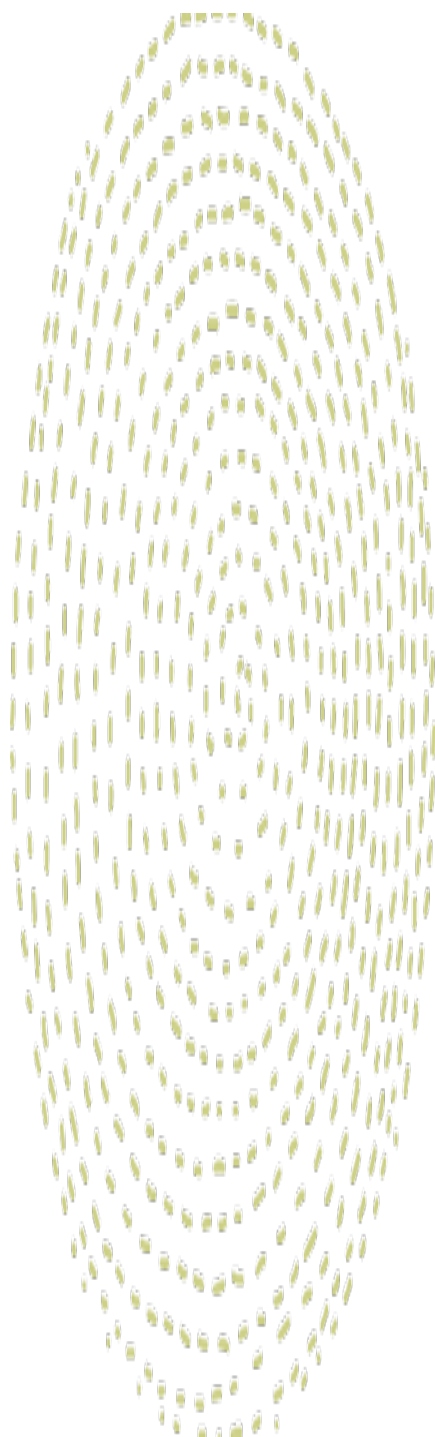


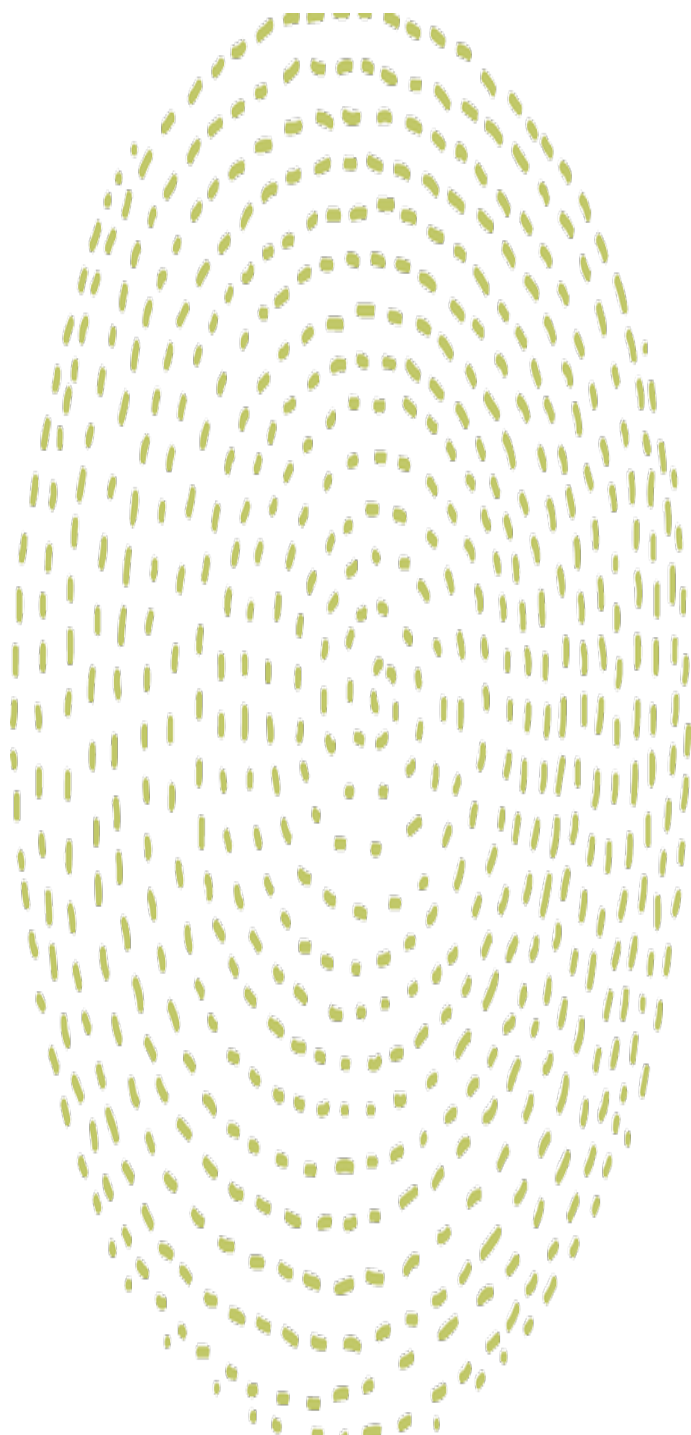


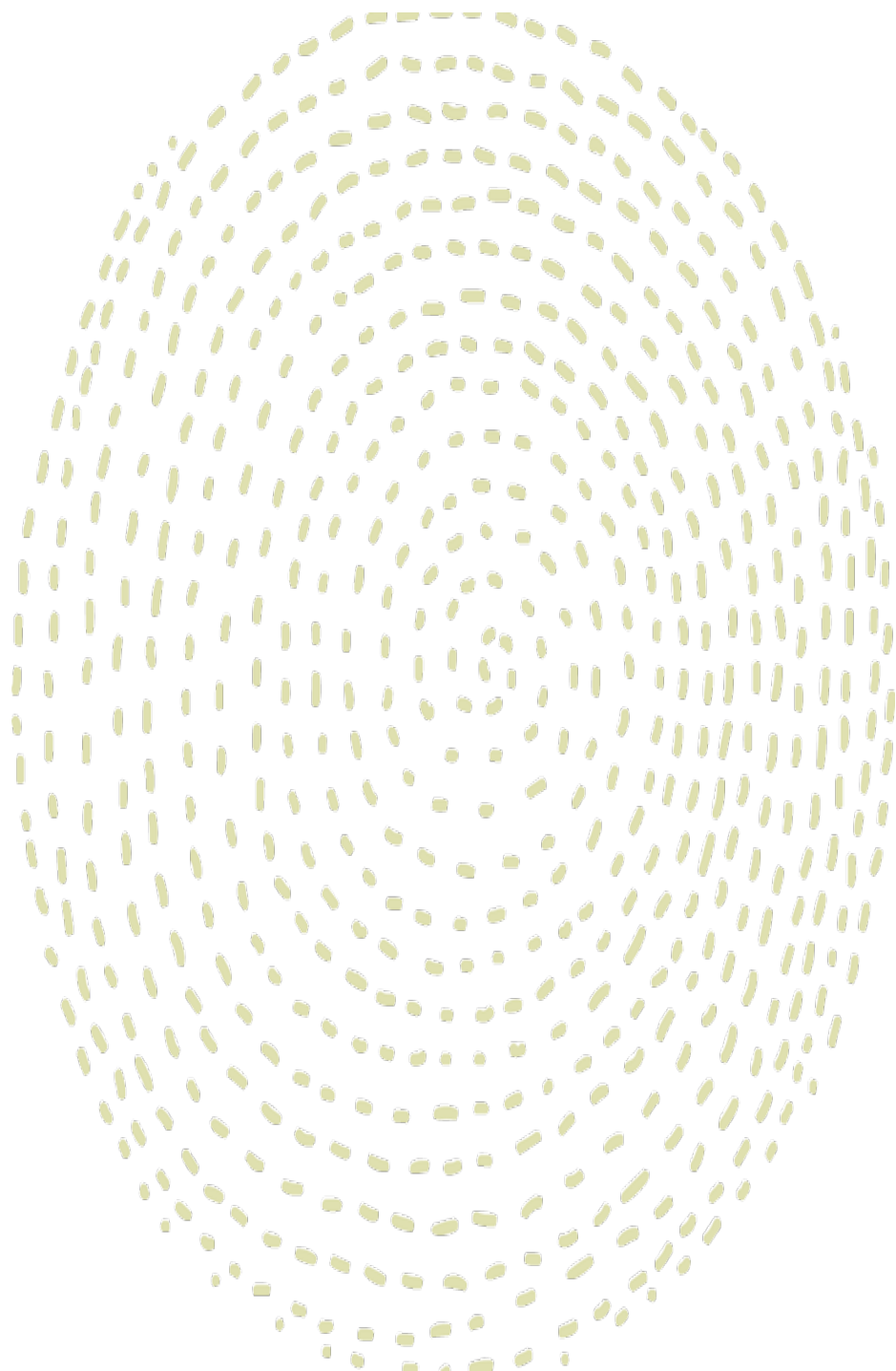


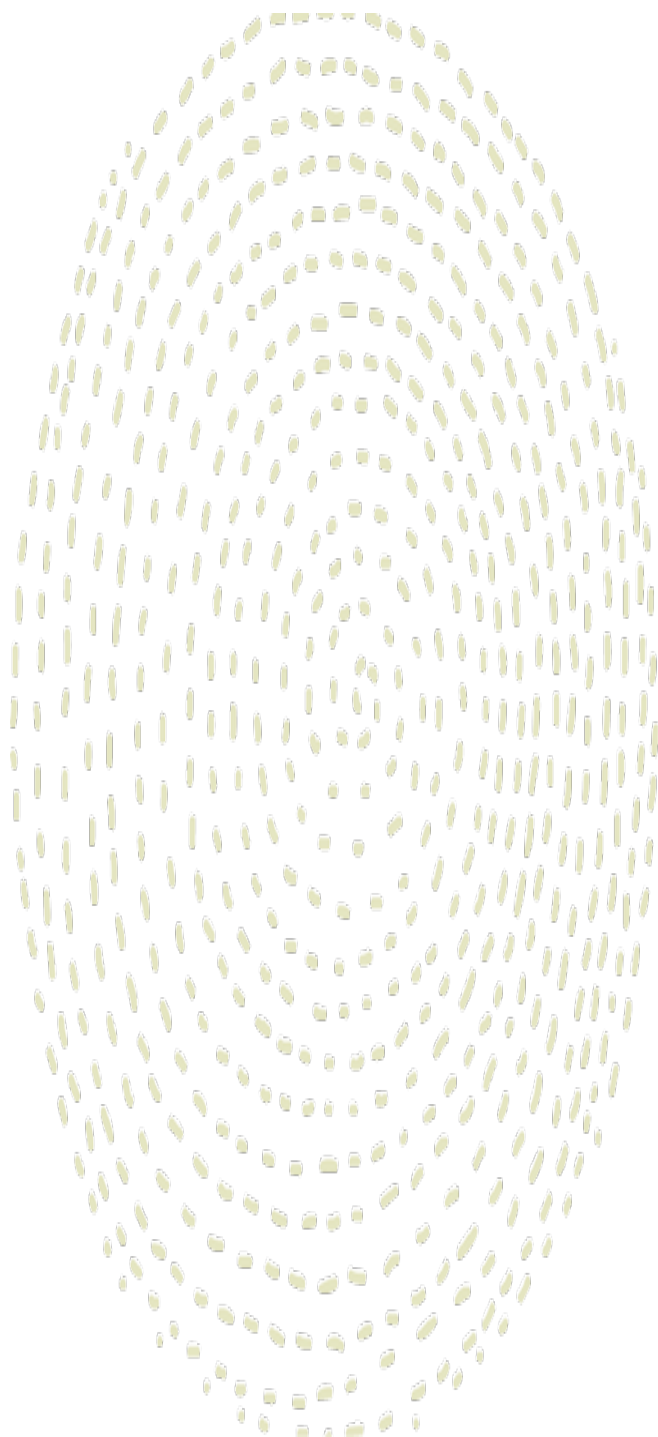


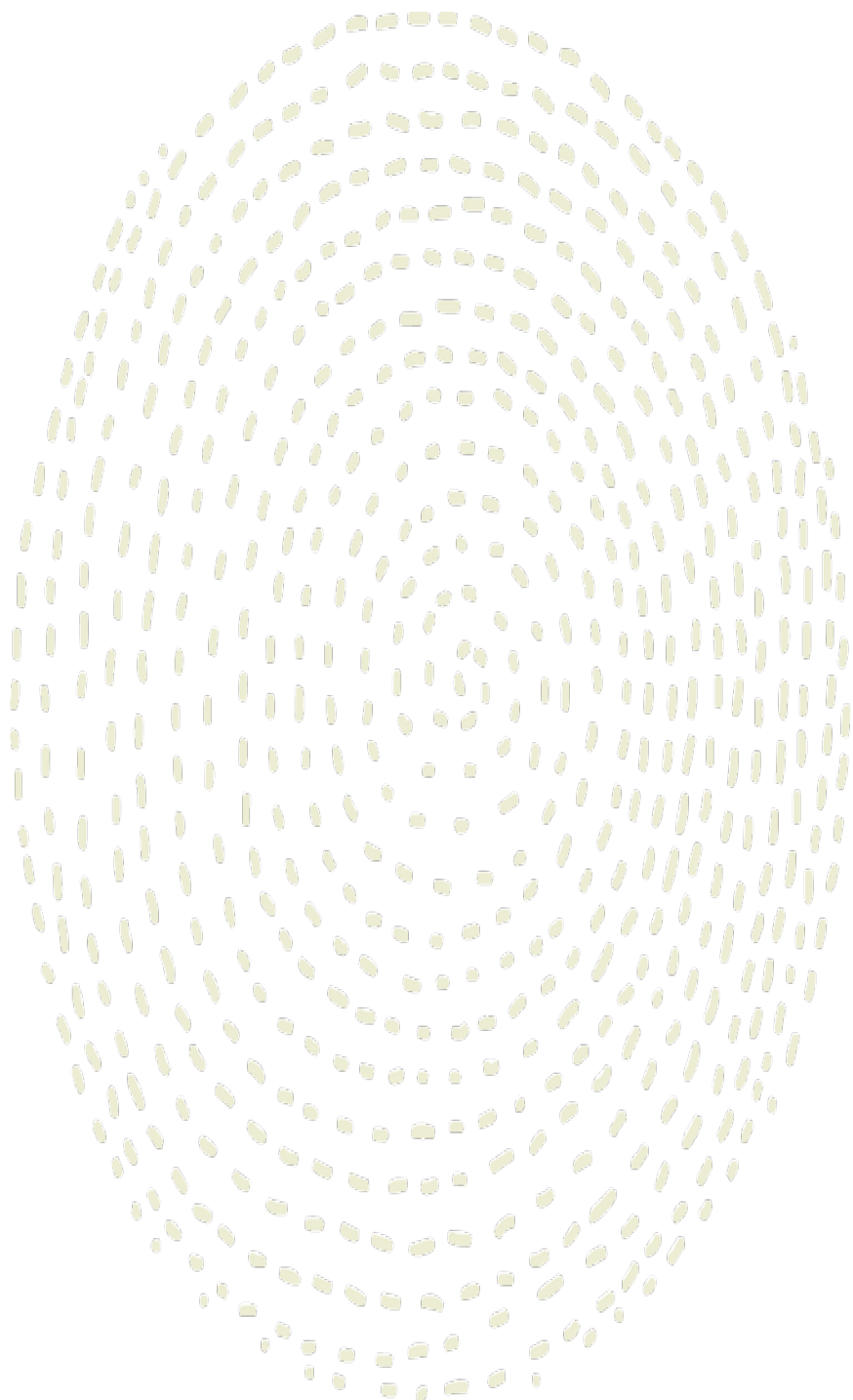


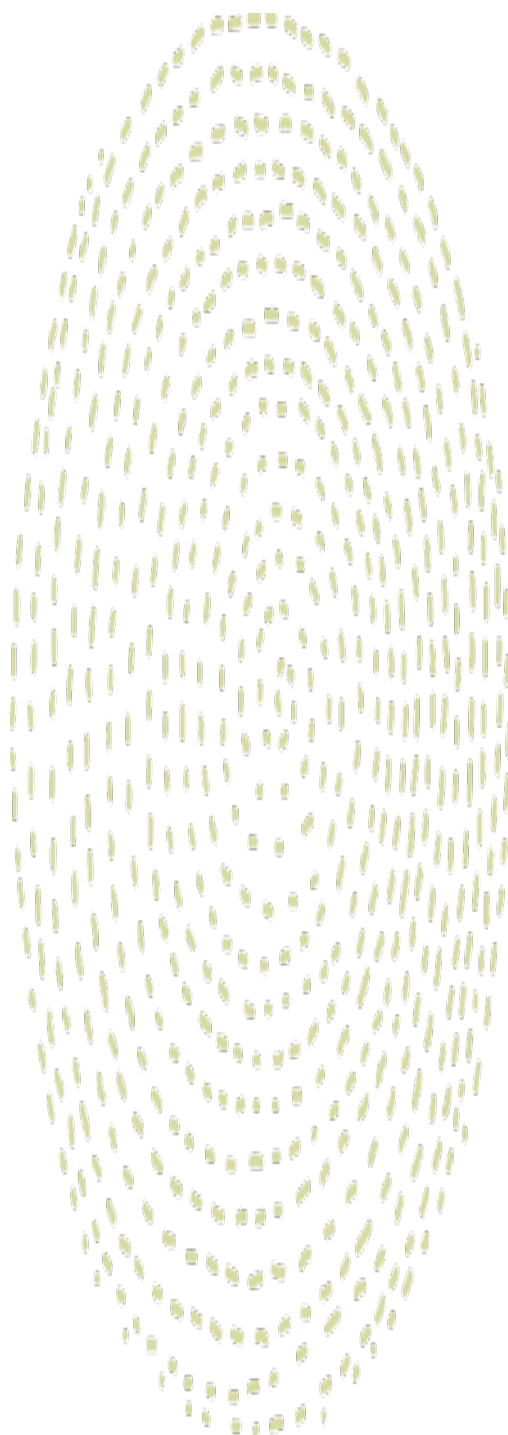




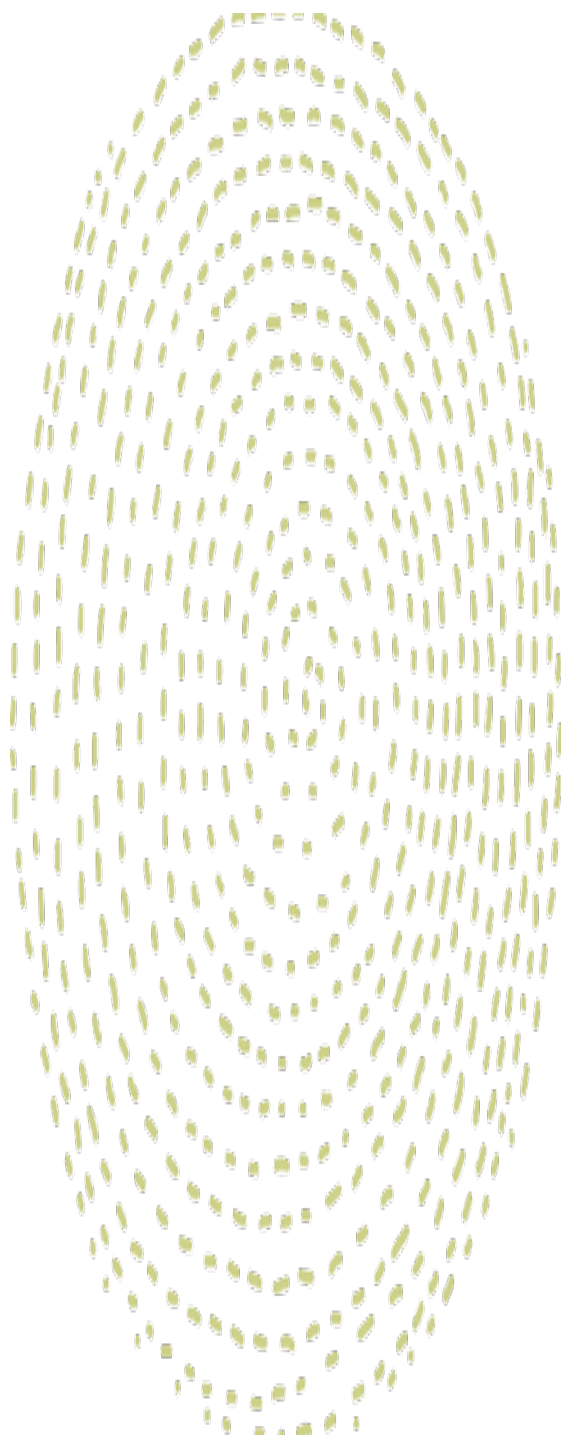


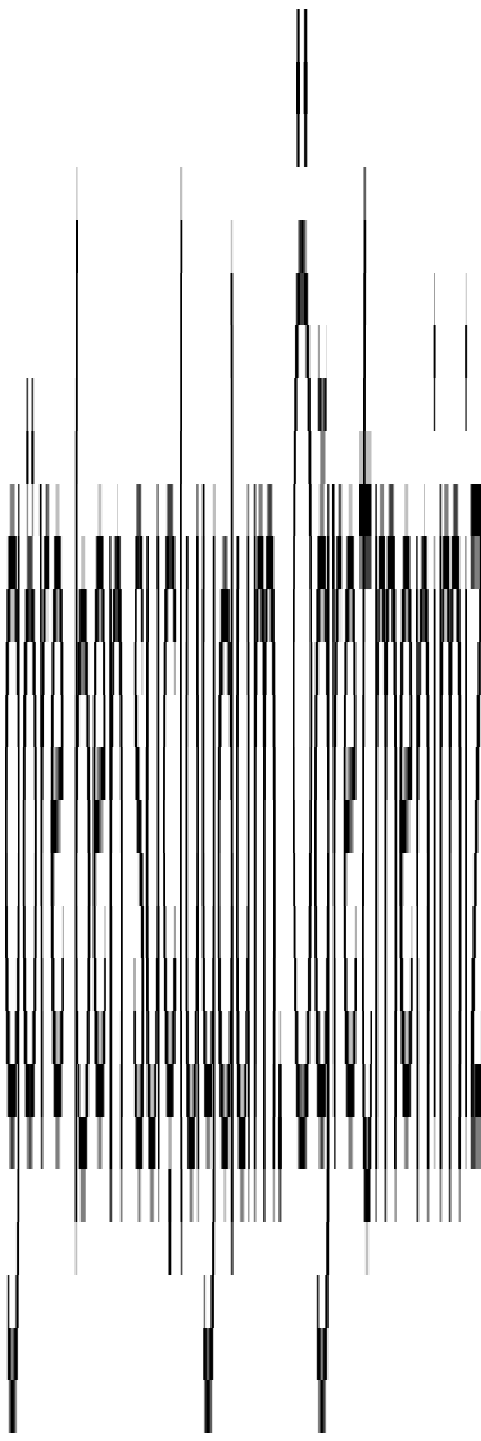


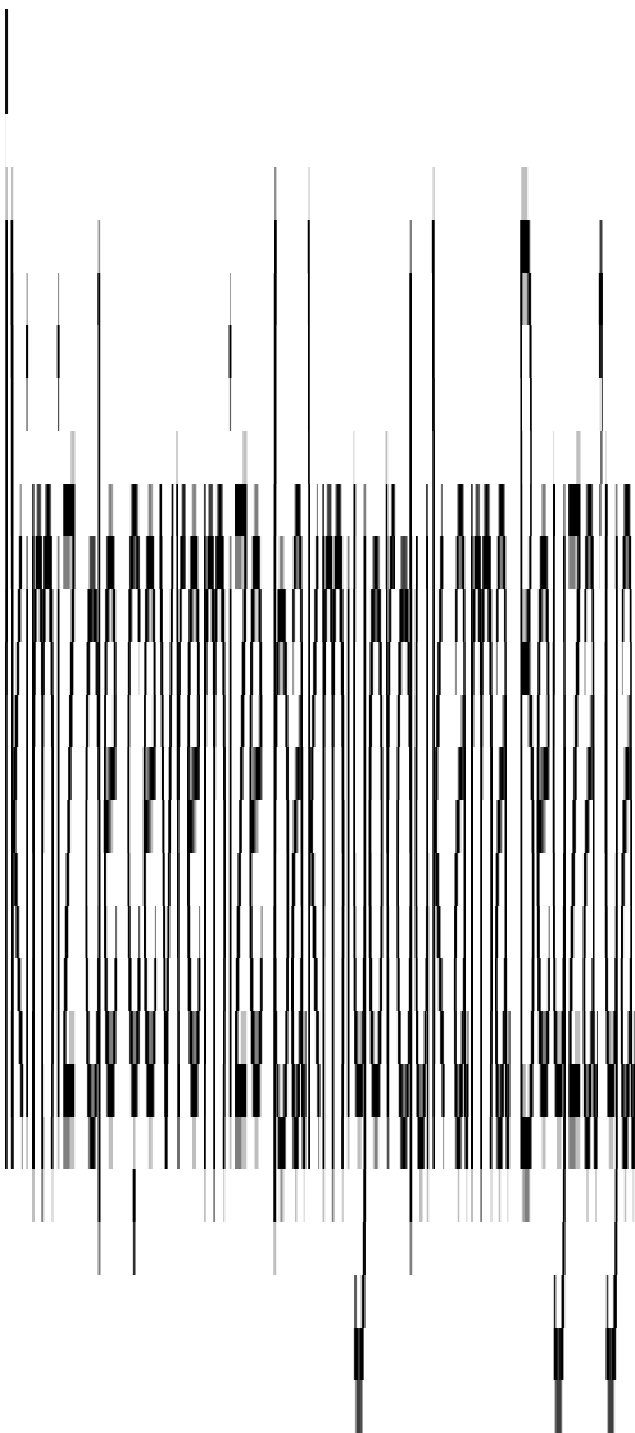


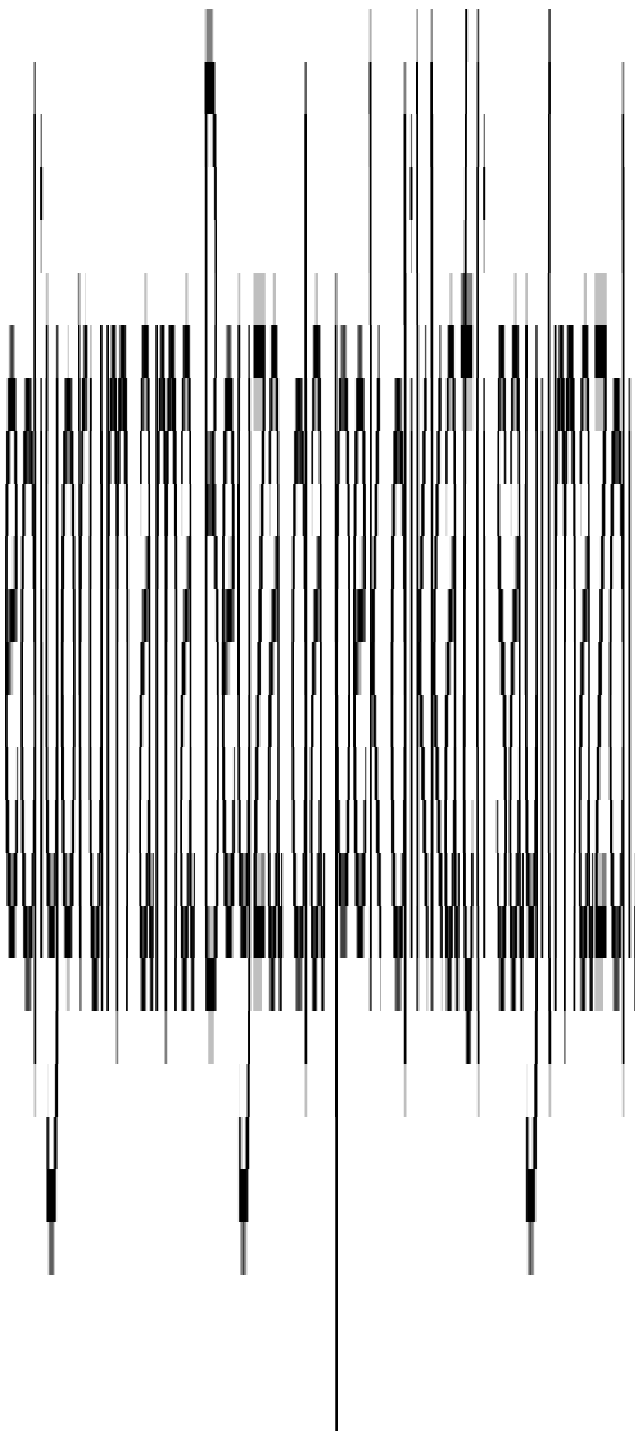


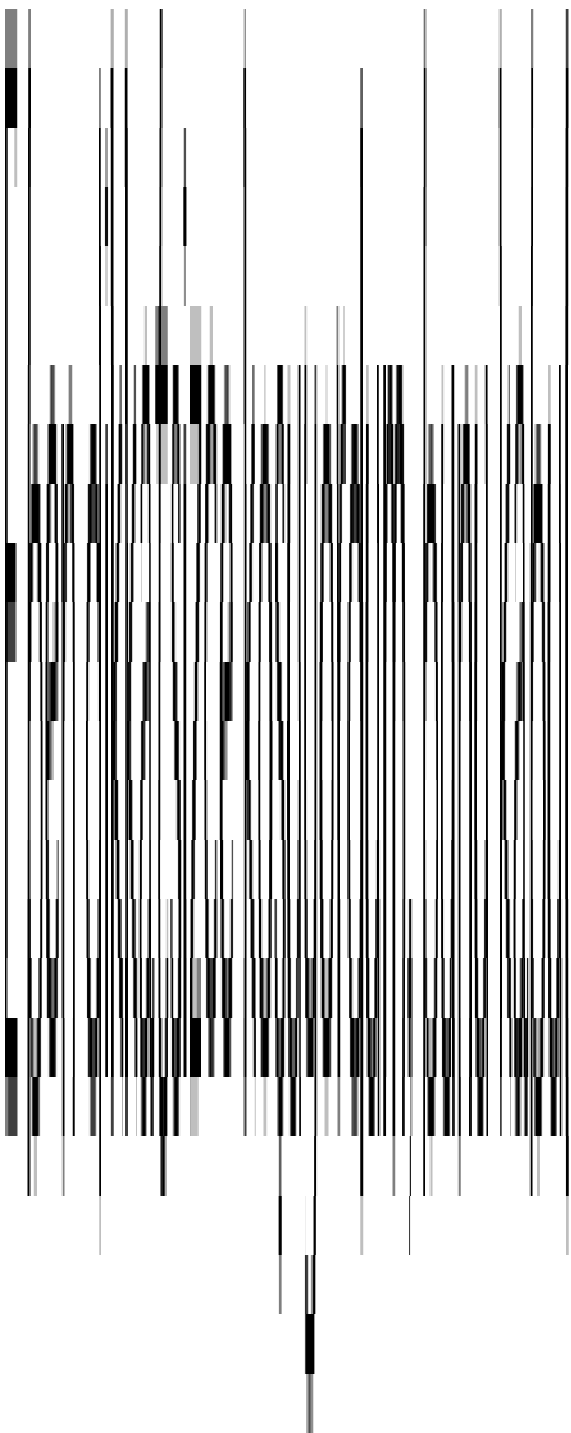


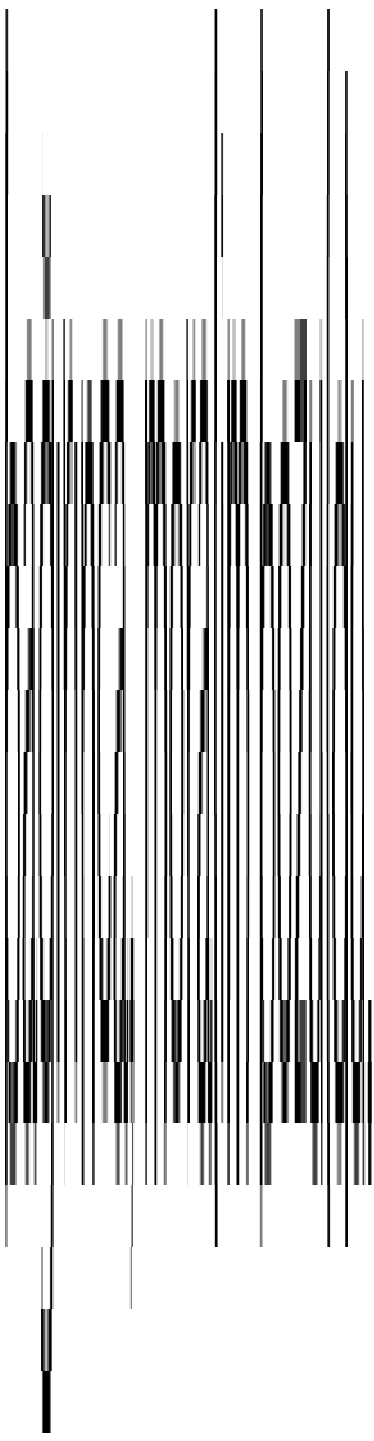


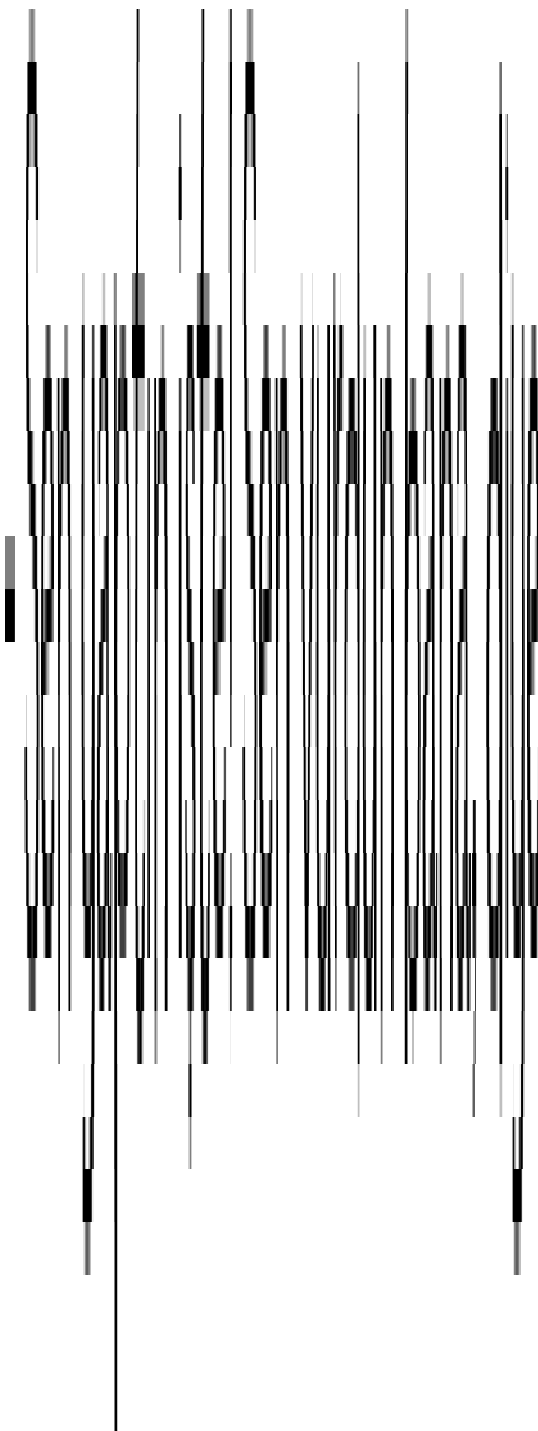


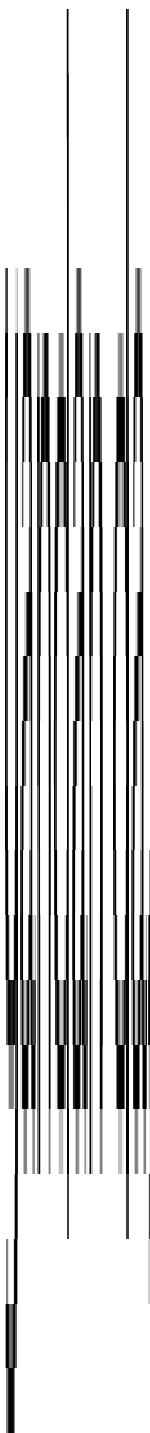


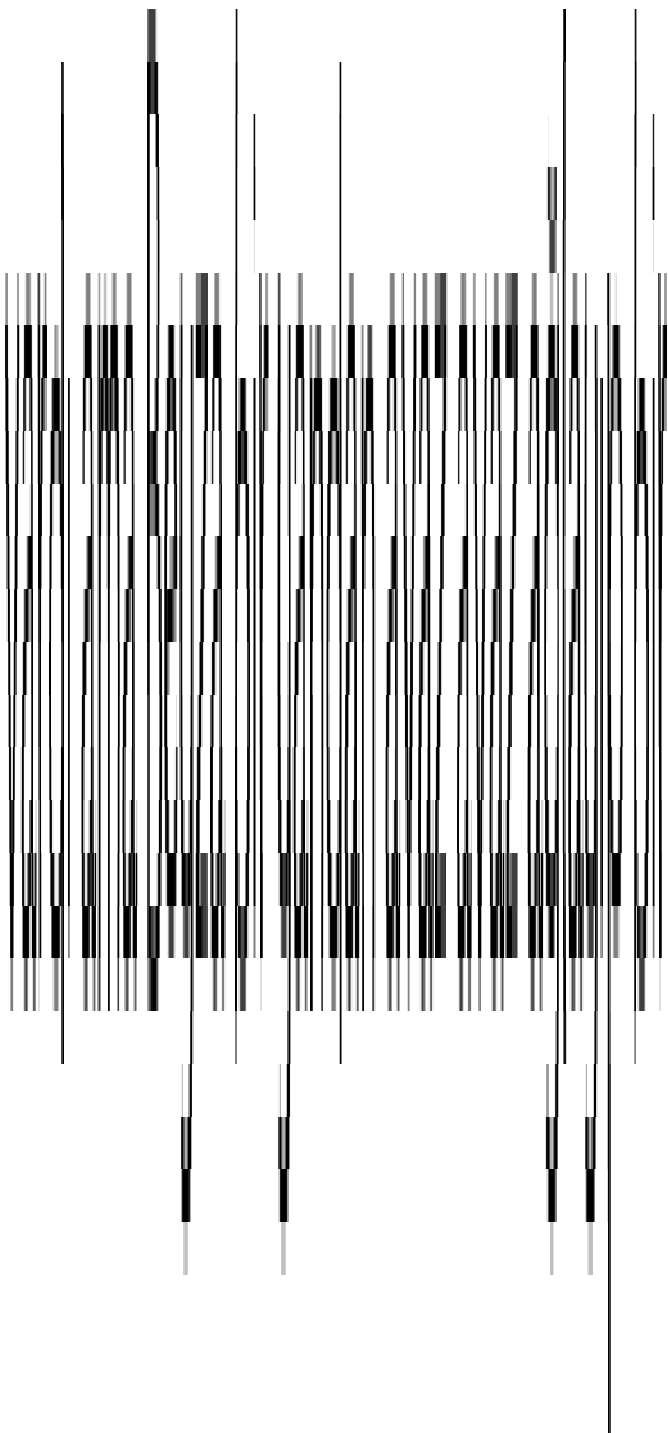


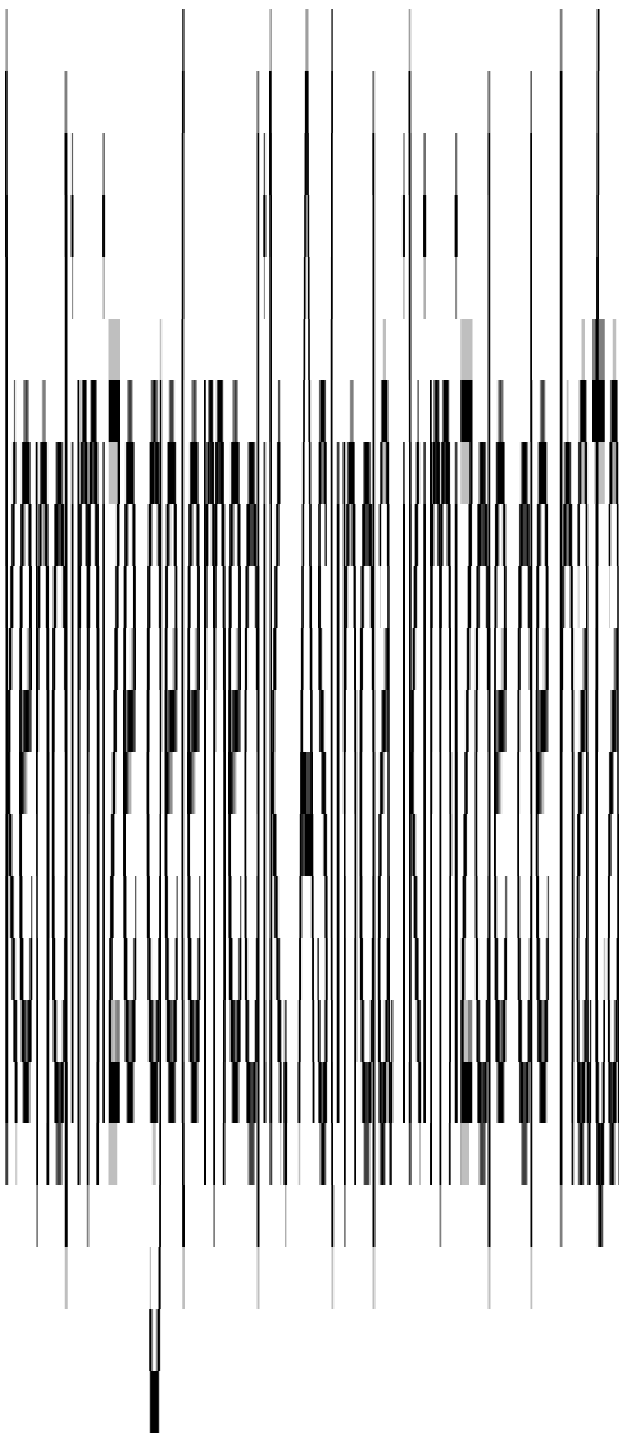


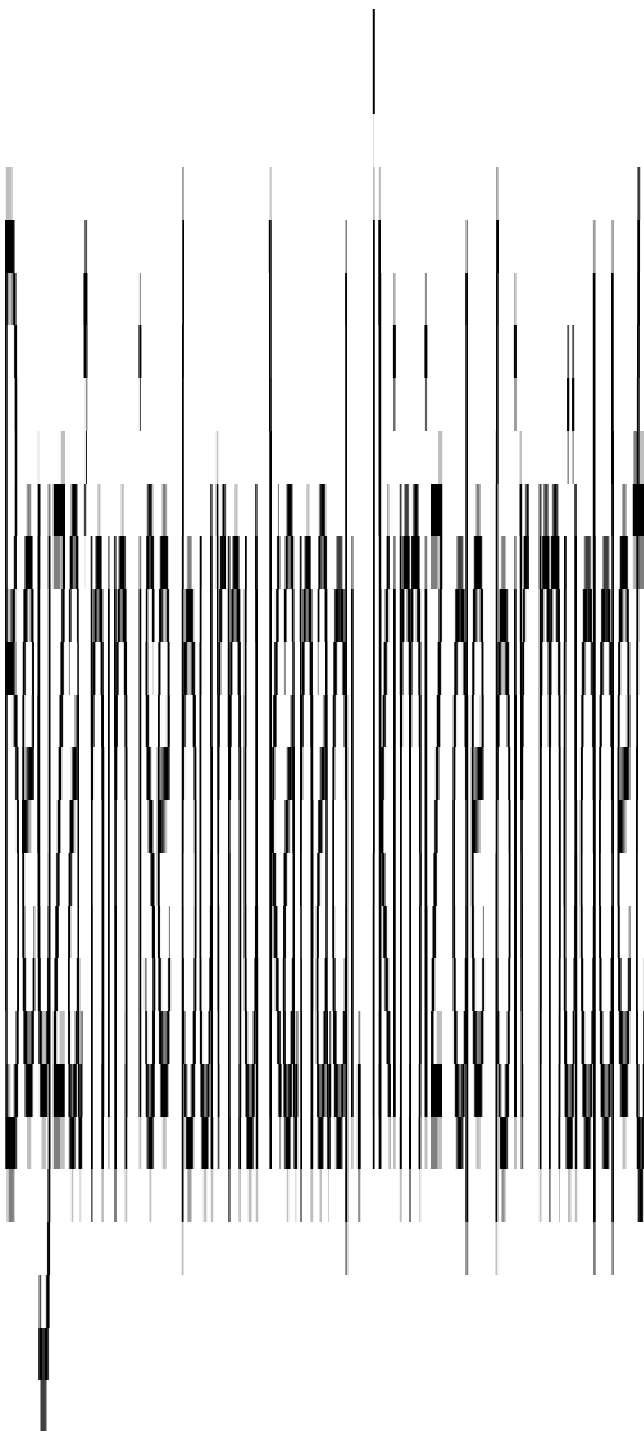


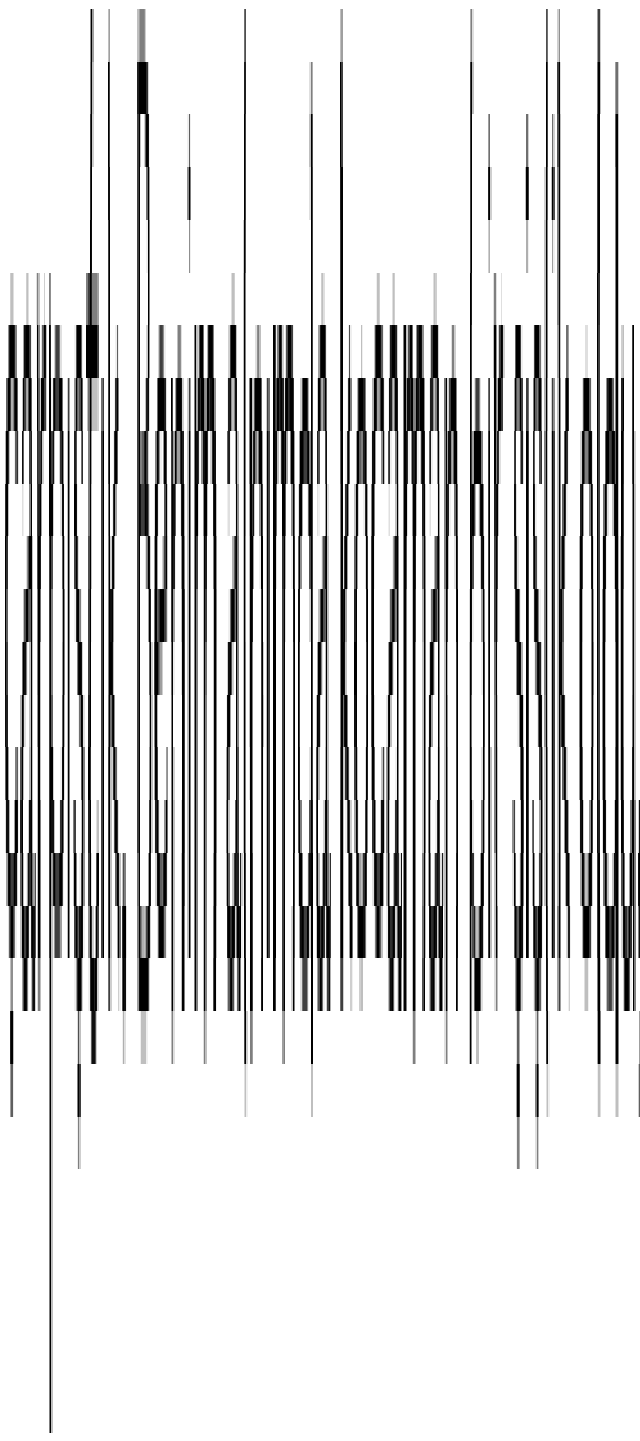


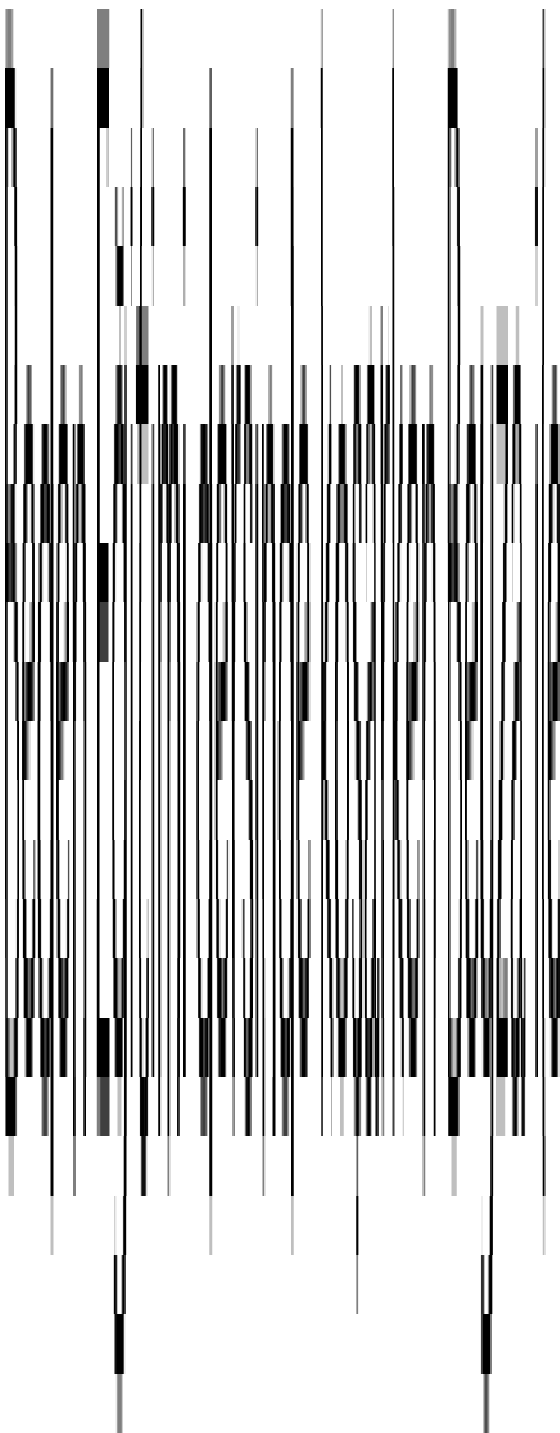


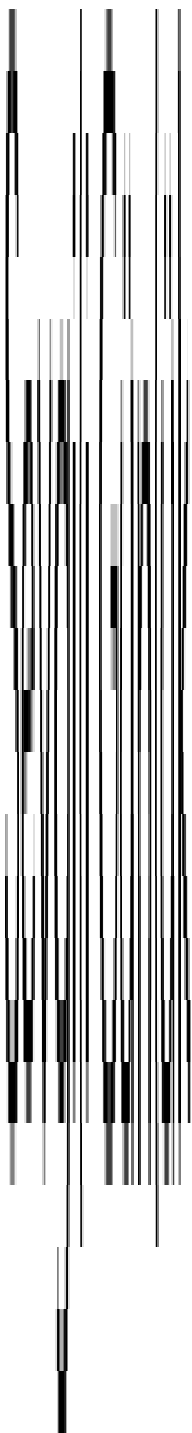




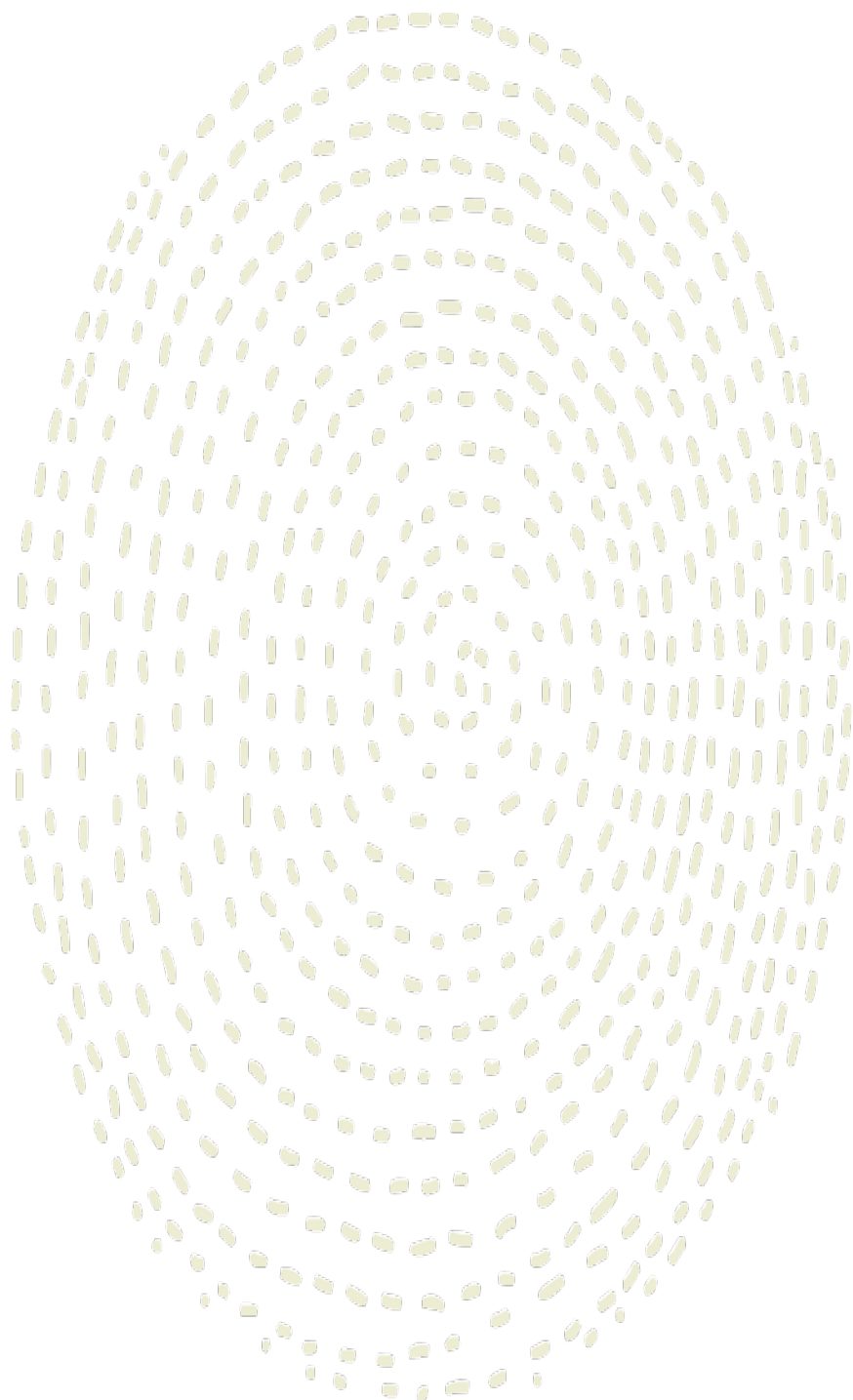


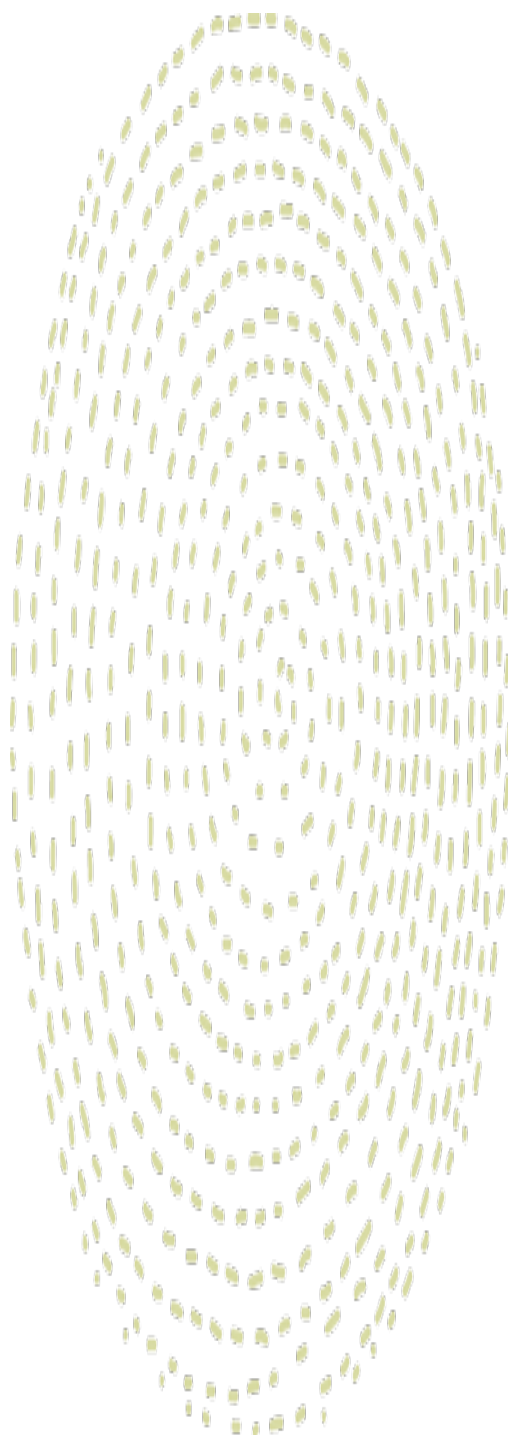




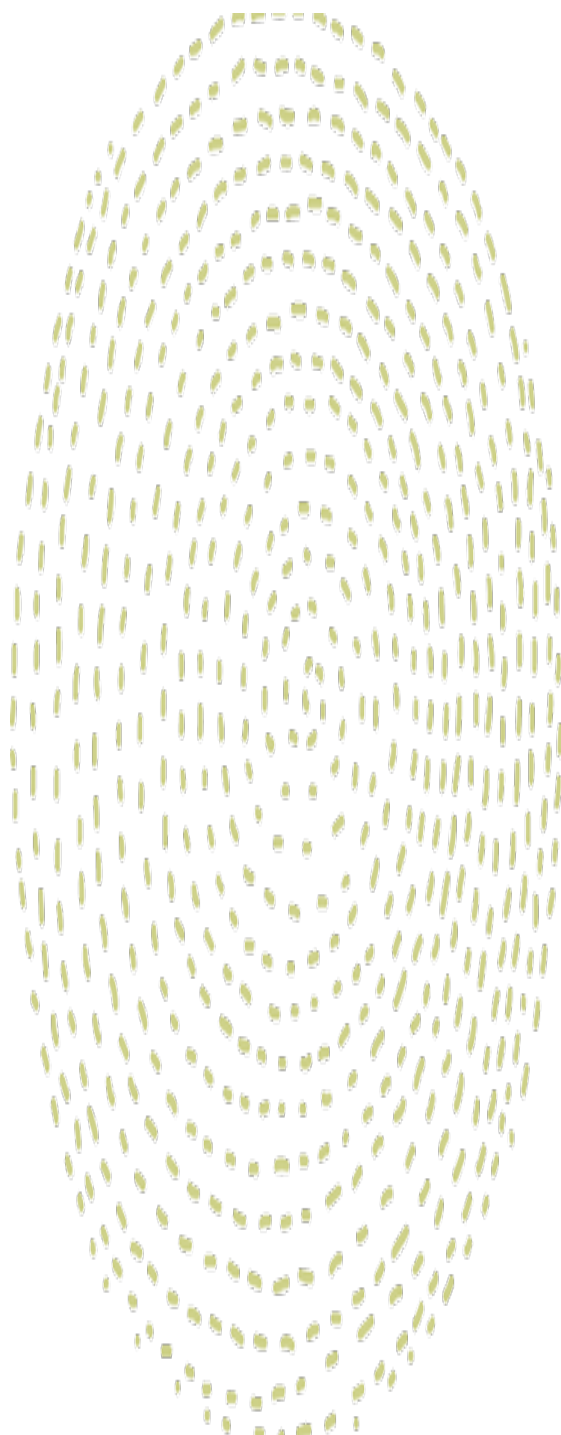






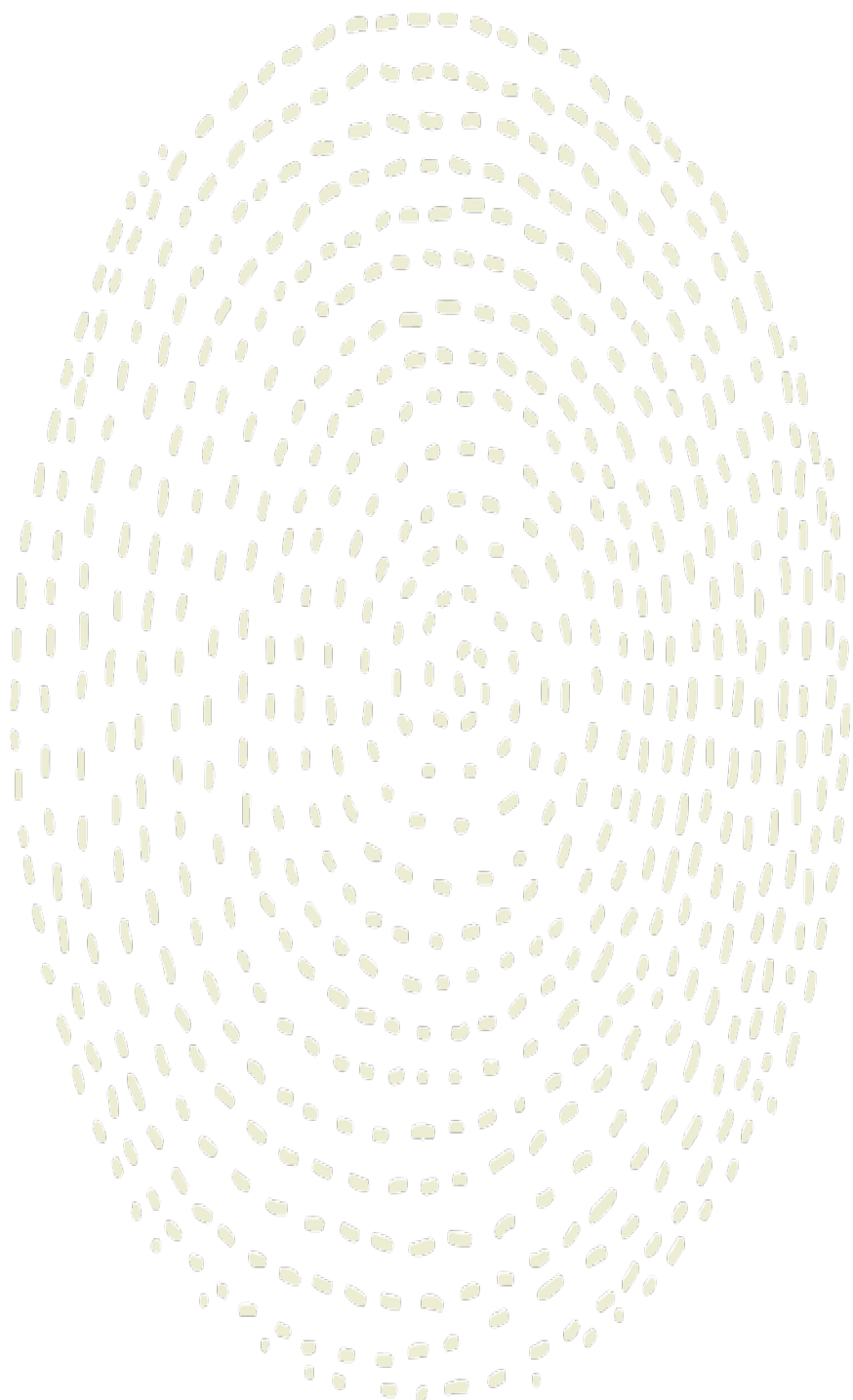


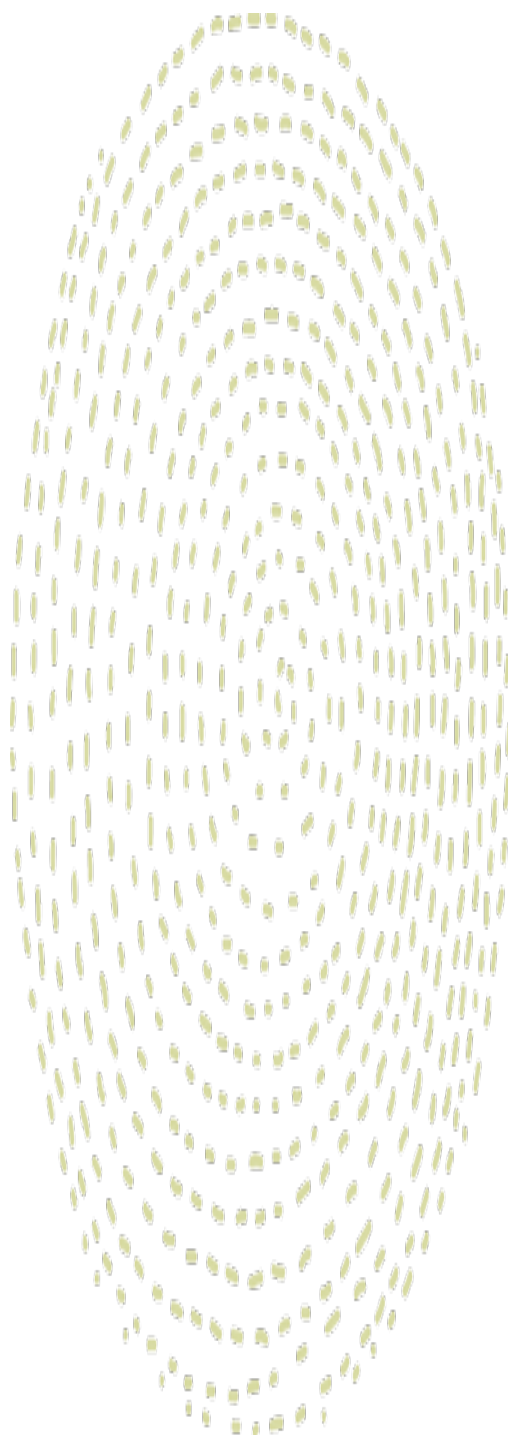




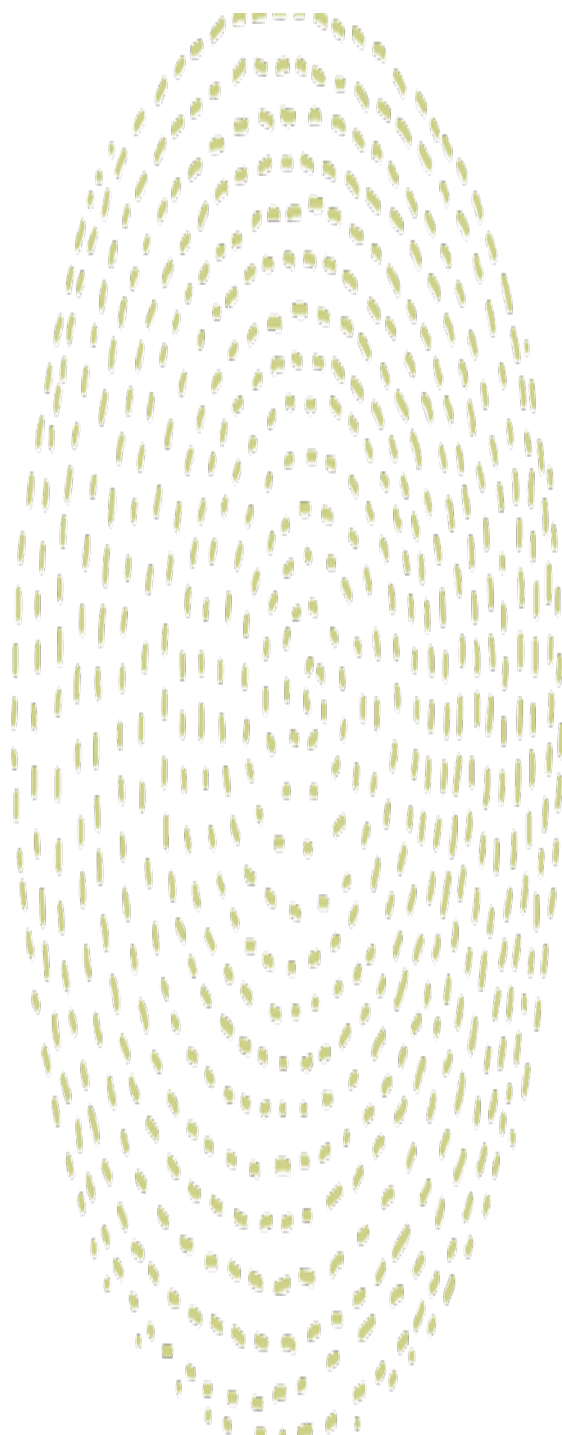


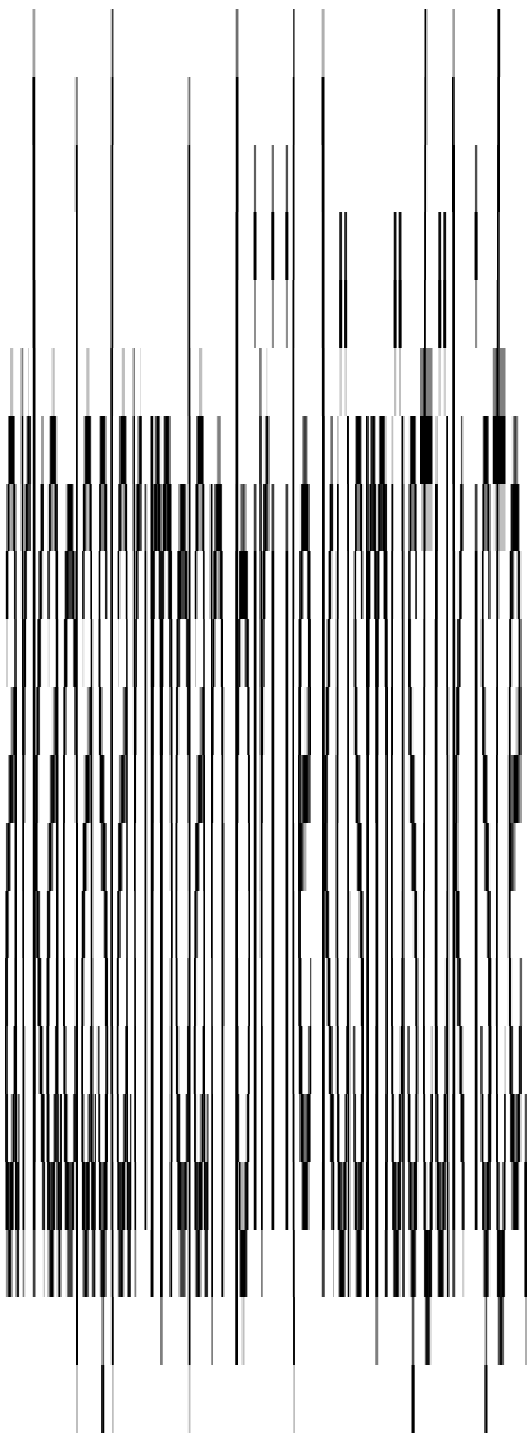


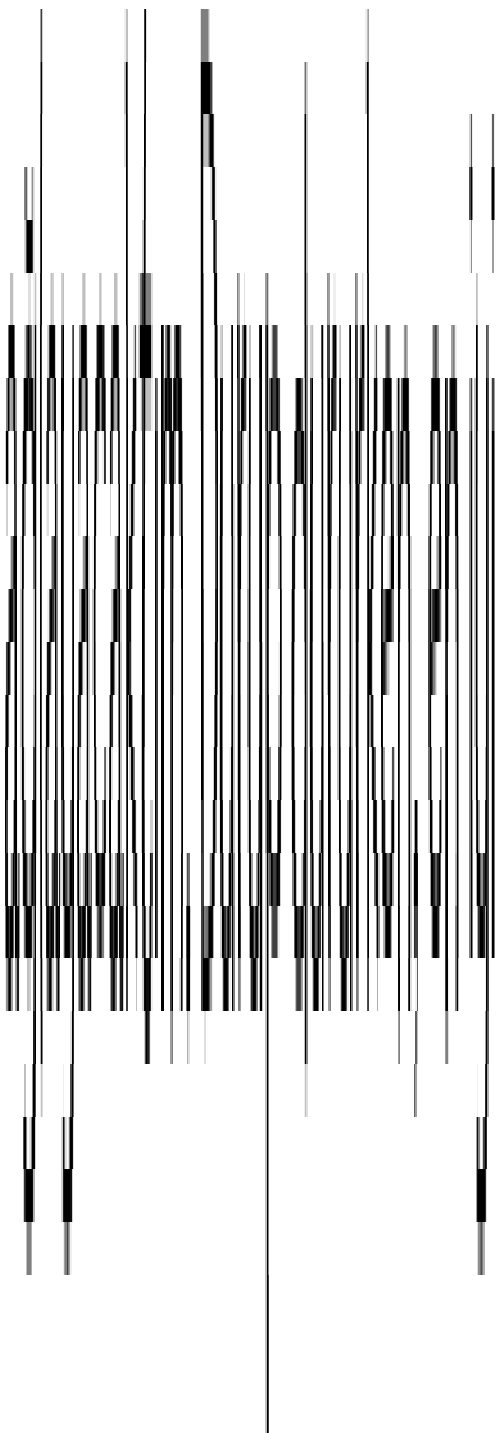


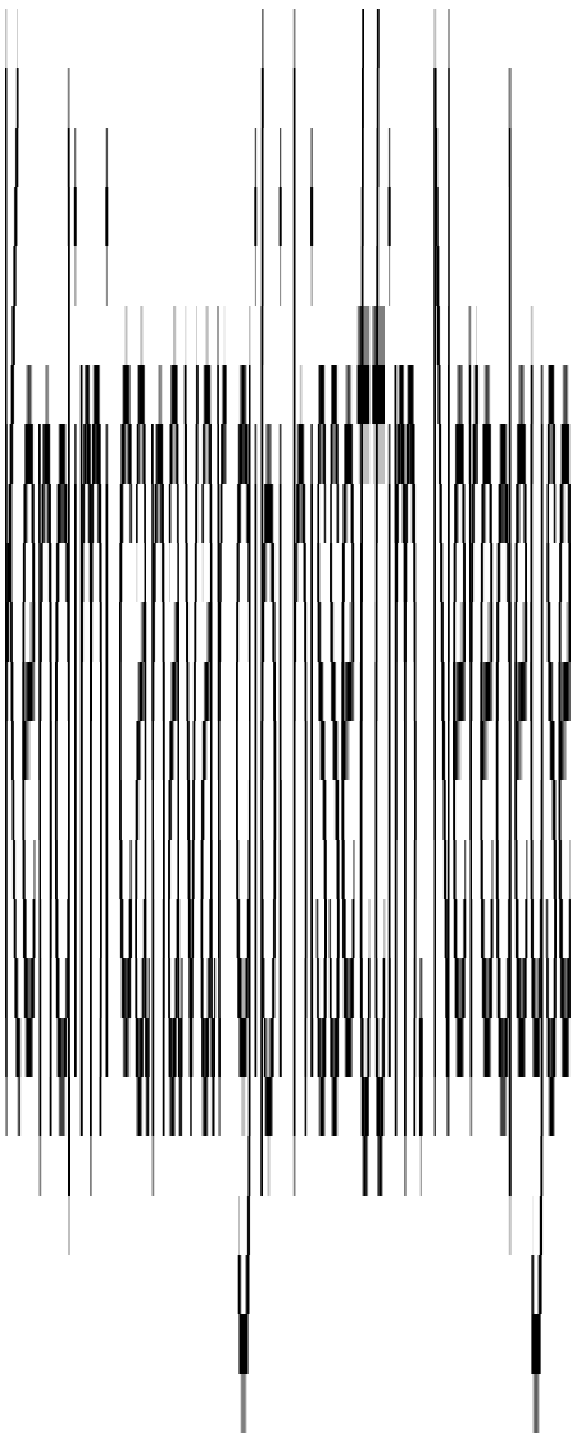


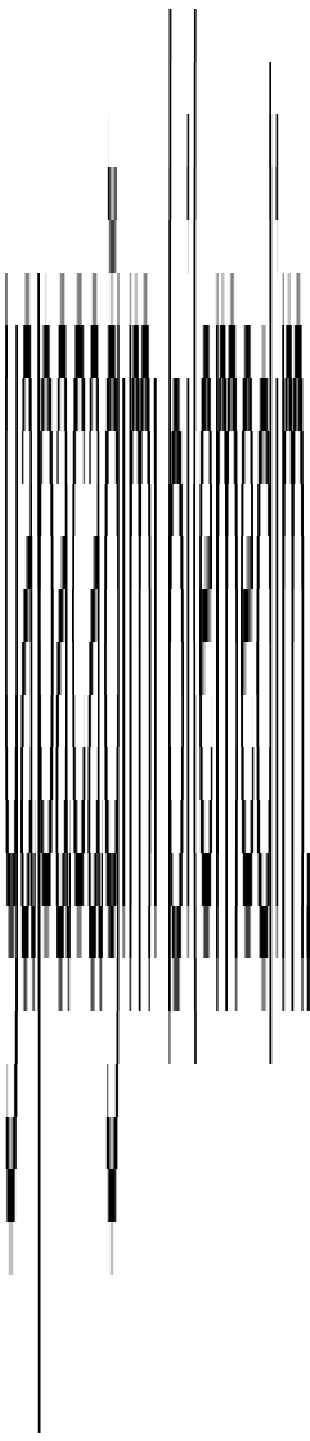


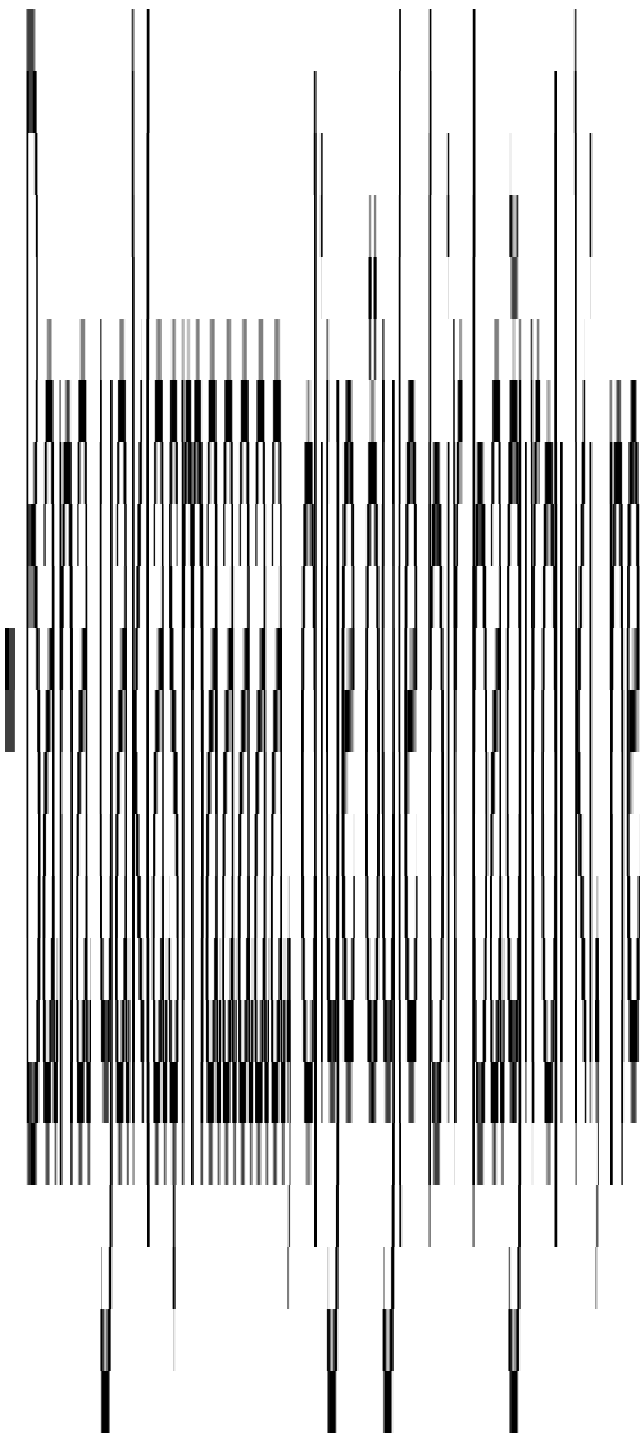


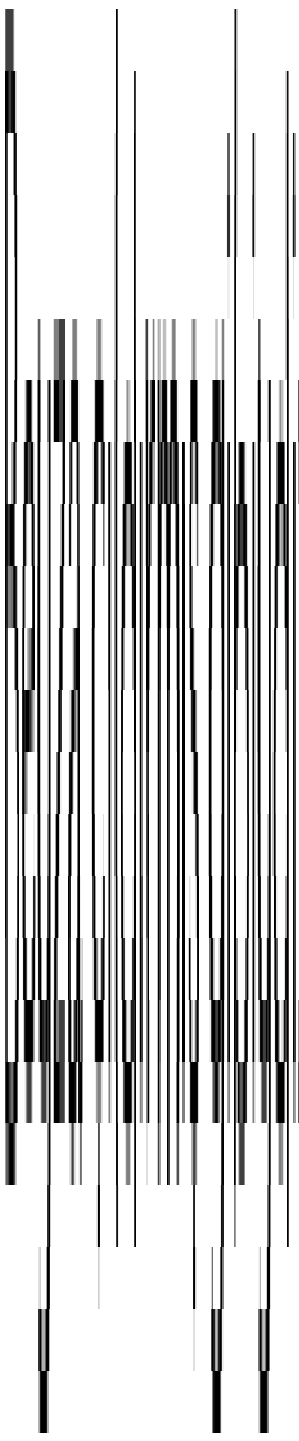


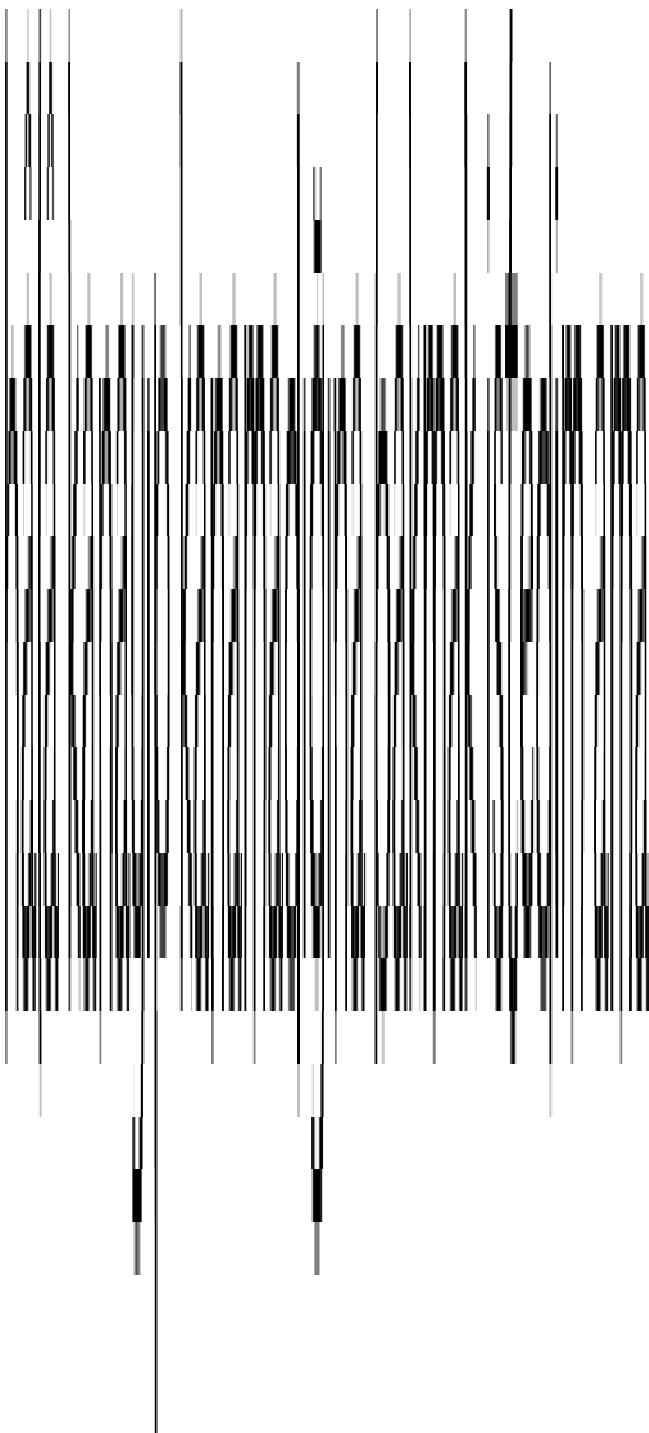


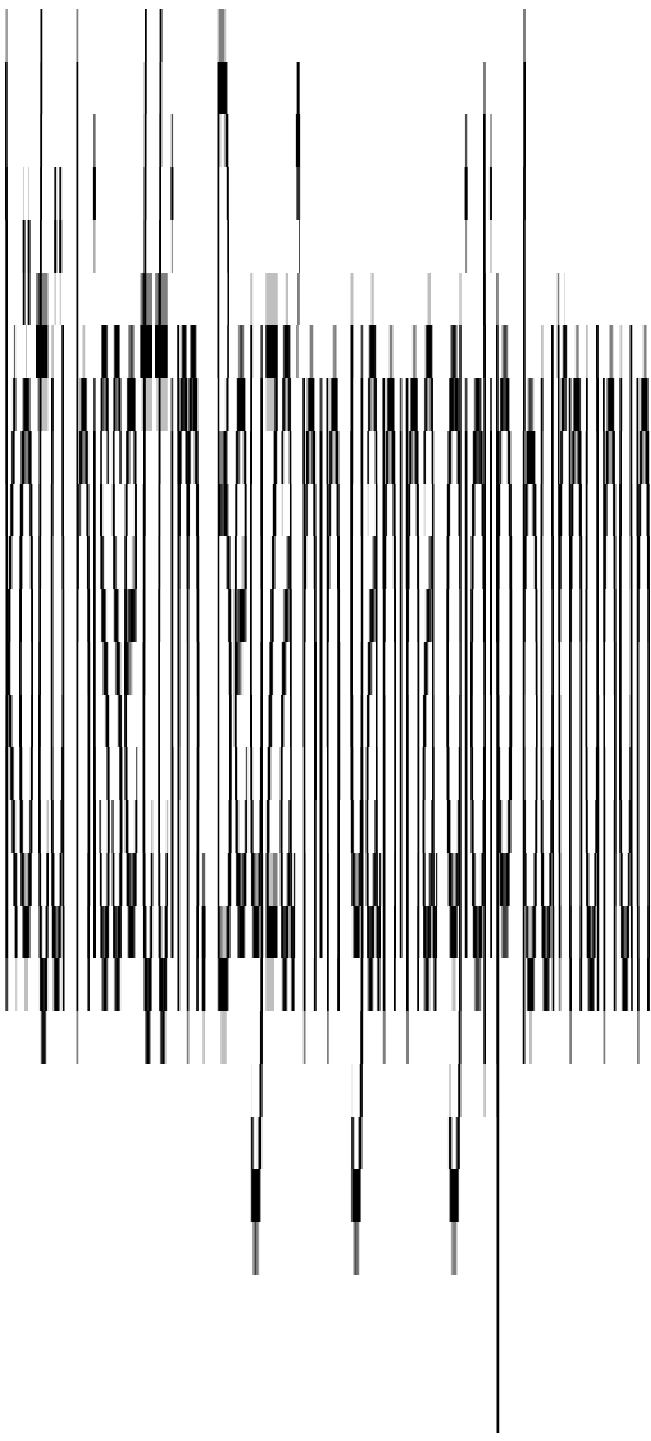


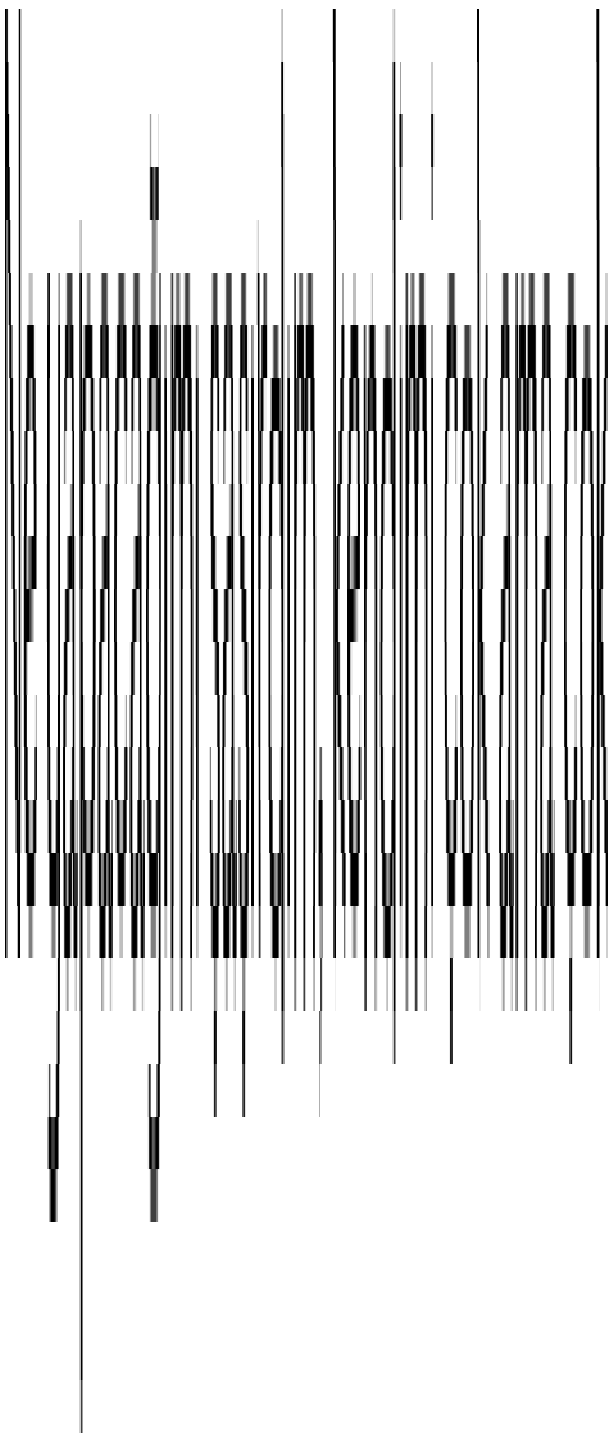


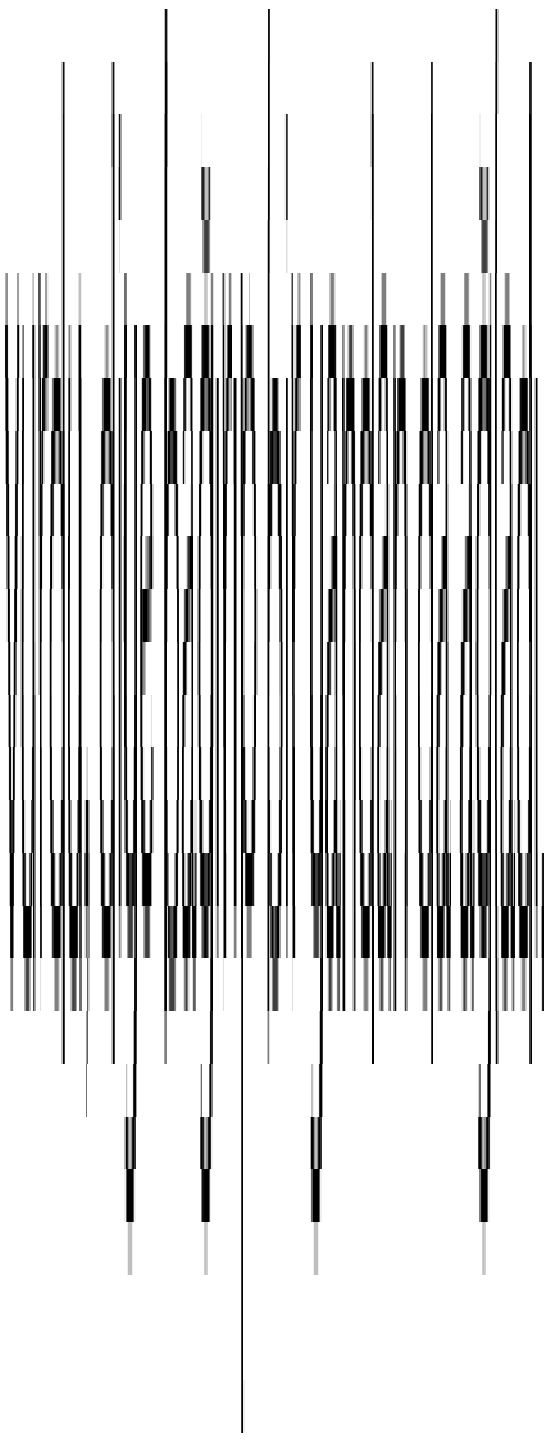


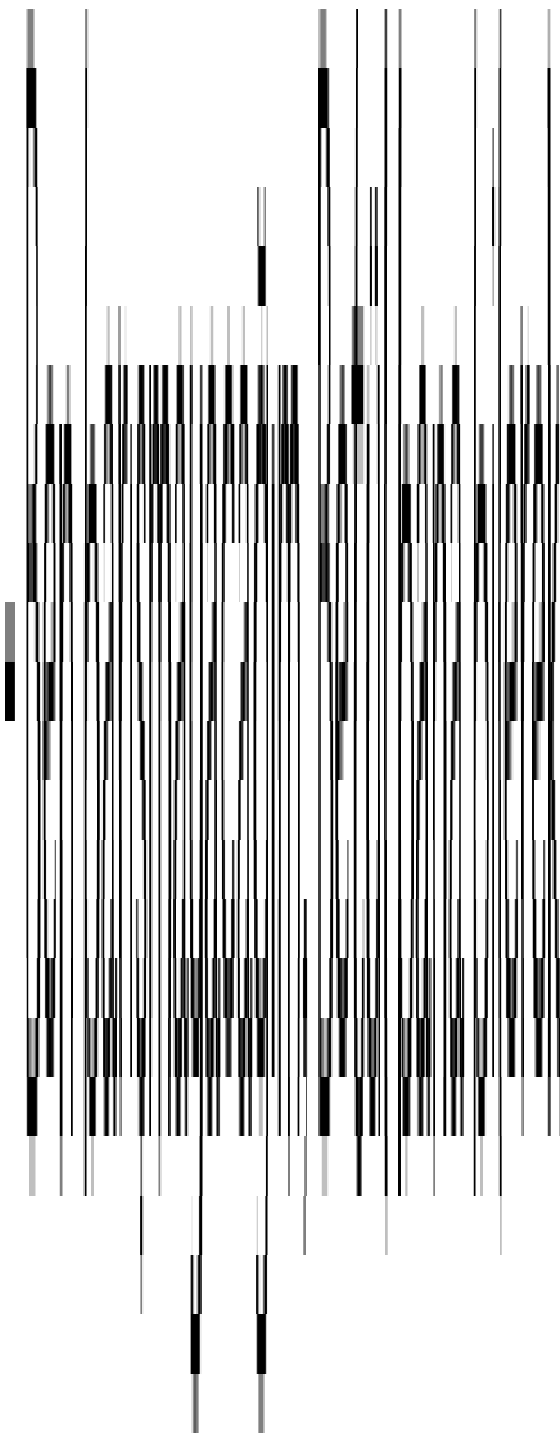


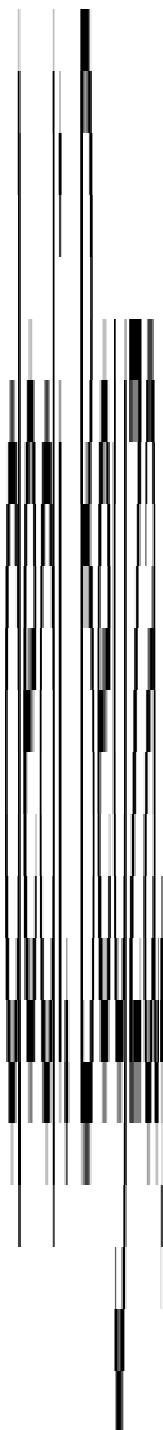


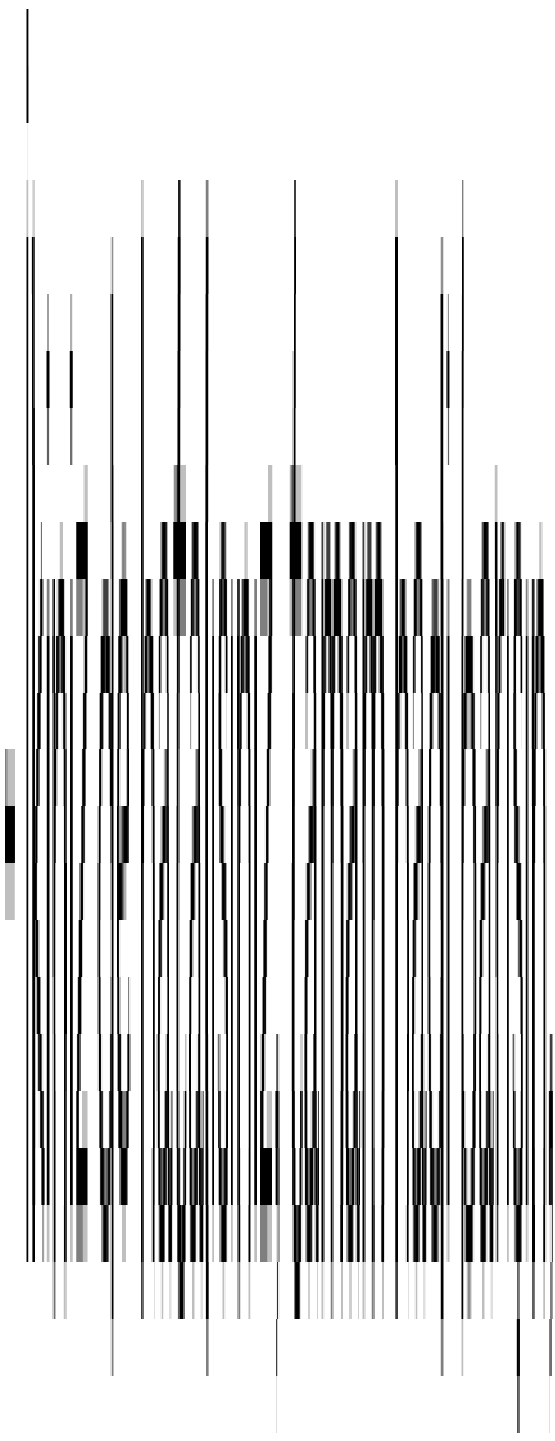






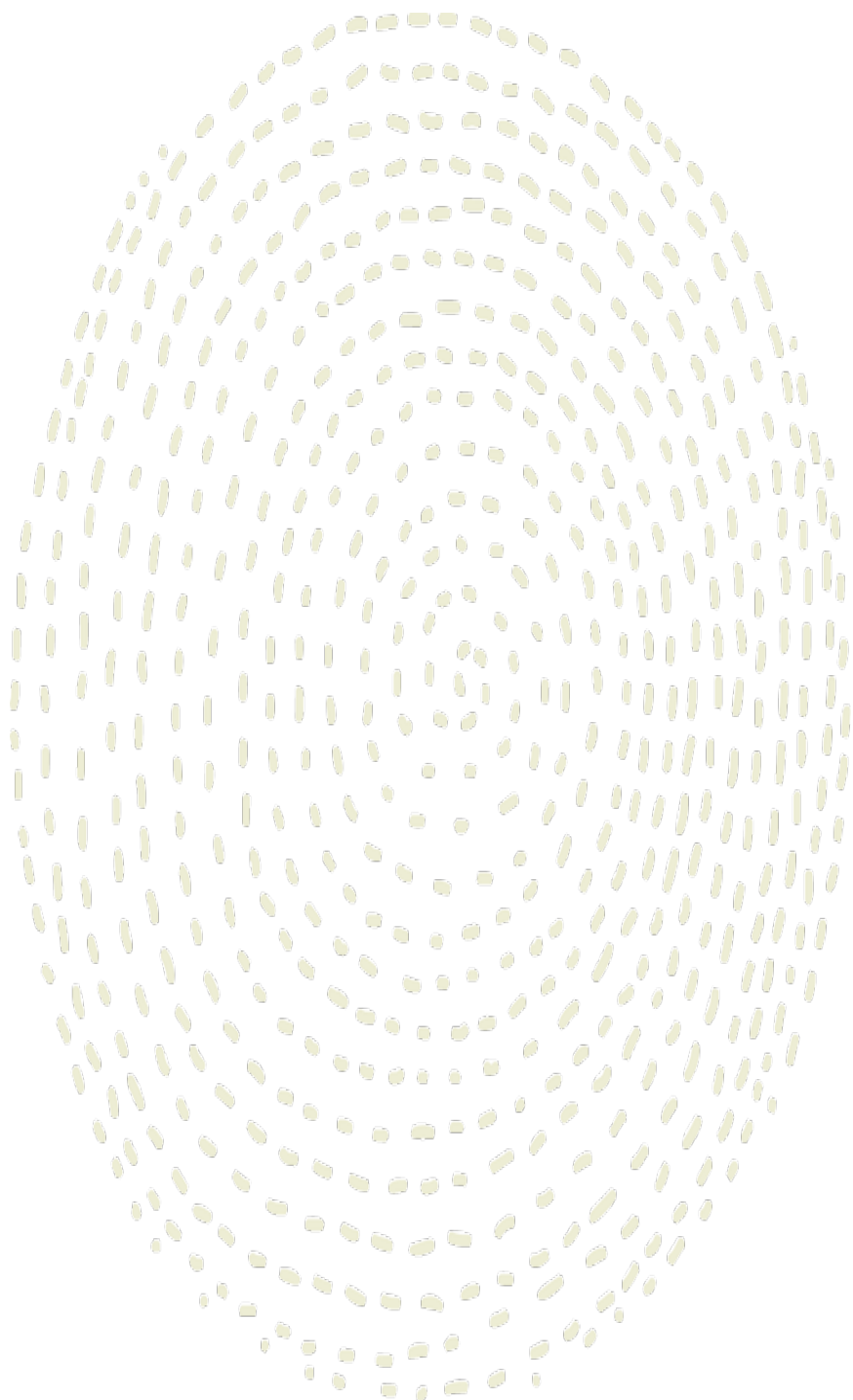


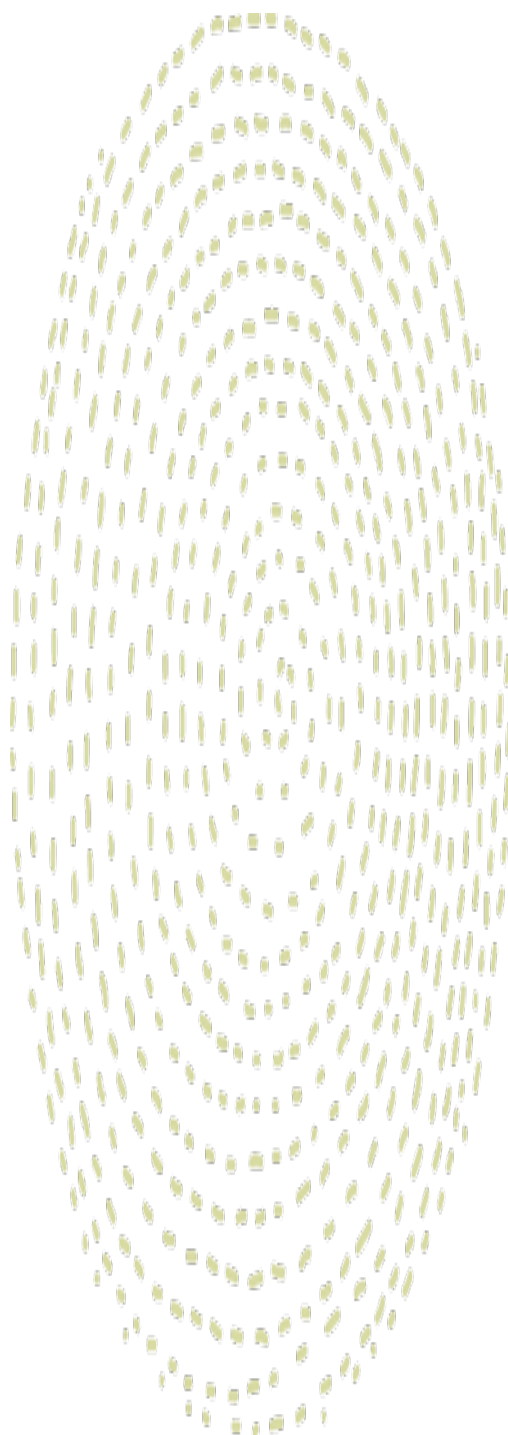




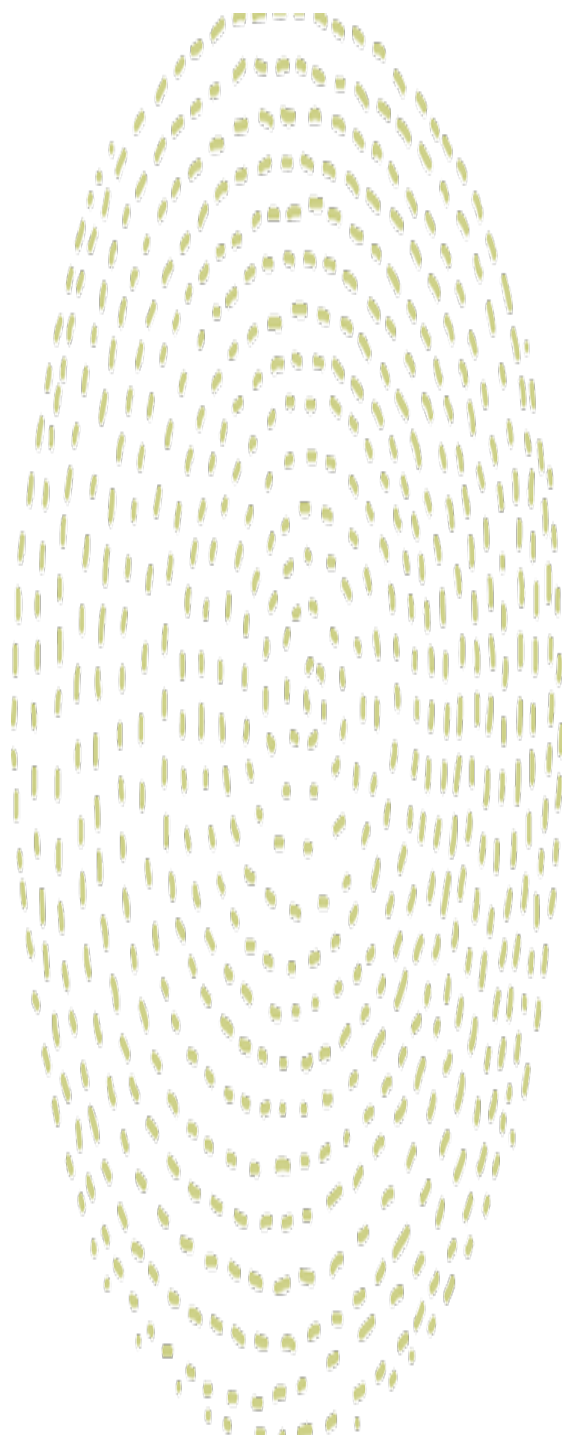


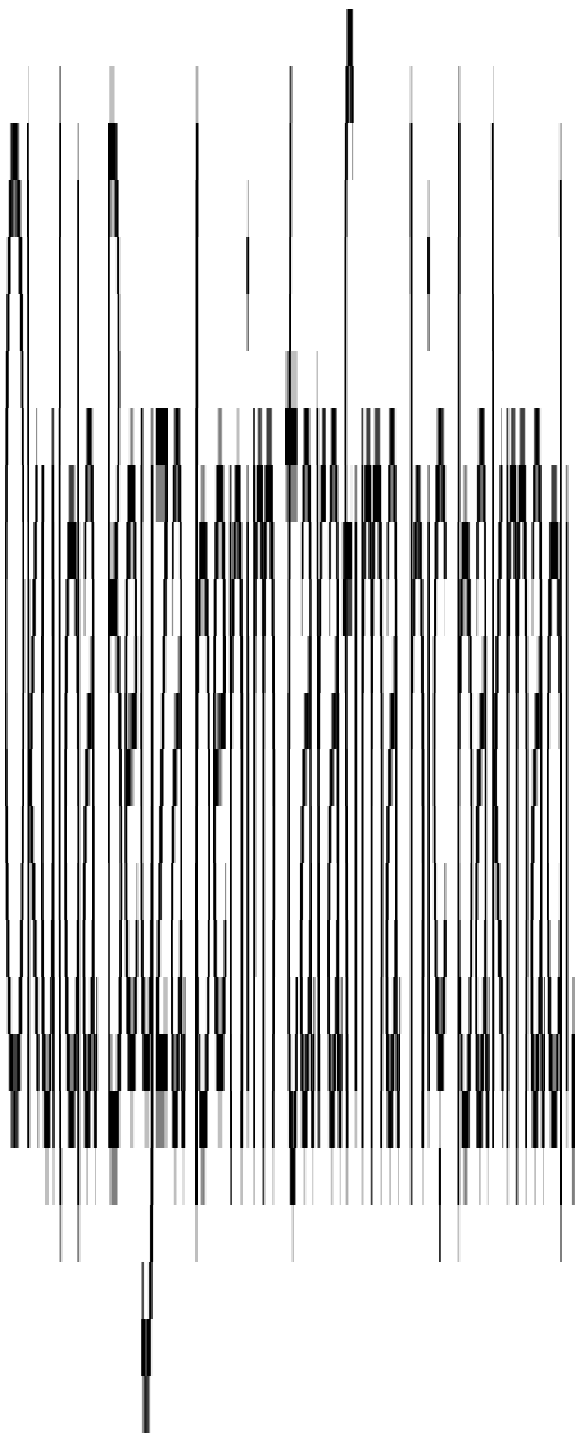


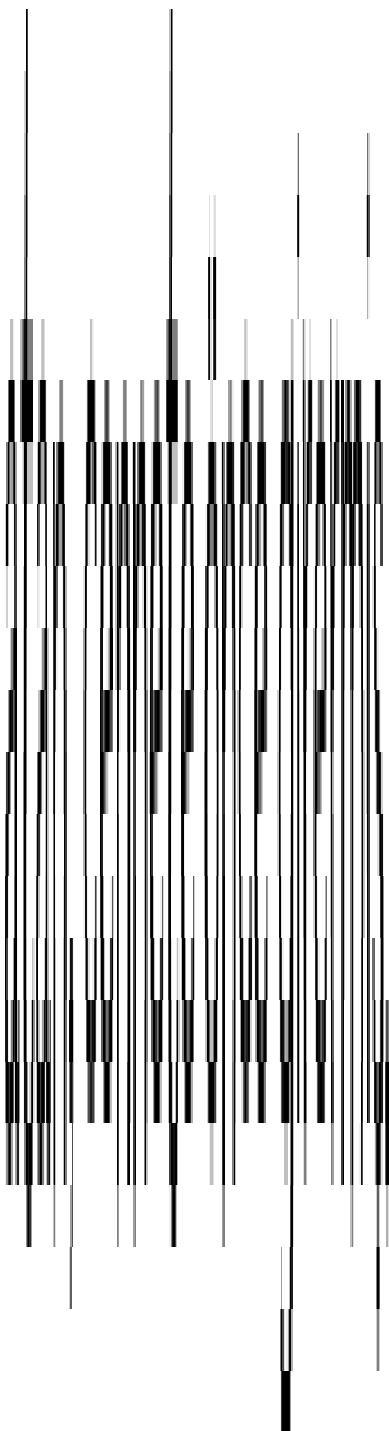


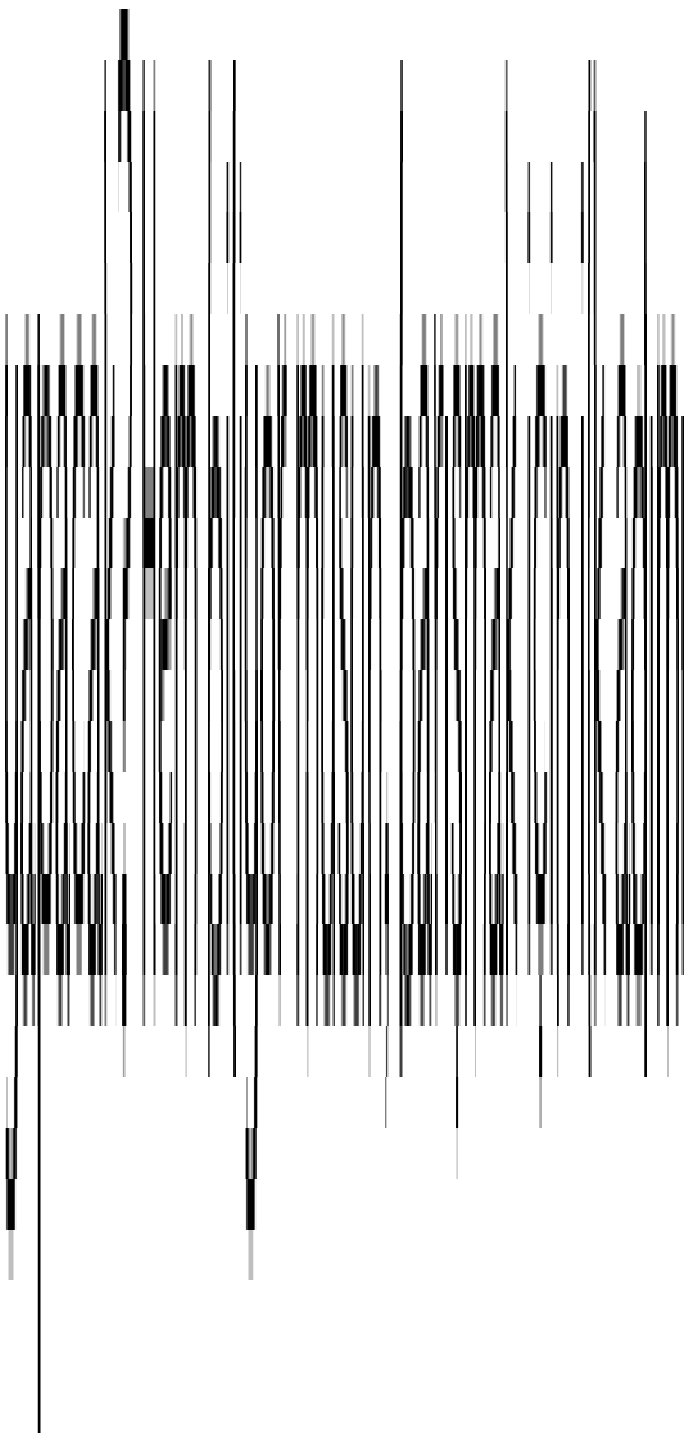


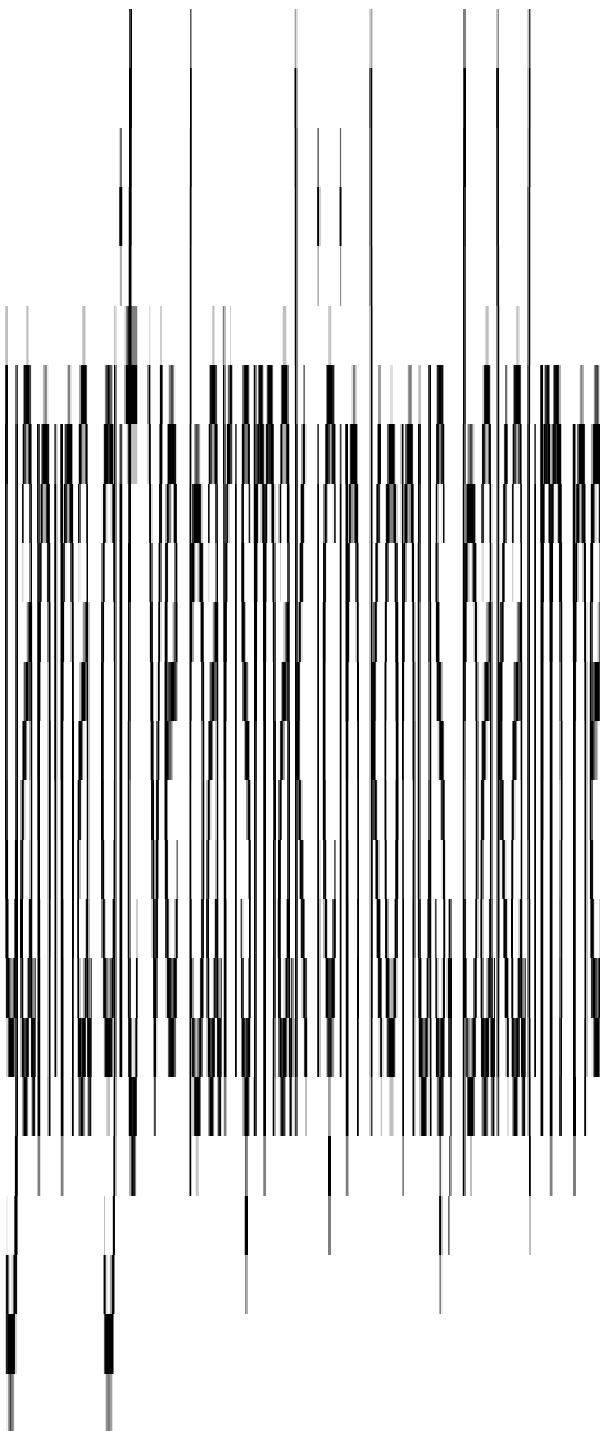


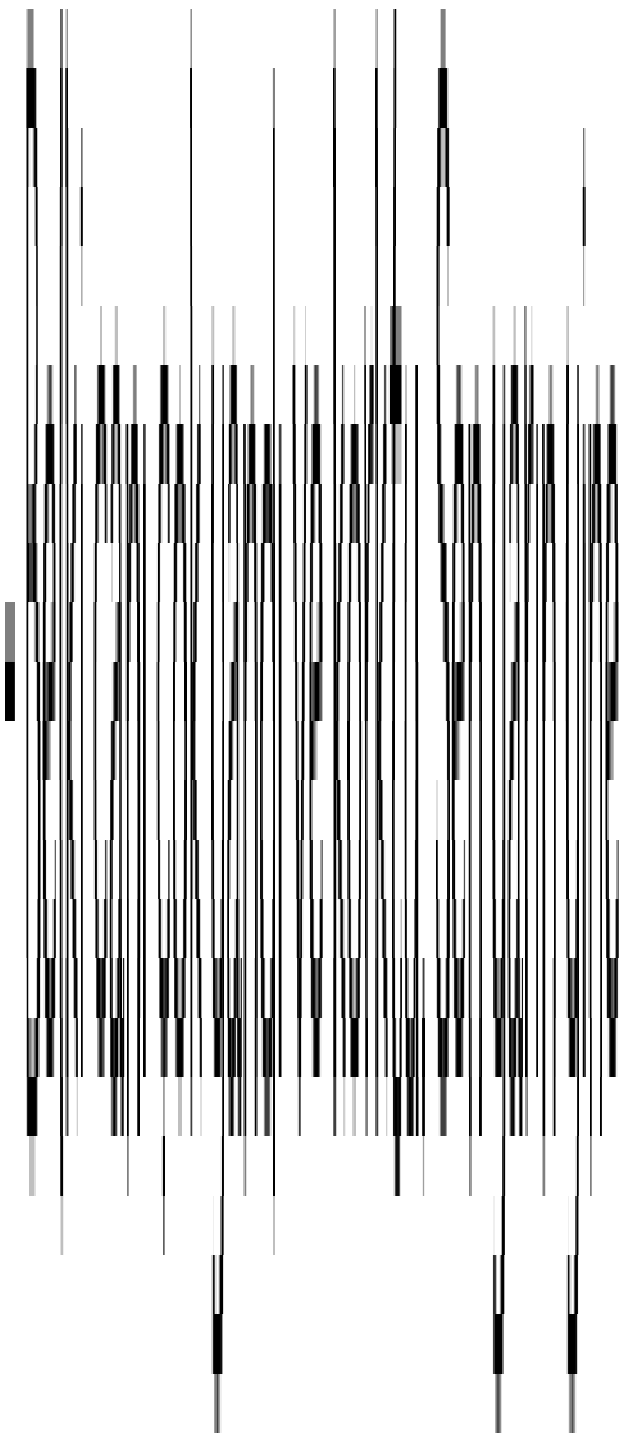


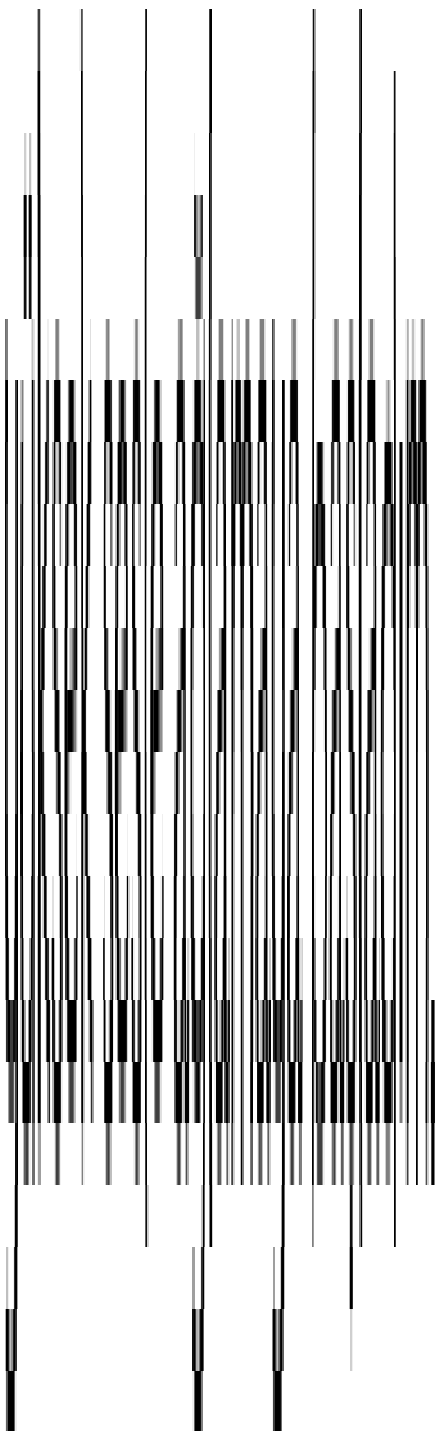


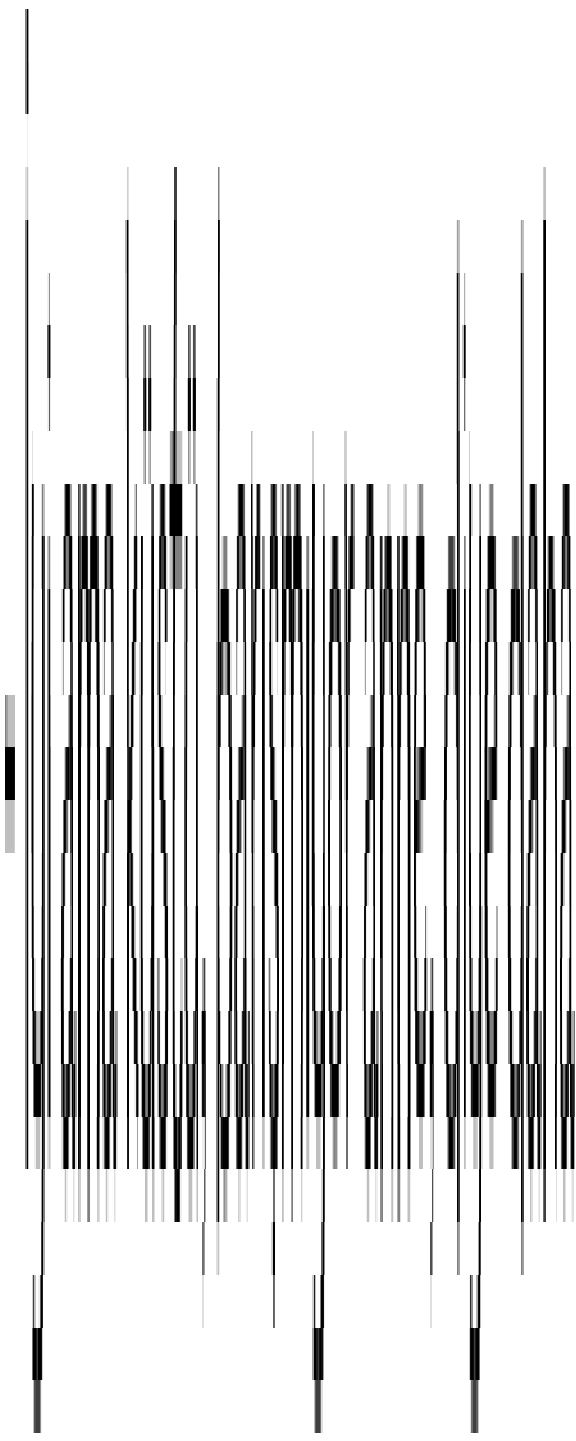


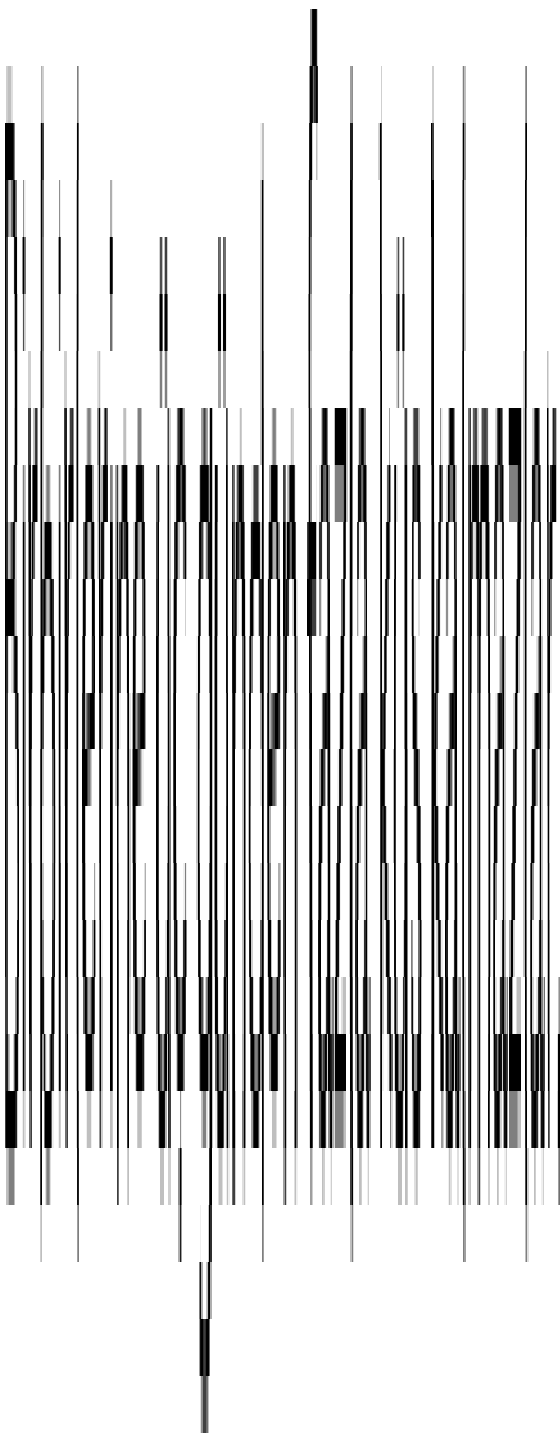


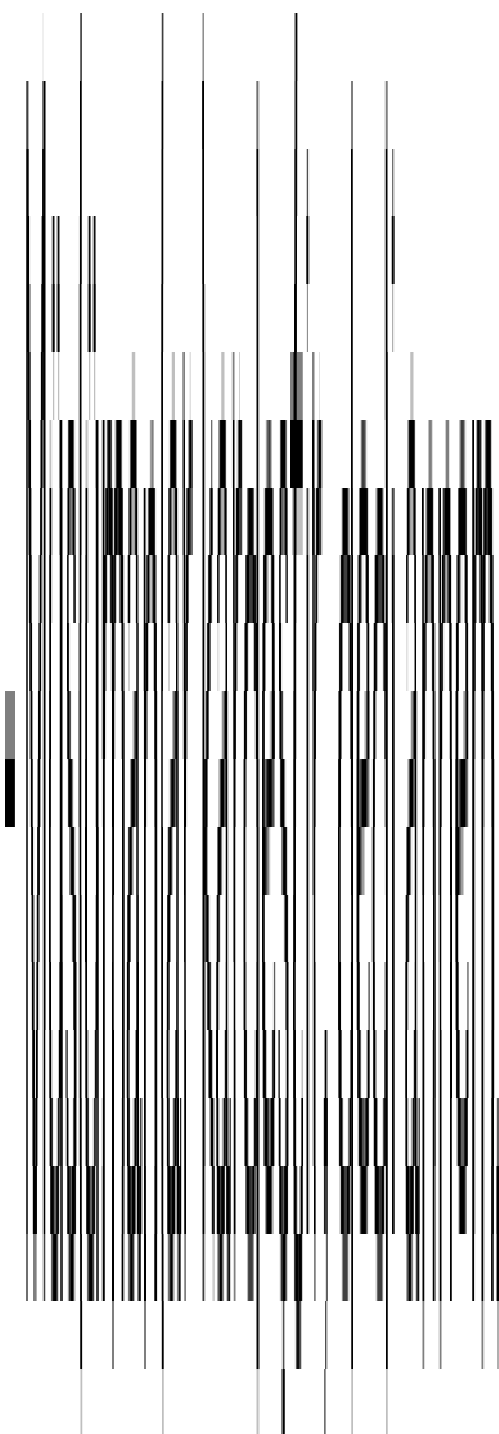


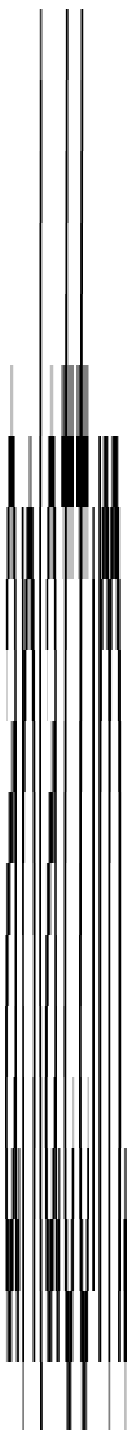


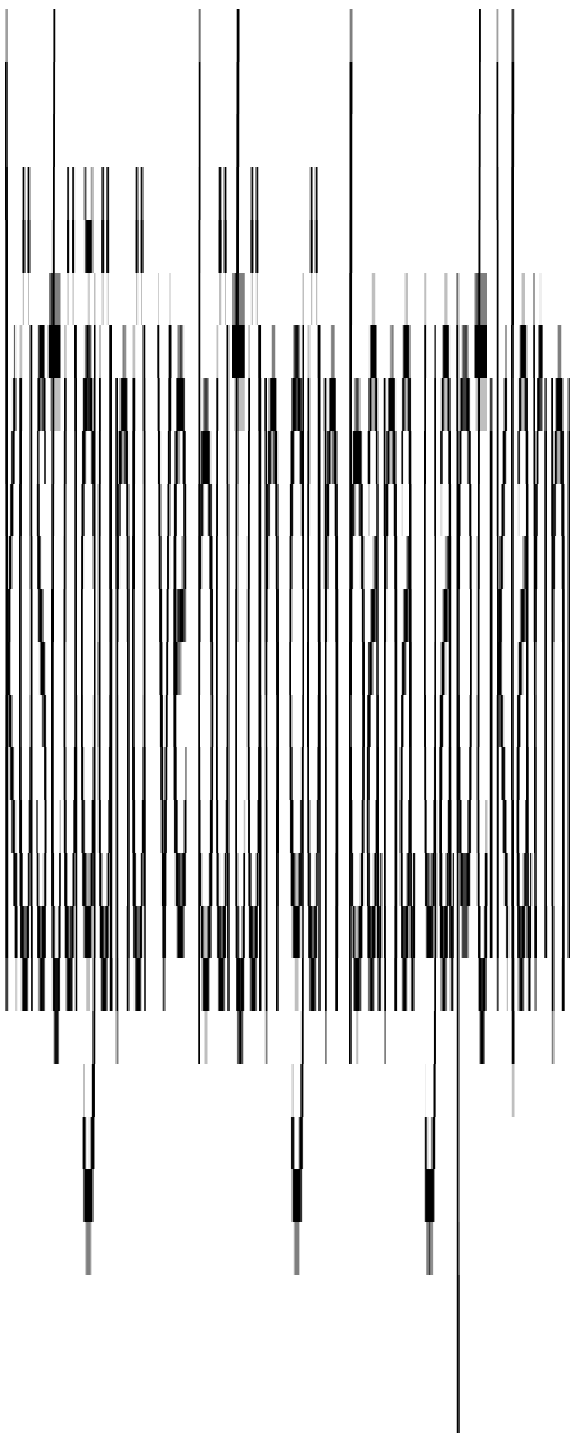


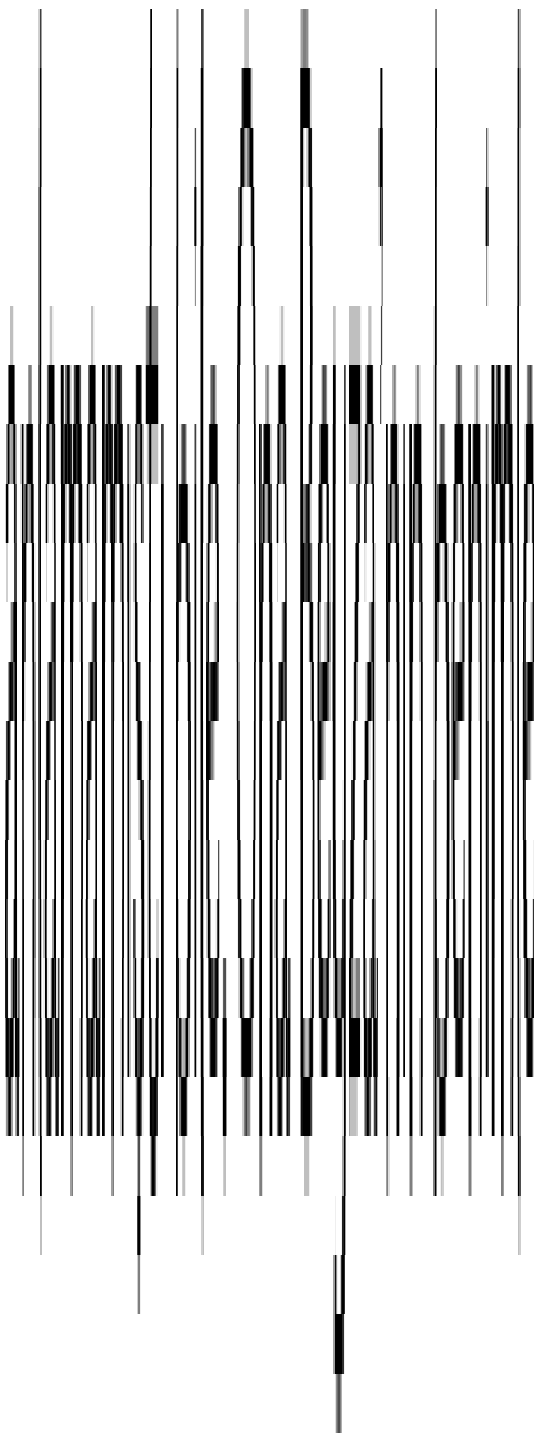


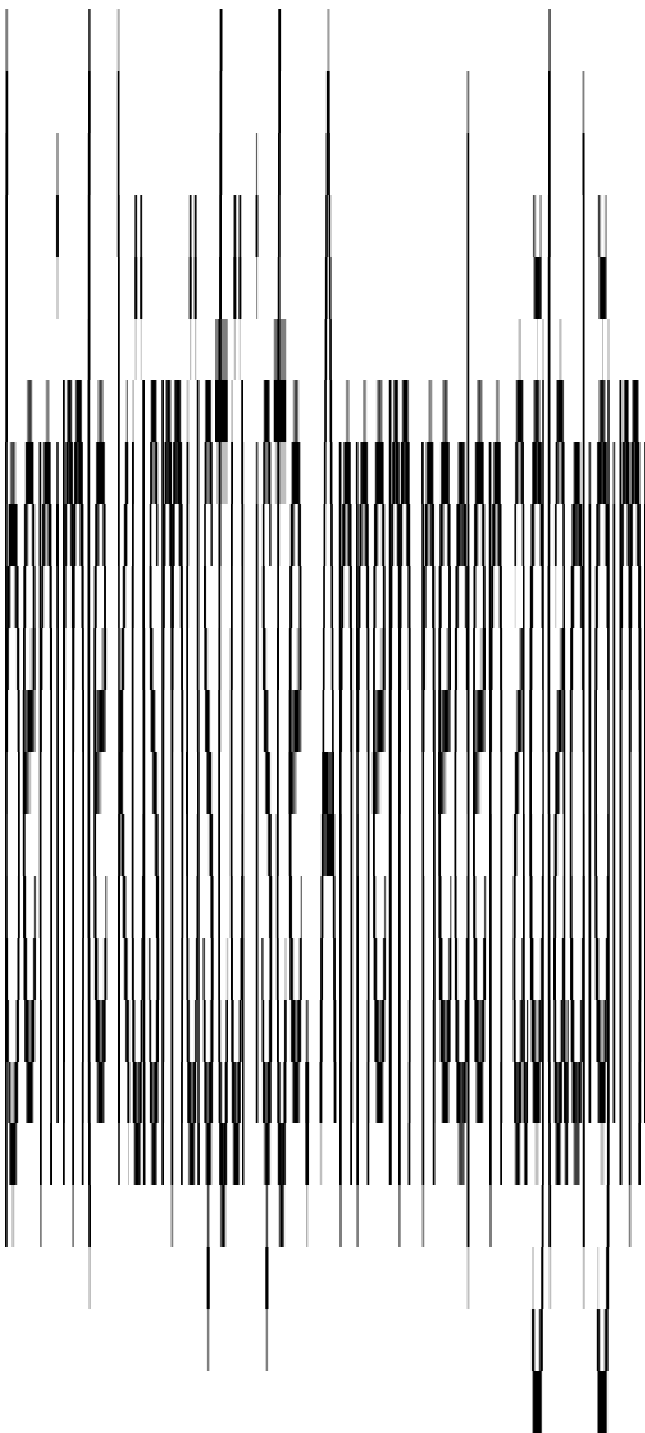


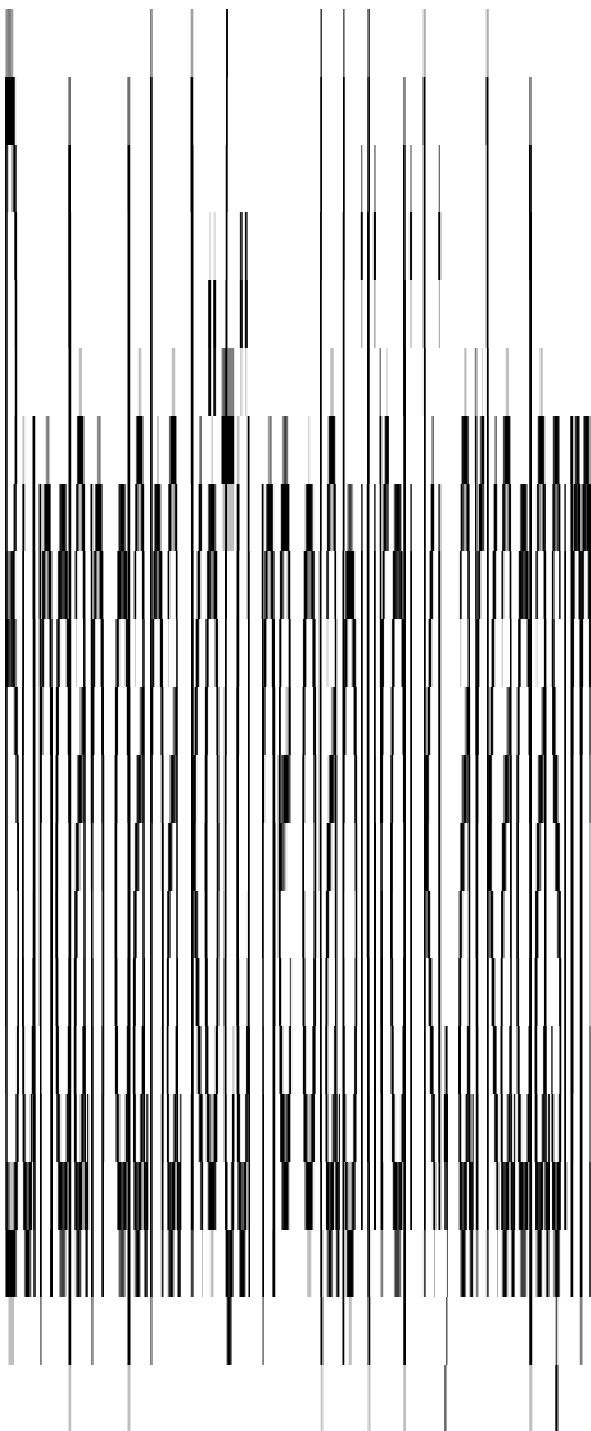


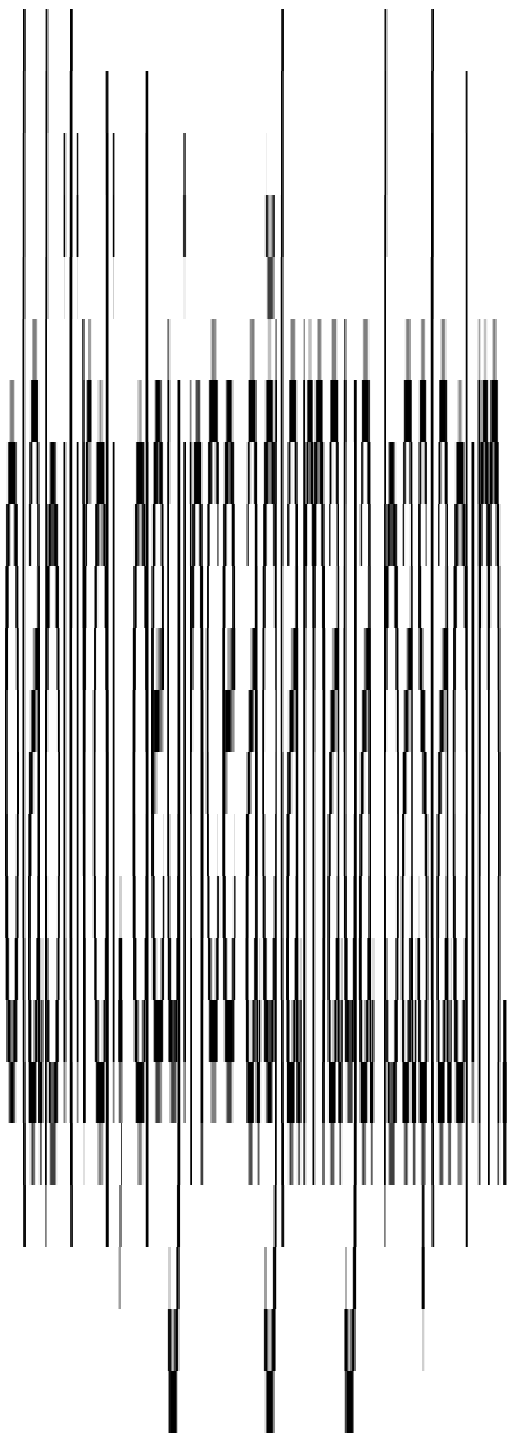


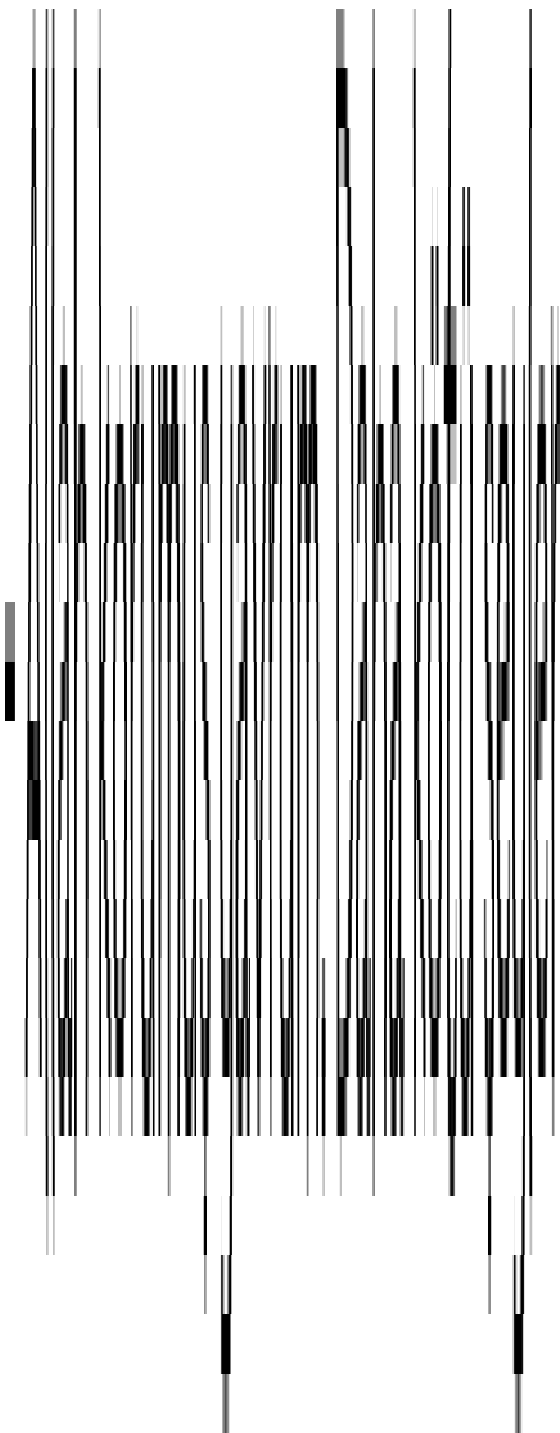


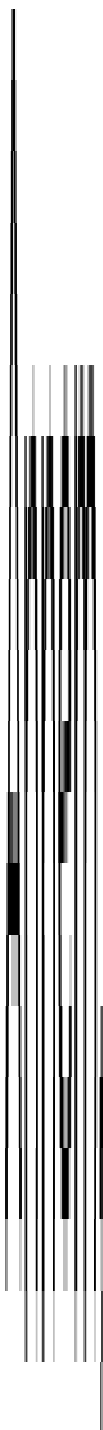


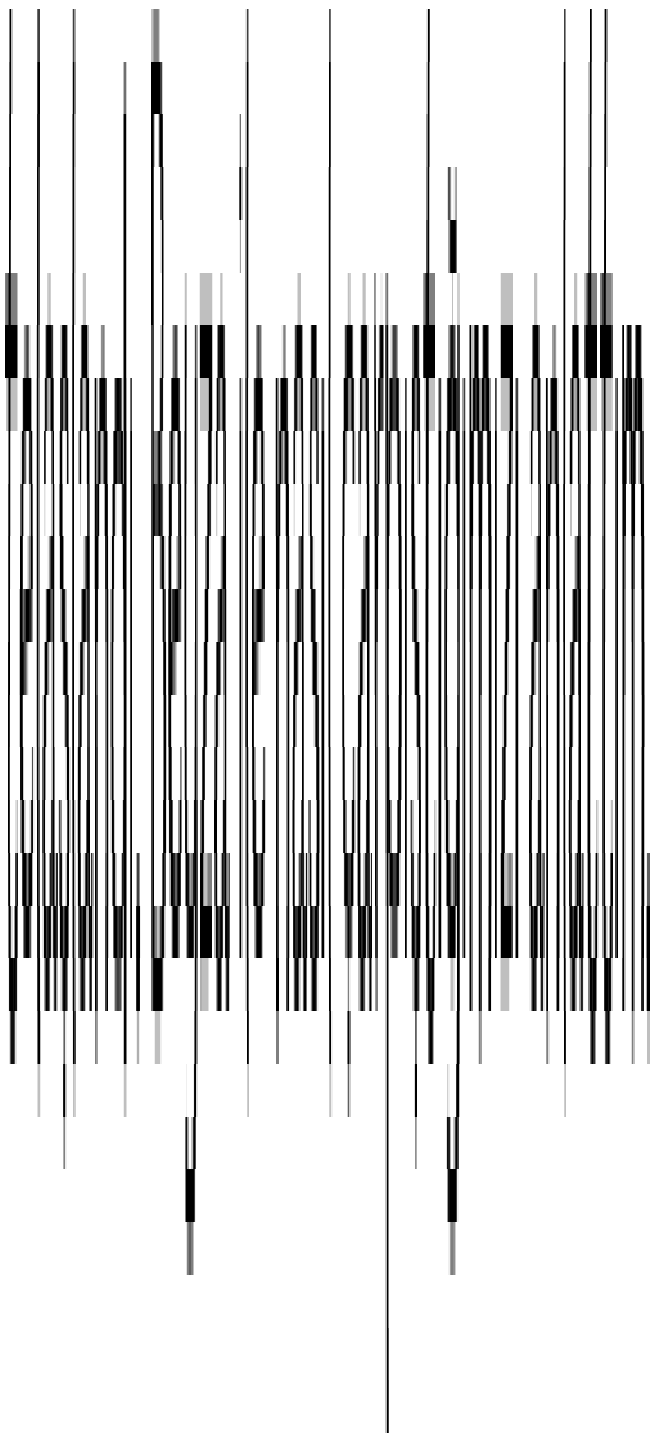


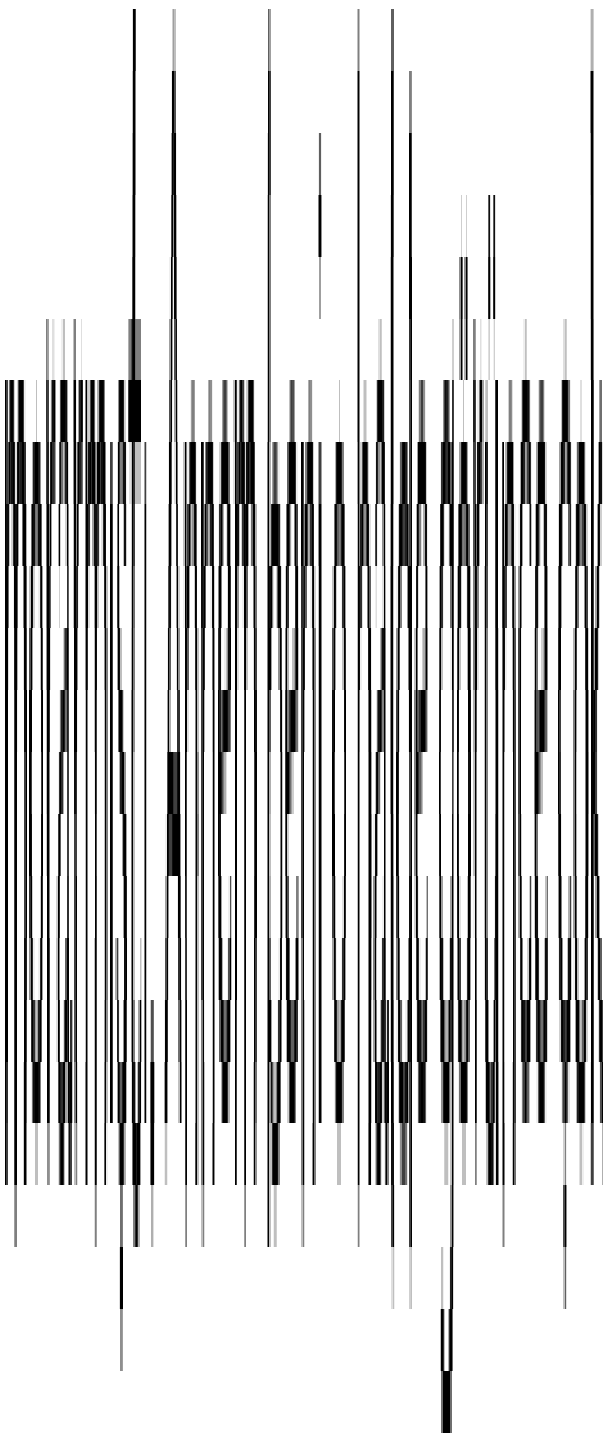


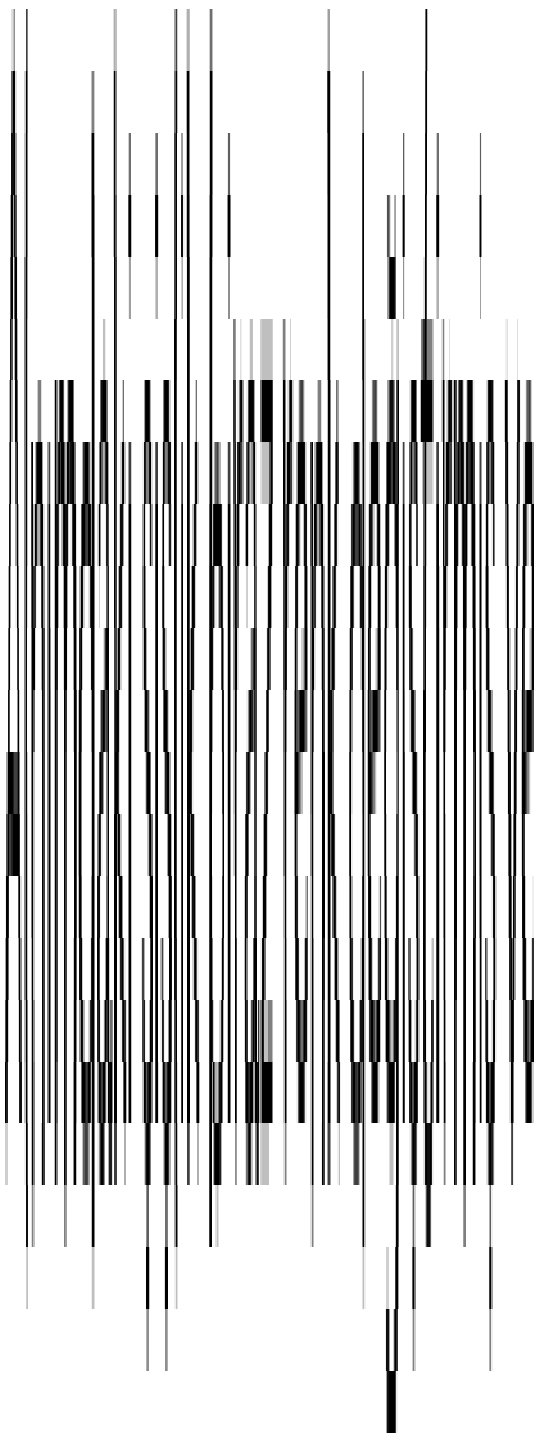


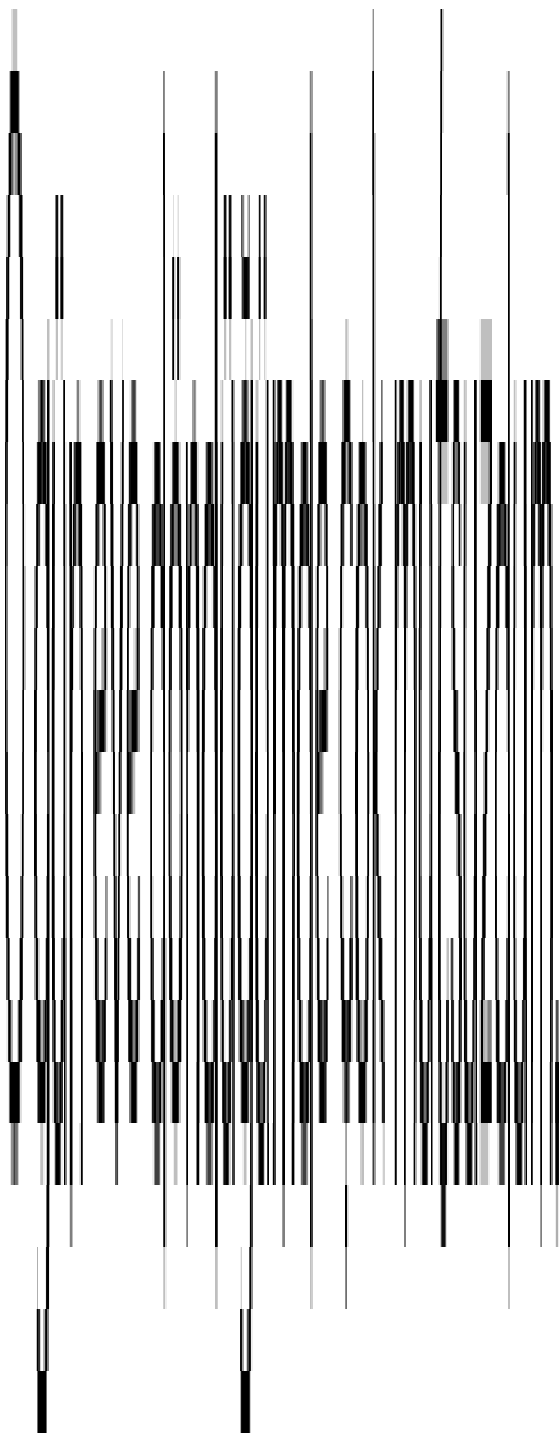


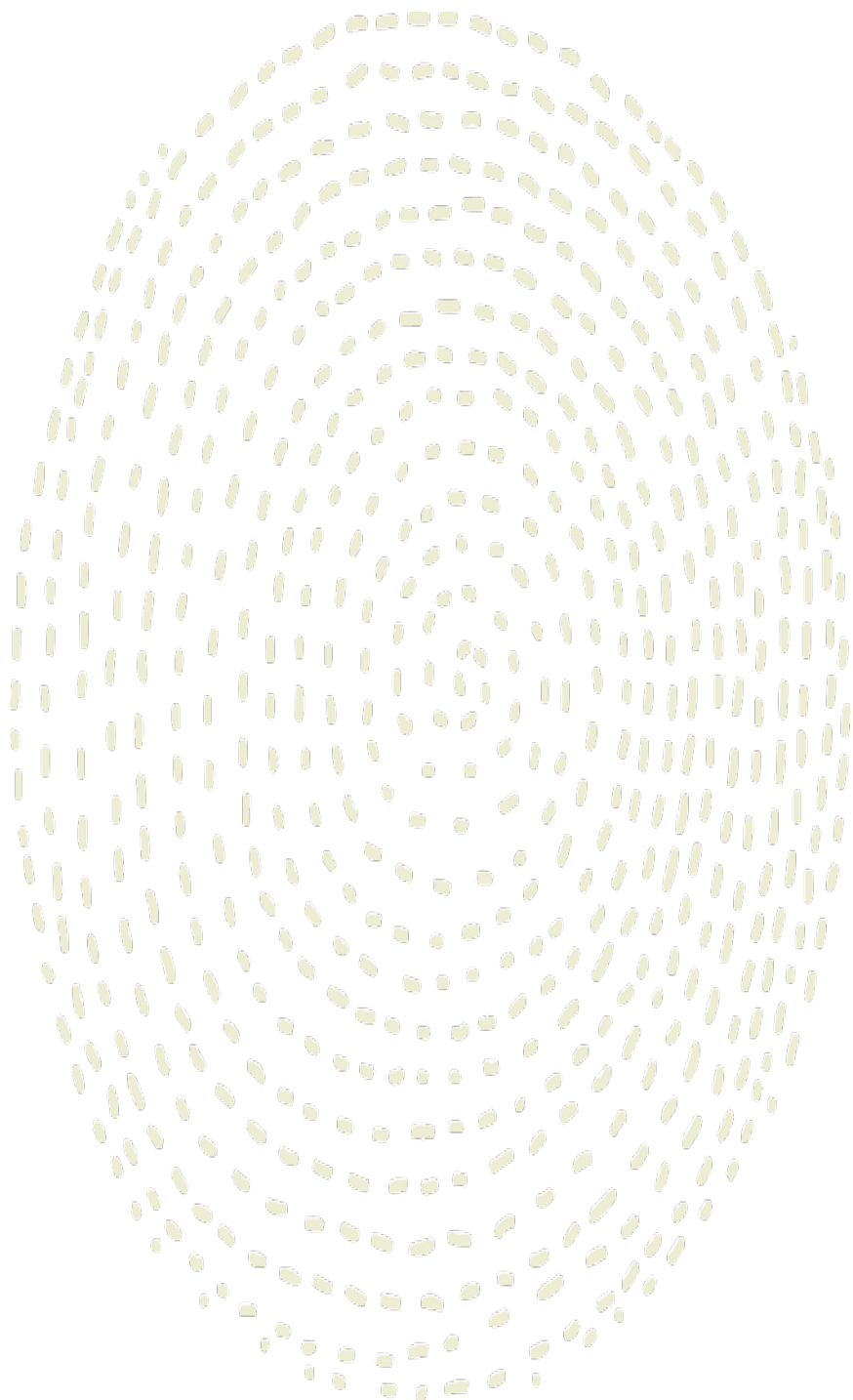


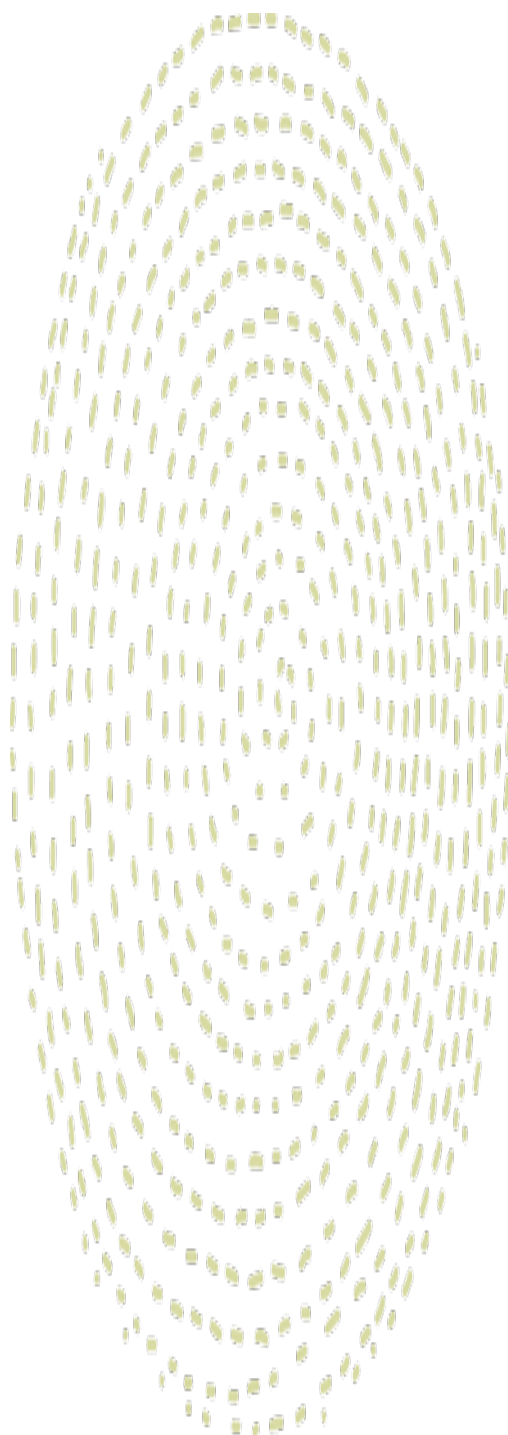




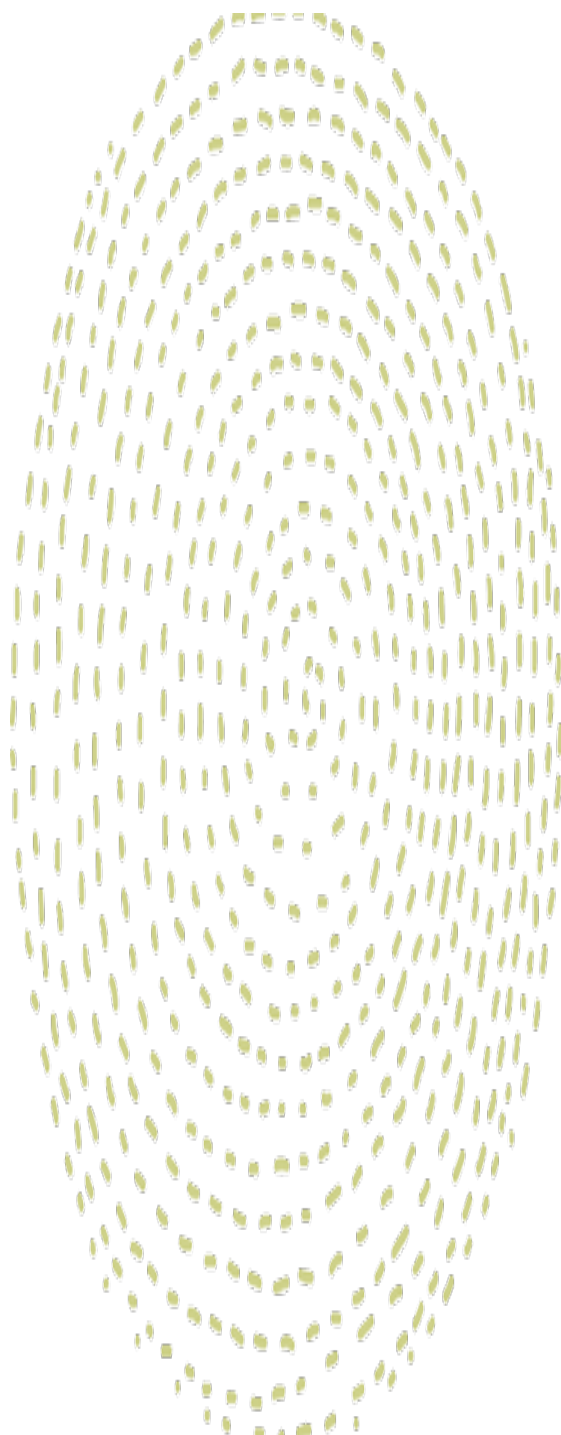


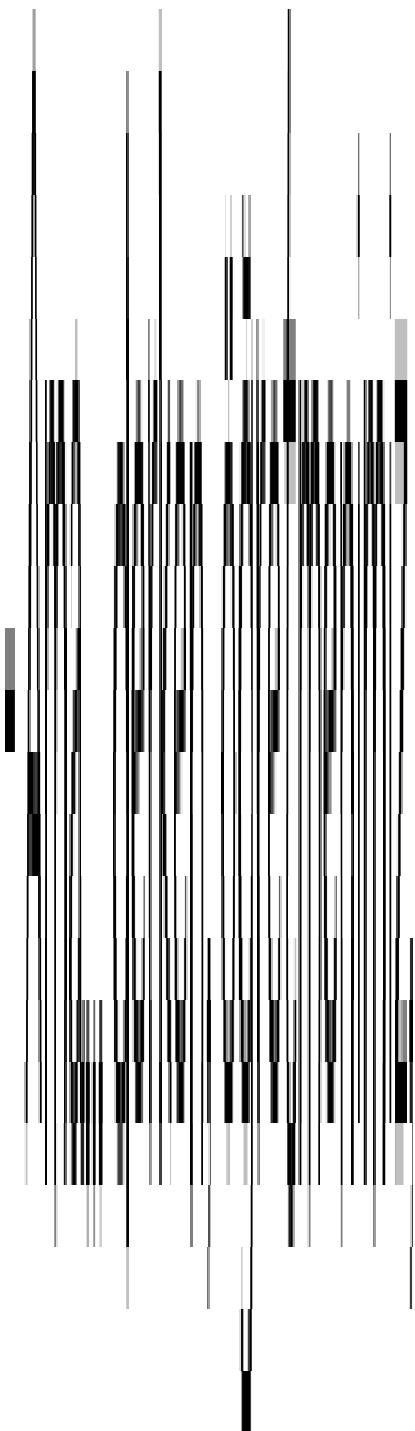


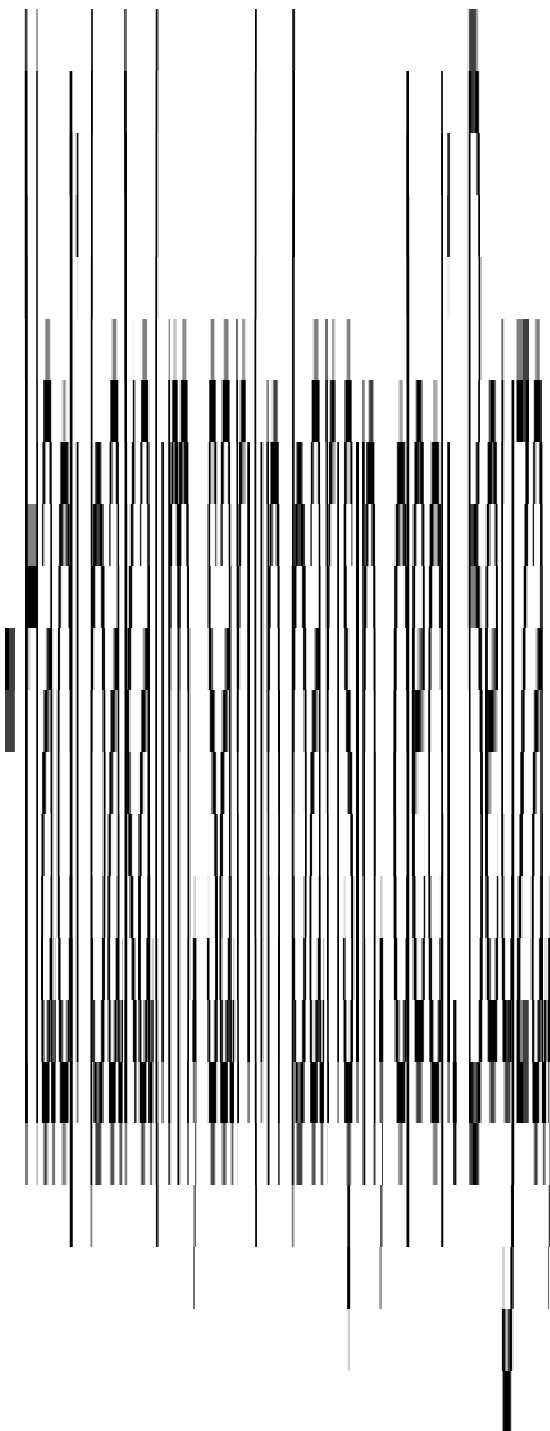


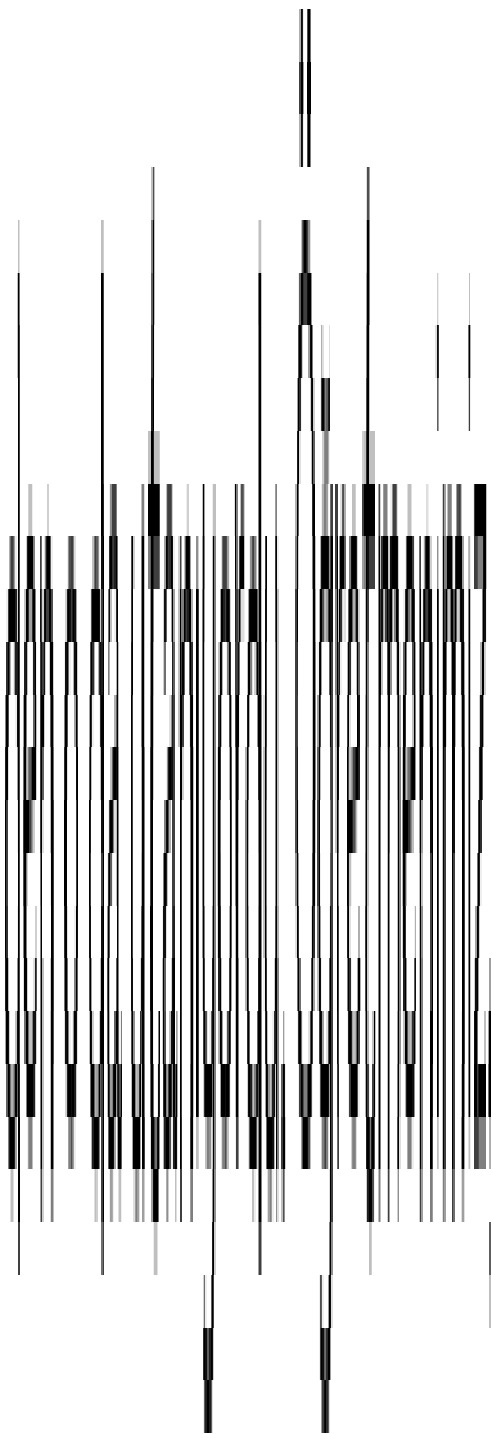


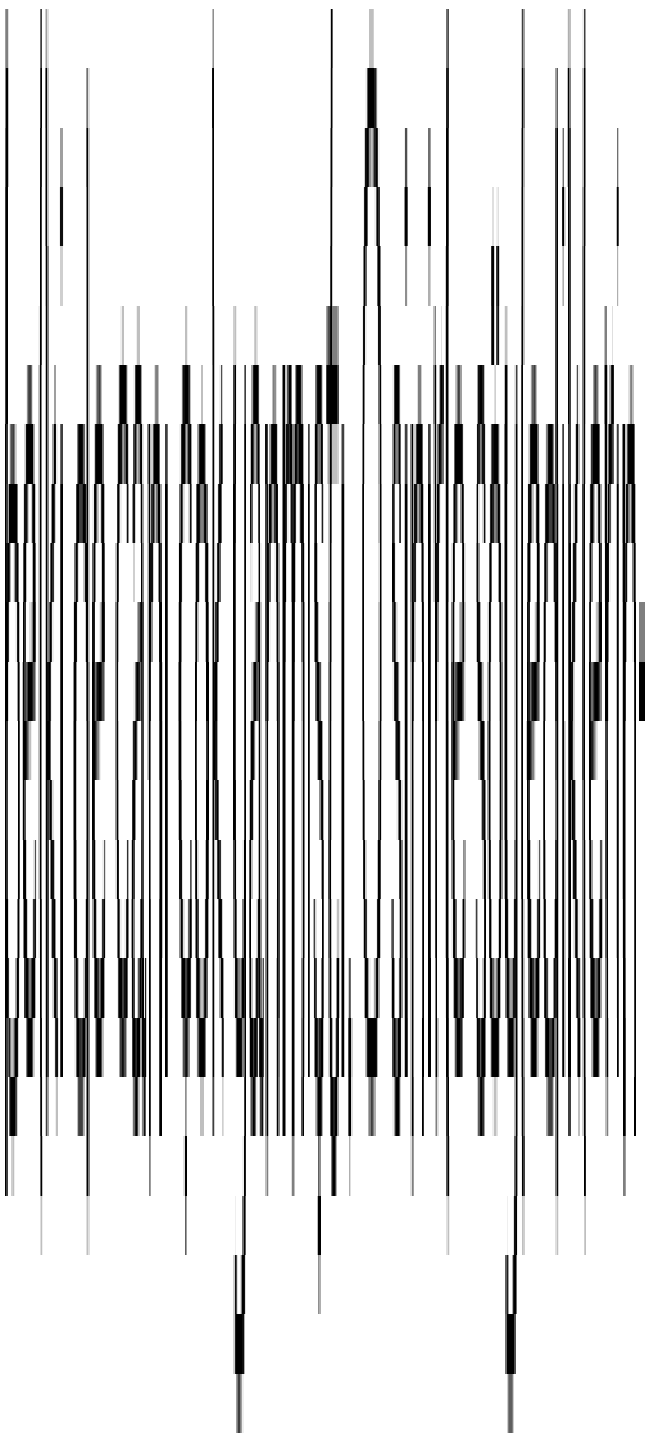


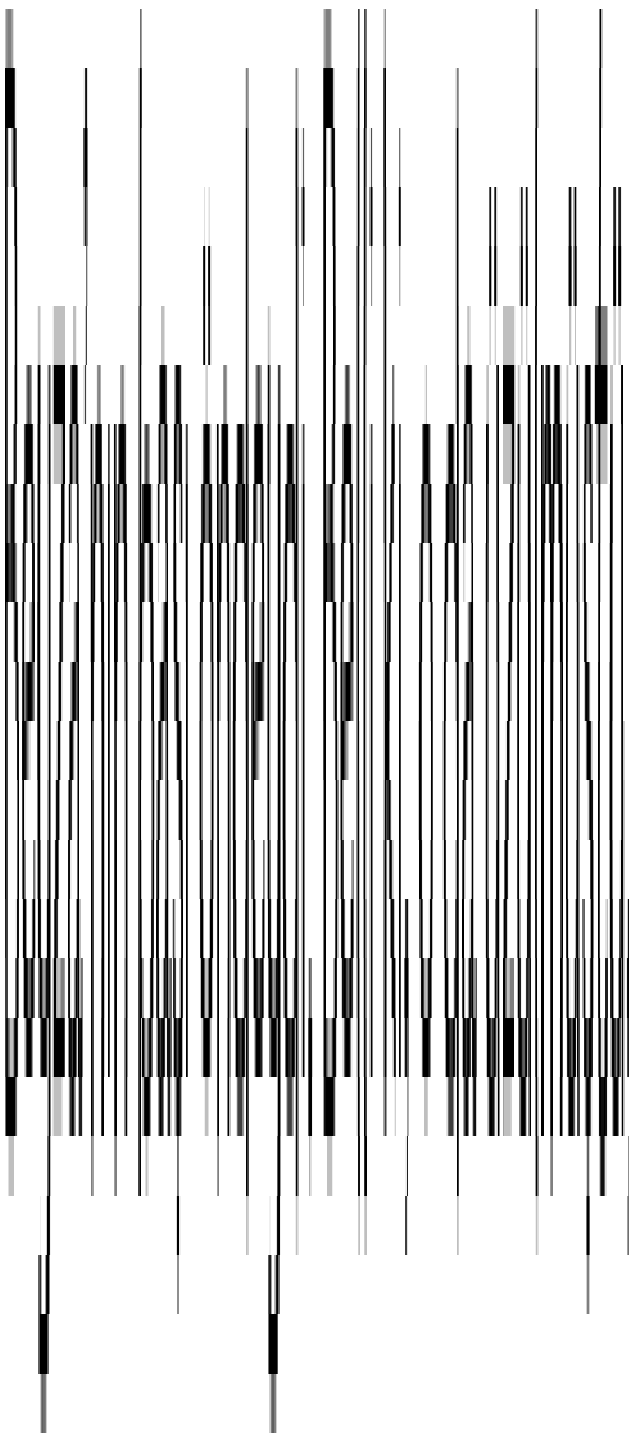


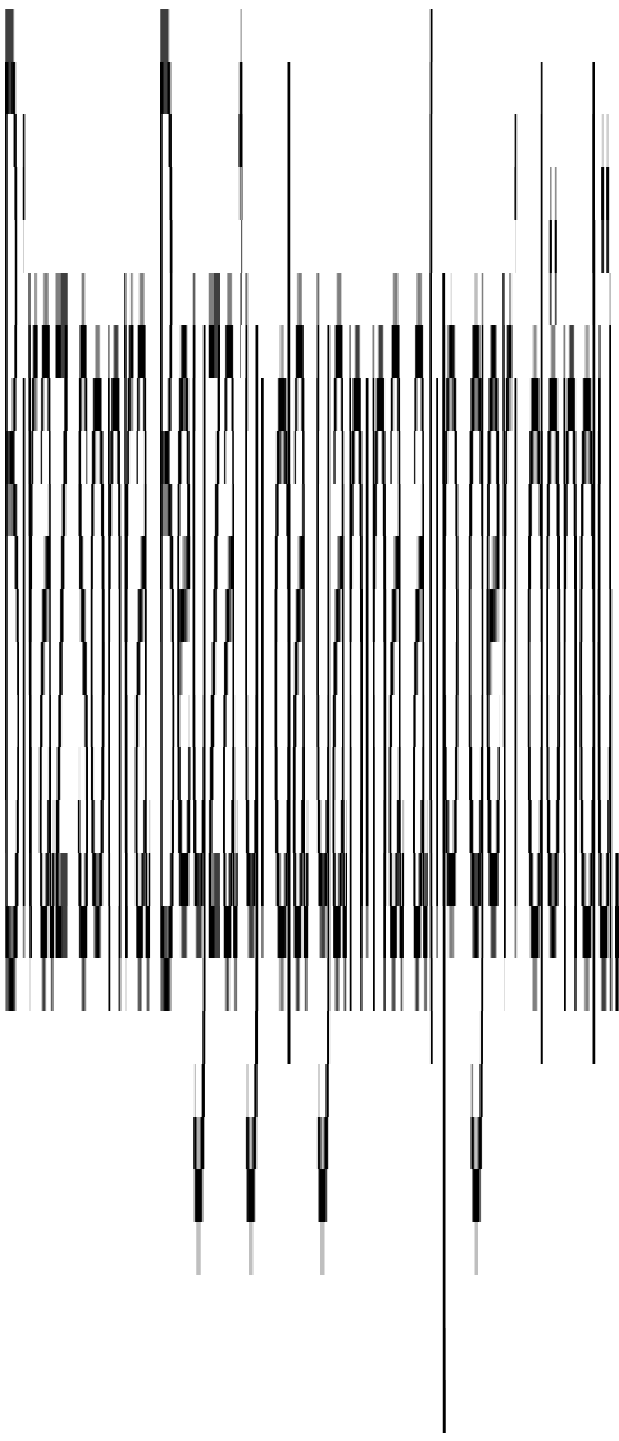


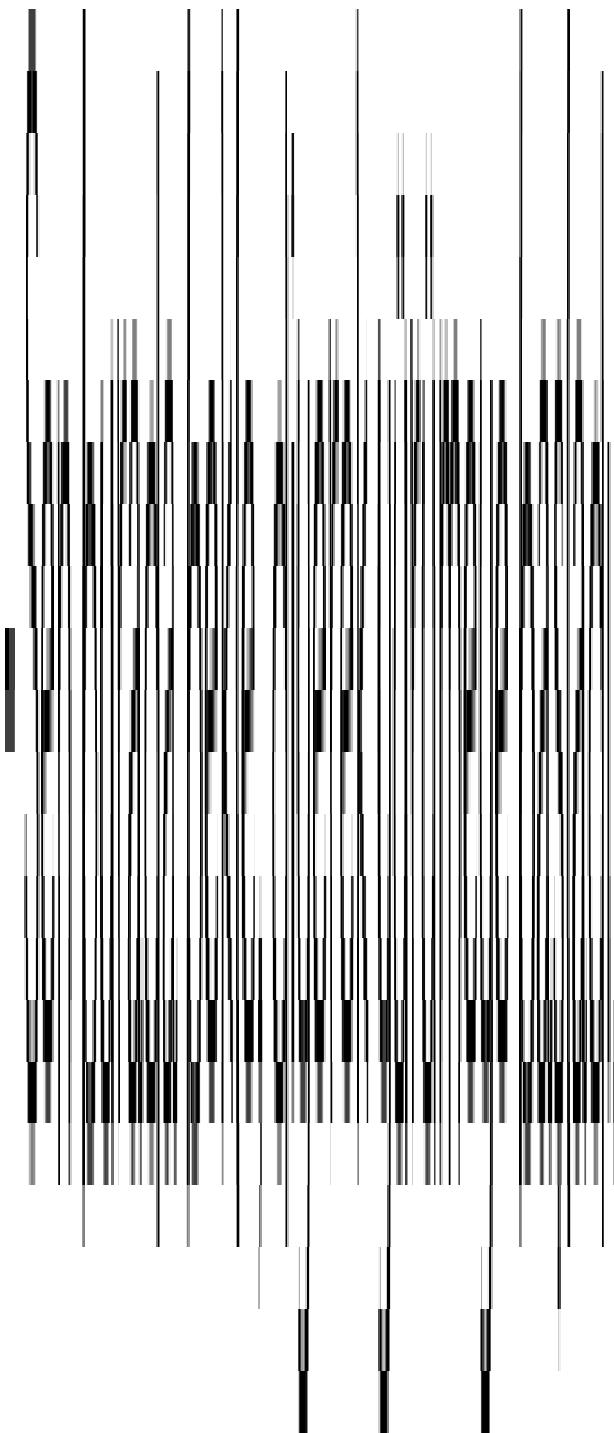


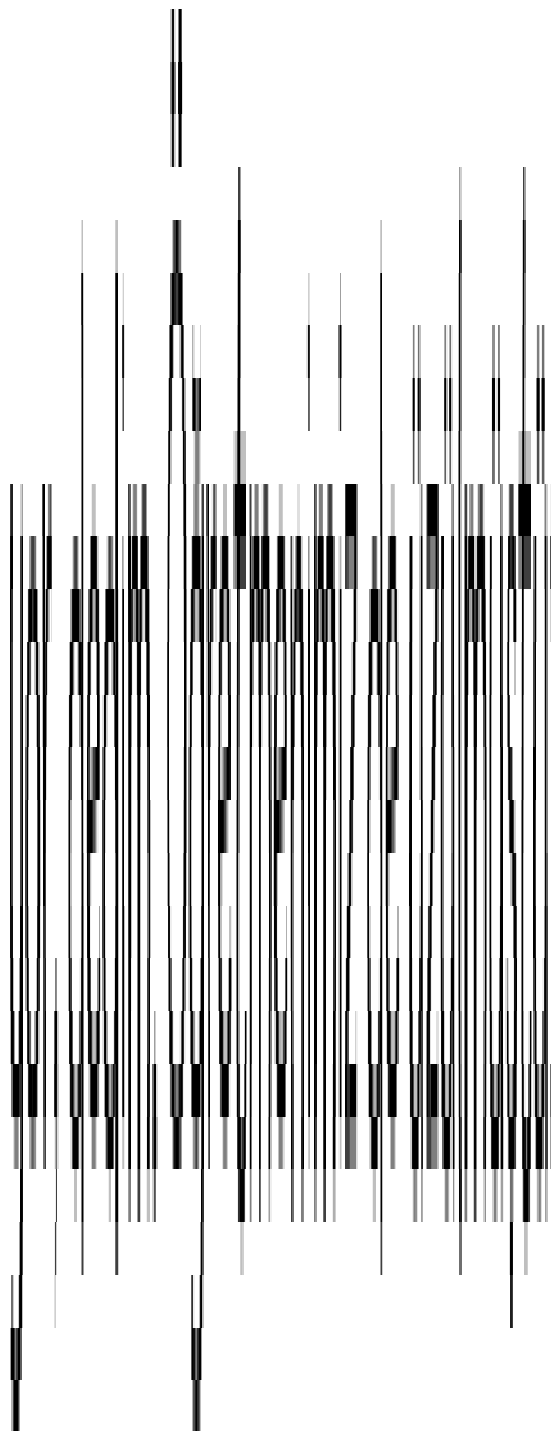


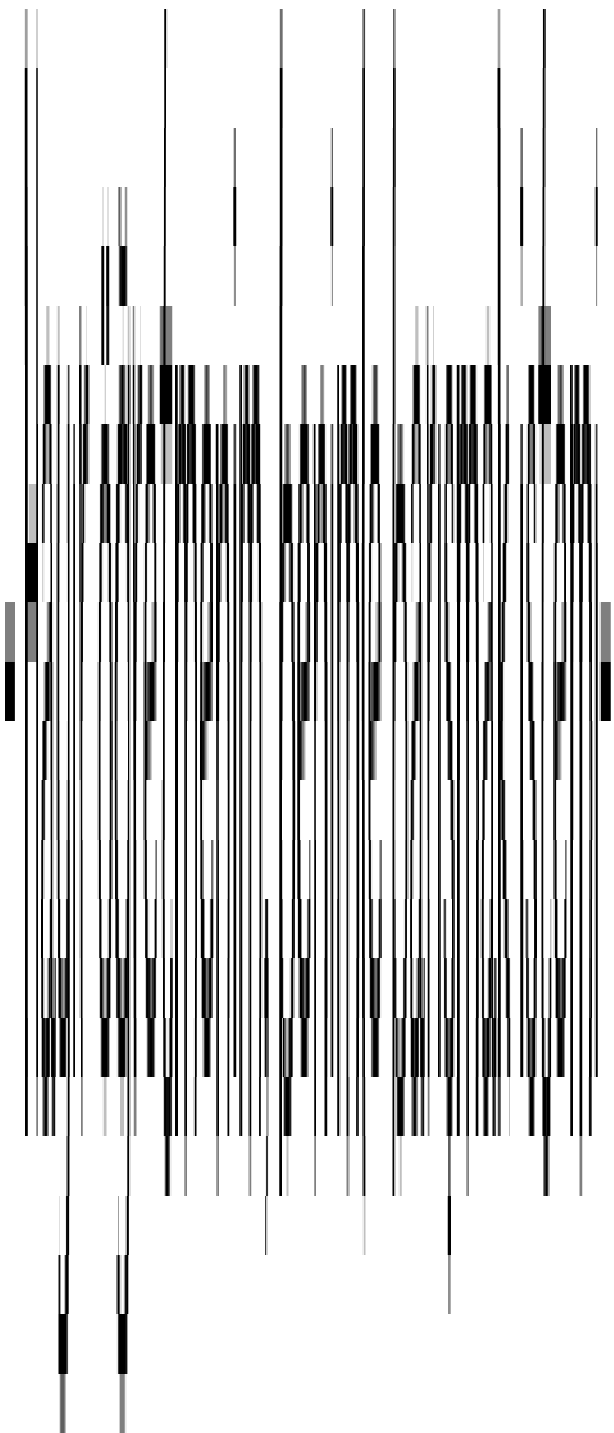


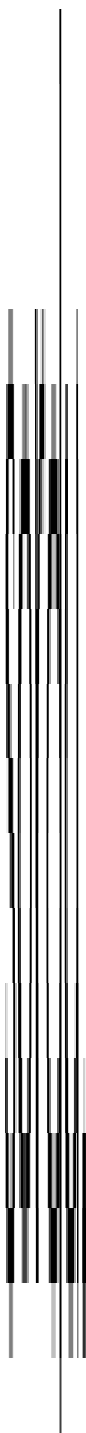


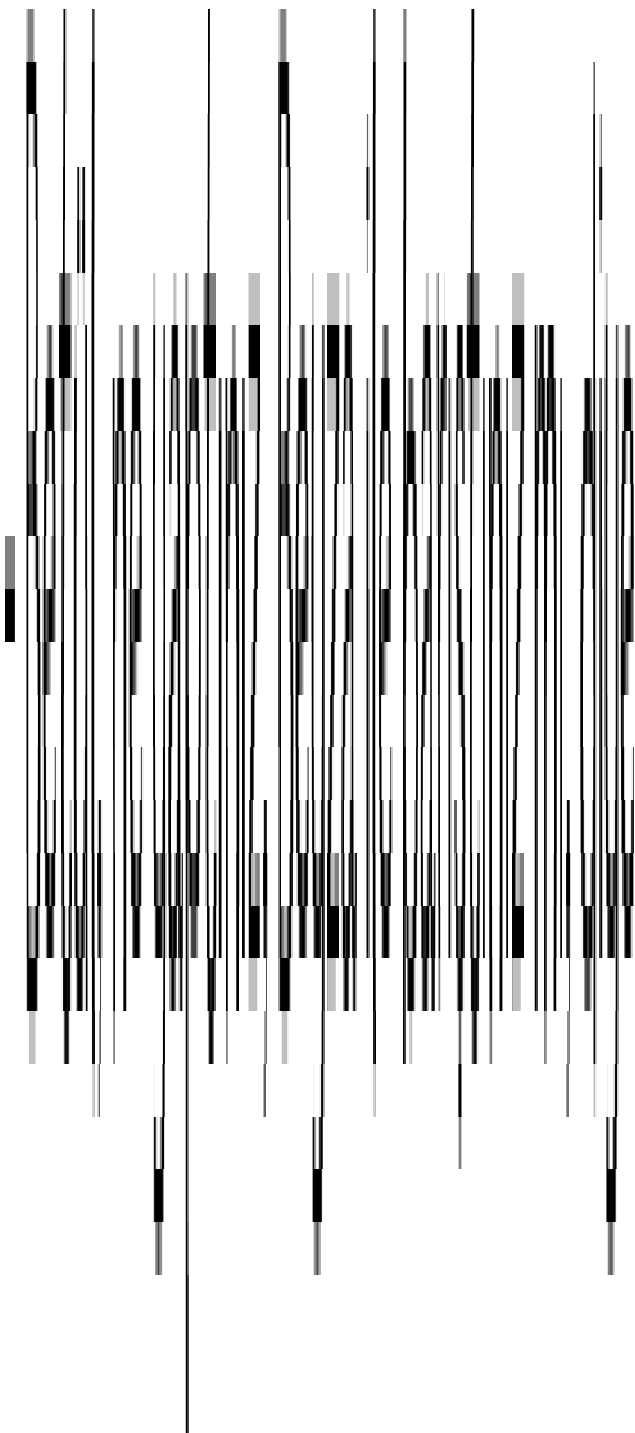


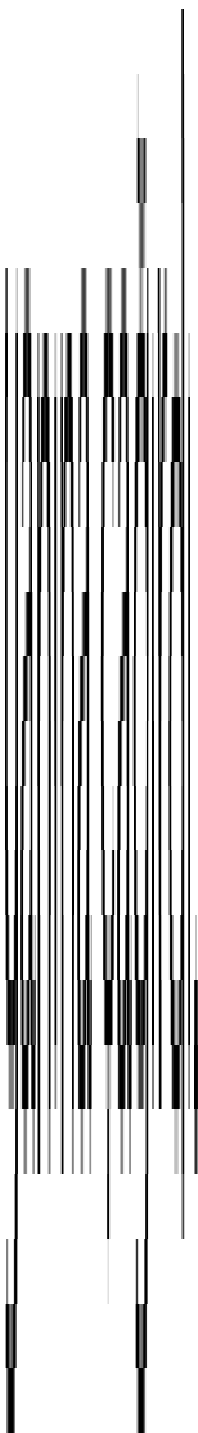


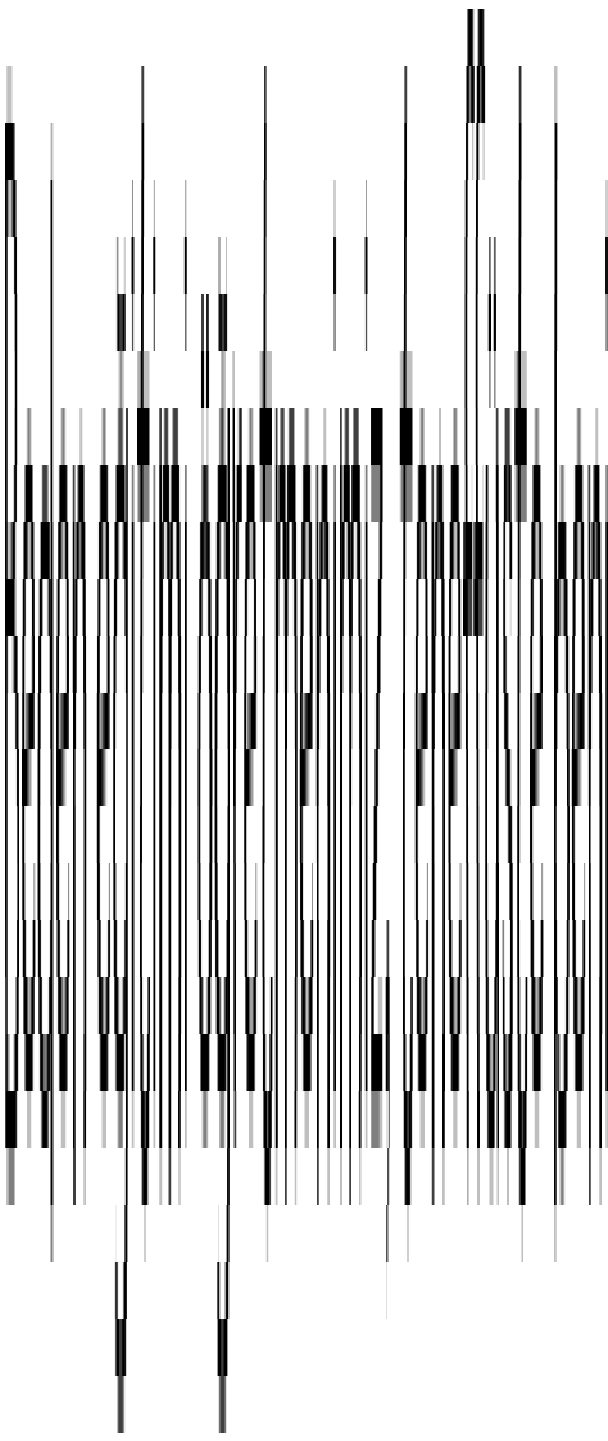


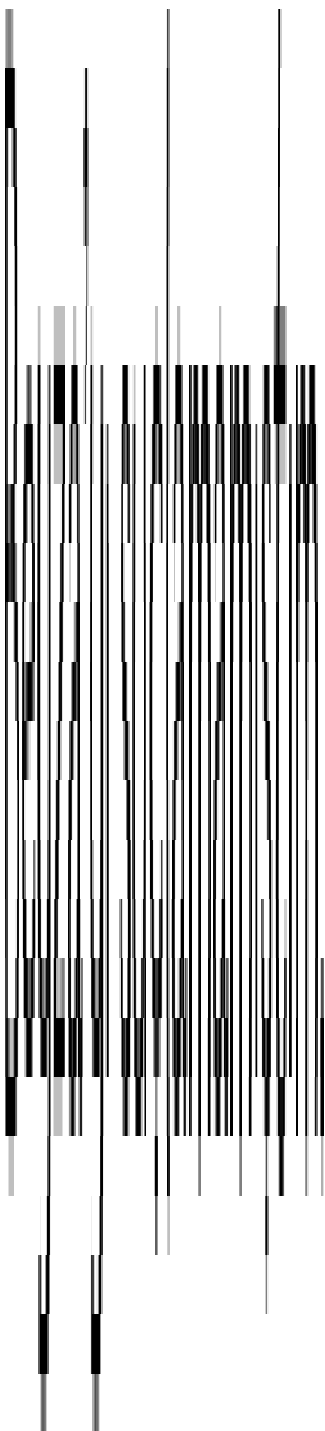


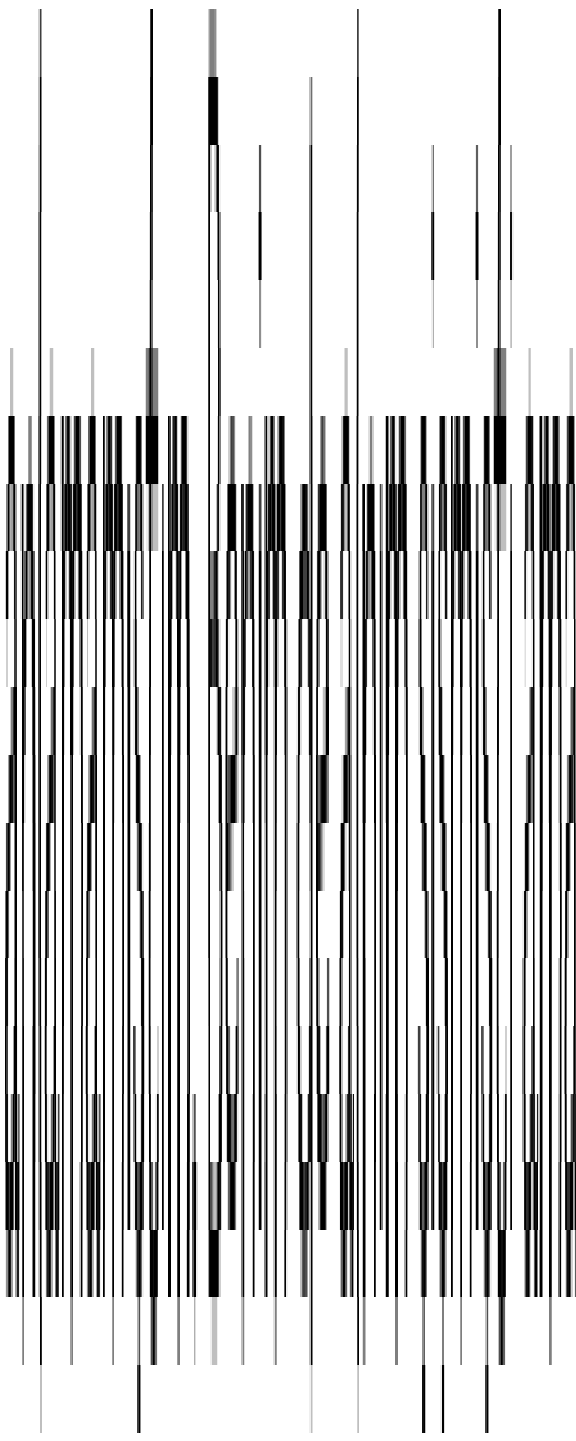


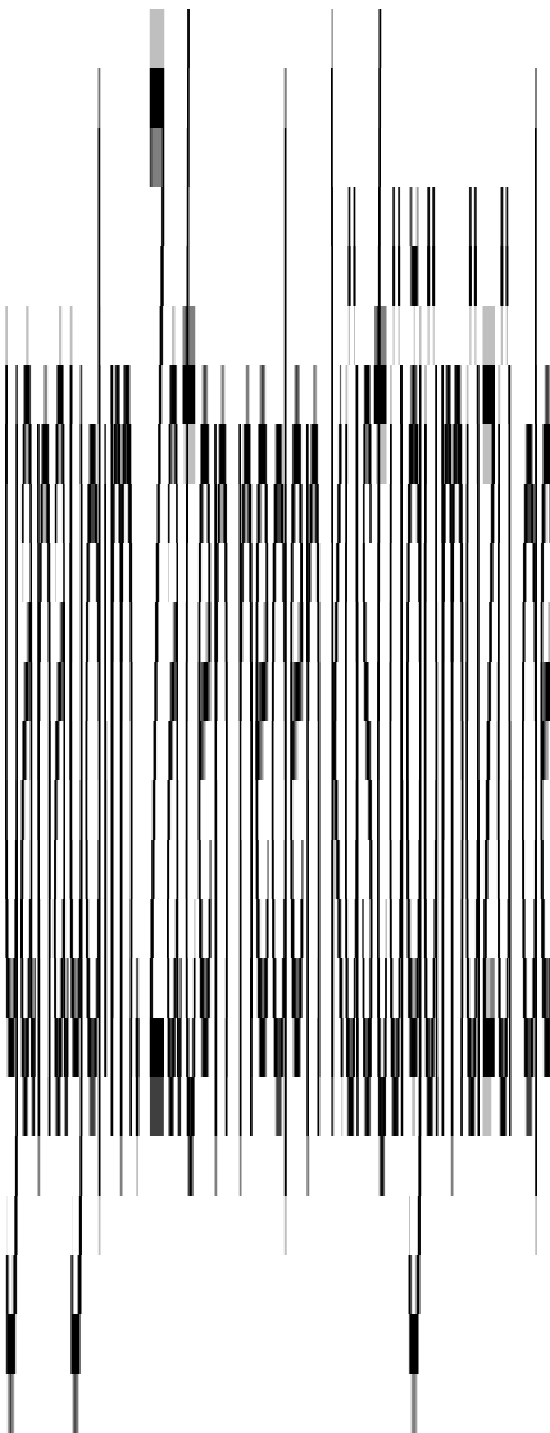


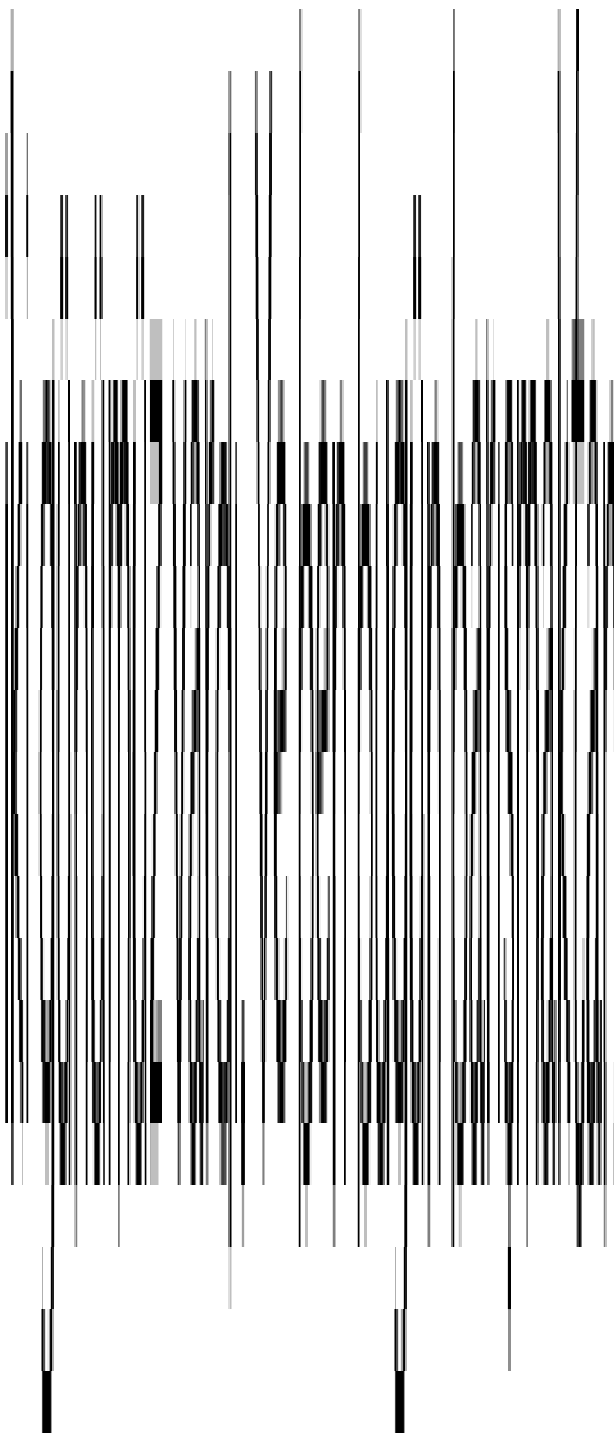


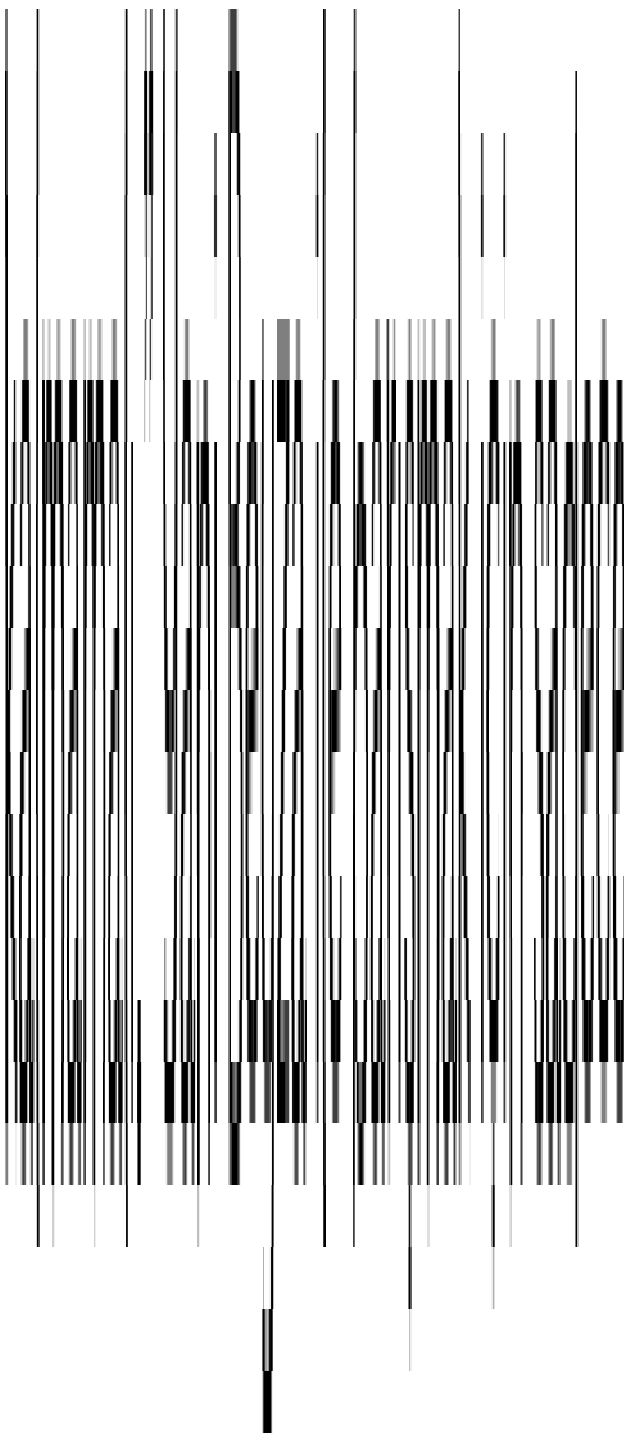


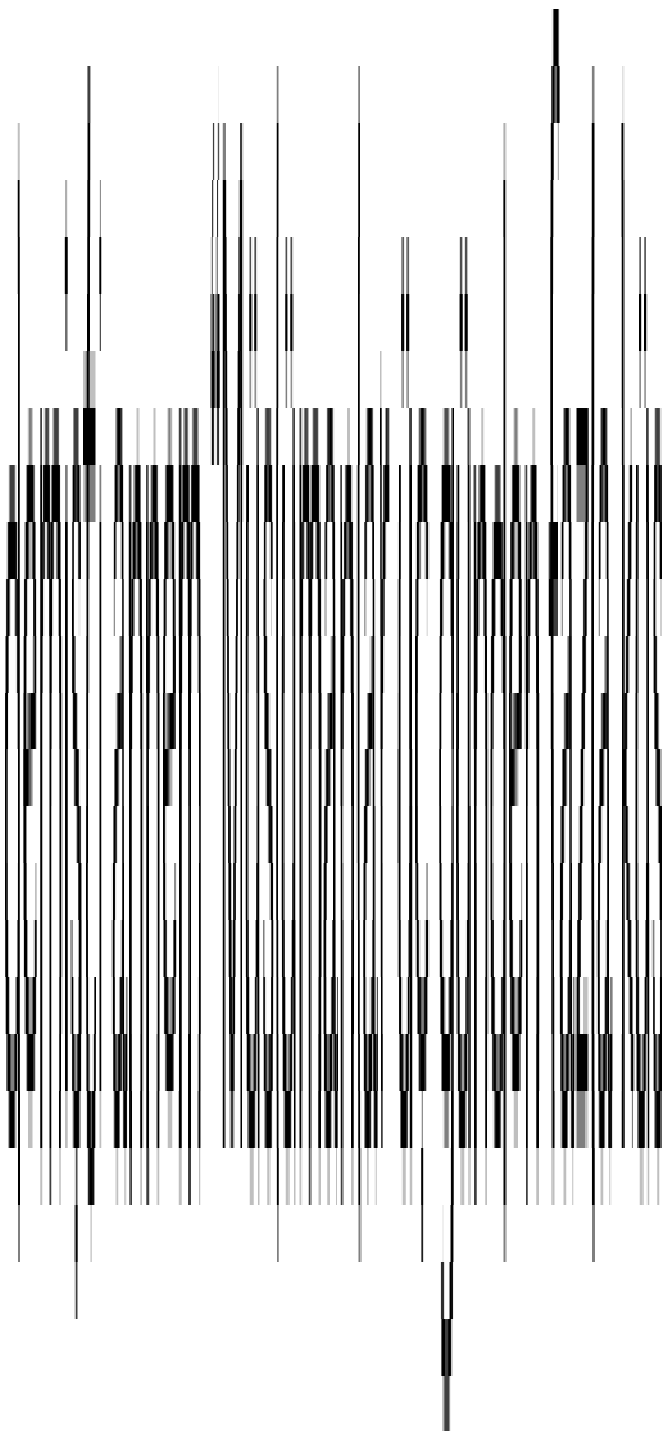


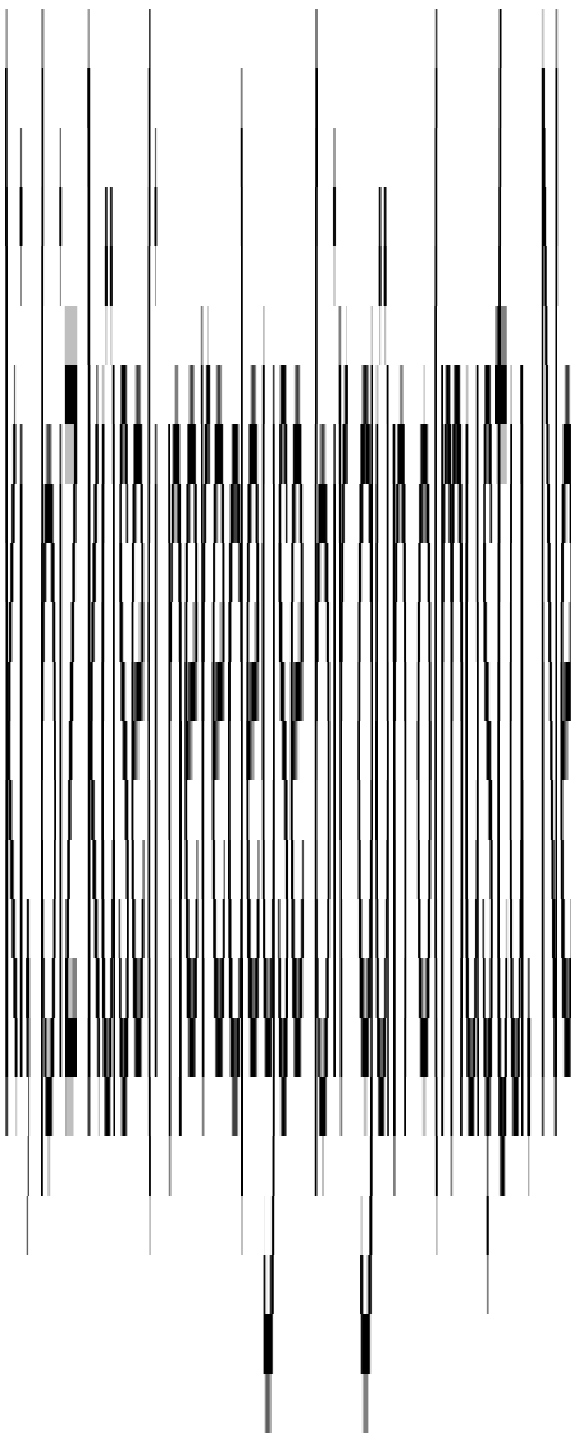


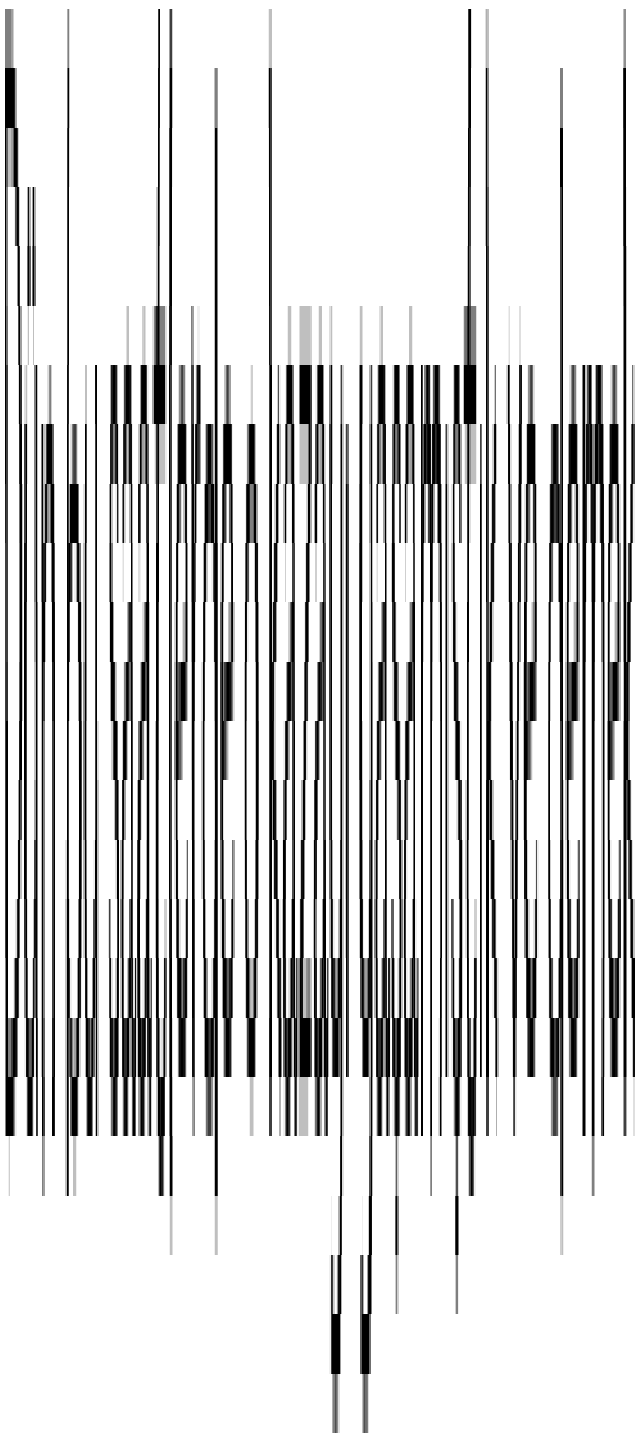


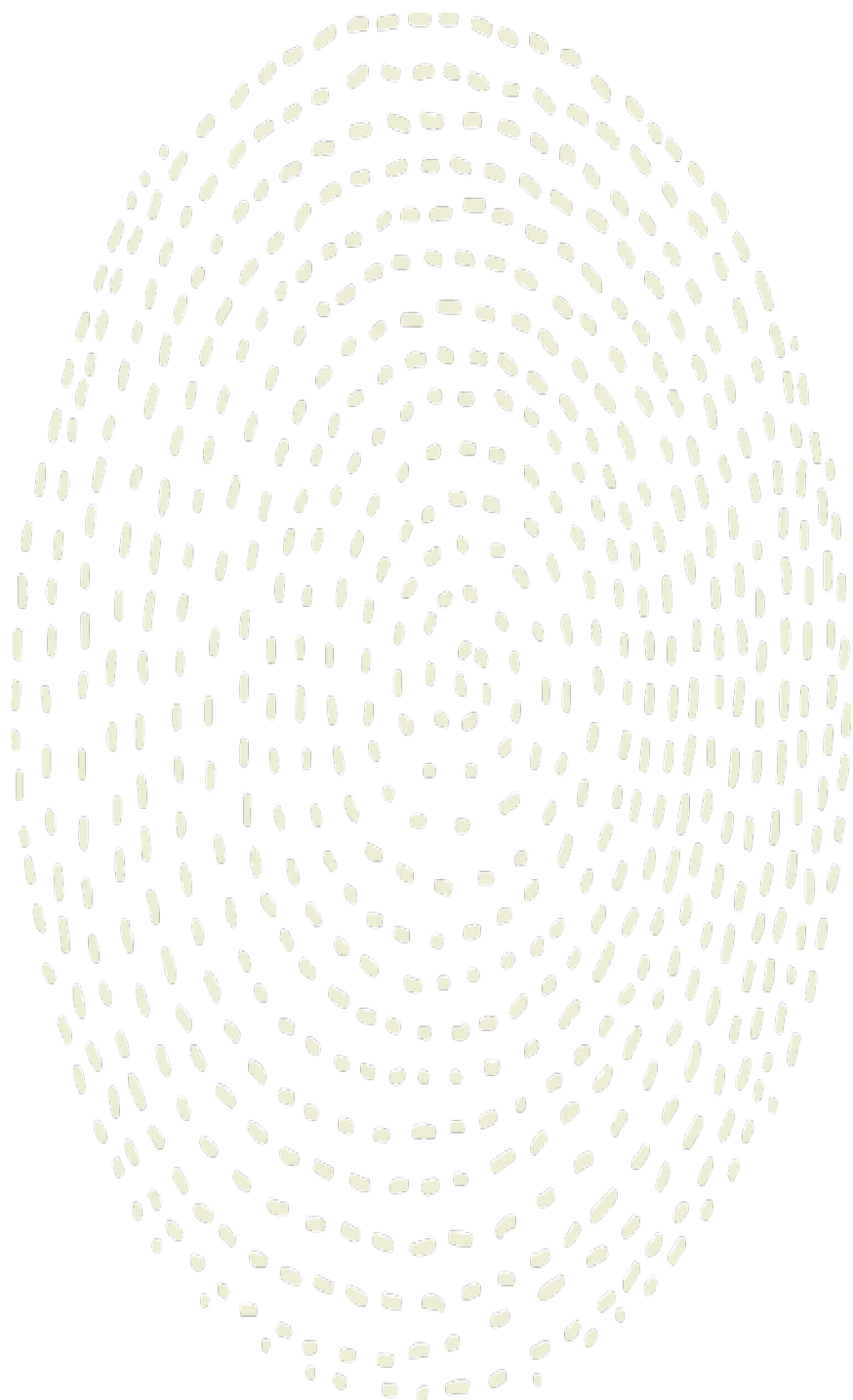




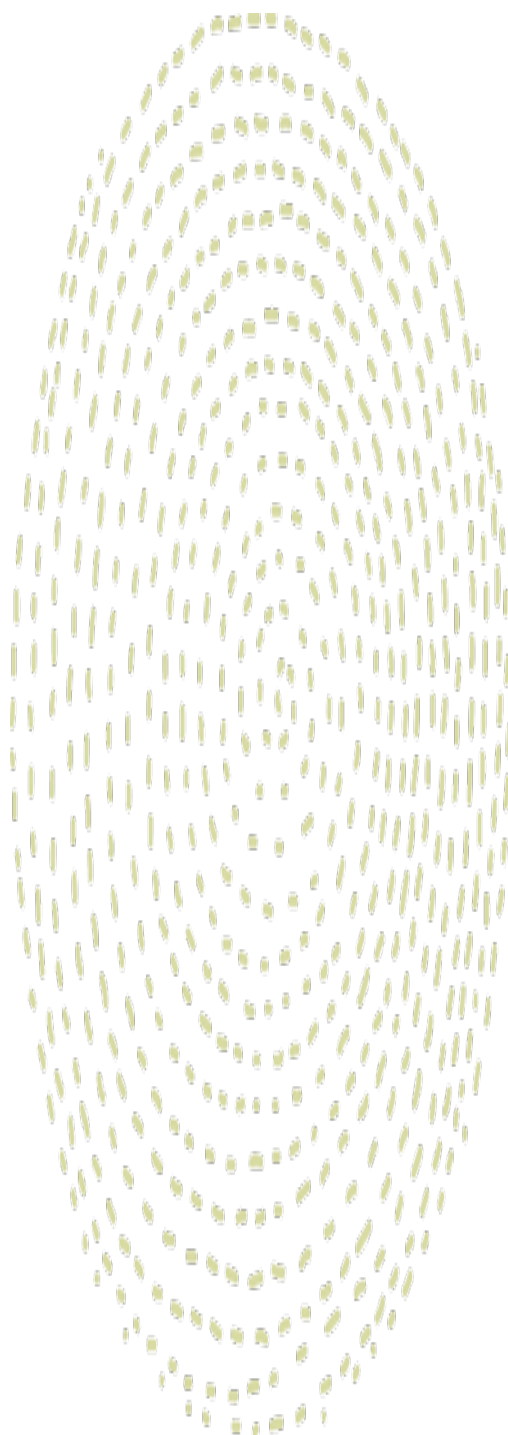




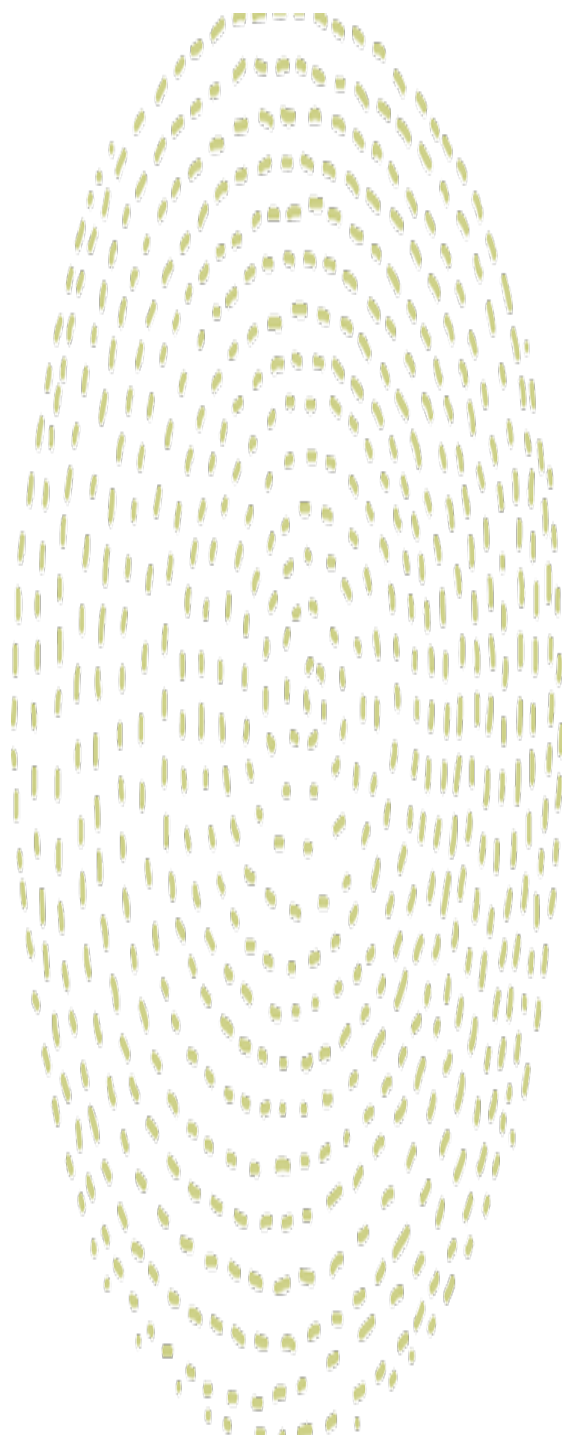




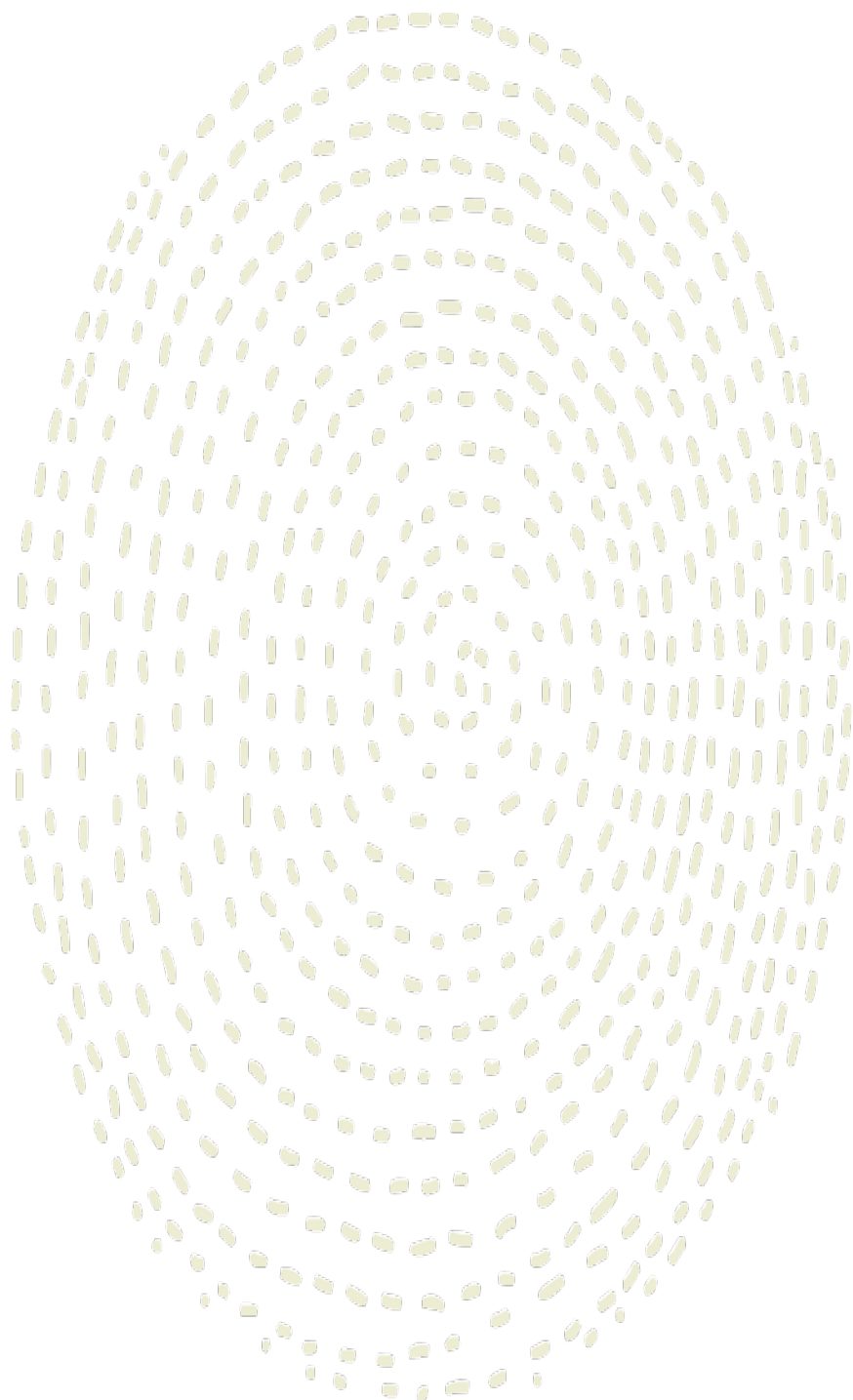
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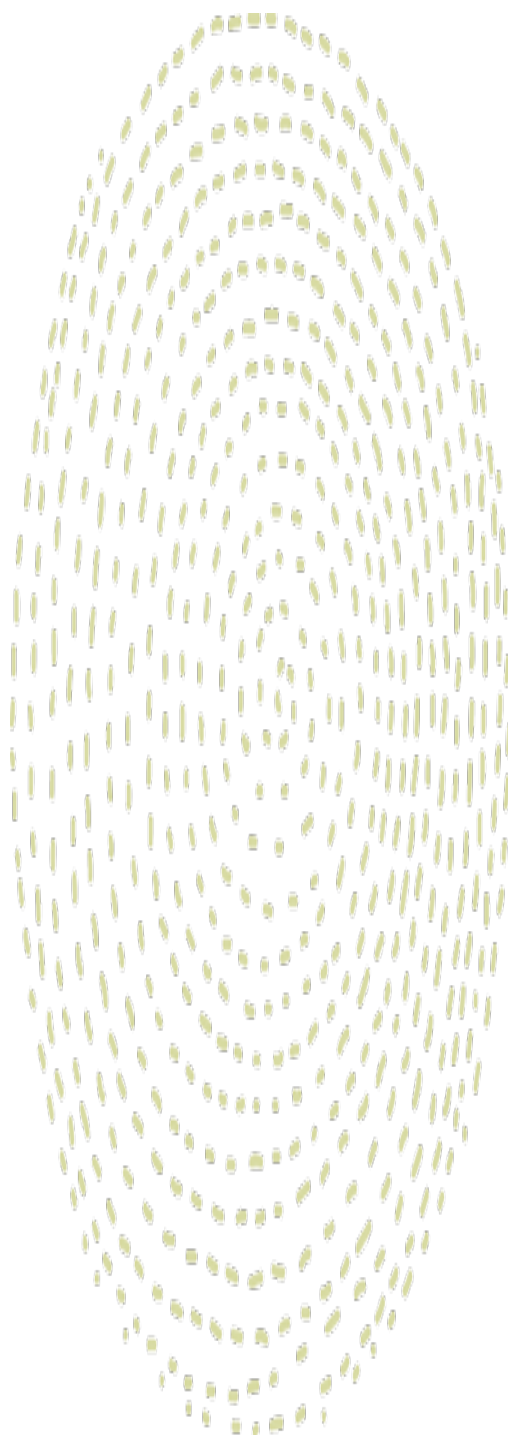




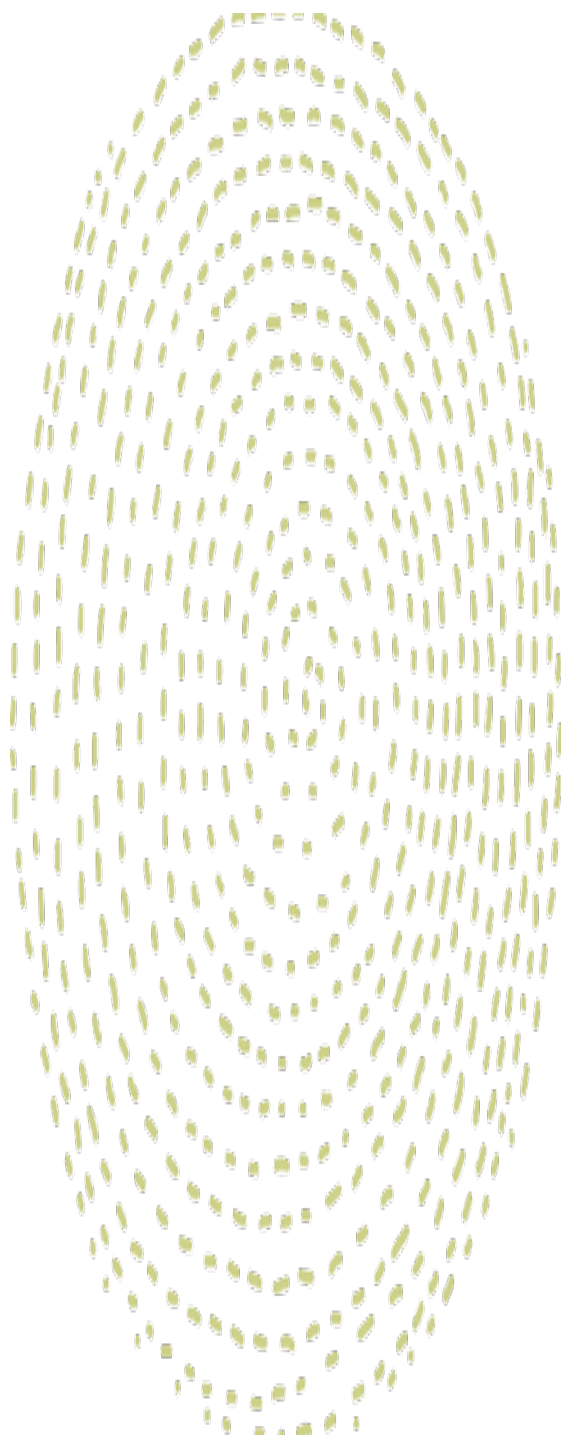


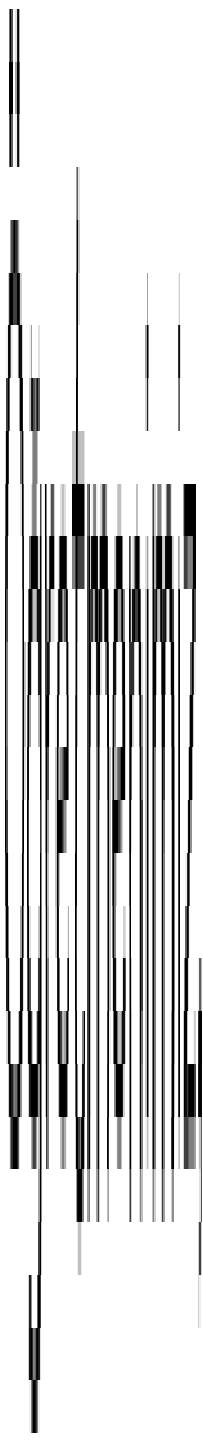


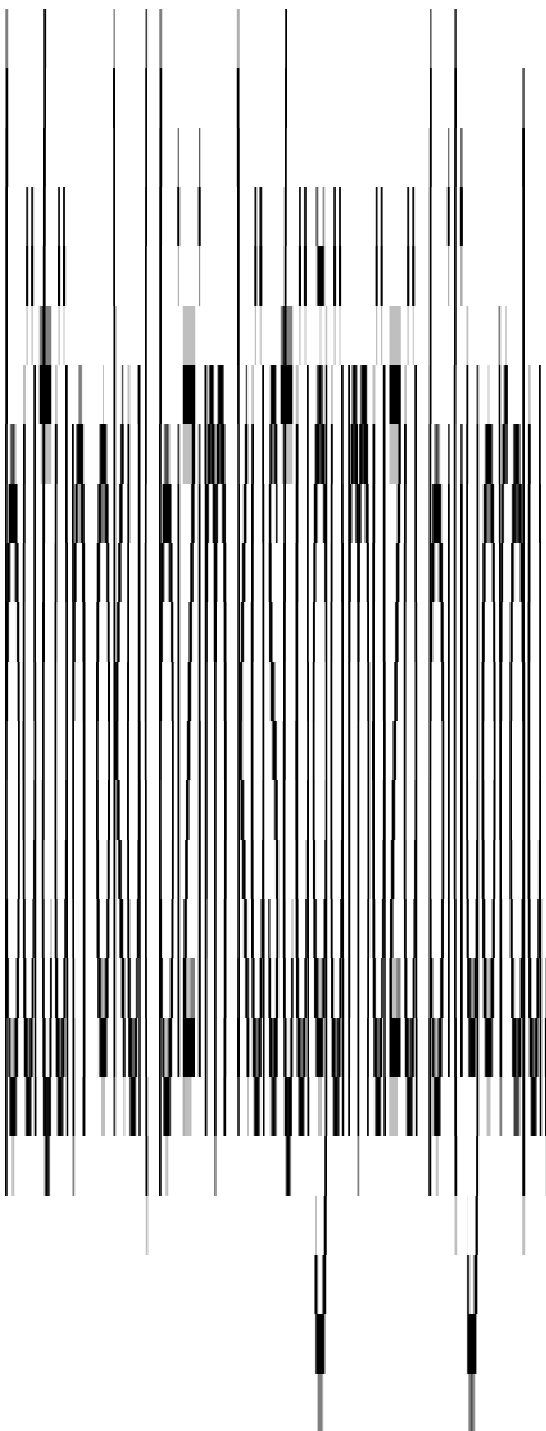


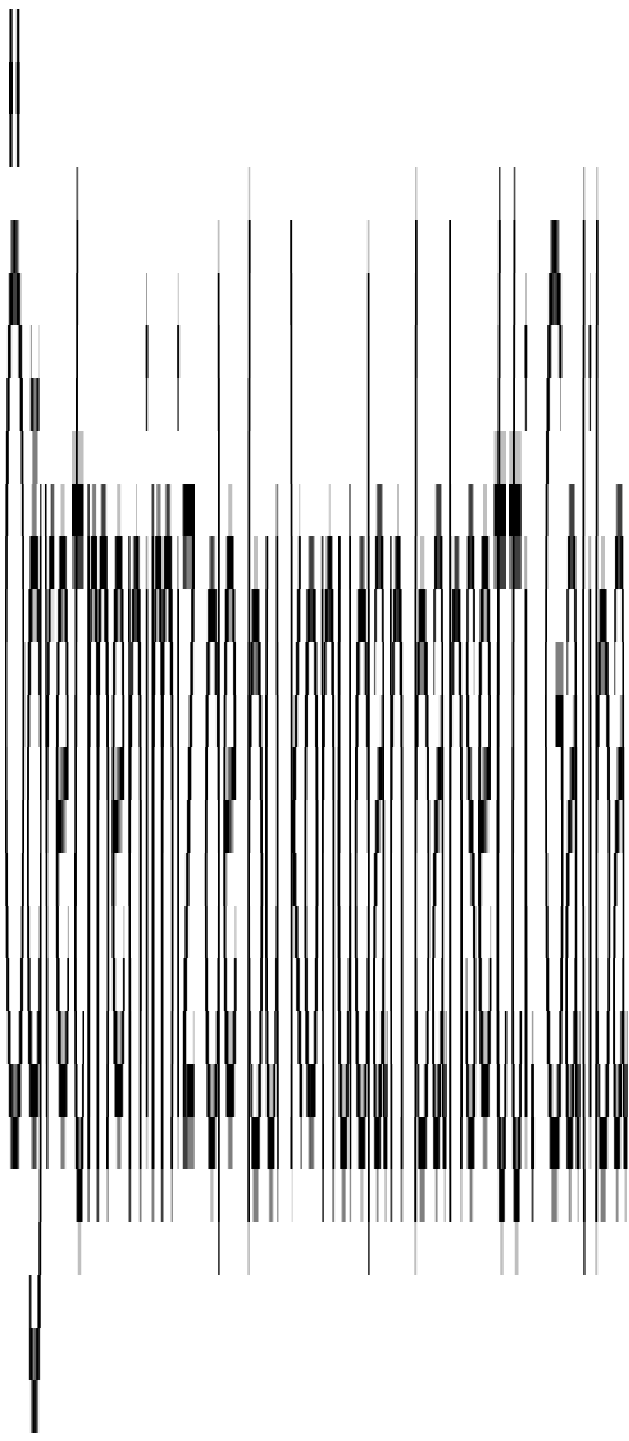


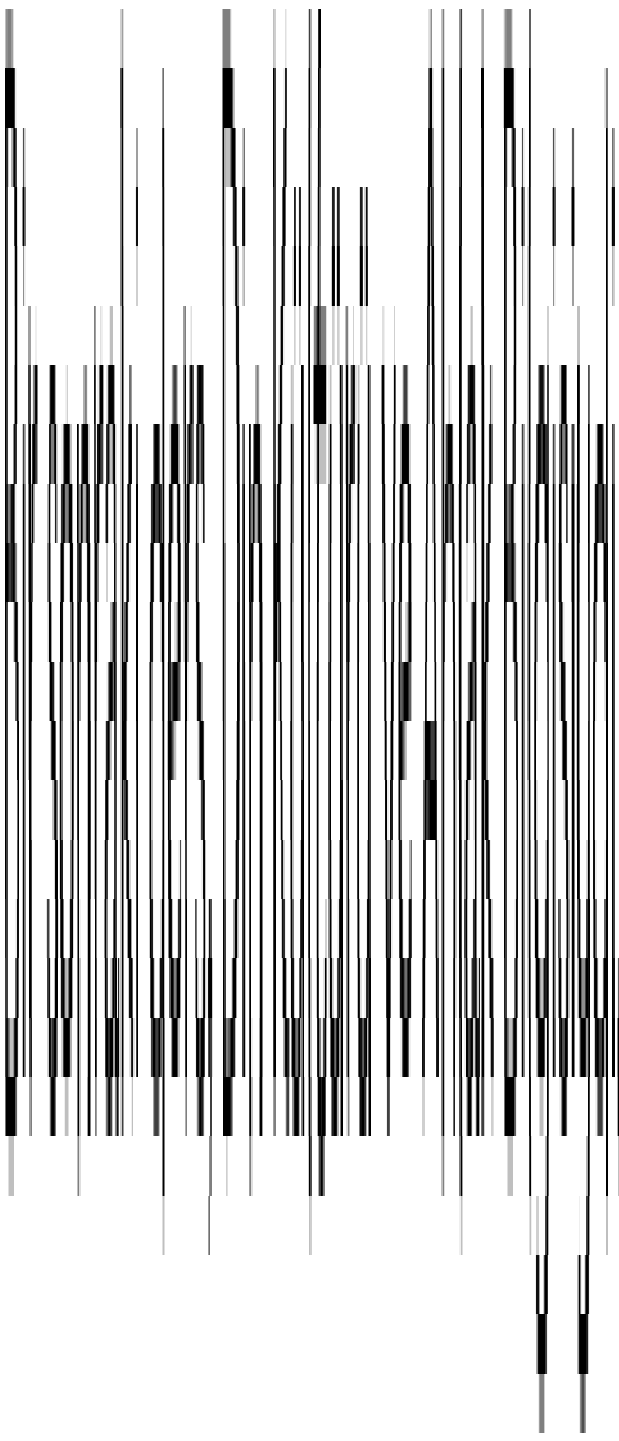


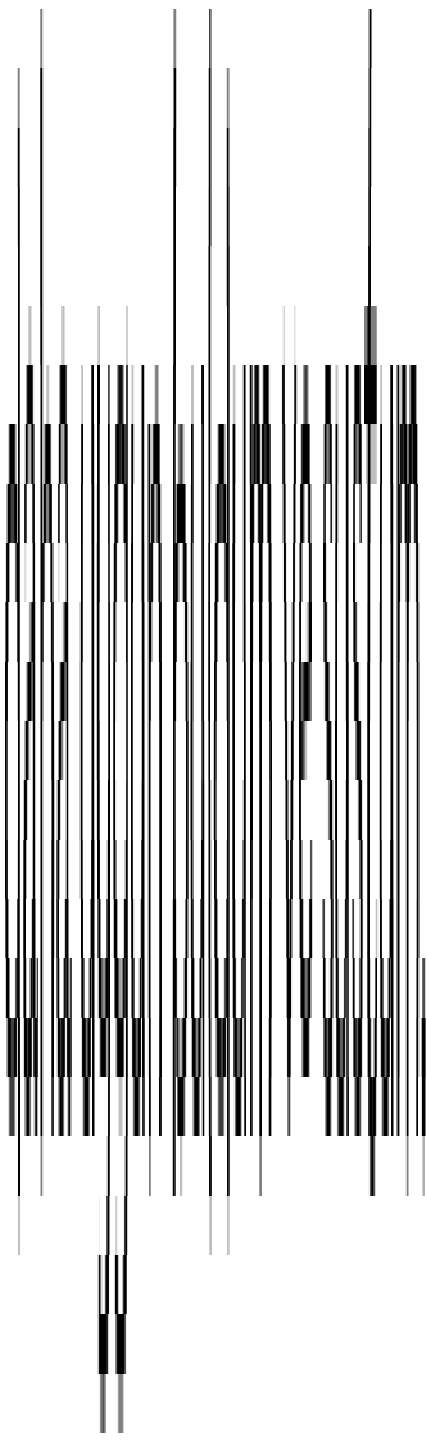


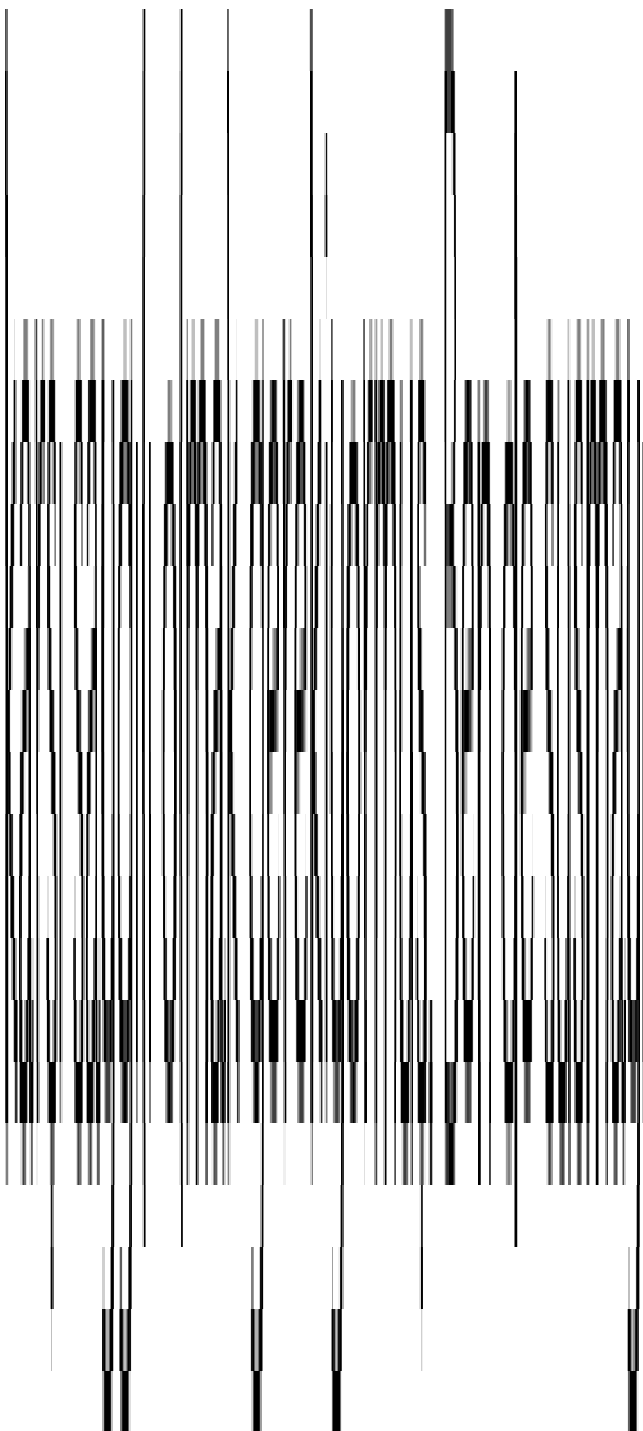


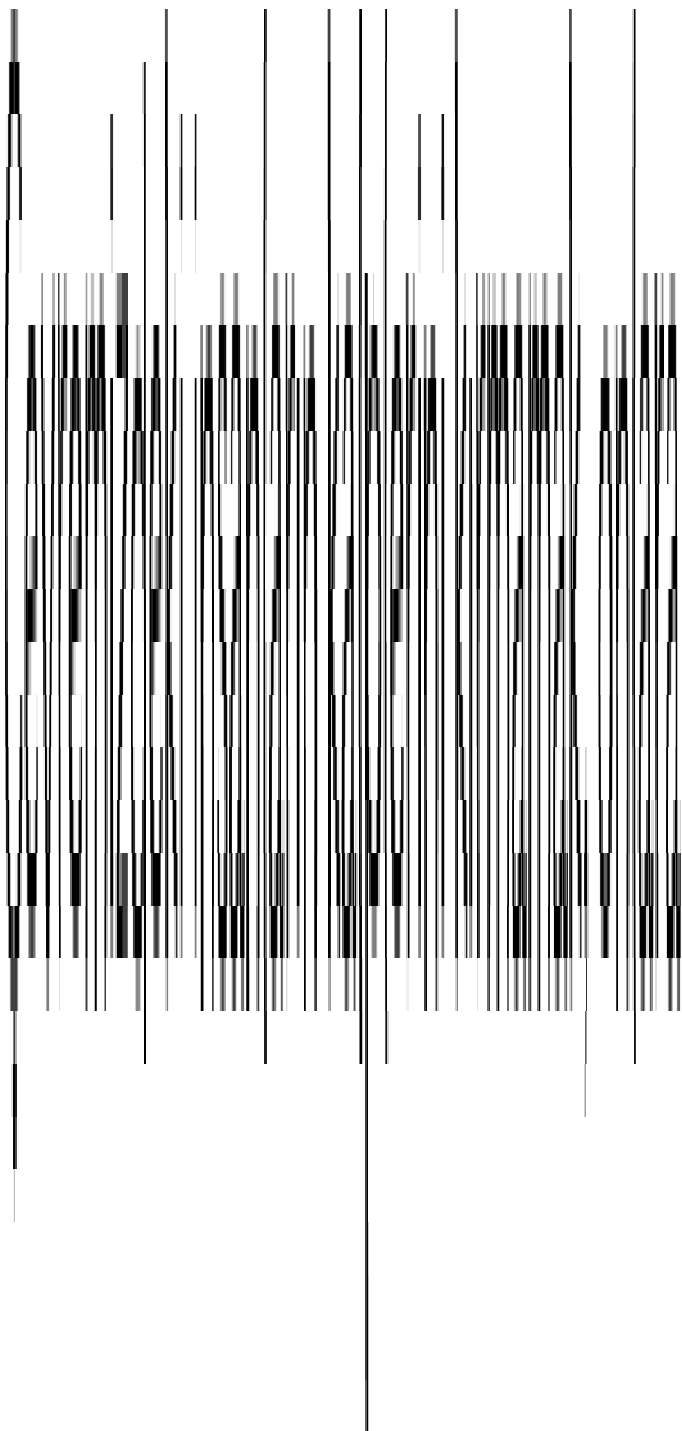


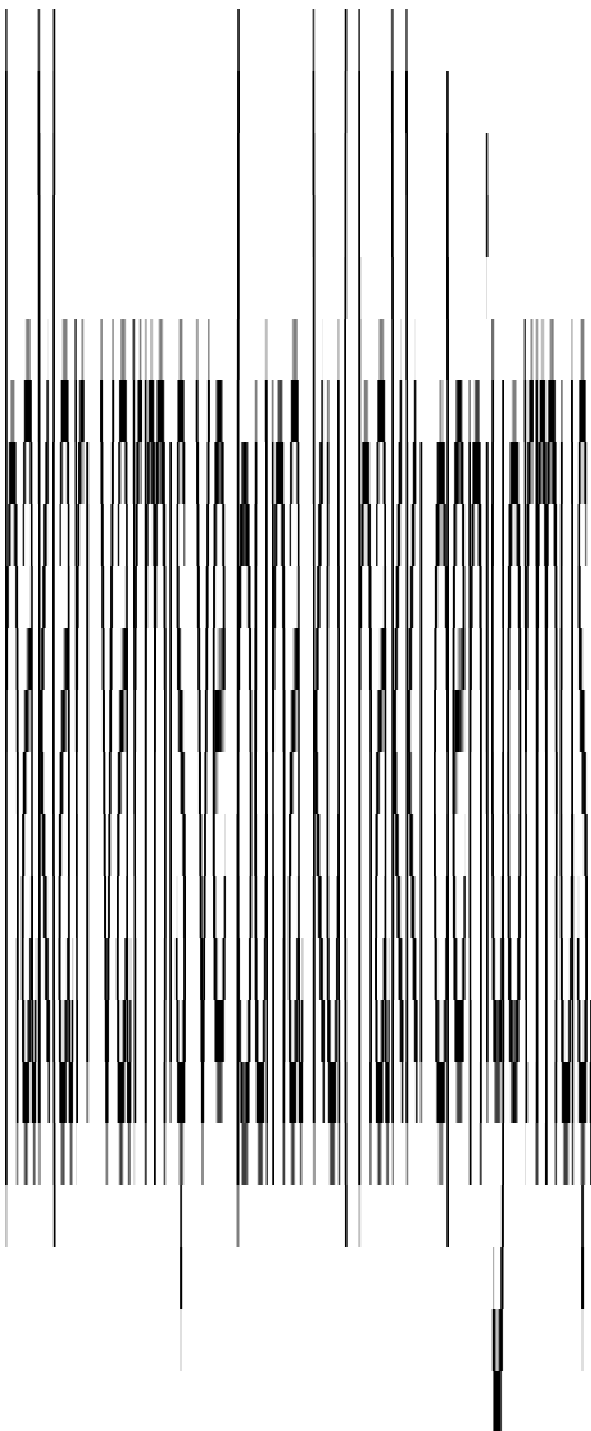


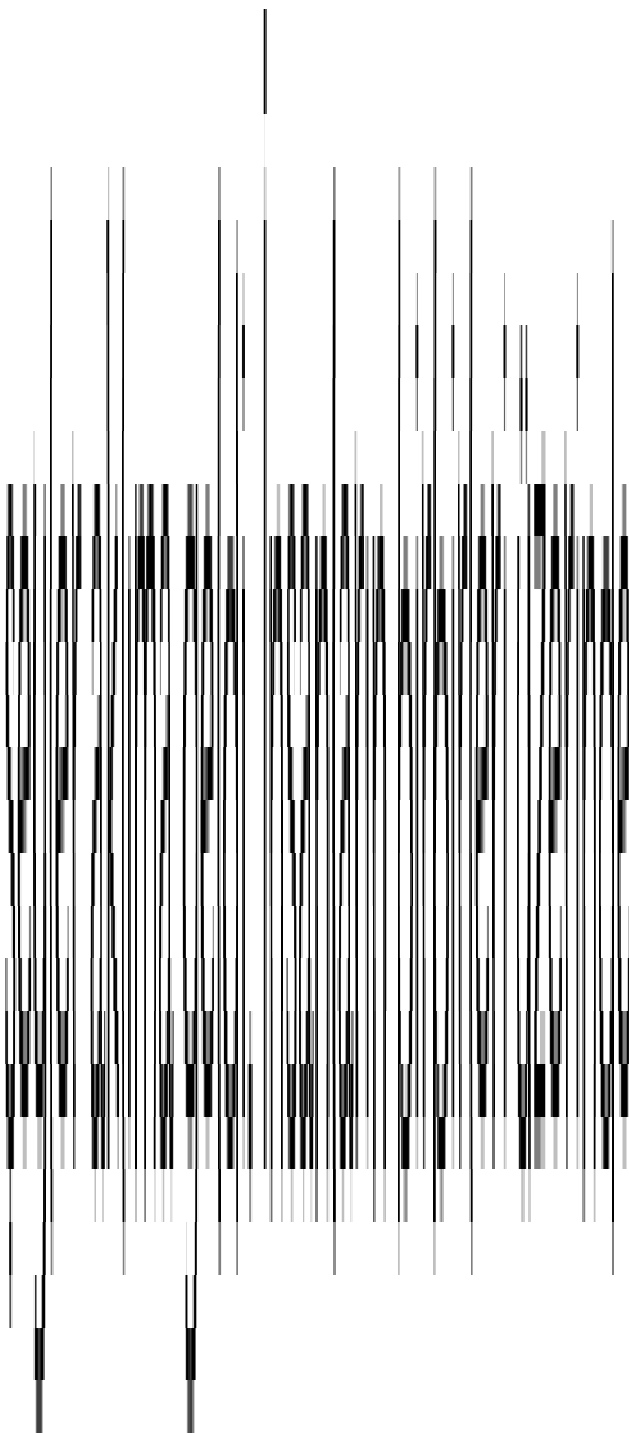


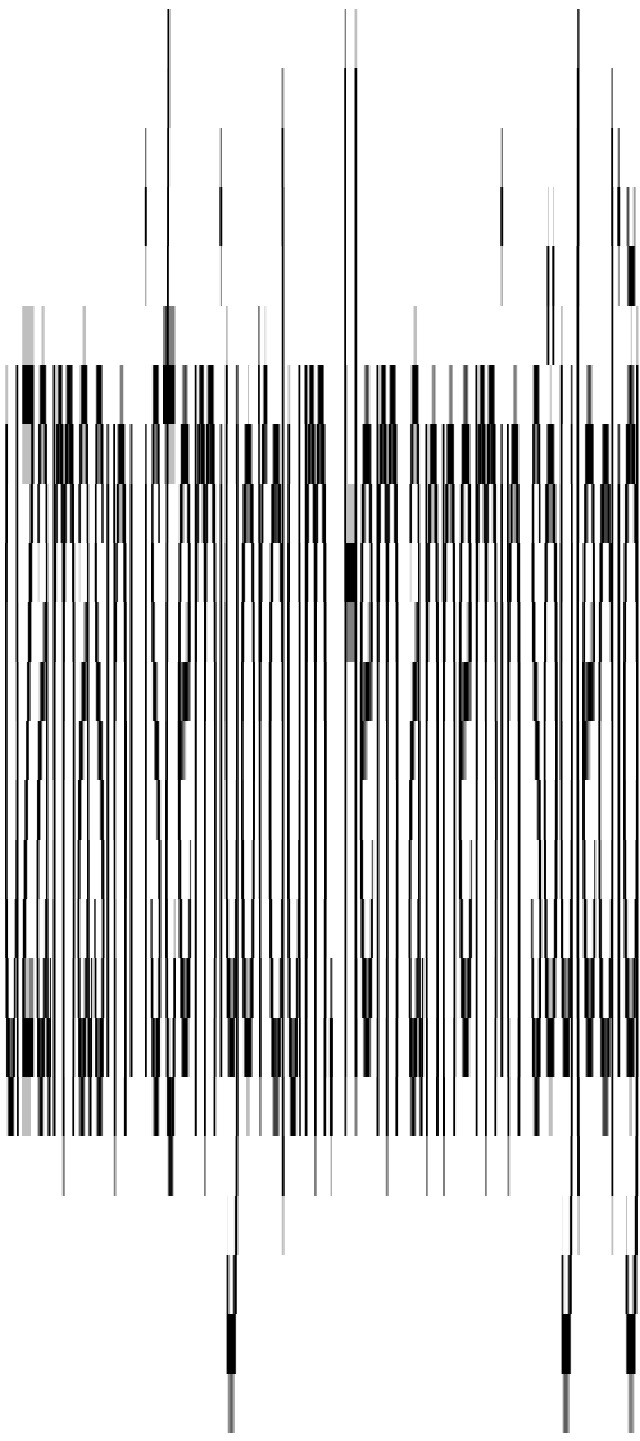


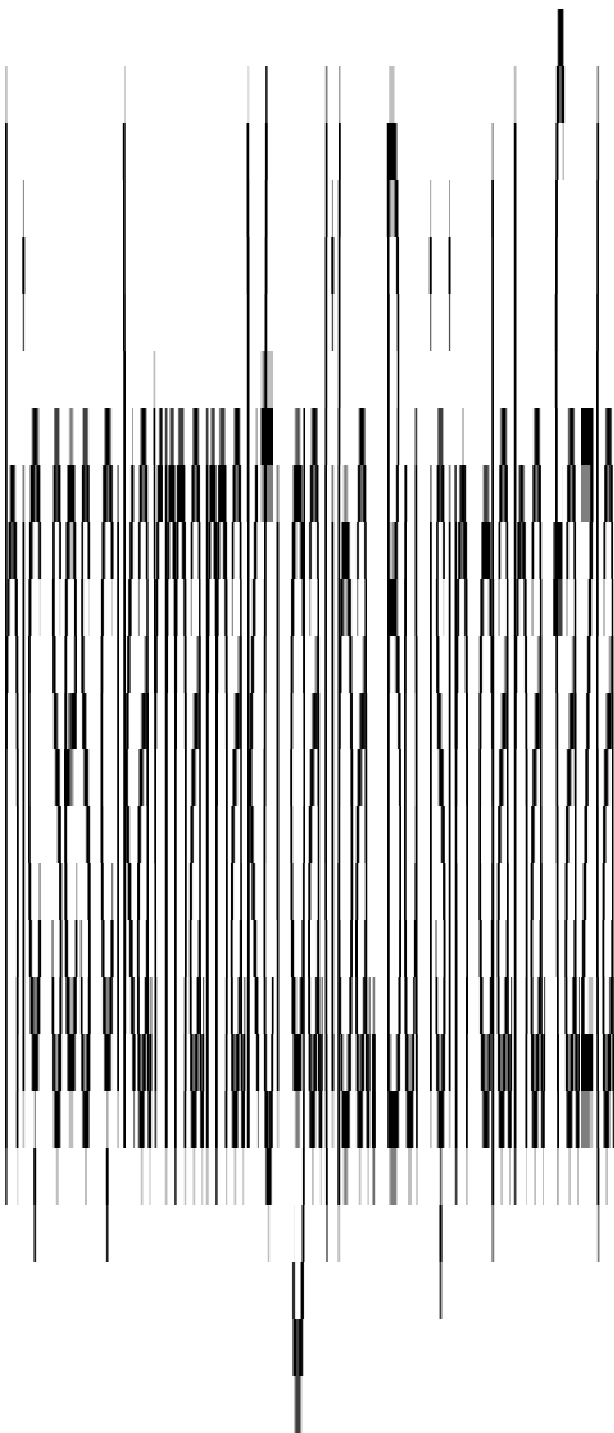


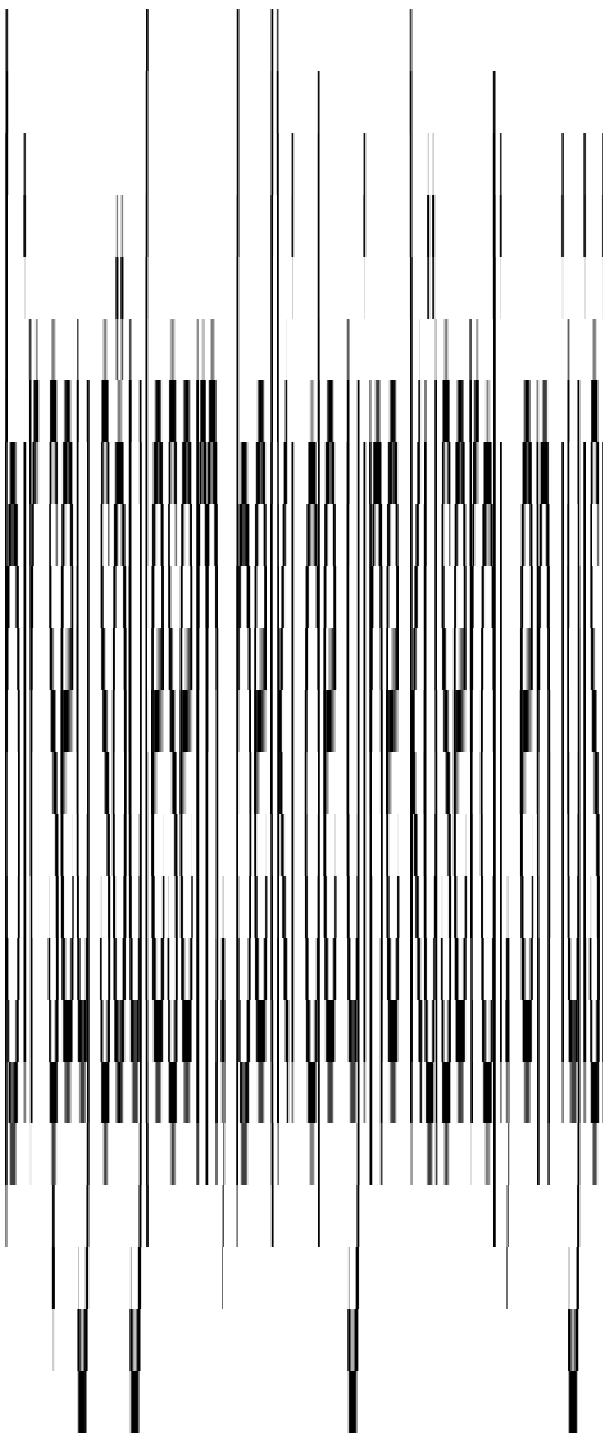


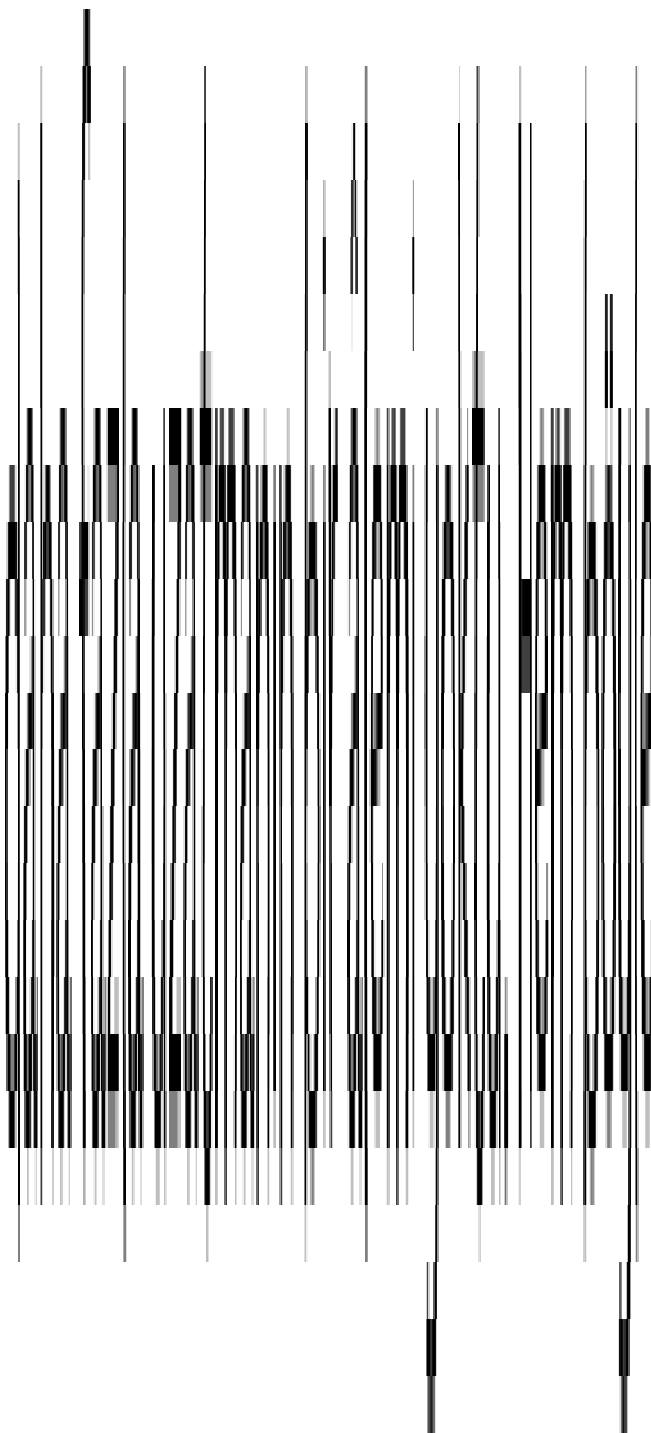


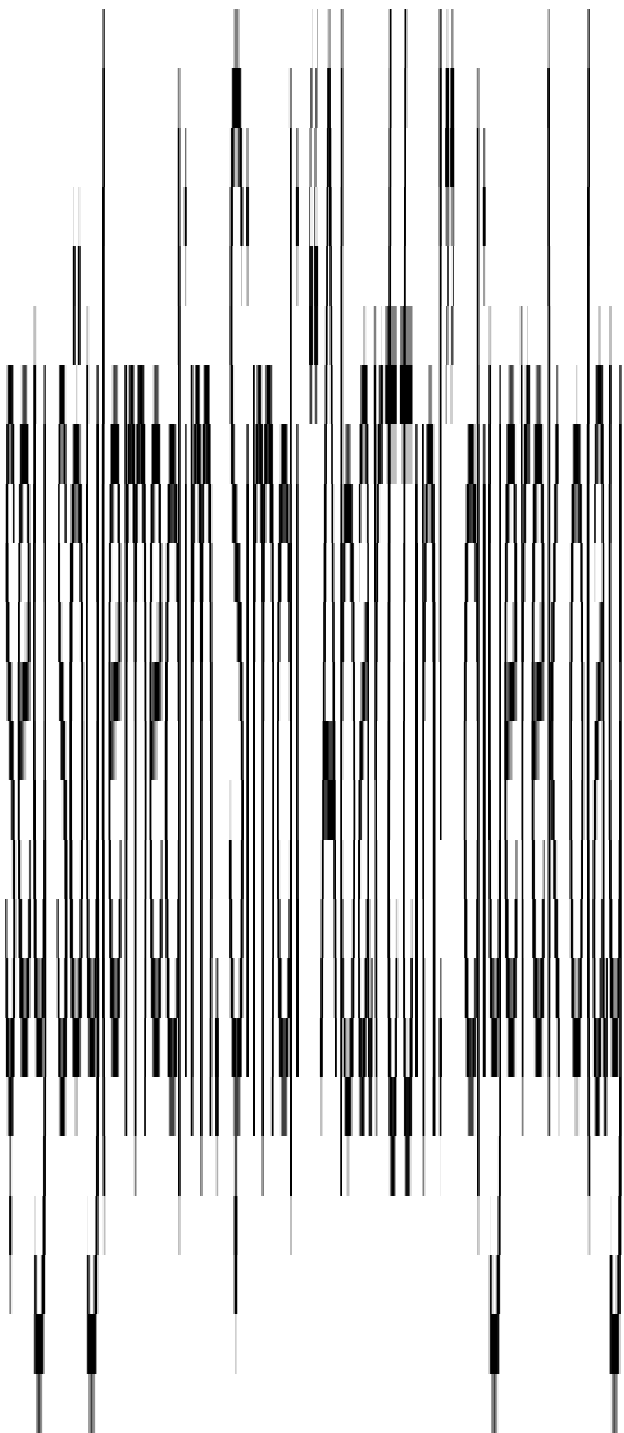


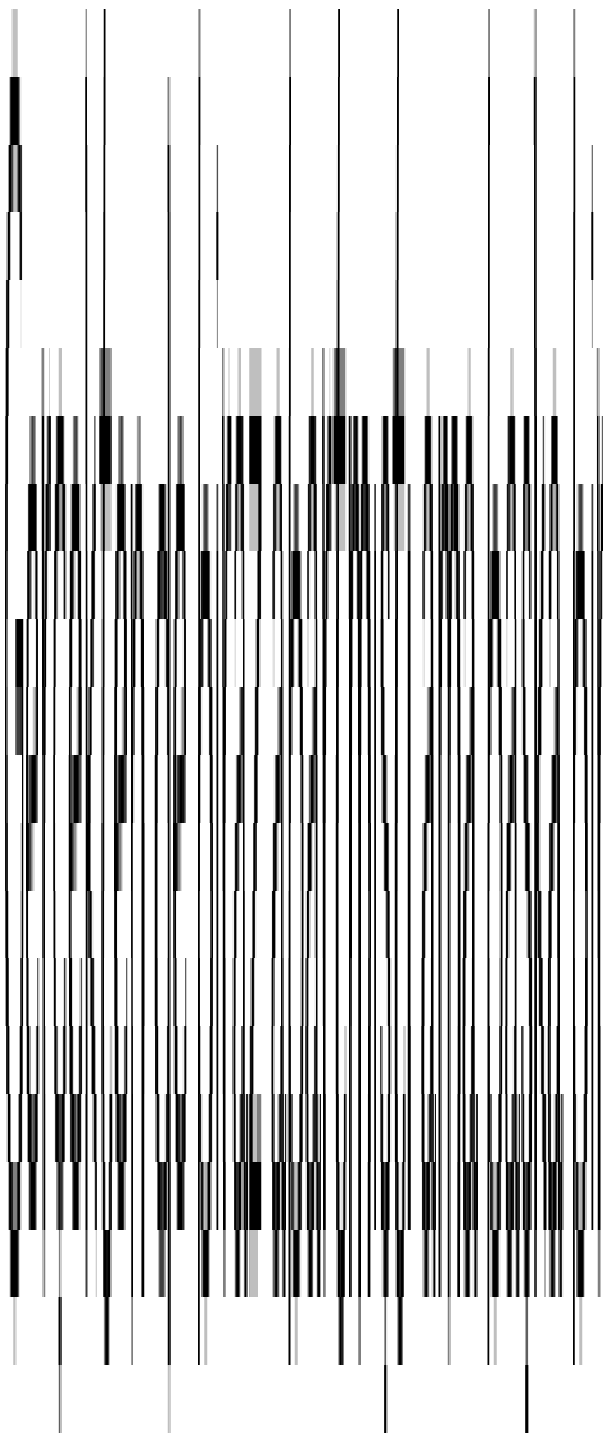


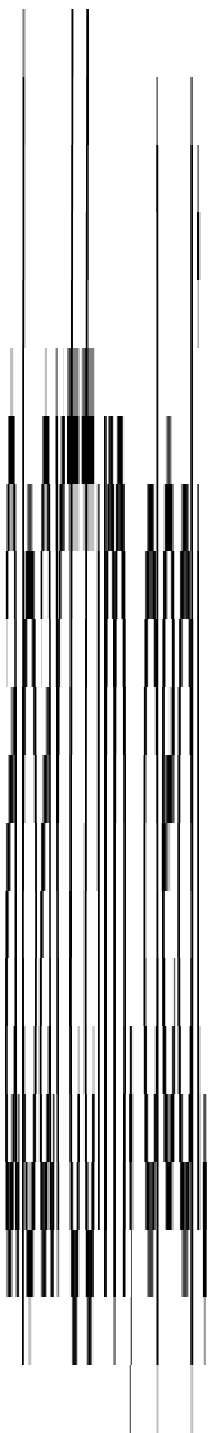


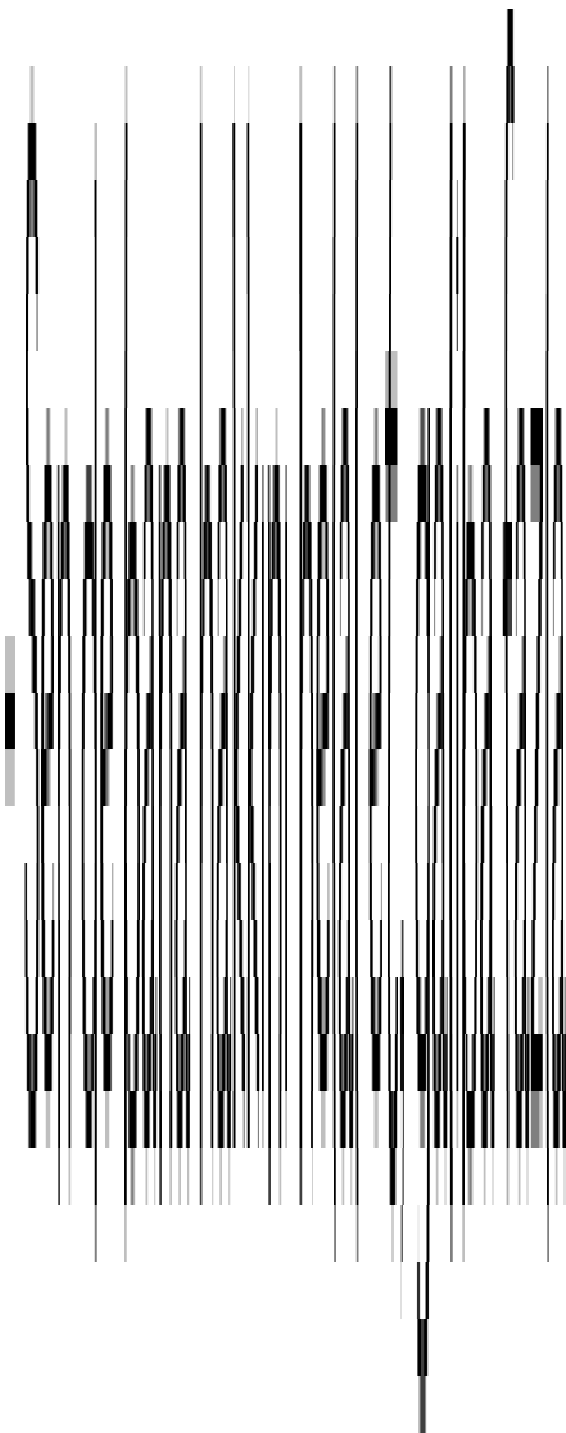


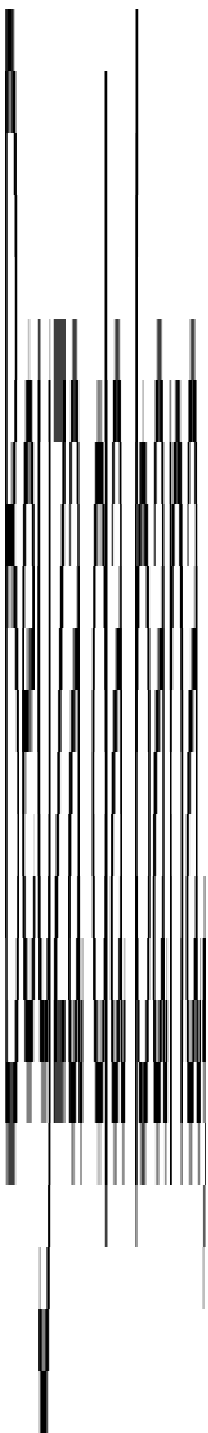


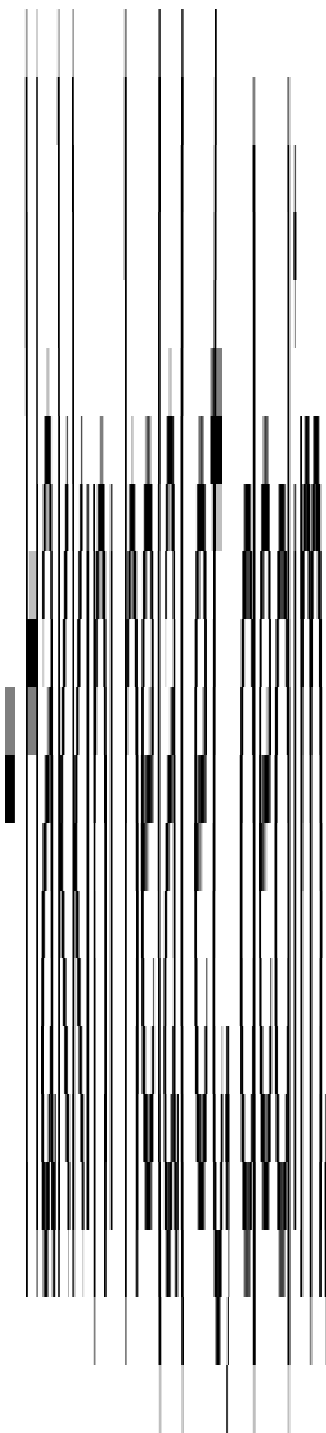


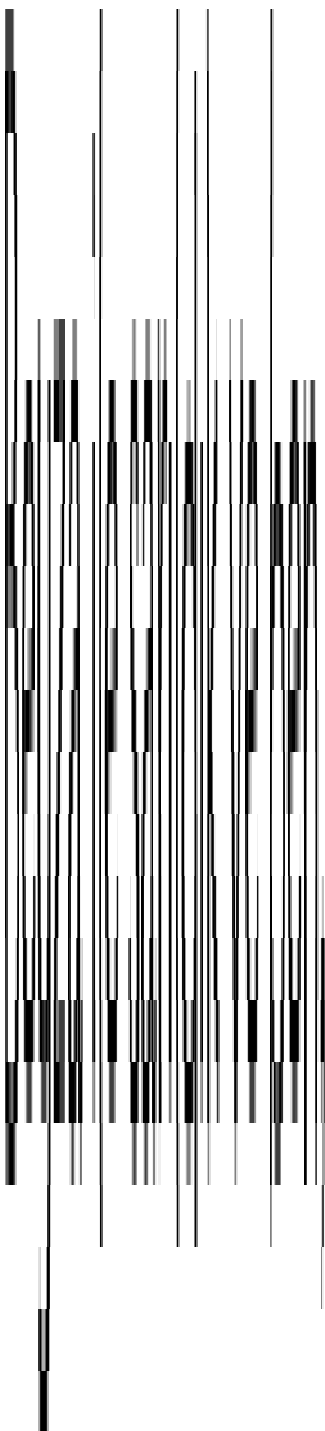


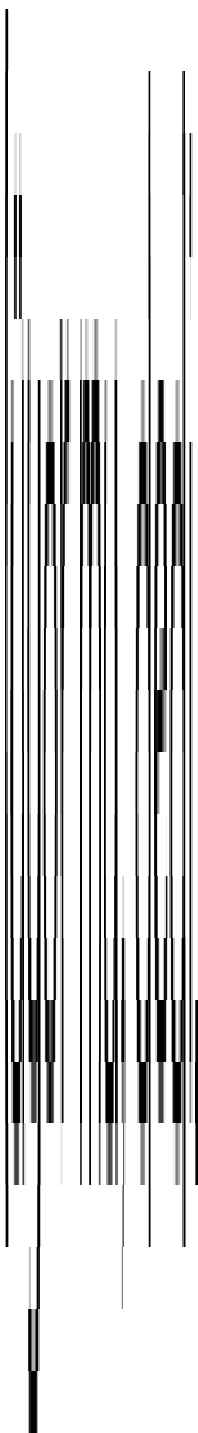


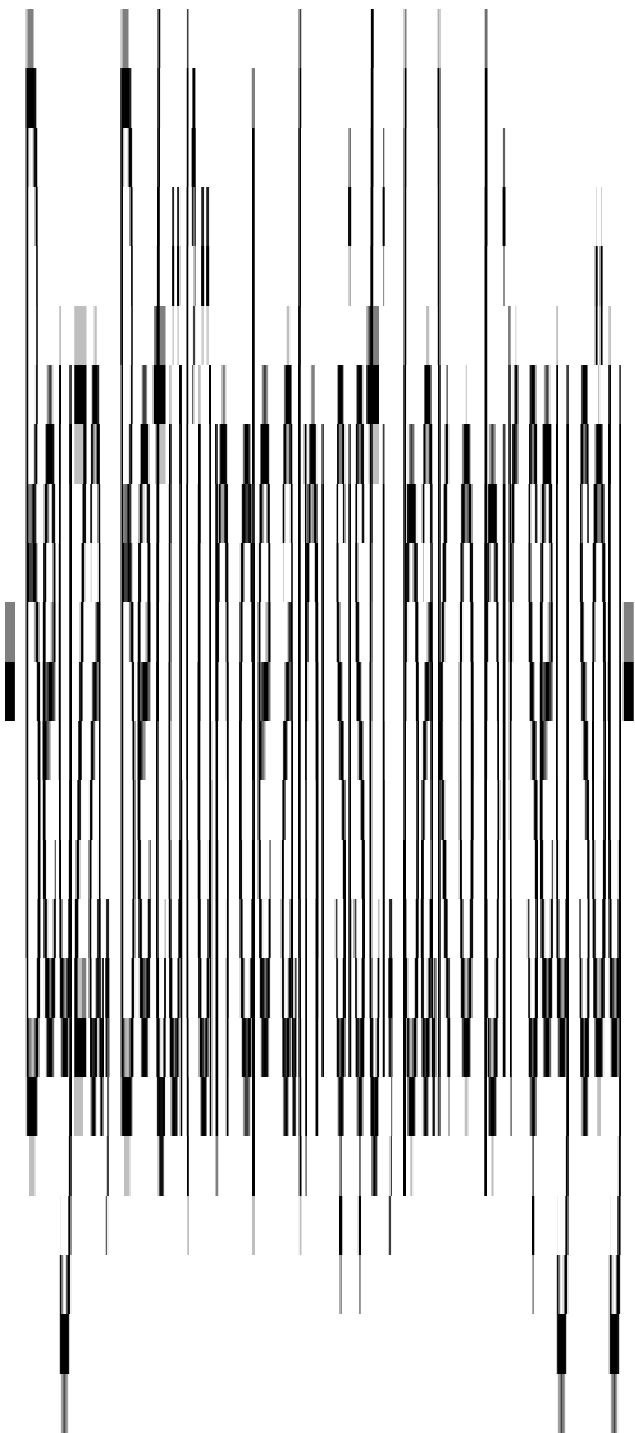


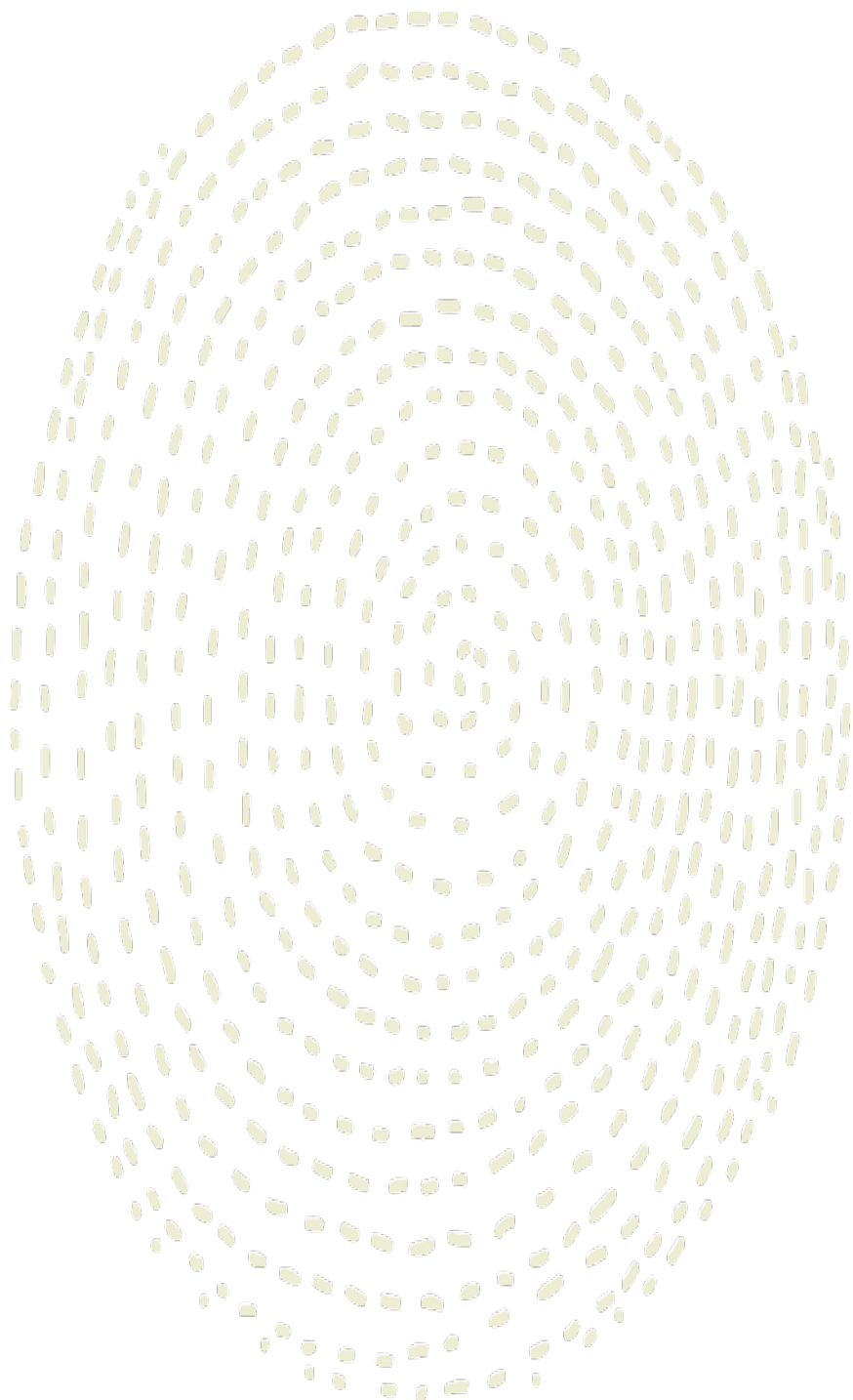


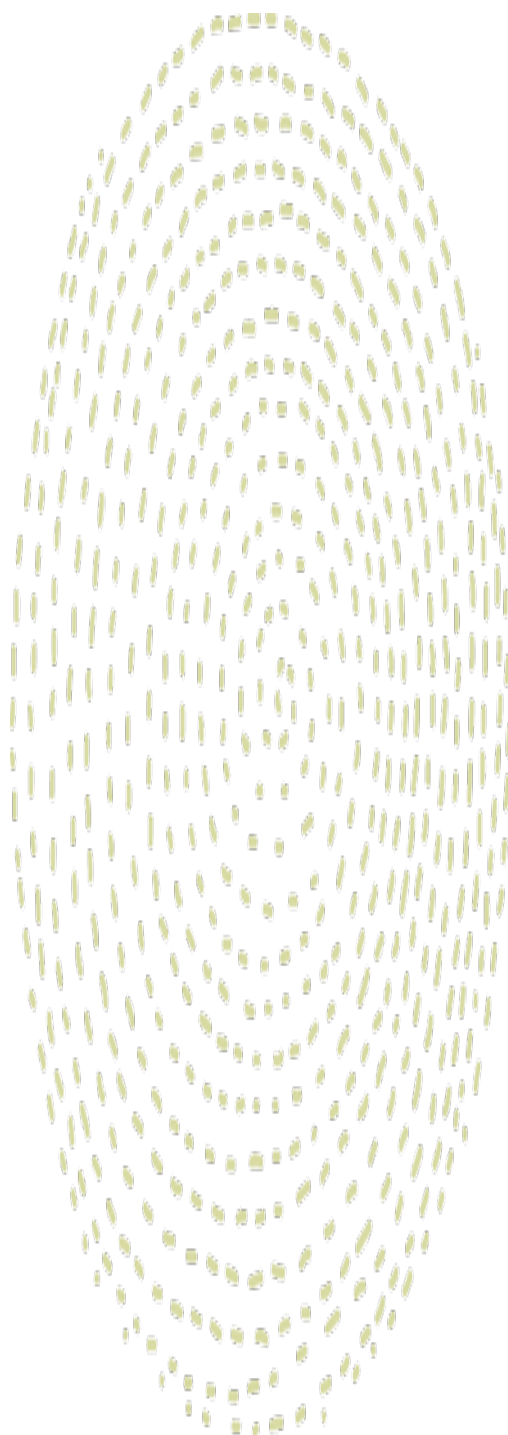




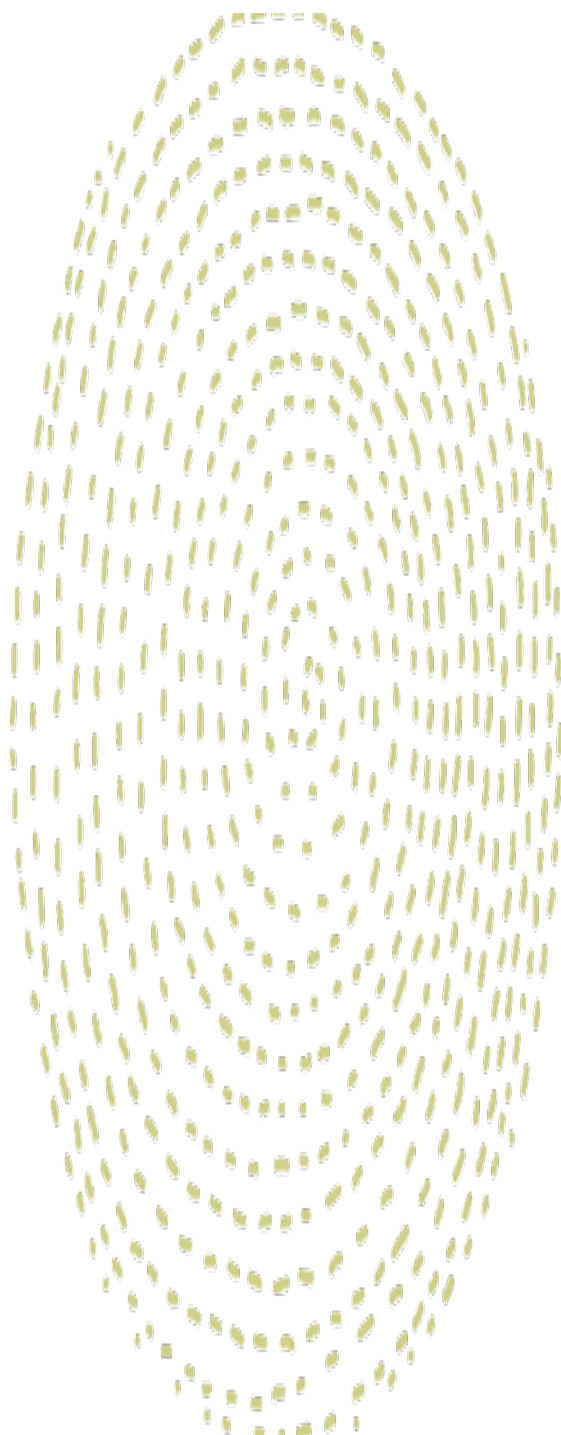


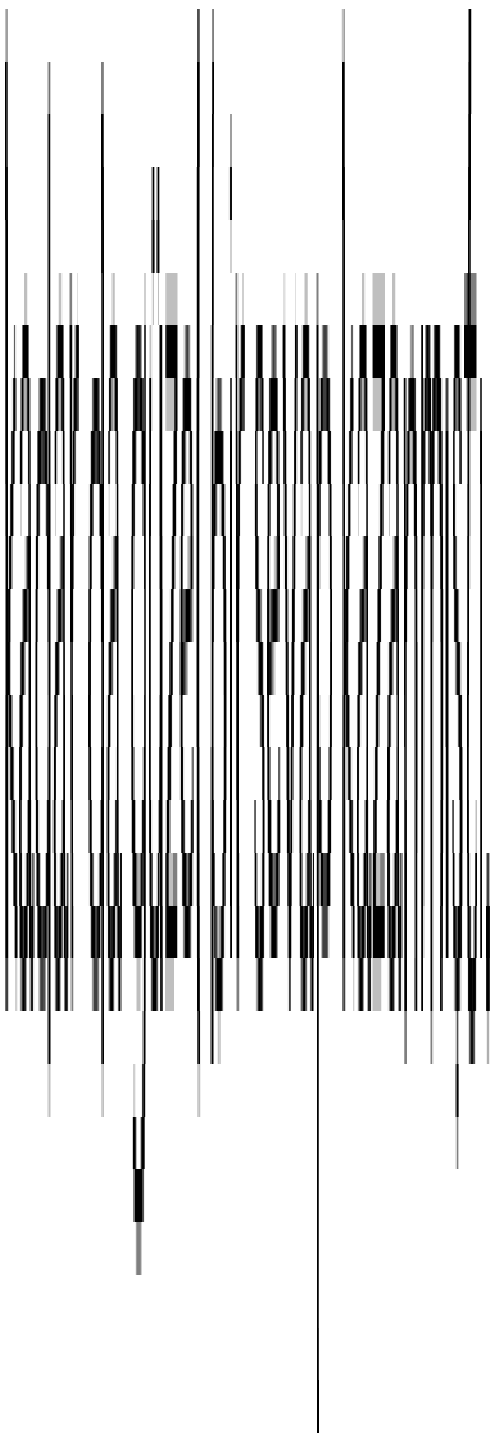


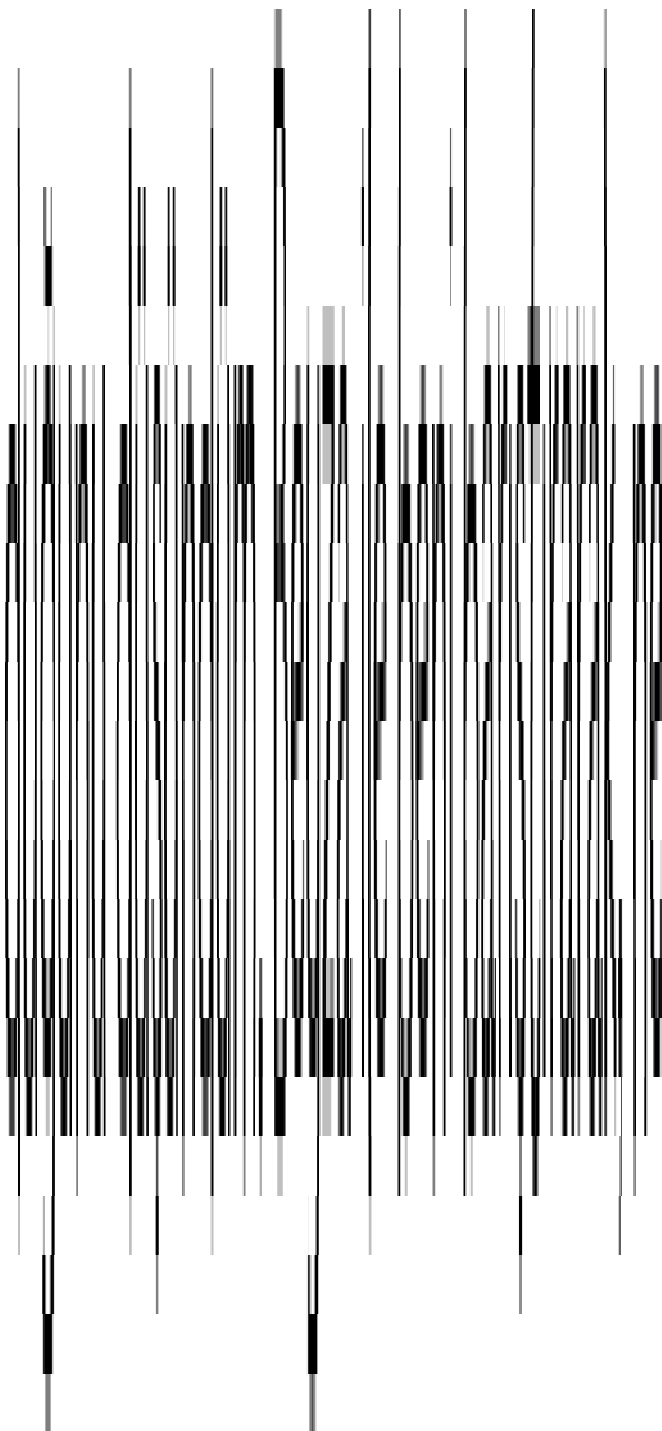


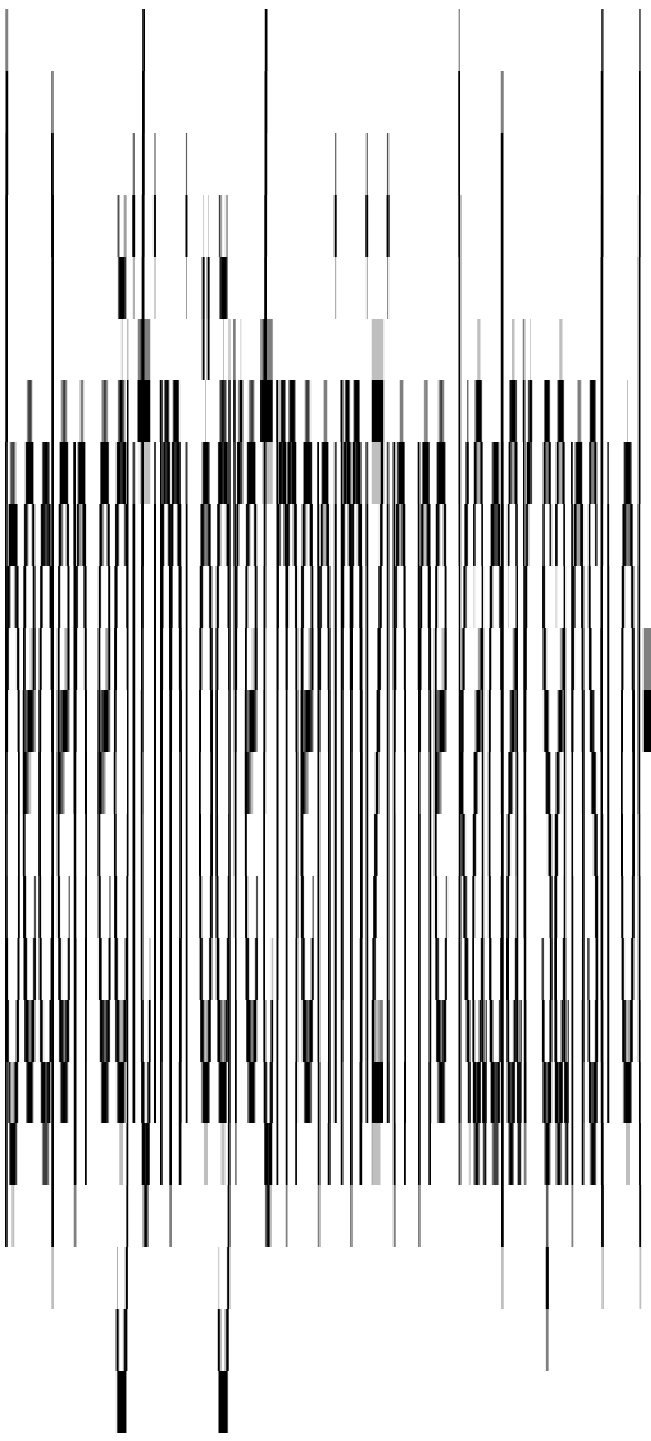


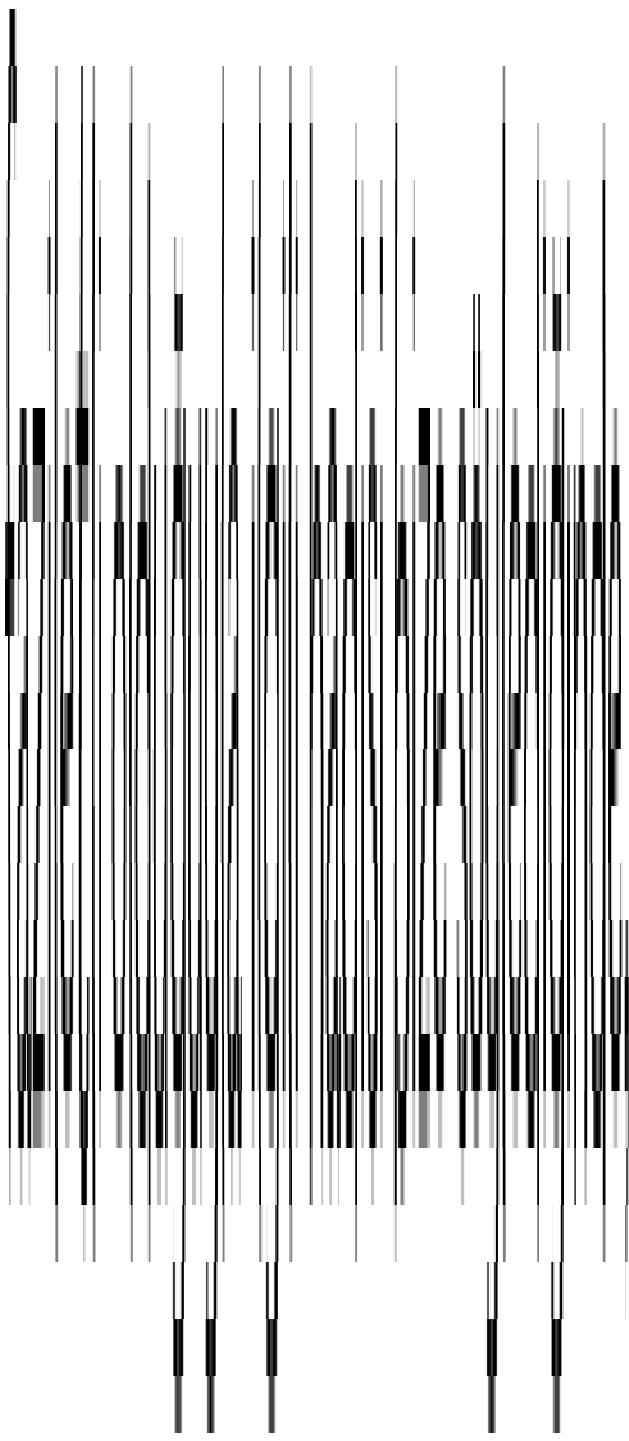


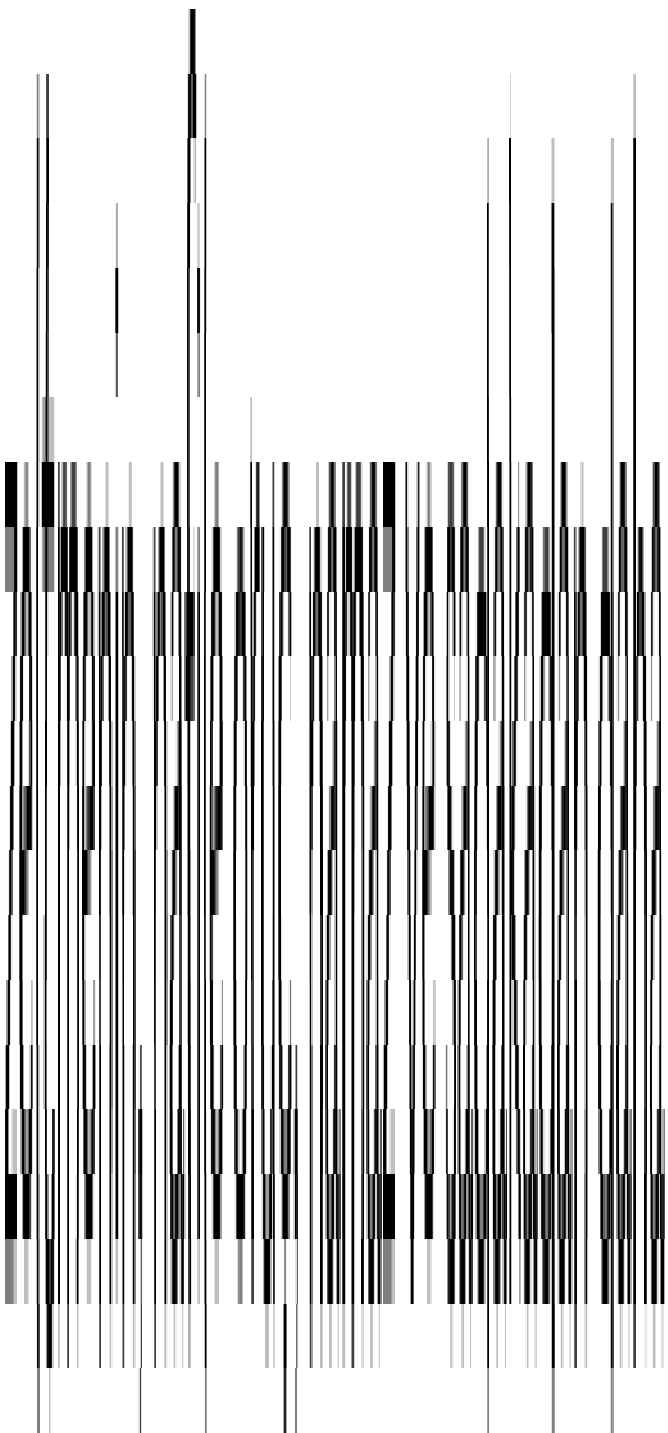


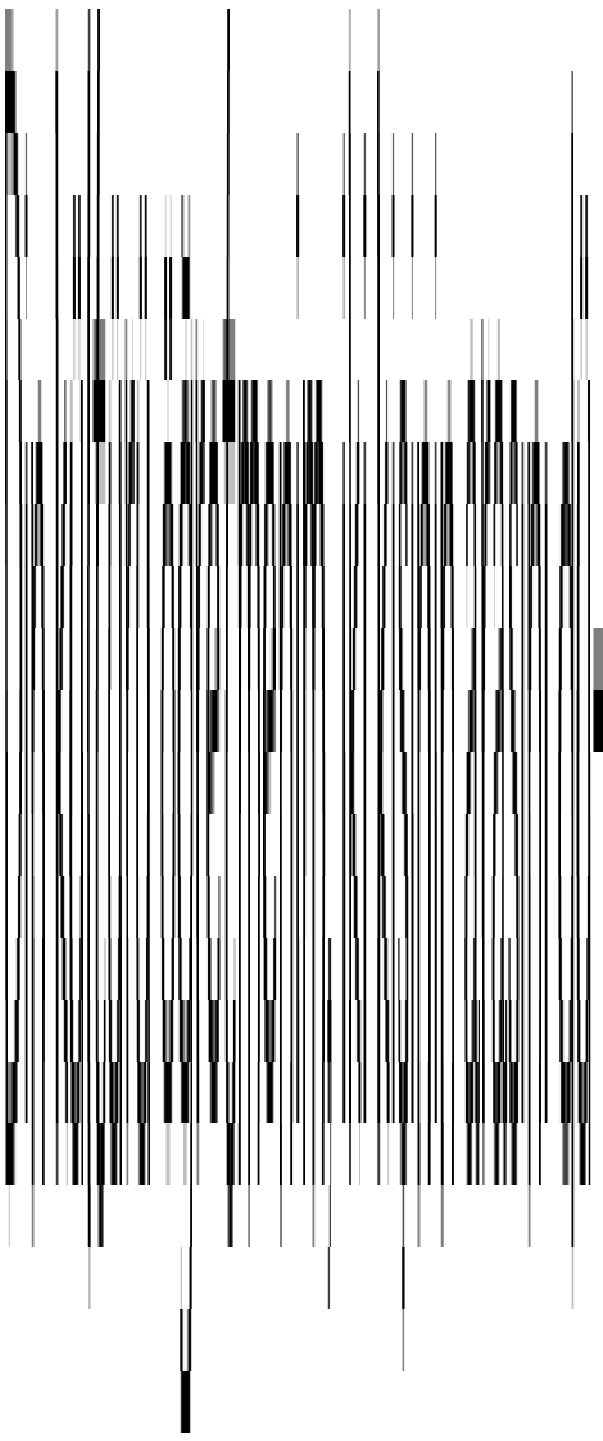


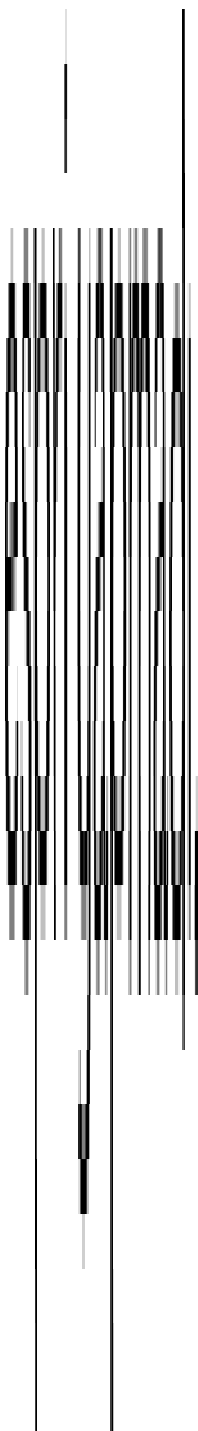


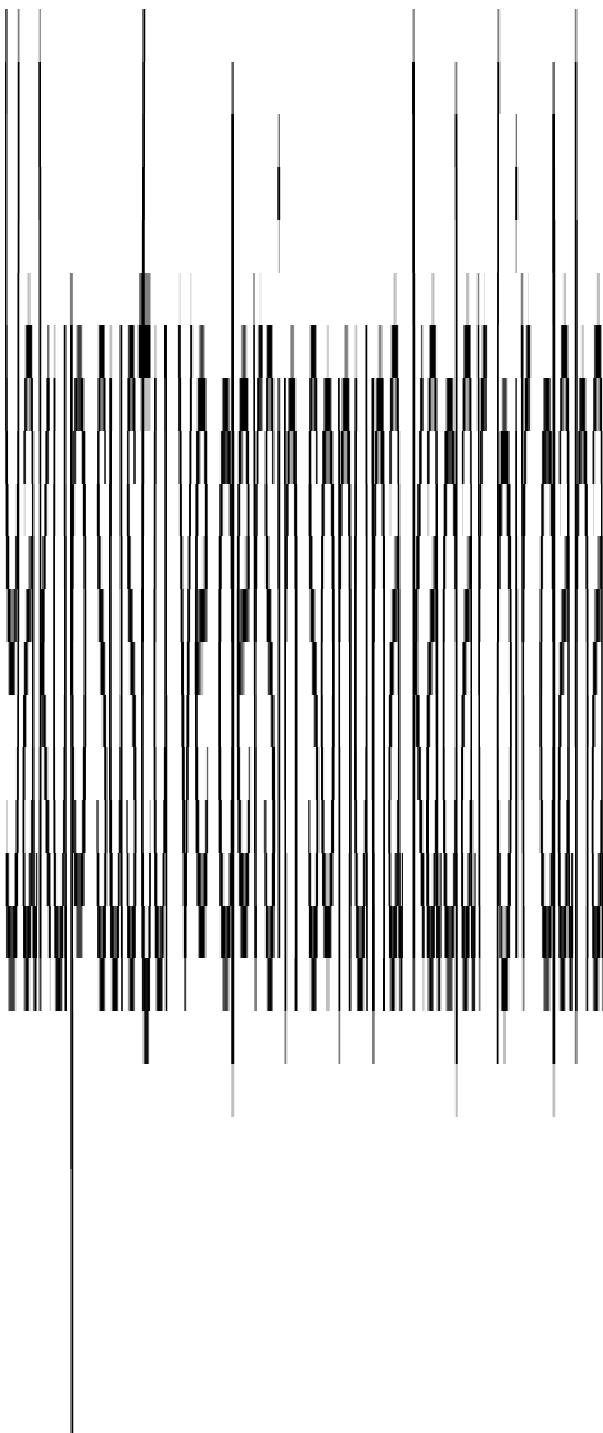


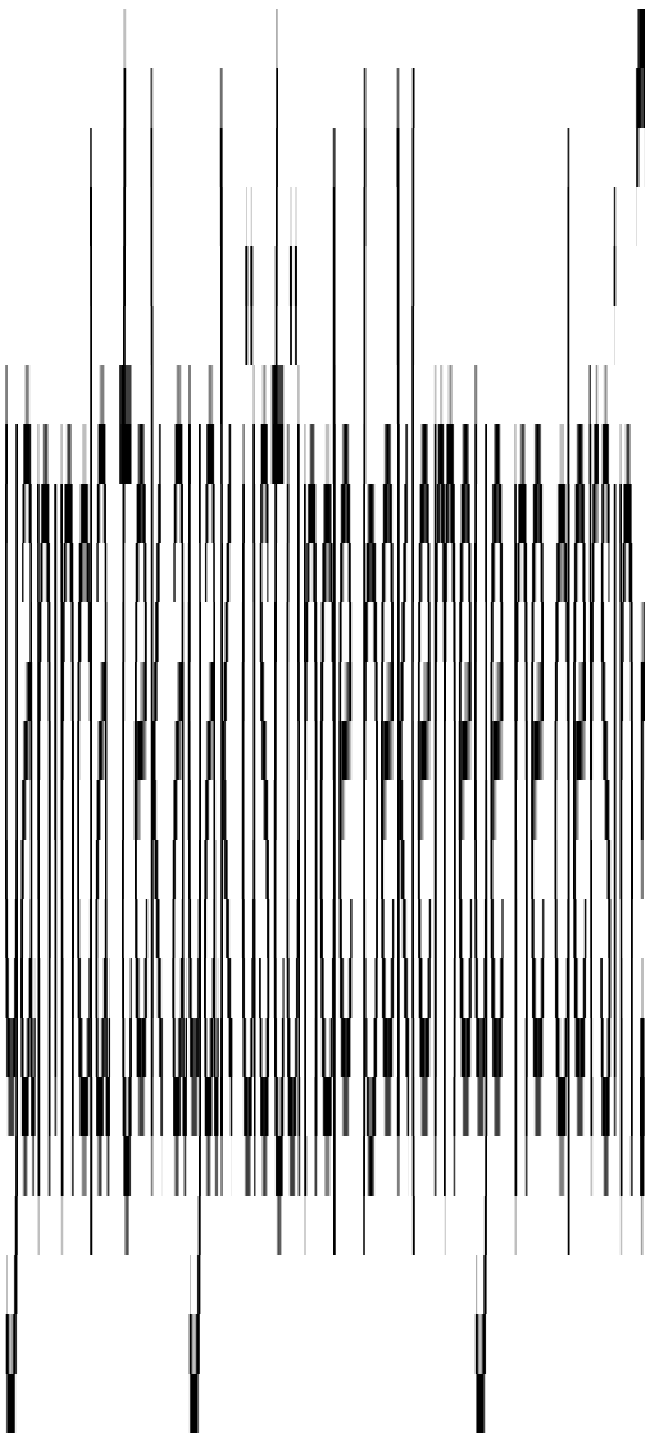


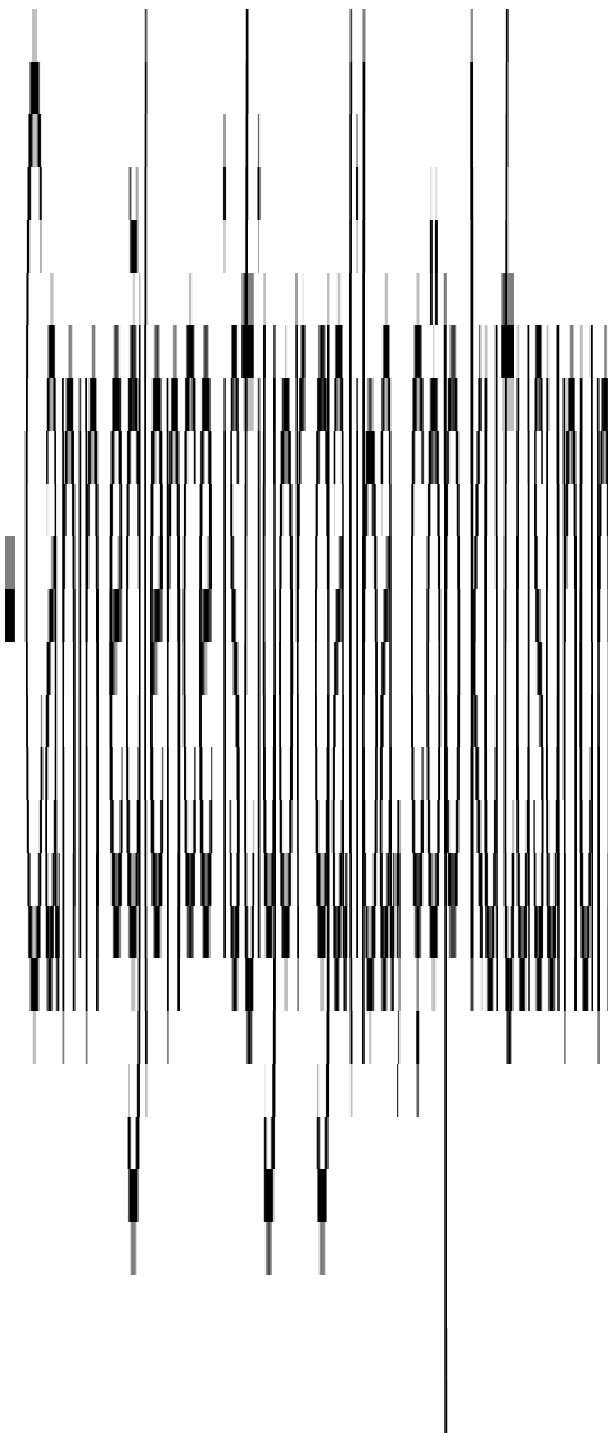


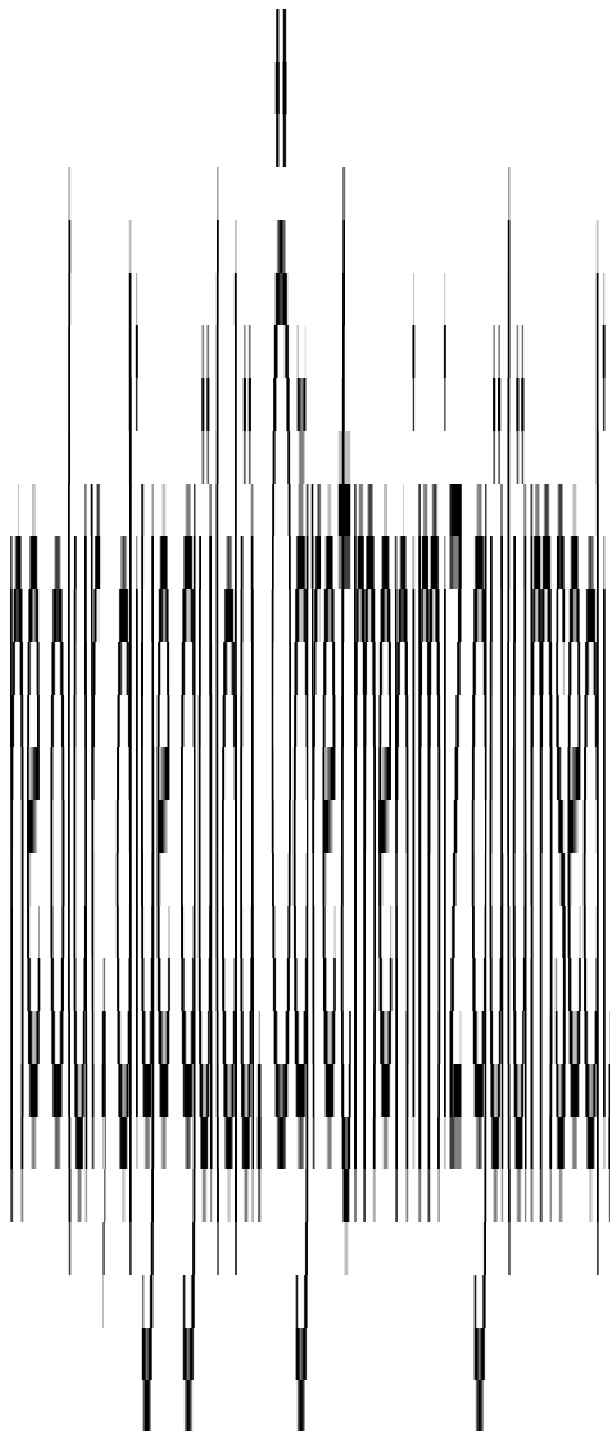


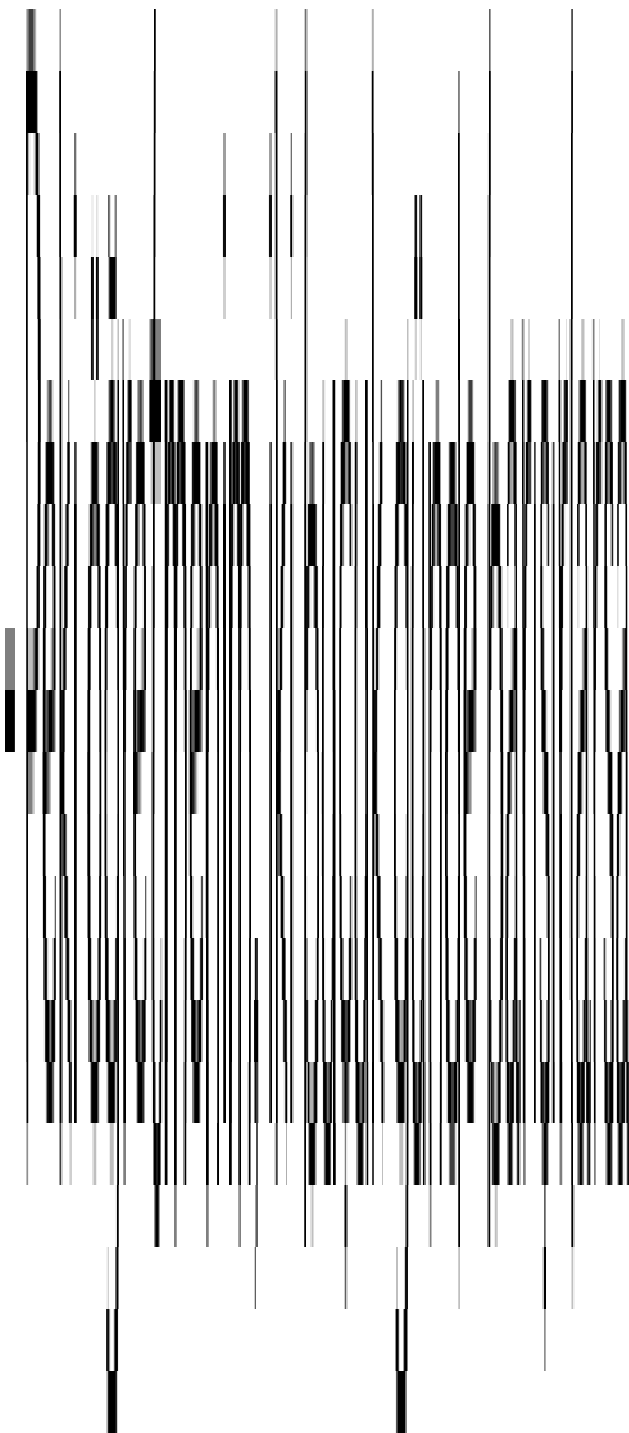


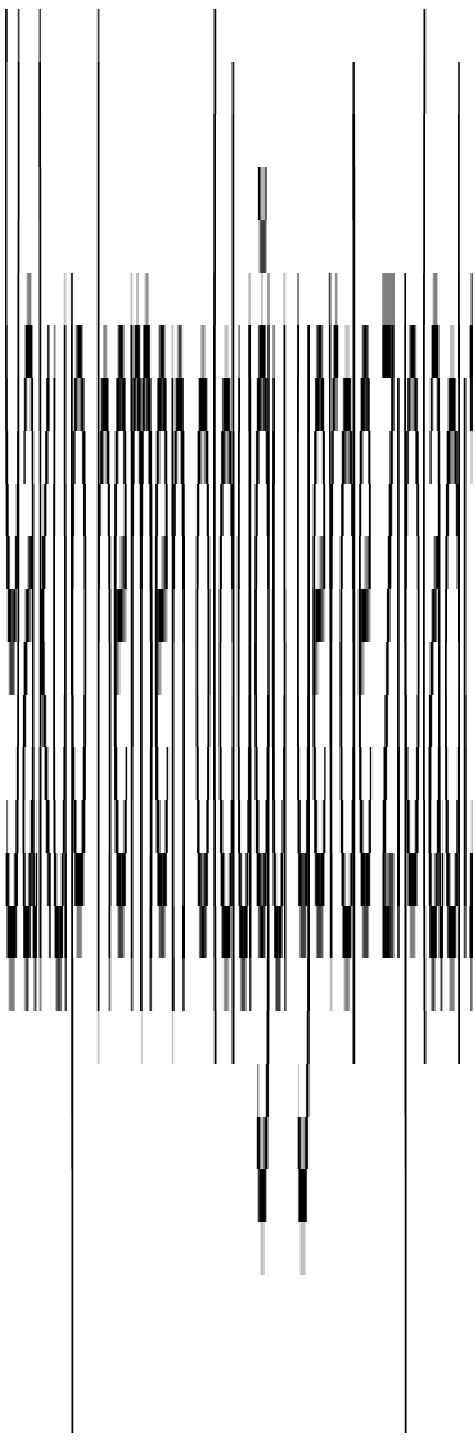


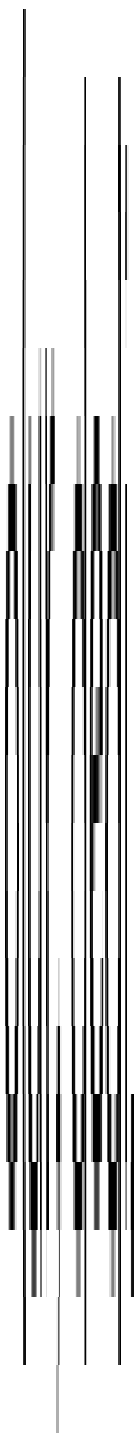


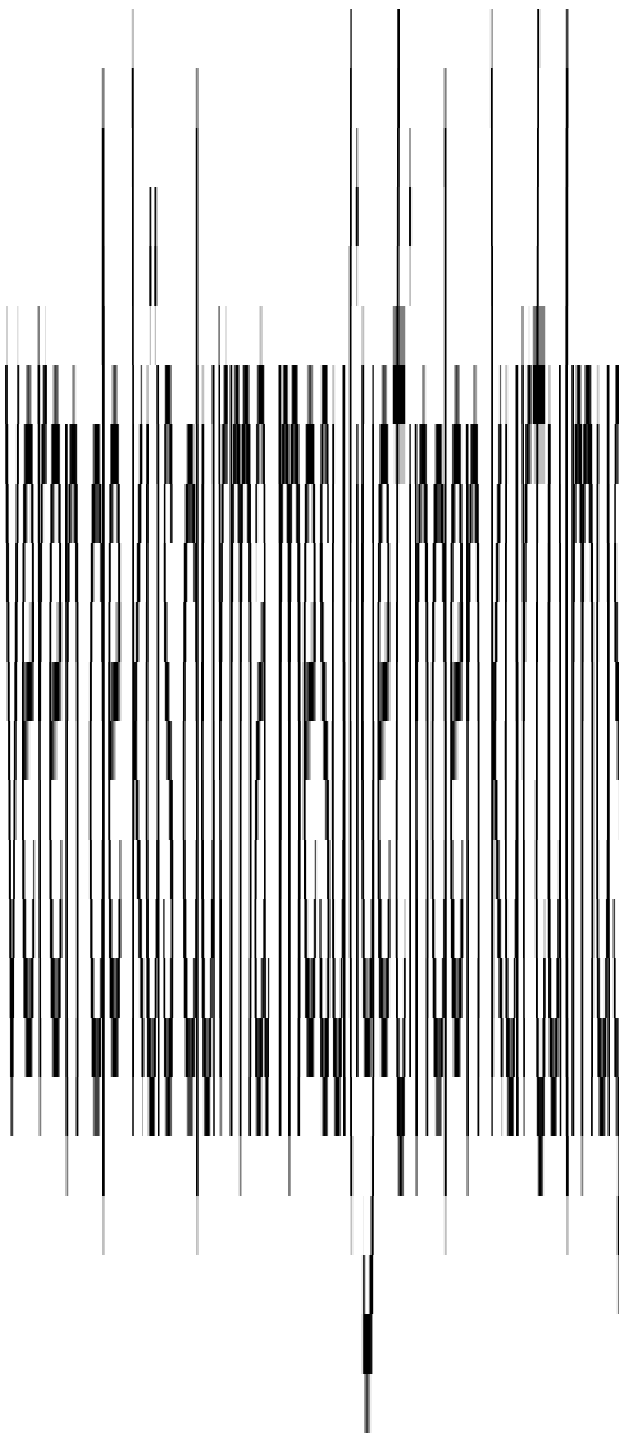


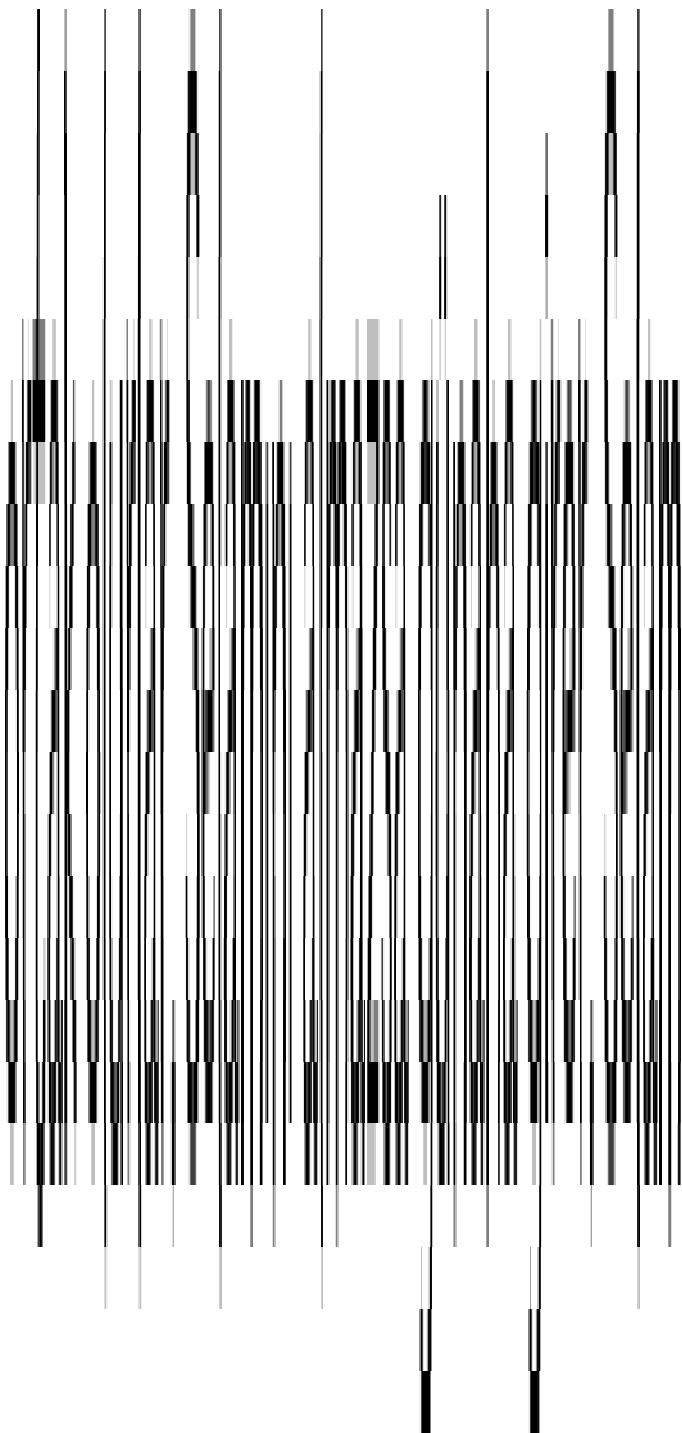


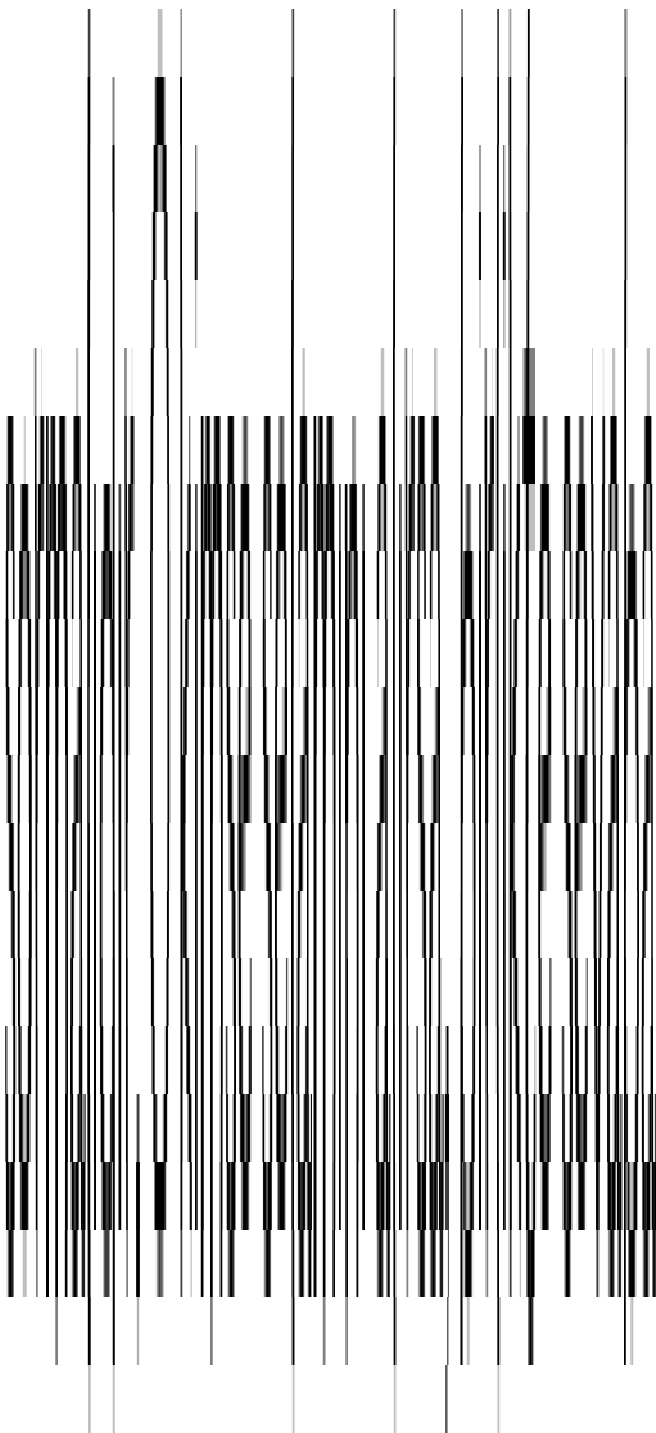


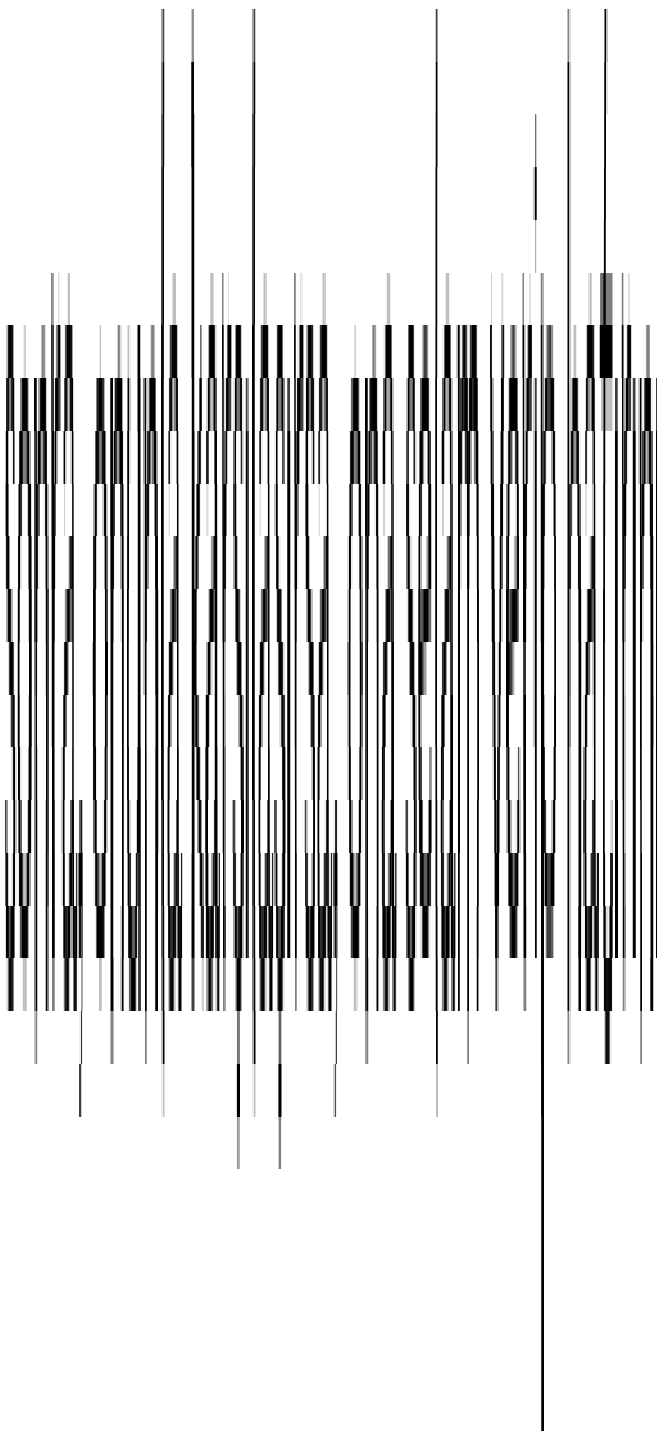


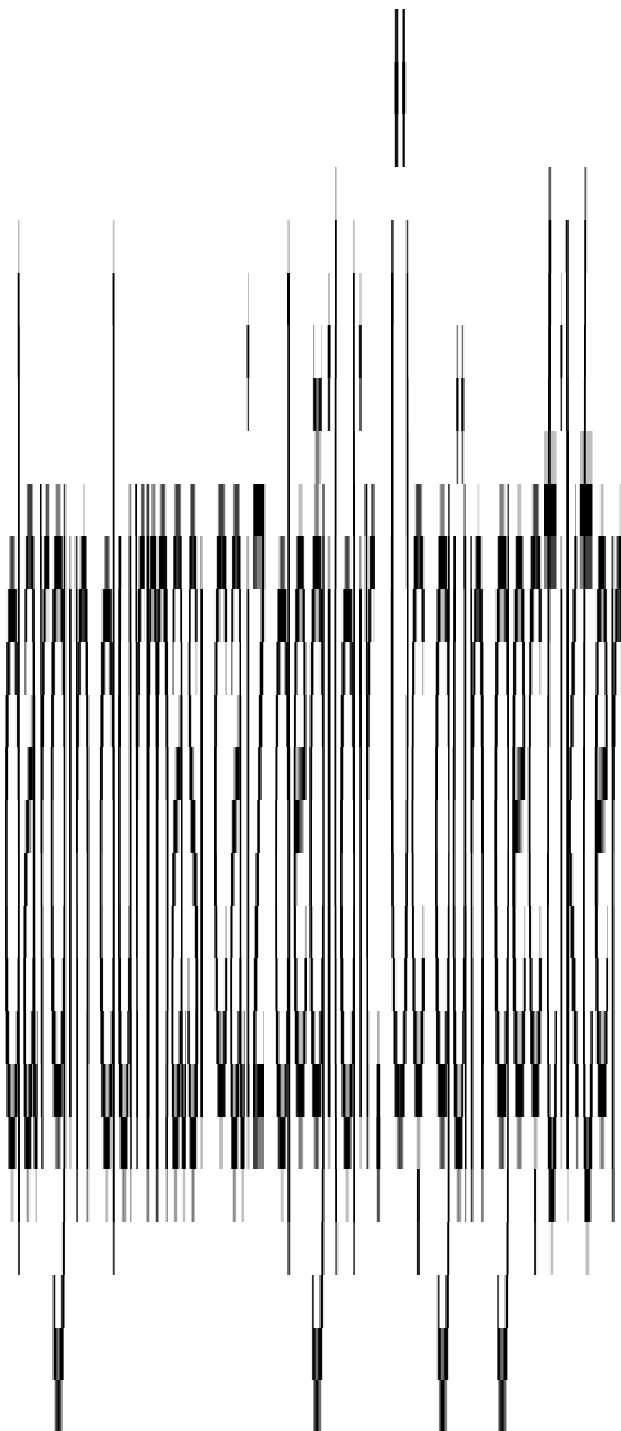


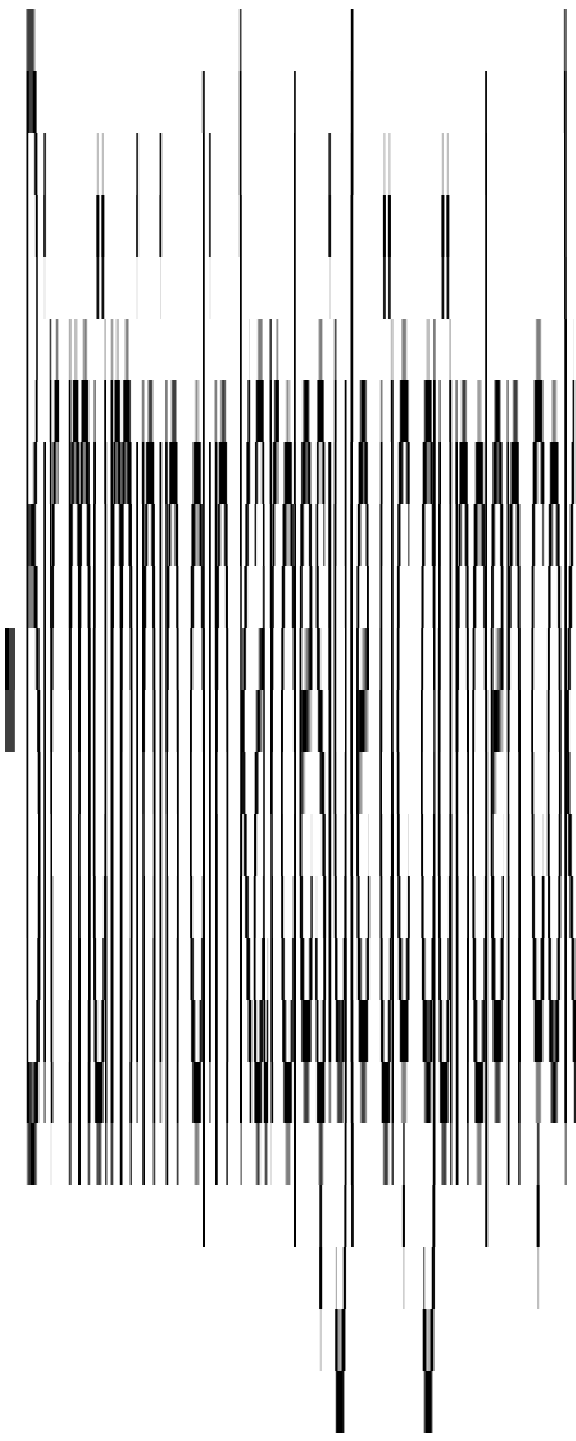


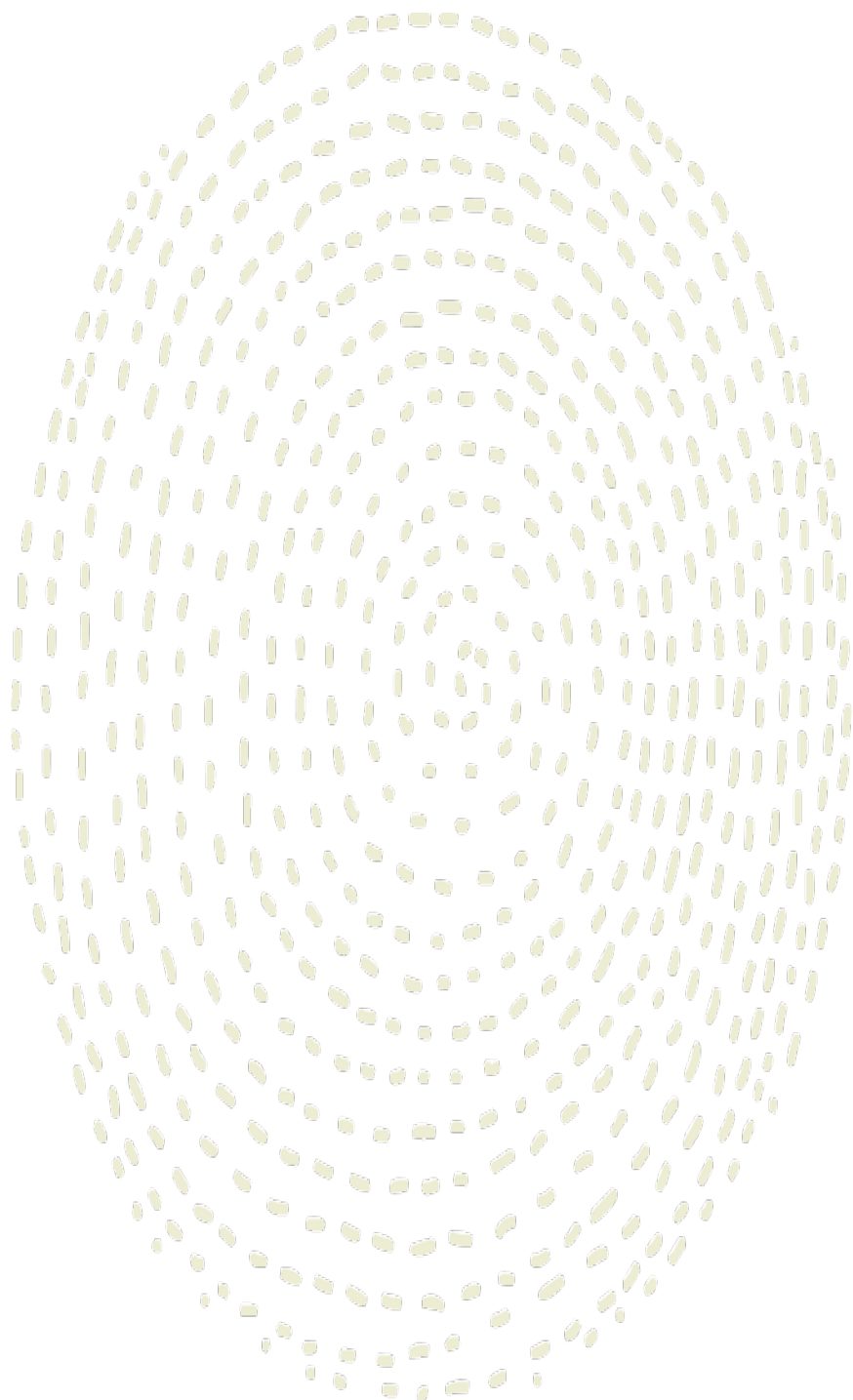


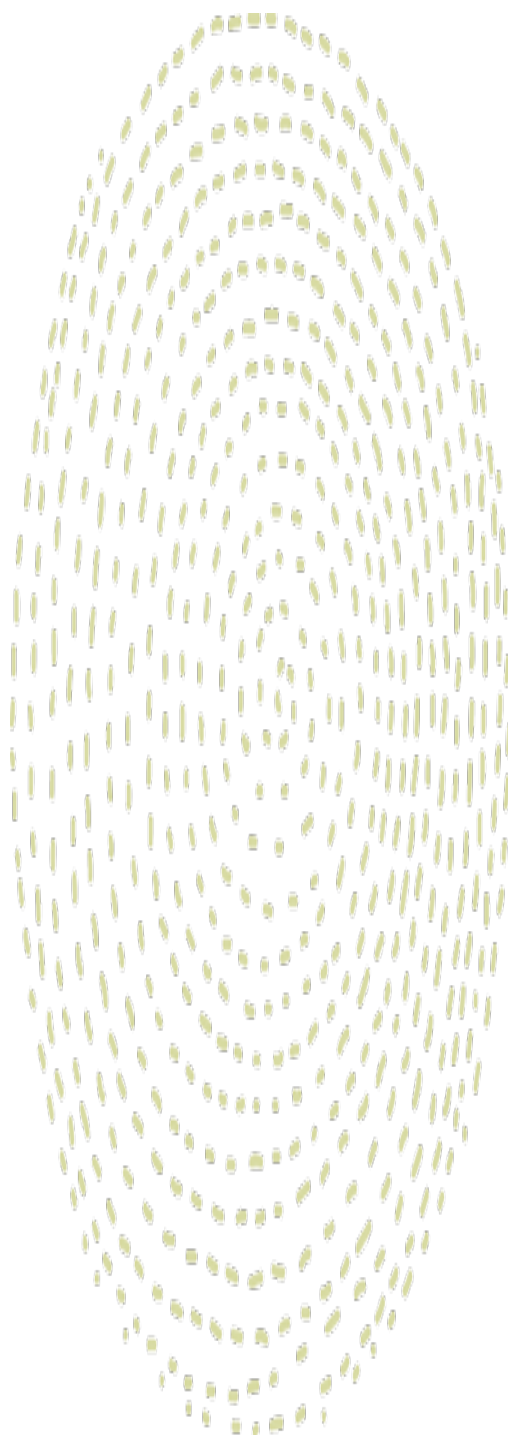




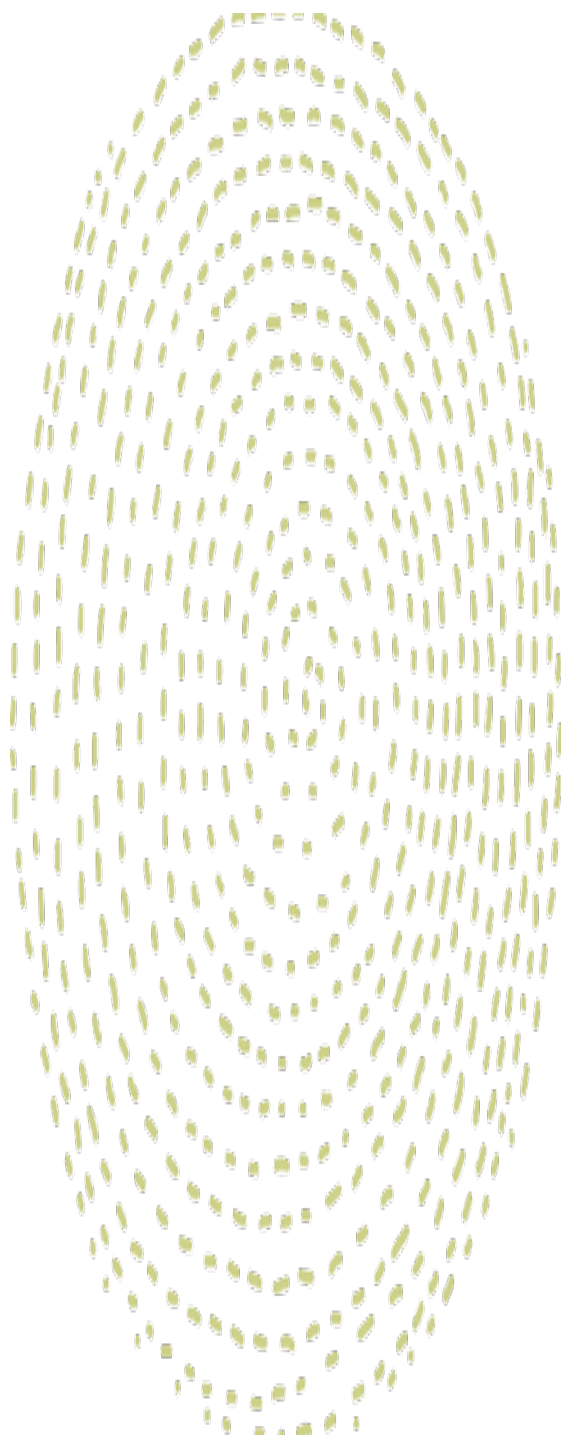




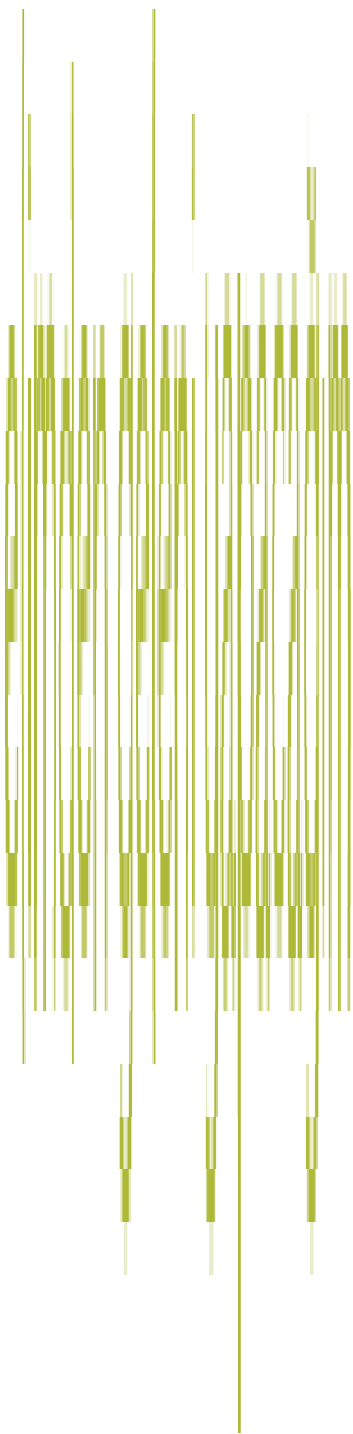


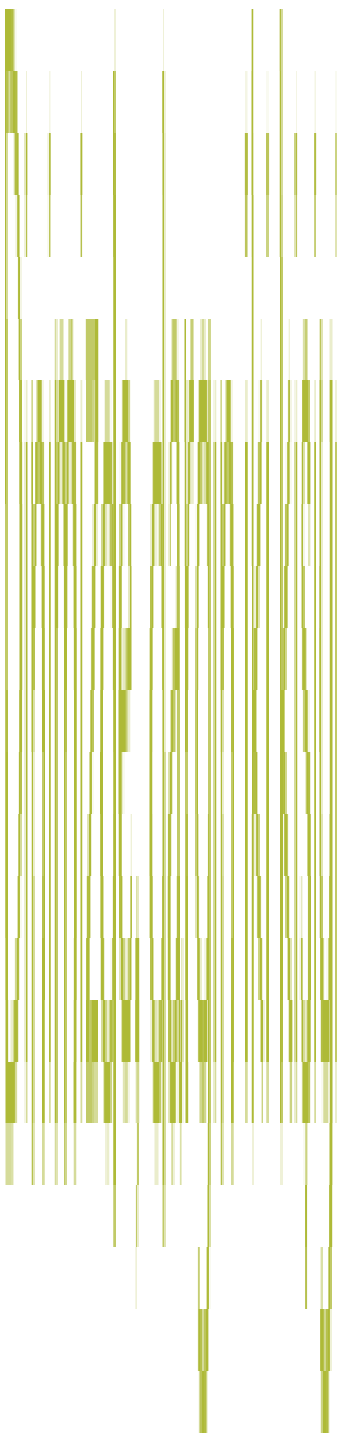






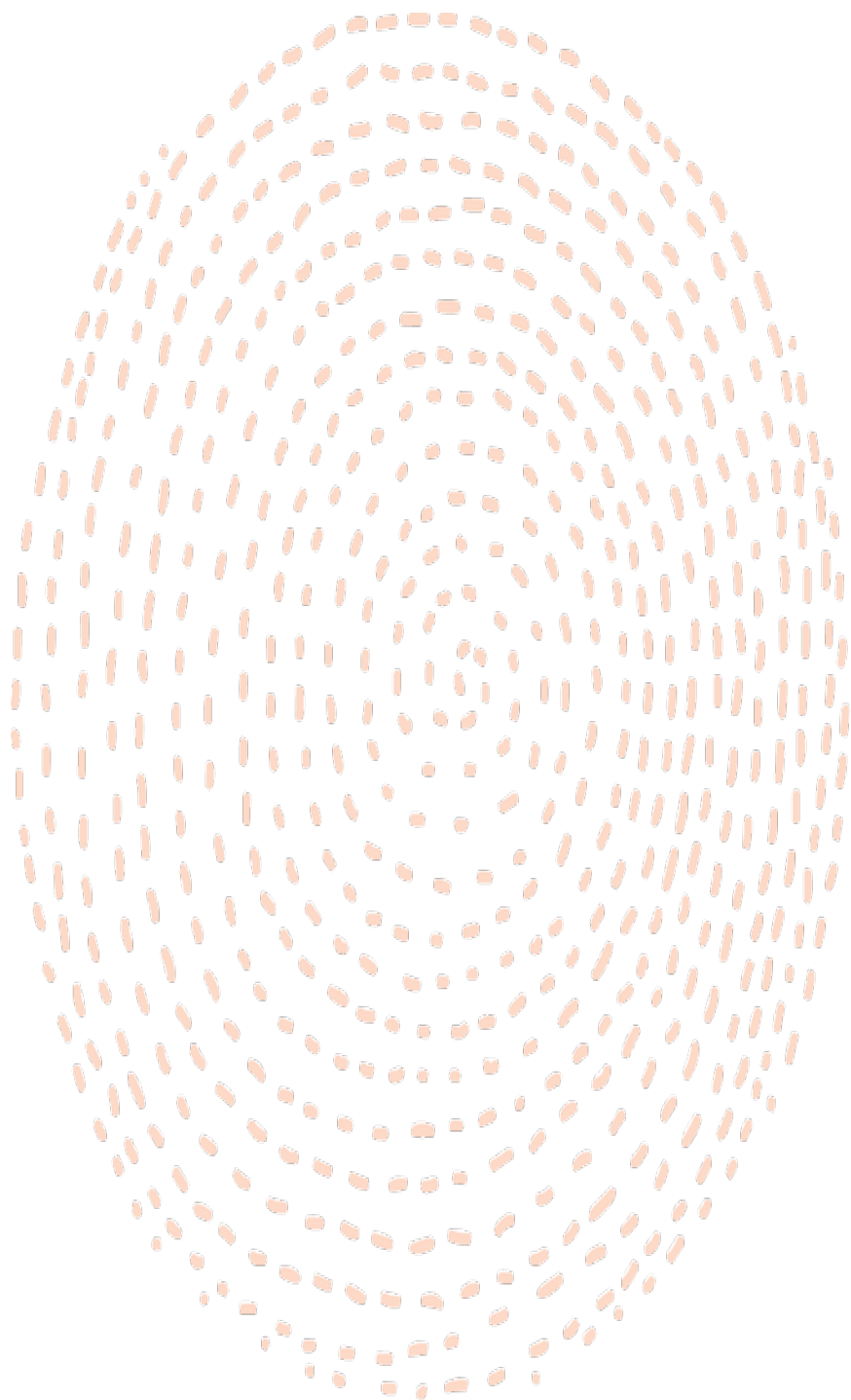


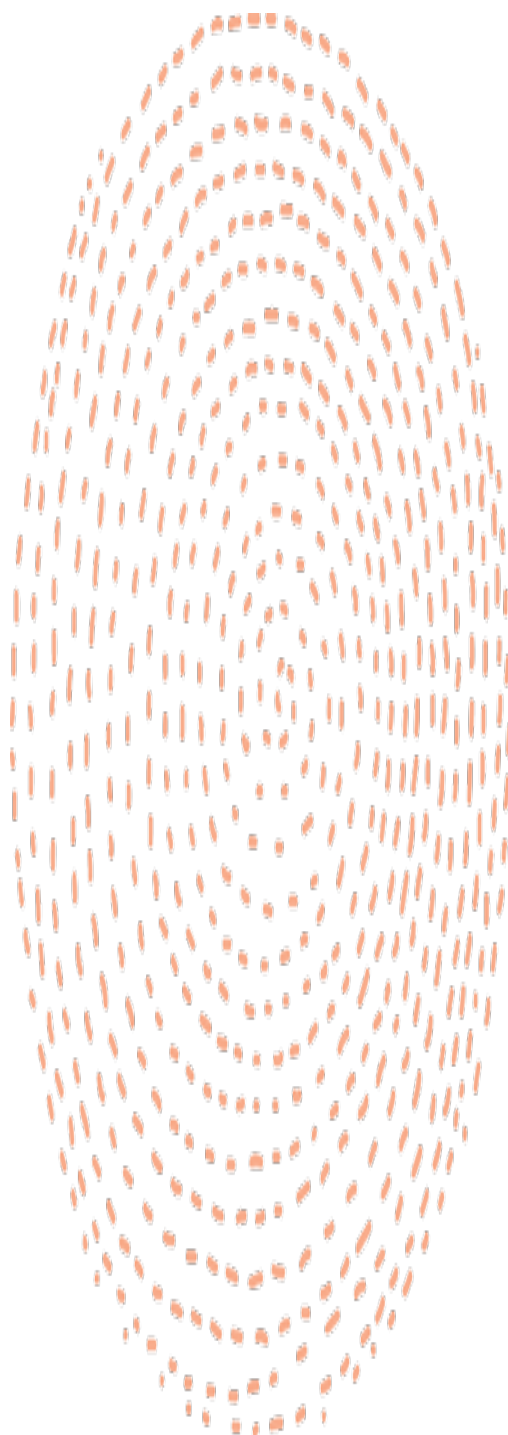




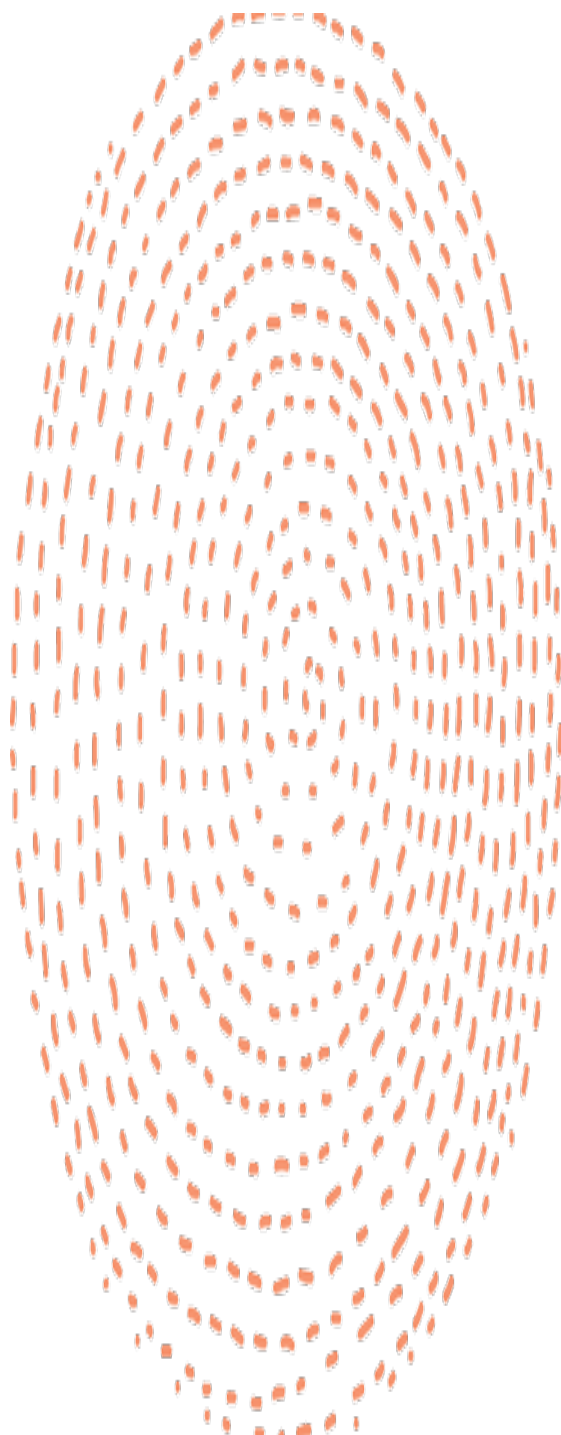
The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in finding appropriate research methods and in interpreting the data they collect. To address these challenges, the paper suggests that researchers should adopt a more flexible and open-minded approach to their research. This involves being willing to learn from the community and to adapt their methods as needed. The paper also emphasizes the importance of building trust and rapport with the community, which is essential for successful research. Finally, the paper concludes by noting that while there are many challenges to conducting research in culturally diverse settings, it is also an opportunity to gain valuable insights into the lives of people from different cultures. By taking the time to understand and respect these differences, researchers can make a significant contribution to the field of education and to the well-being of the communities they study.

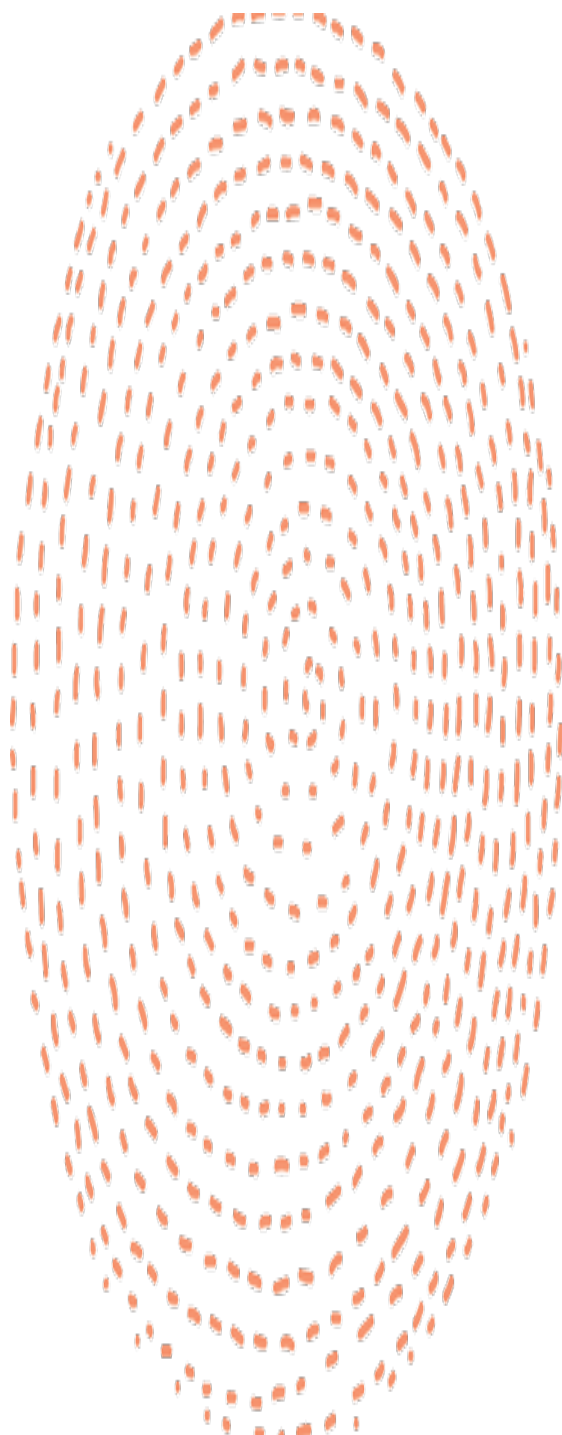


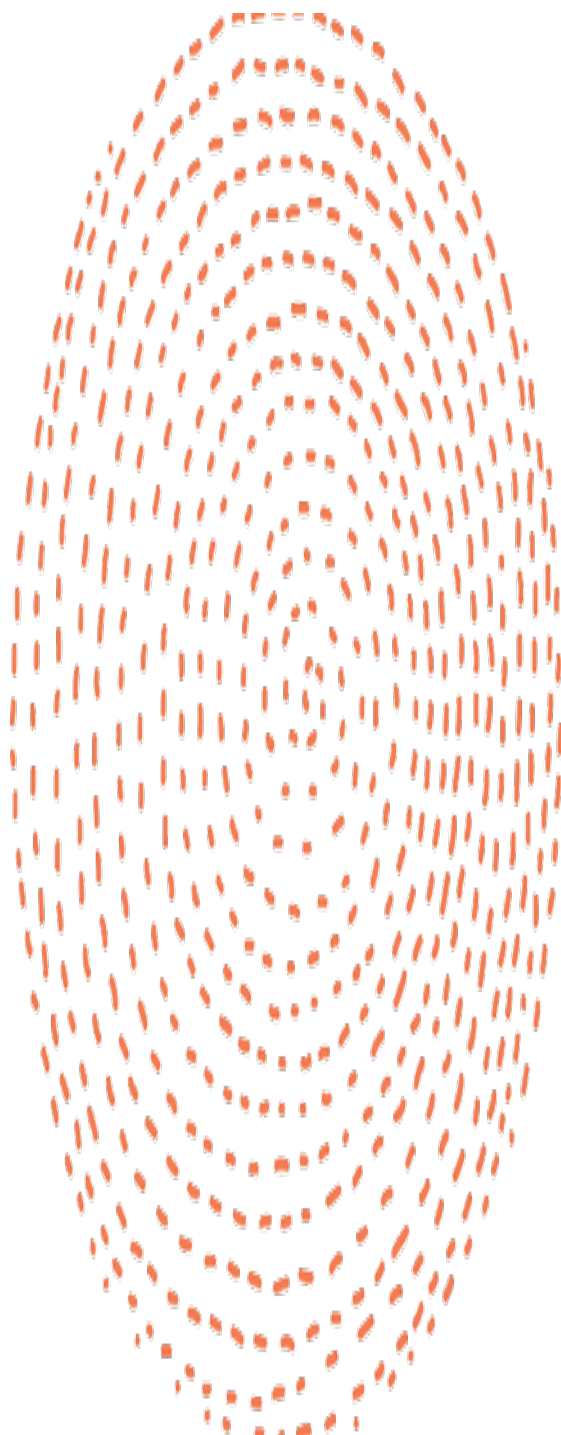


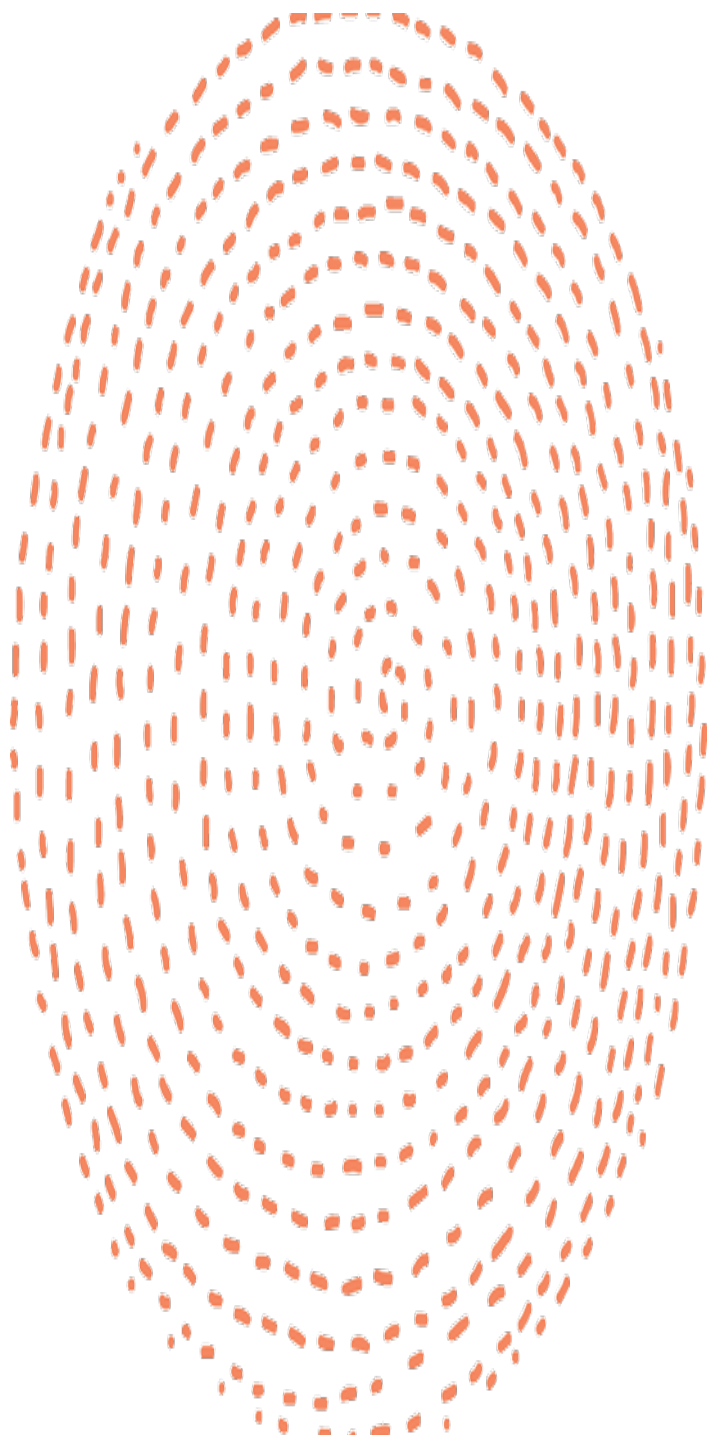


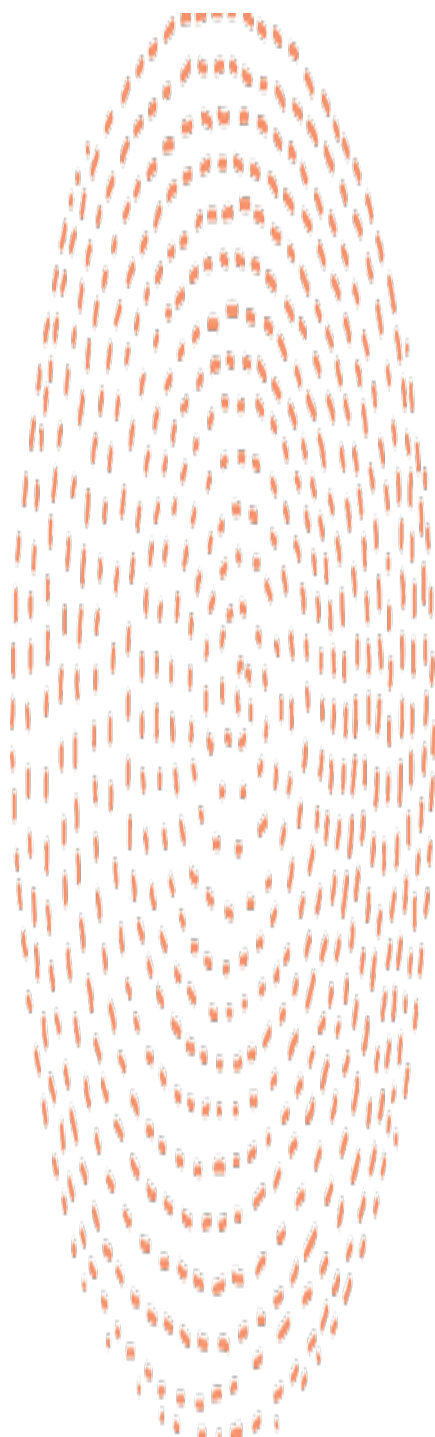
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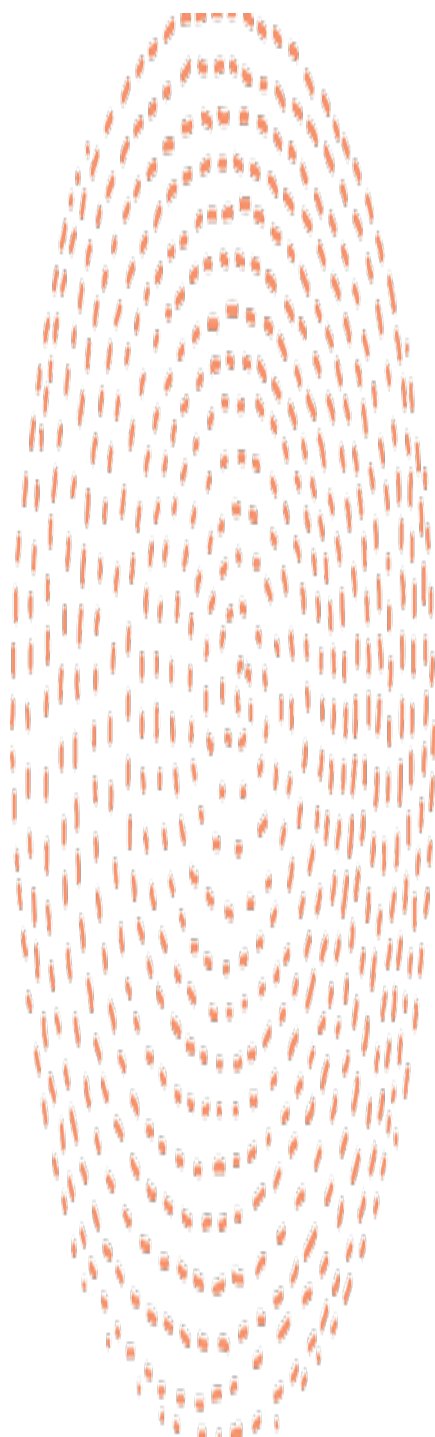


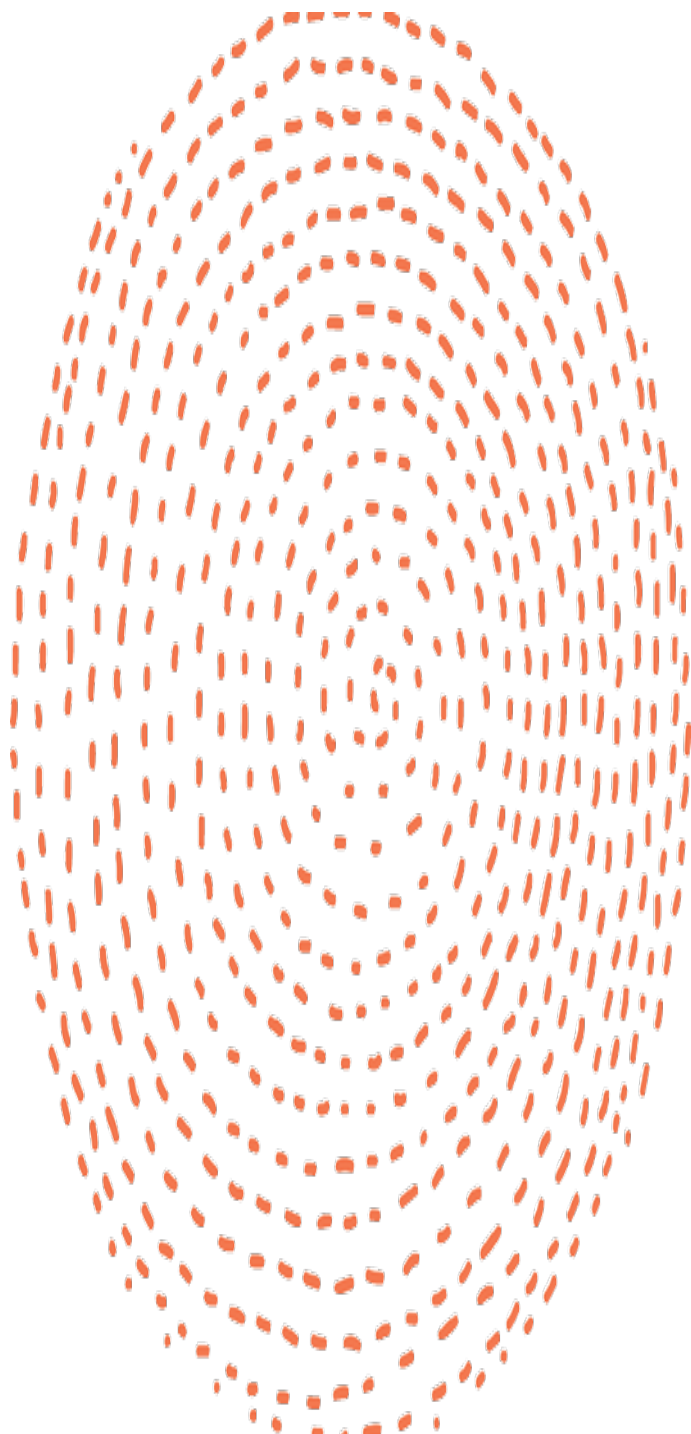












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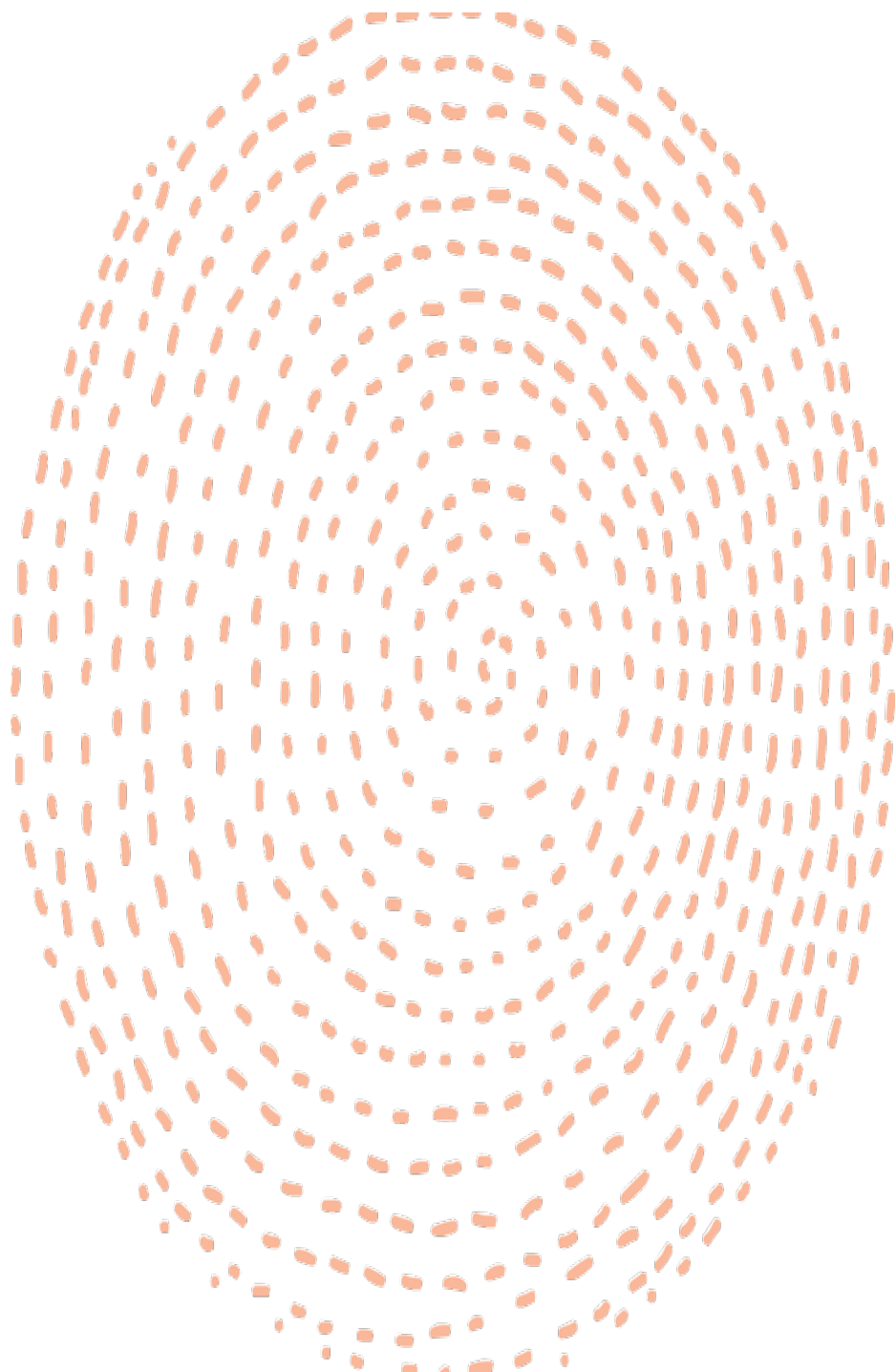
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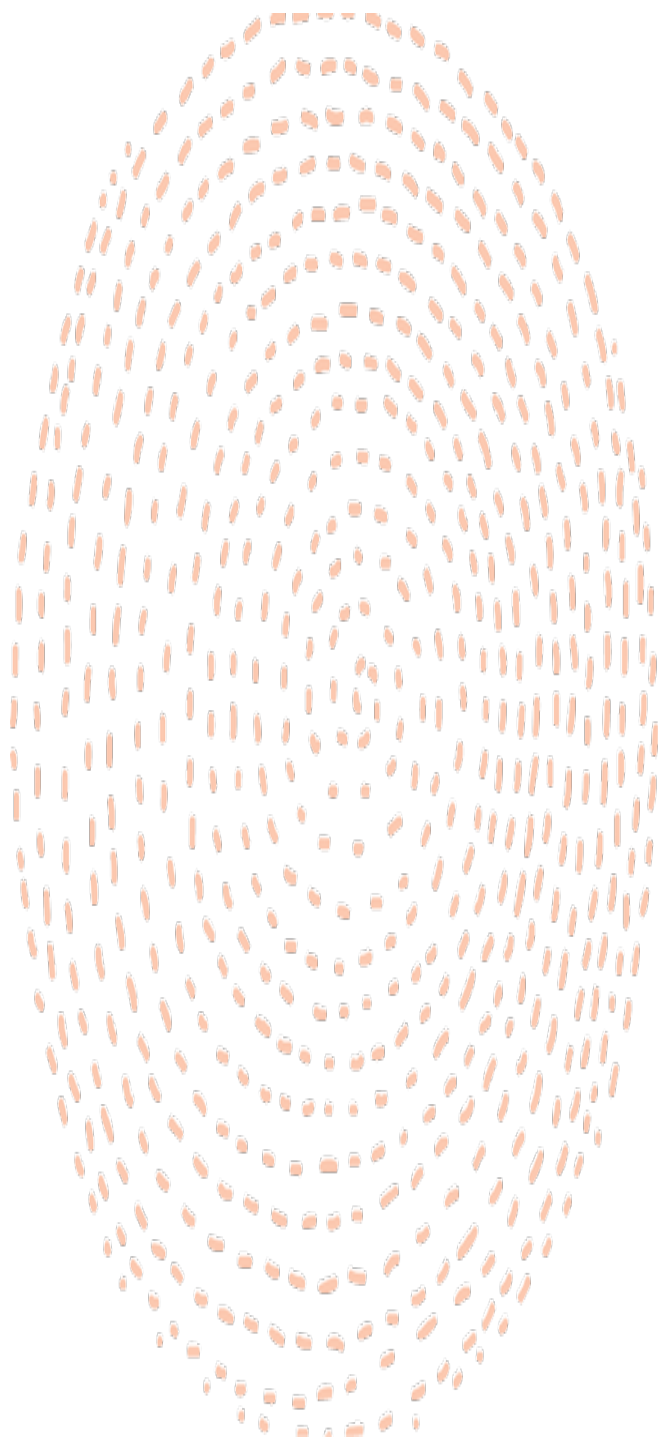
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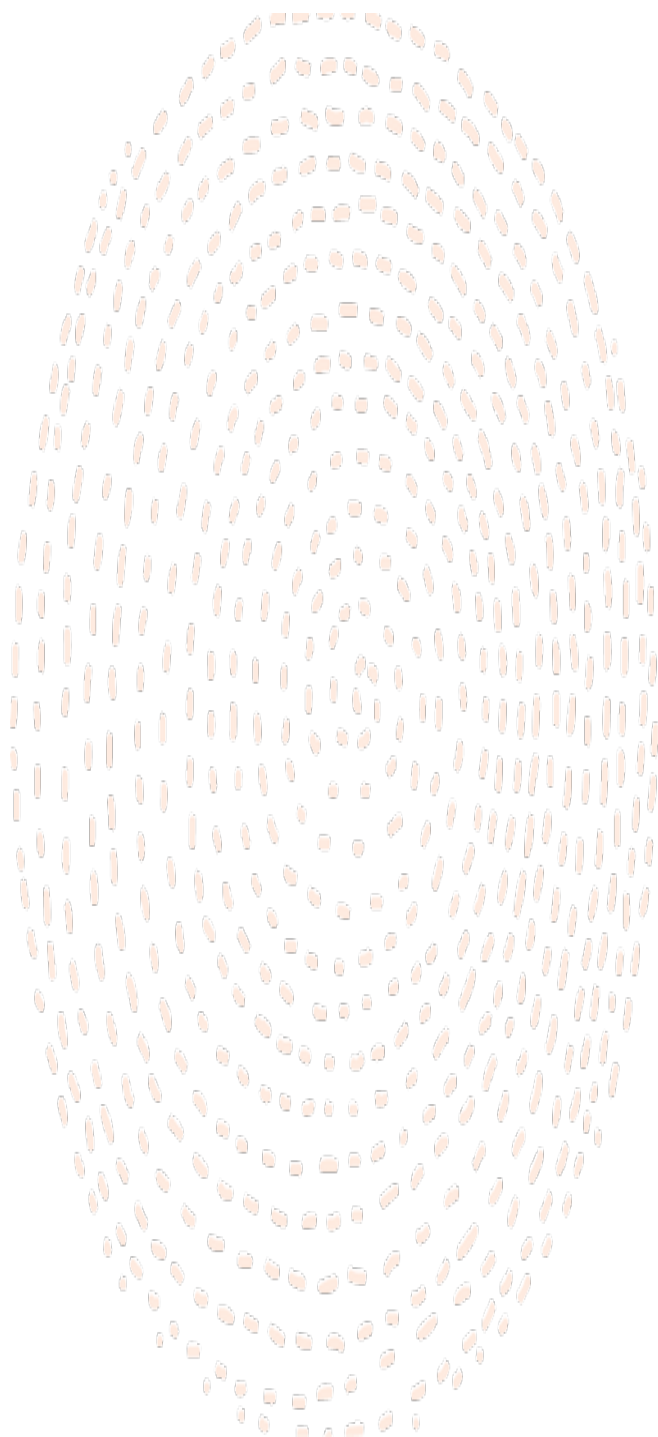
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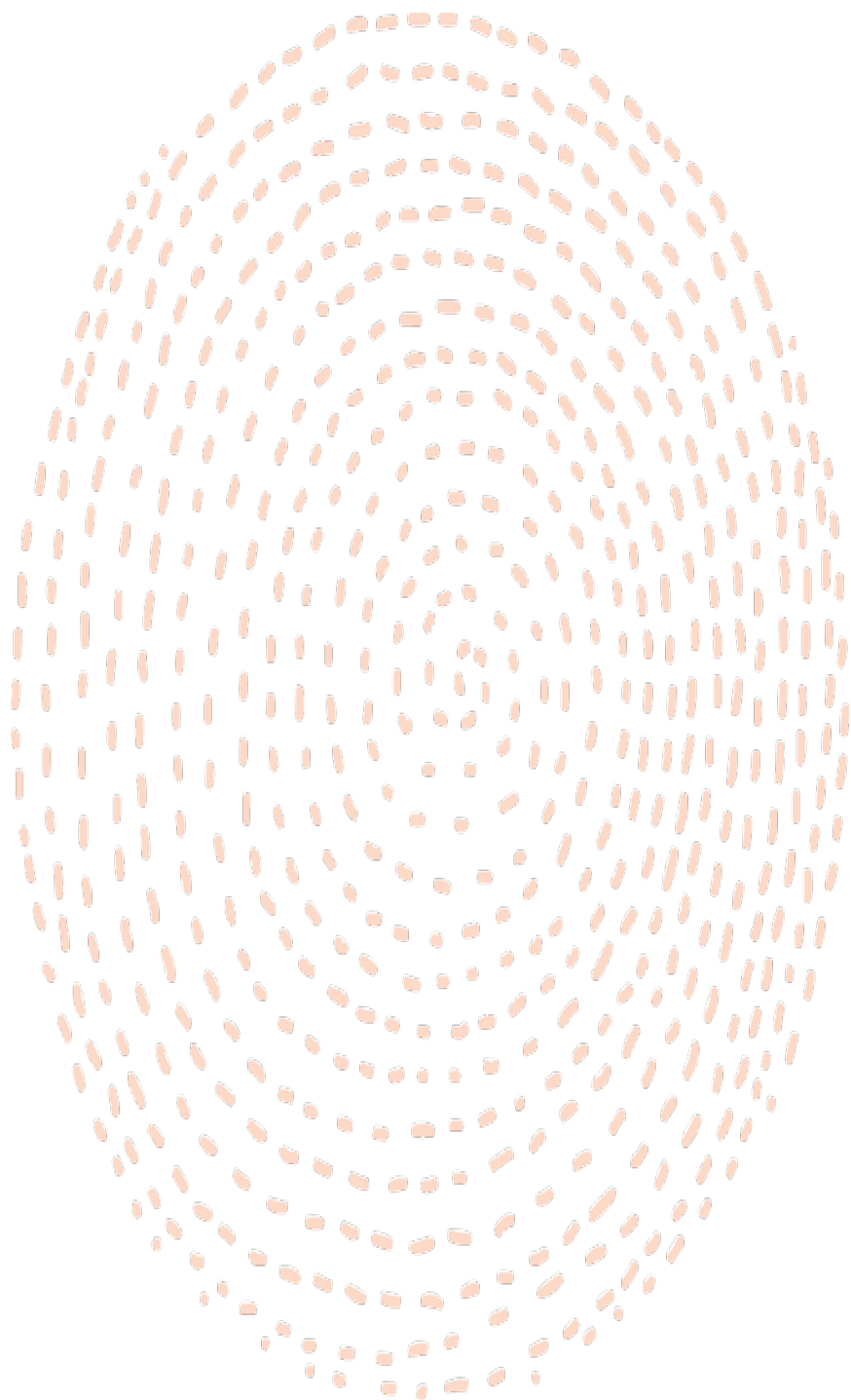
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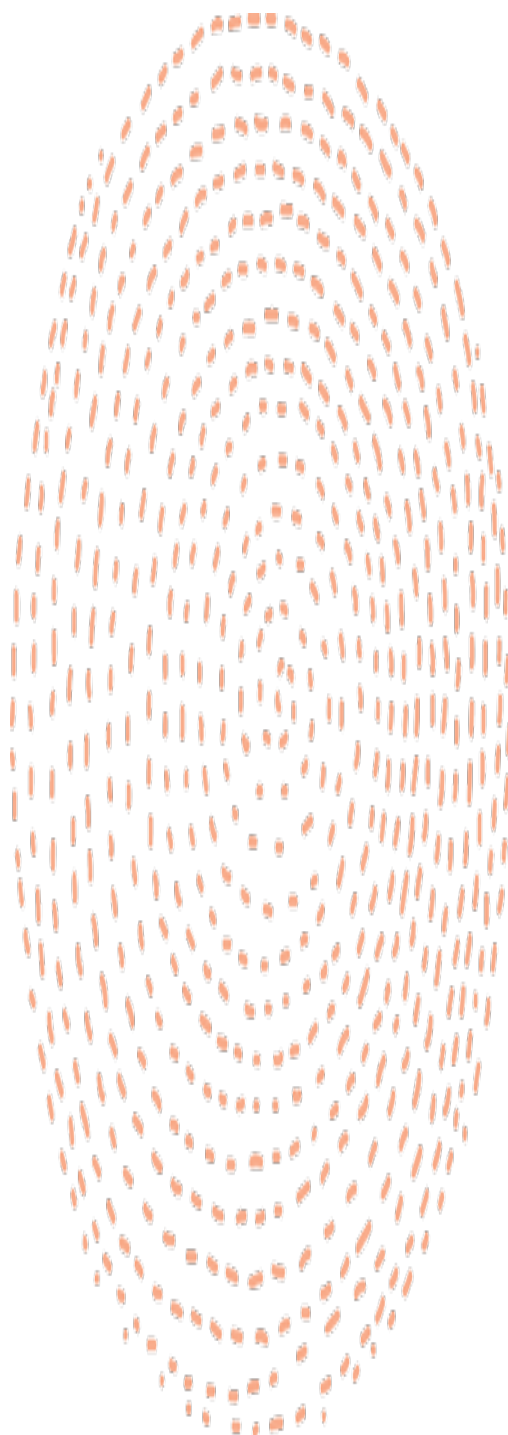
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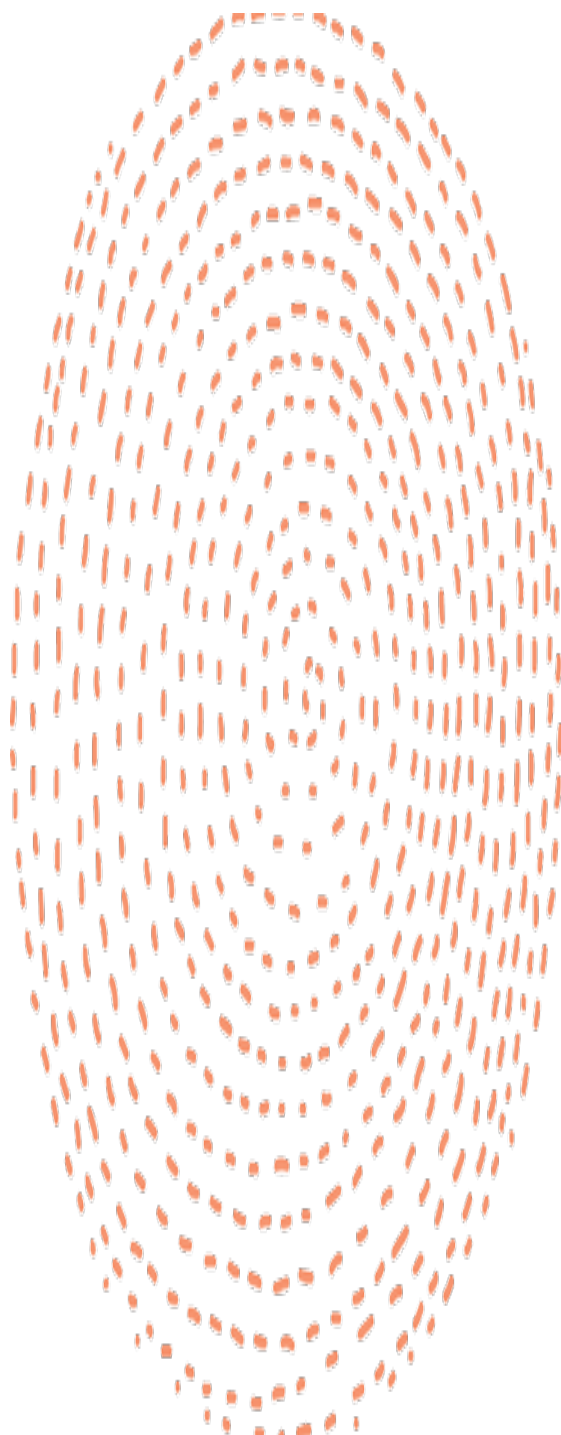


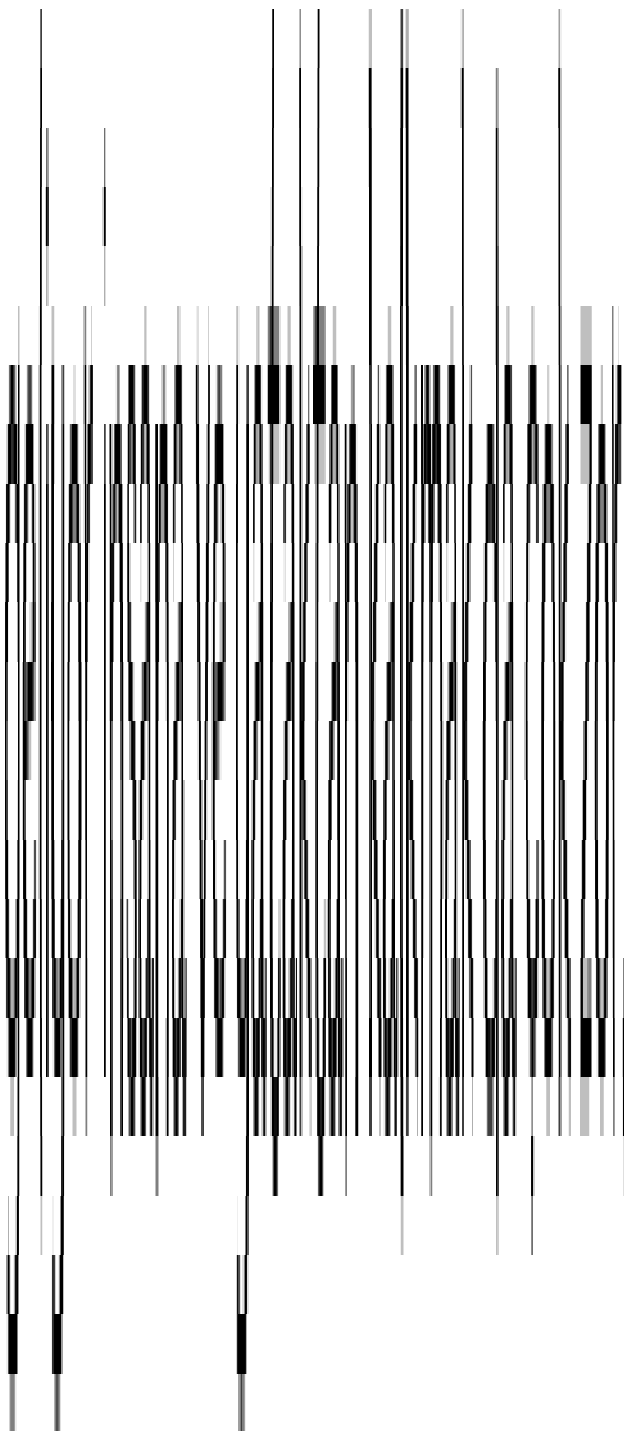


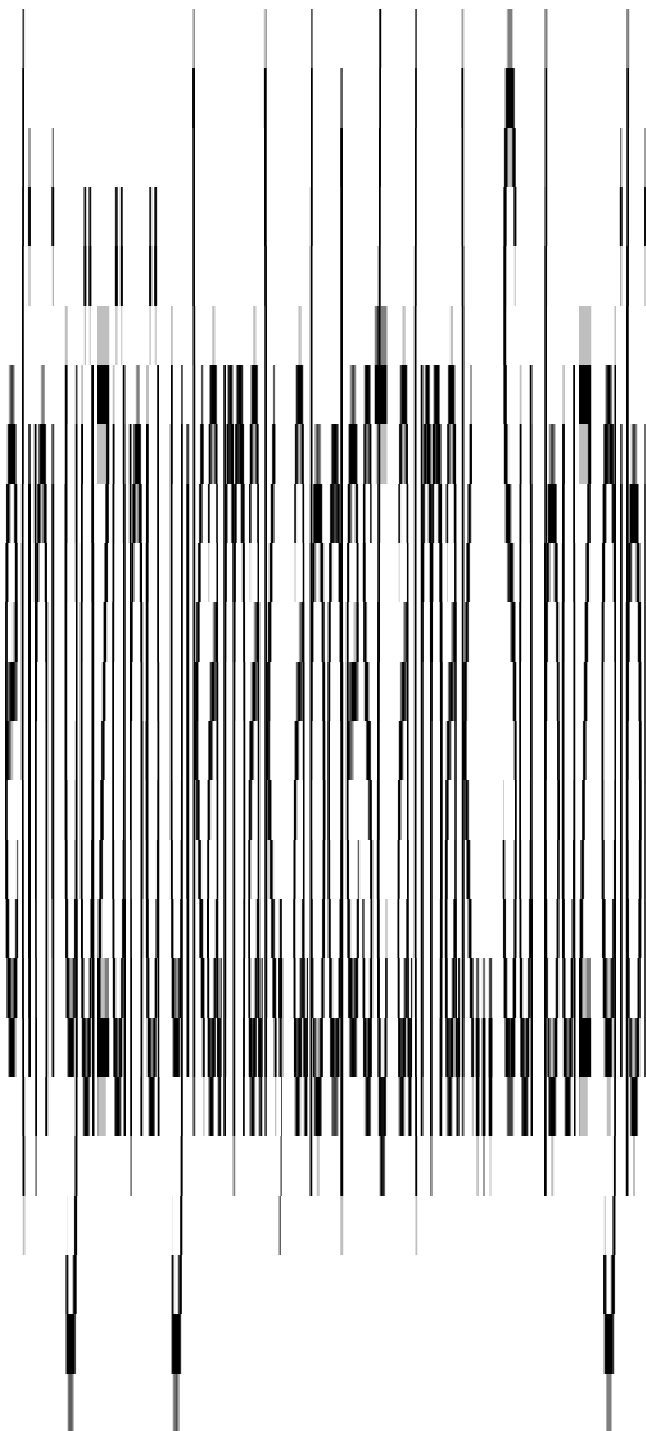
As a result, the data generated by the sensors is often noisy and incomplete, making it difficult to extract meaningful information. To overcome this, researchers have developed various algorithms and techniques for processing and analyzing the data. These include signal processing techniques such as Fourier transforms and wavelet transforms, which can help to filter out noise and extract the underlying patterns in the data. Machine learning techniques, such as neural networks and support vector machines, can also be used to classify and recognize patterns in the data. In addition, researchers have developed specialized hardware and software for processing and analyzing the data, which can help to improve the accuracy and efficiency of the analysis.

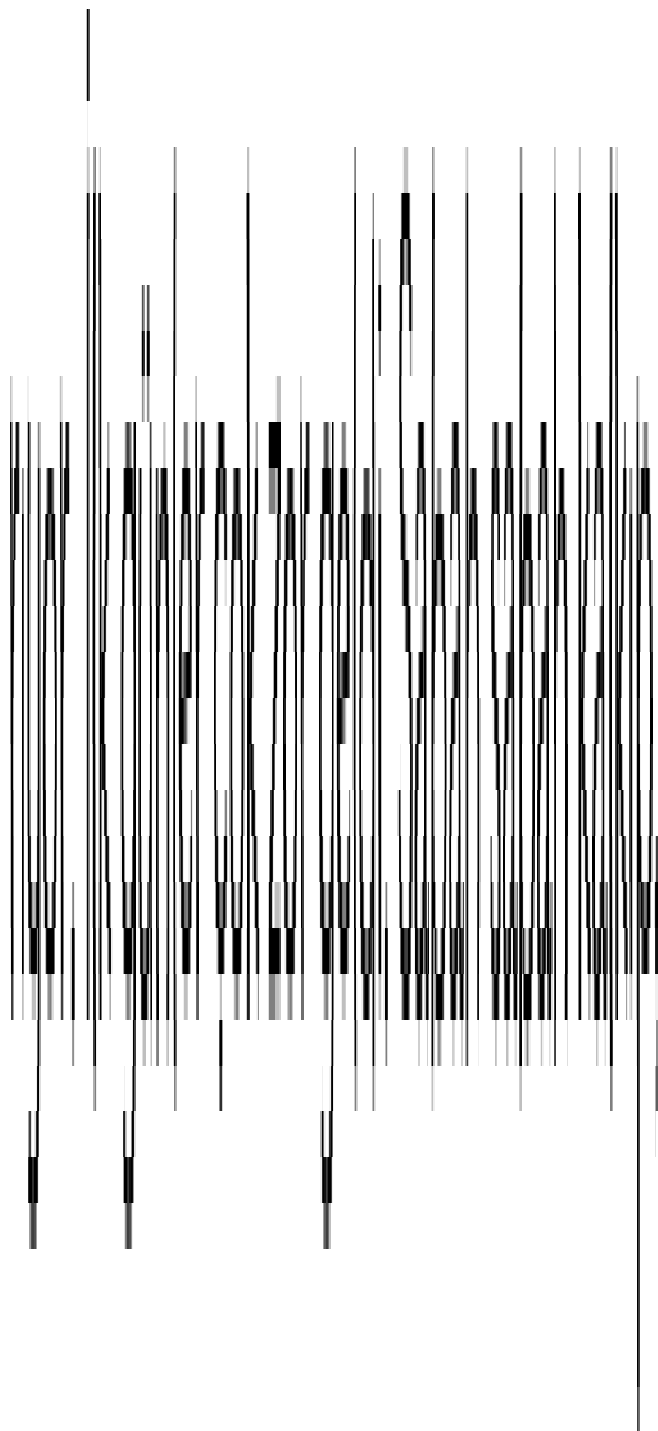
Overall, the use of sensors in data analysis is a rapidly growing field, and it is expected that the number of sensors used in data analysis will continue to increase in the future. As the technology improves, the data generated by the sensors will become more accurate and complete, making it easier to extract meaningful information and make better decisions.

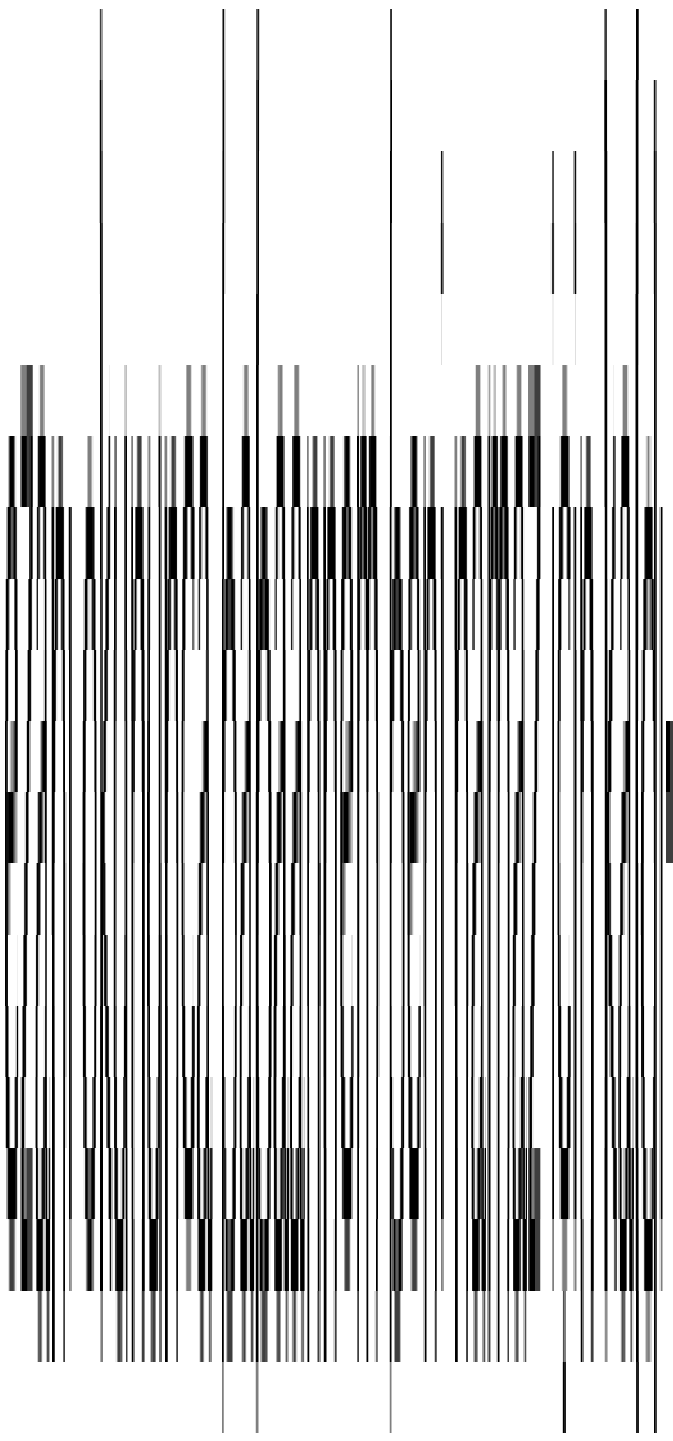
The first part of the paper discusses the importance of the research and the objectives of the study. It then proceeds to a literature review, followed by a description of the methodology used. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

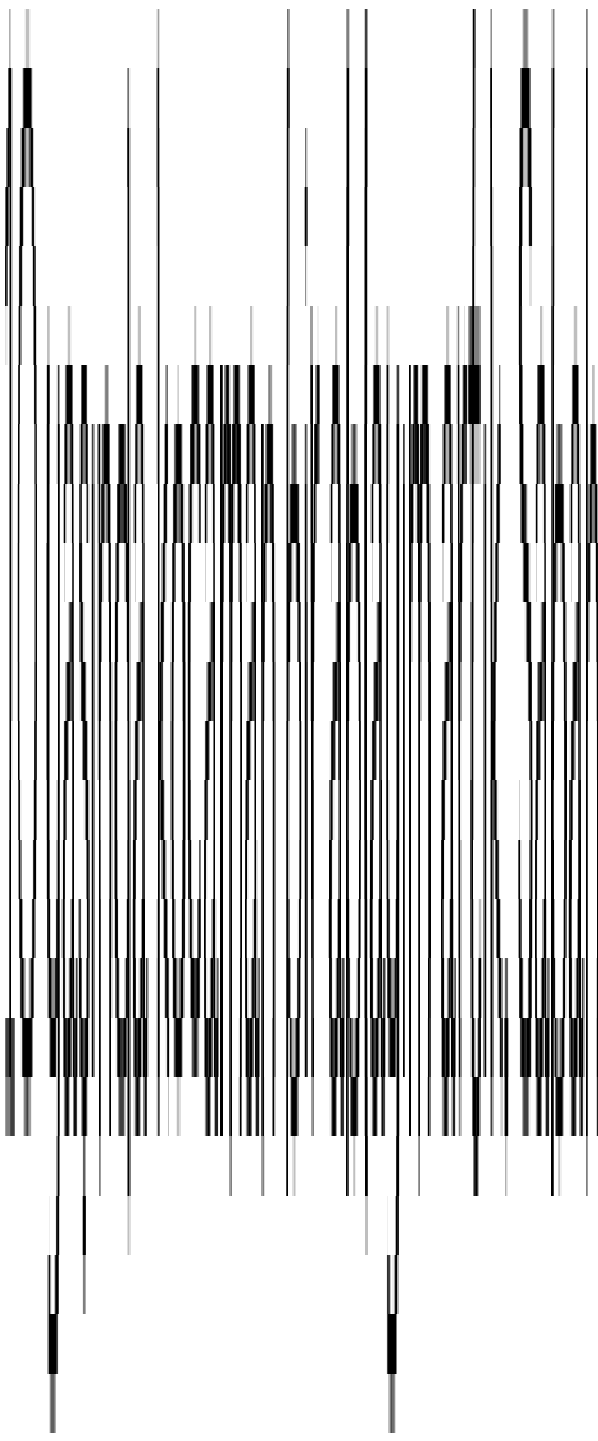


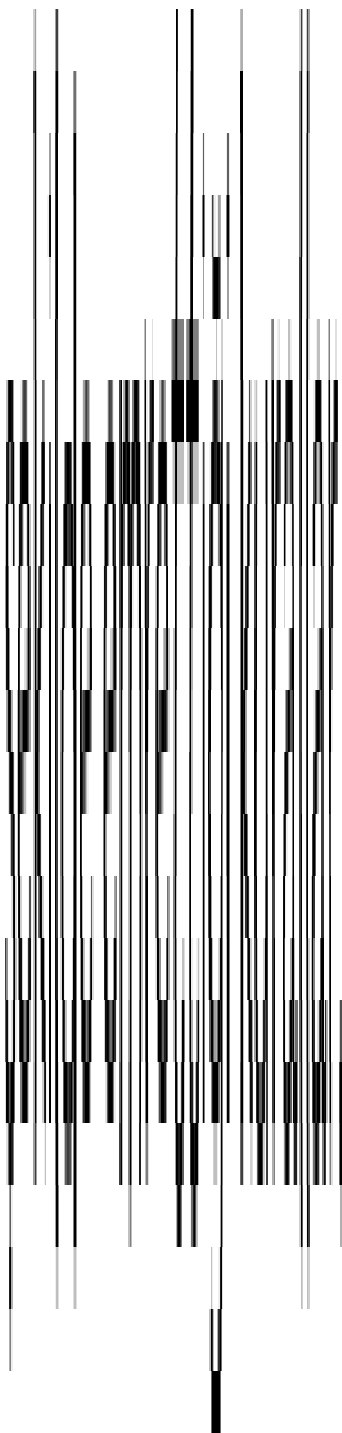


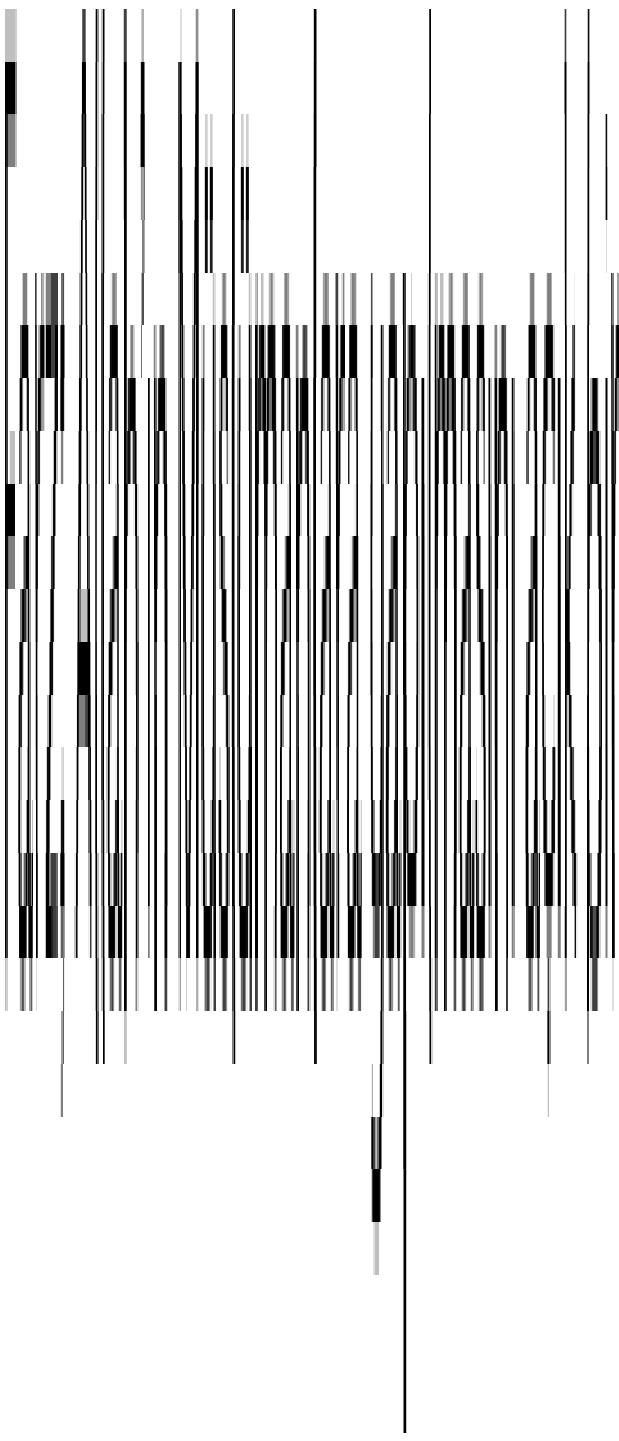


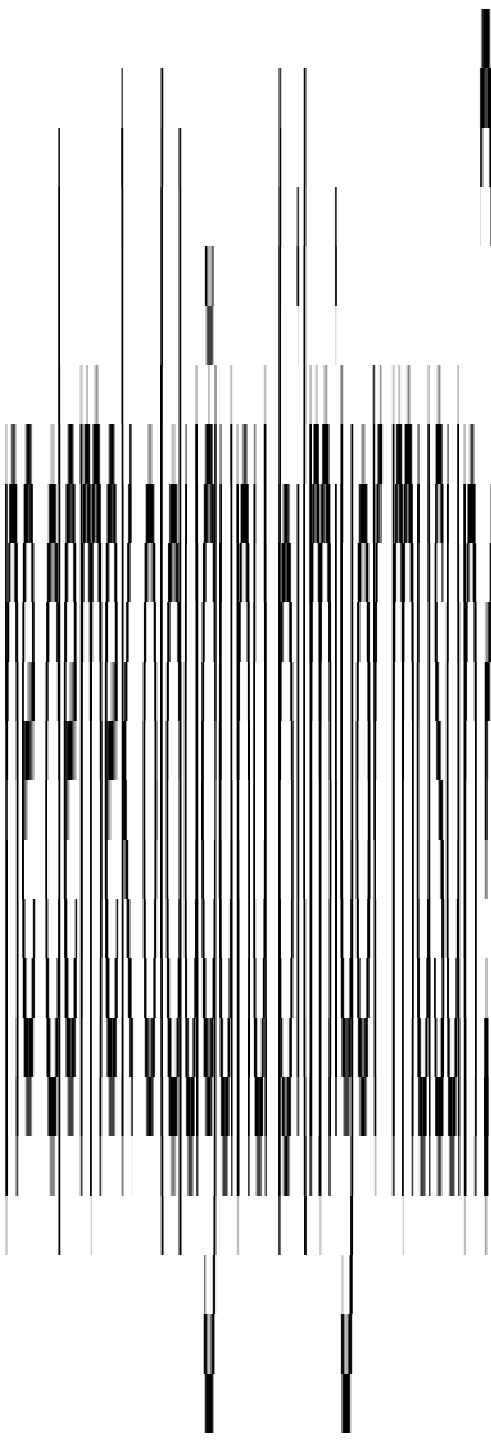


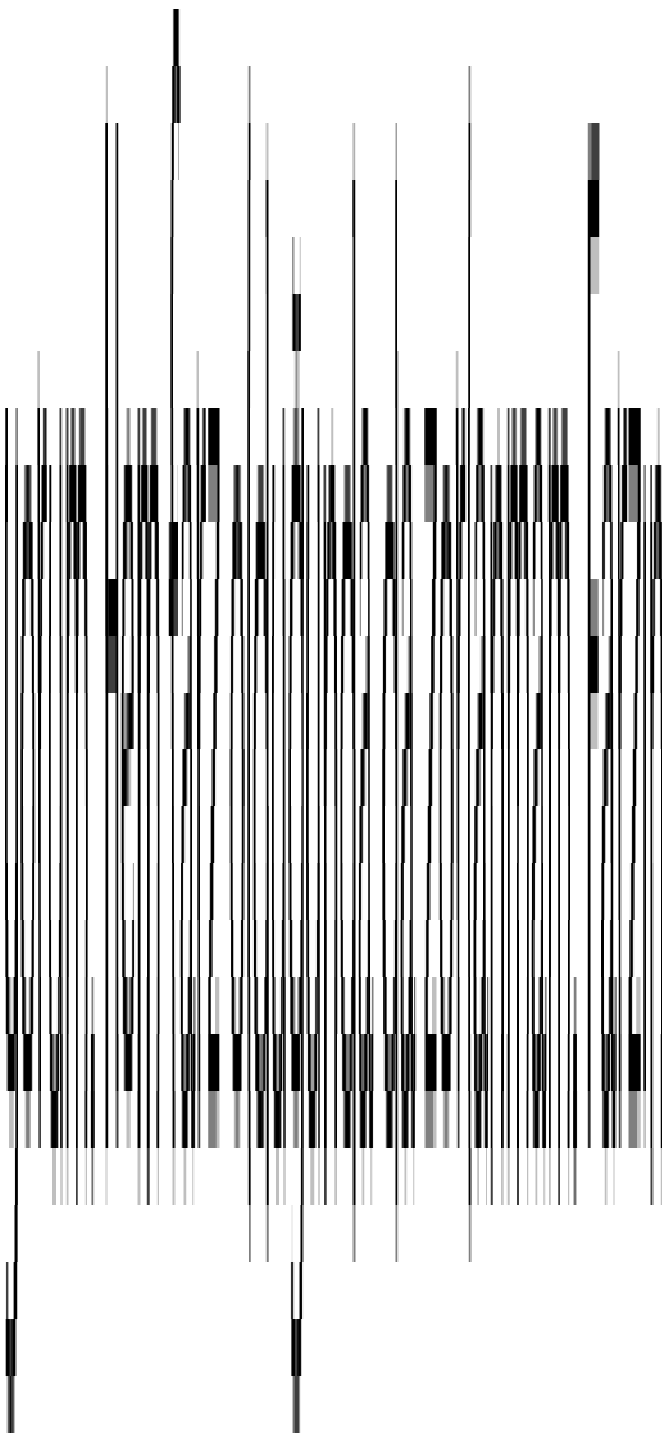


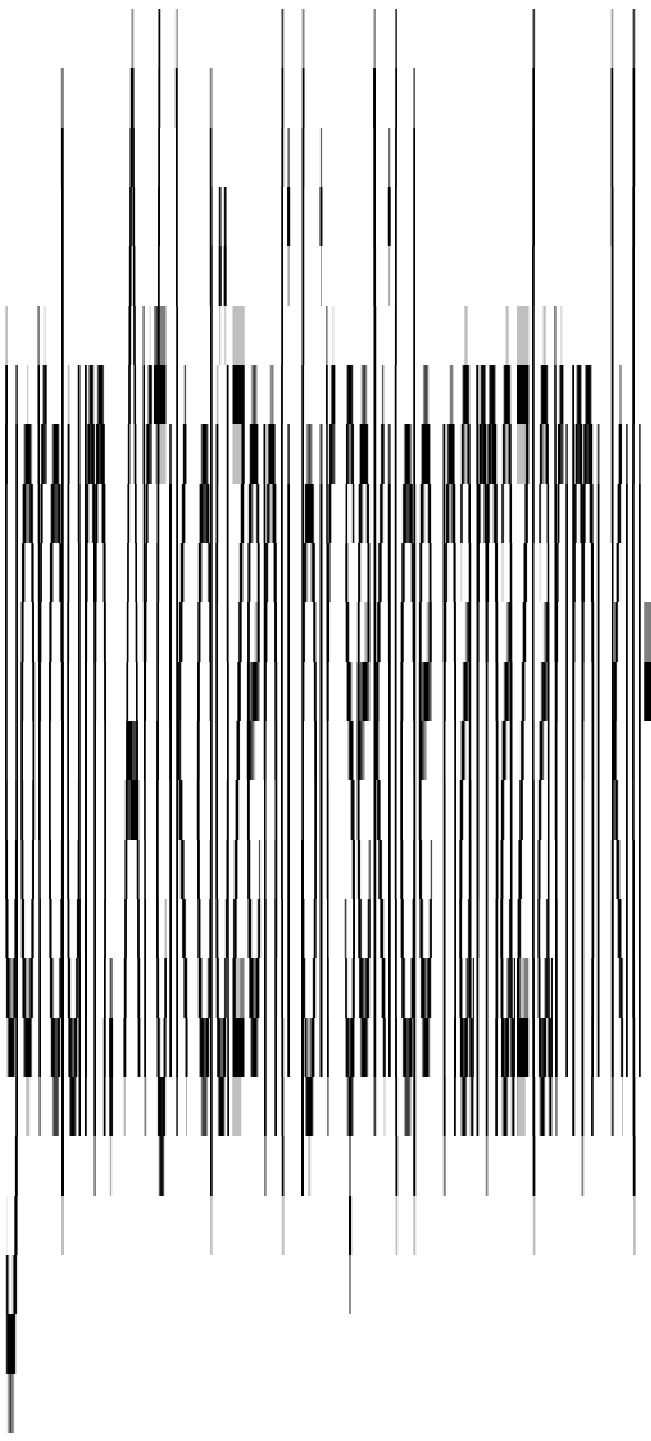


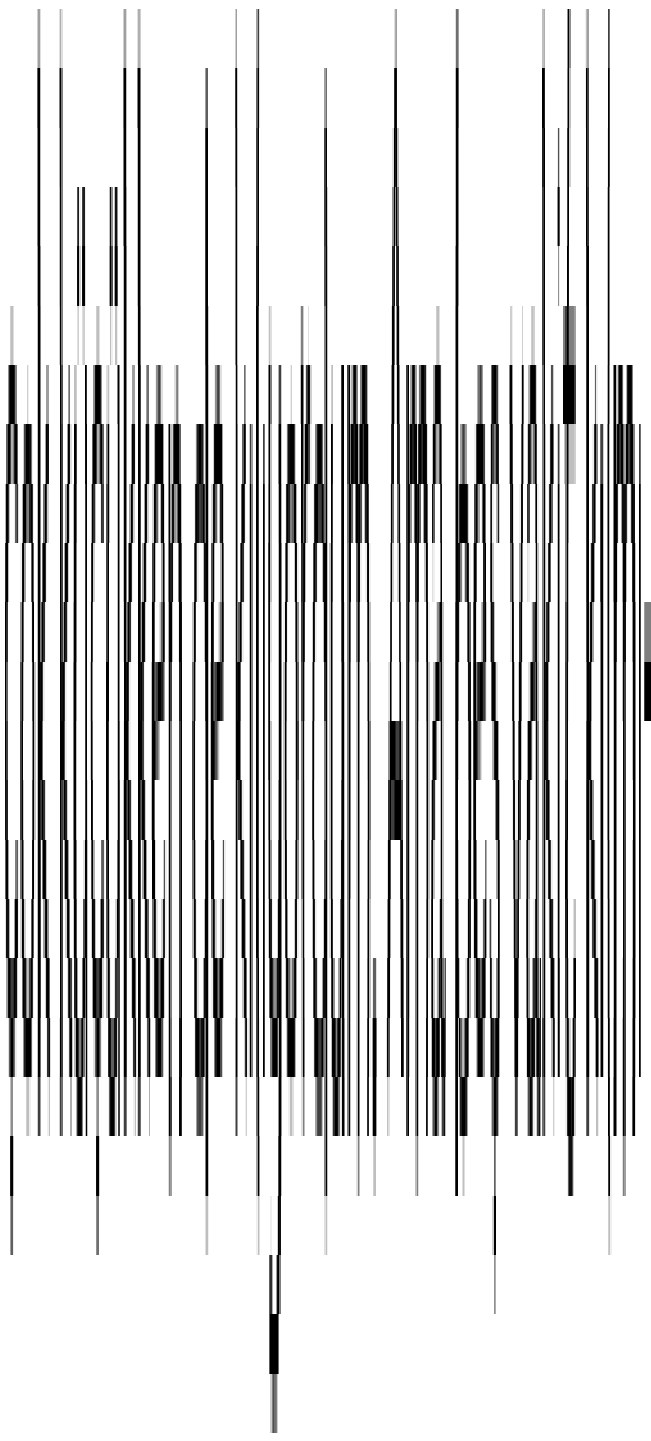


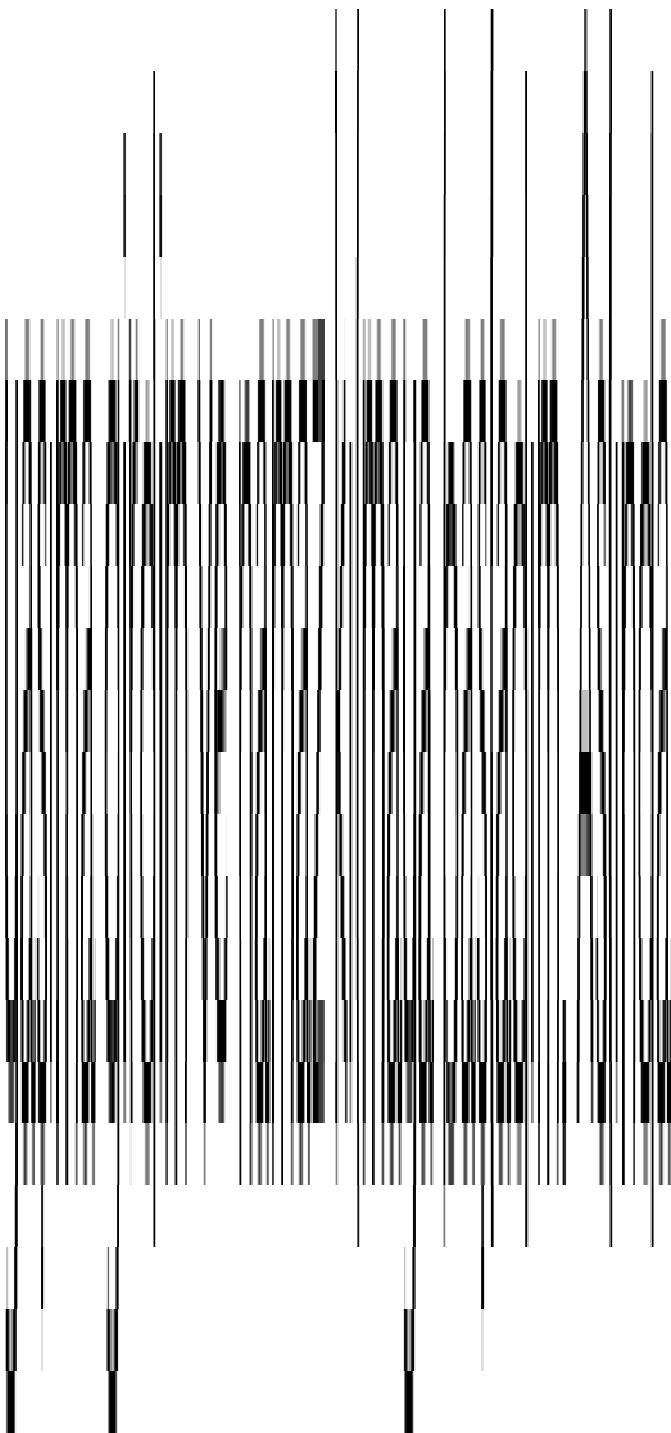


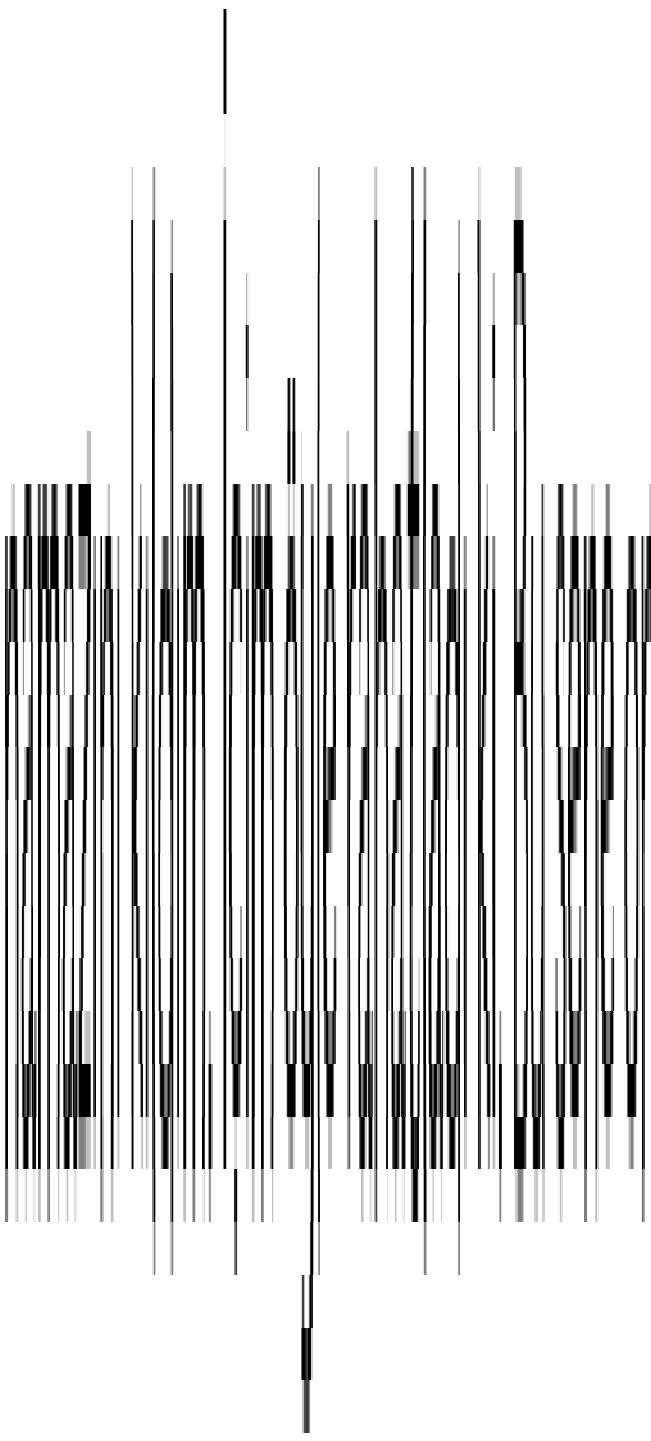


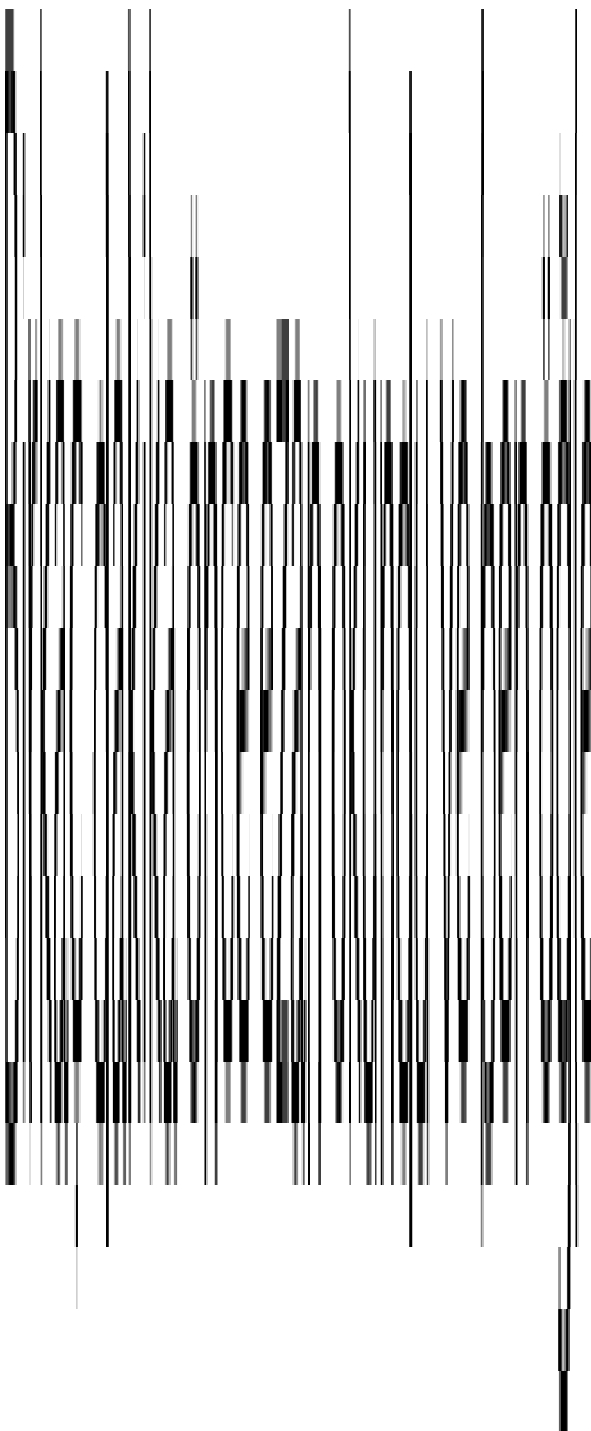


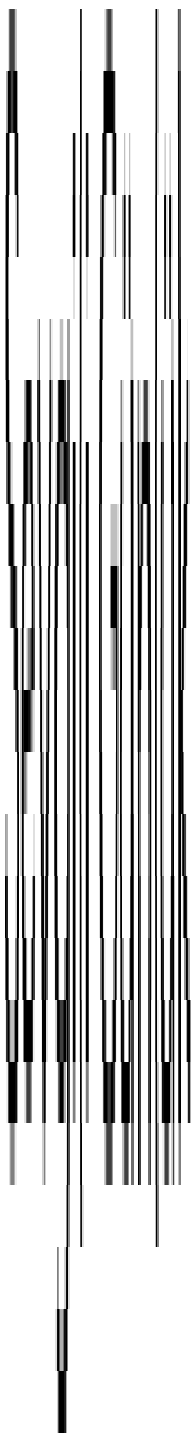




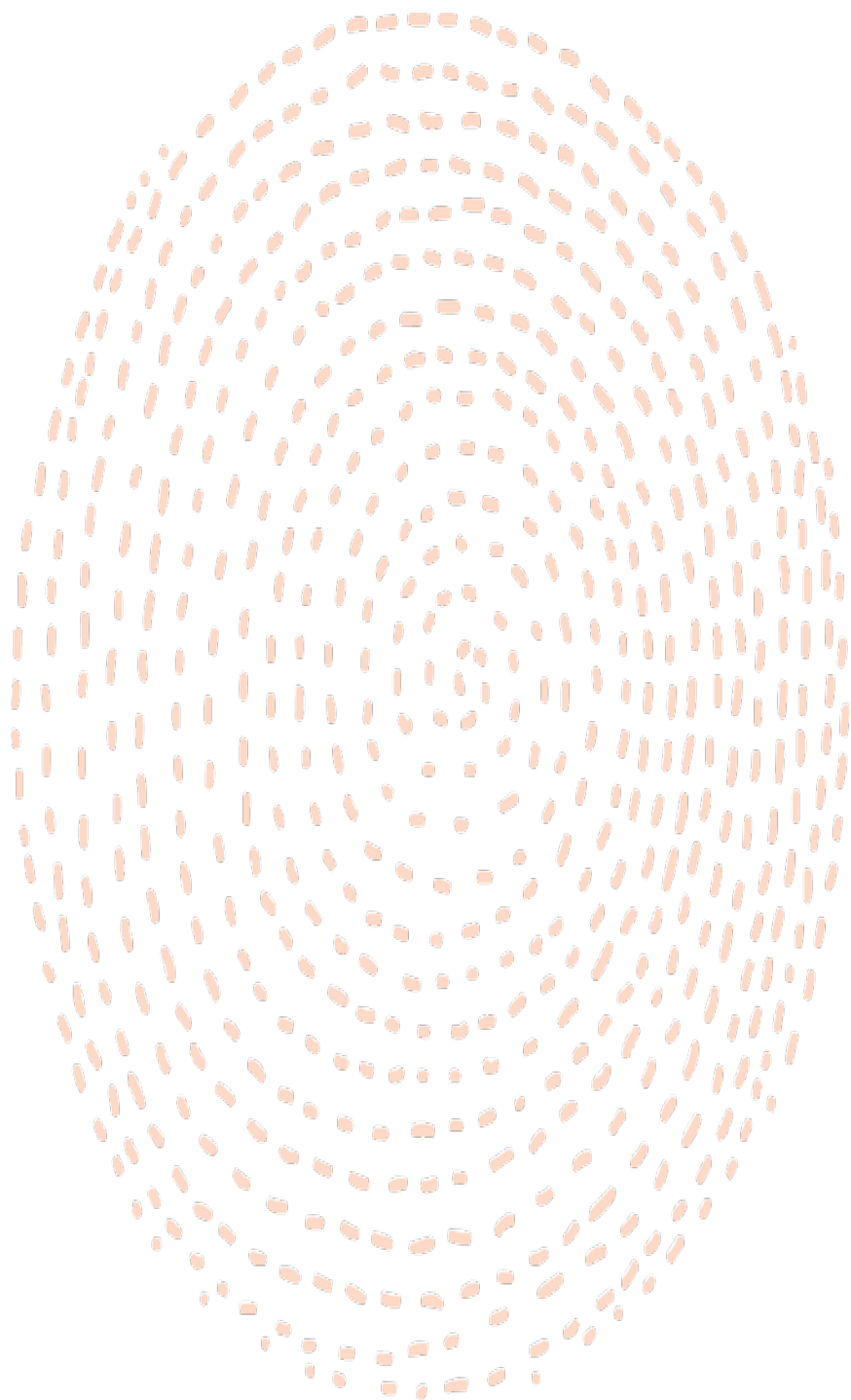


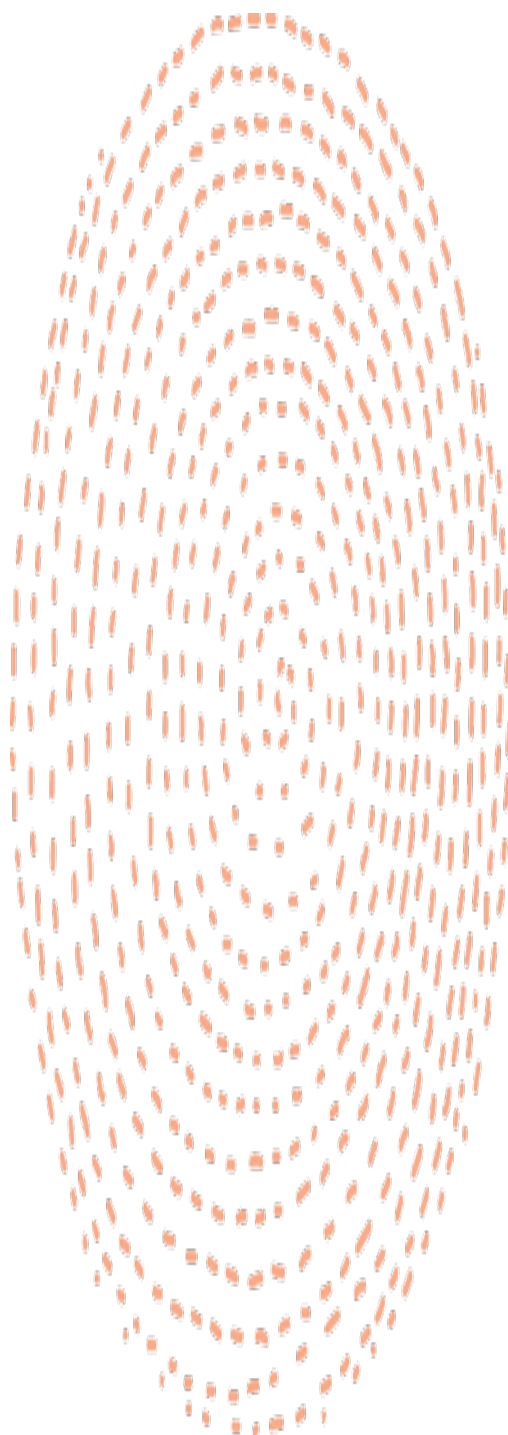


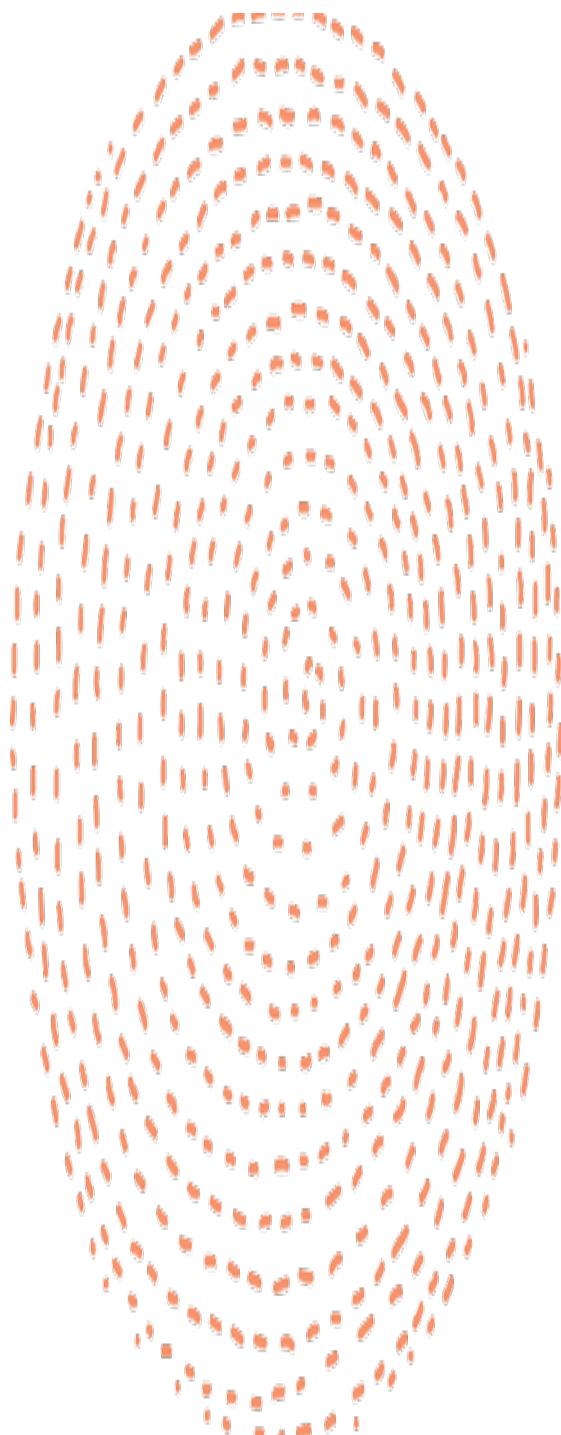


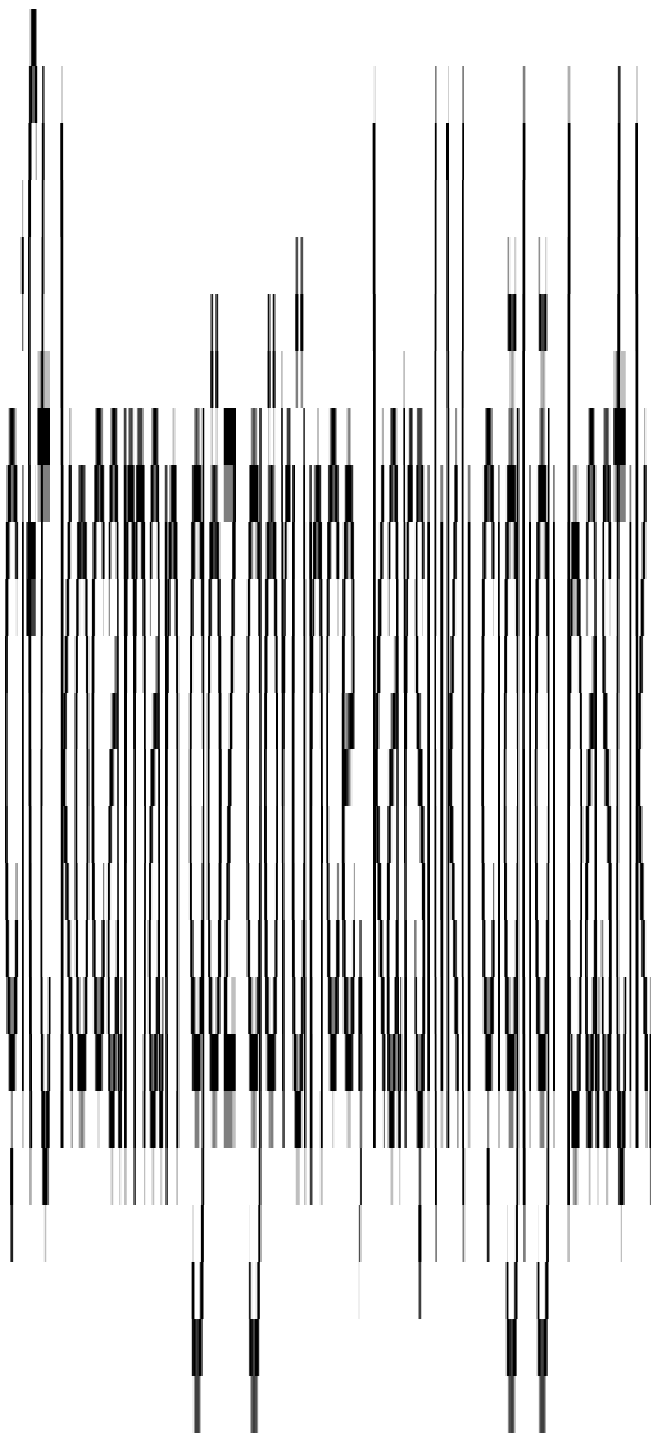


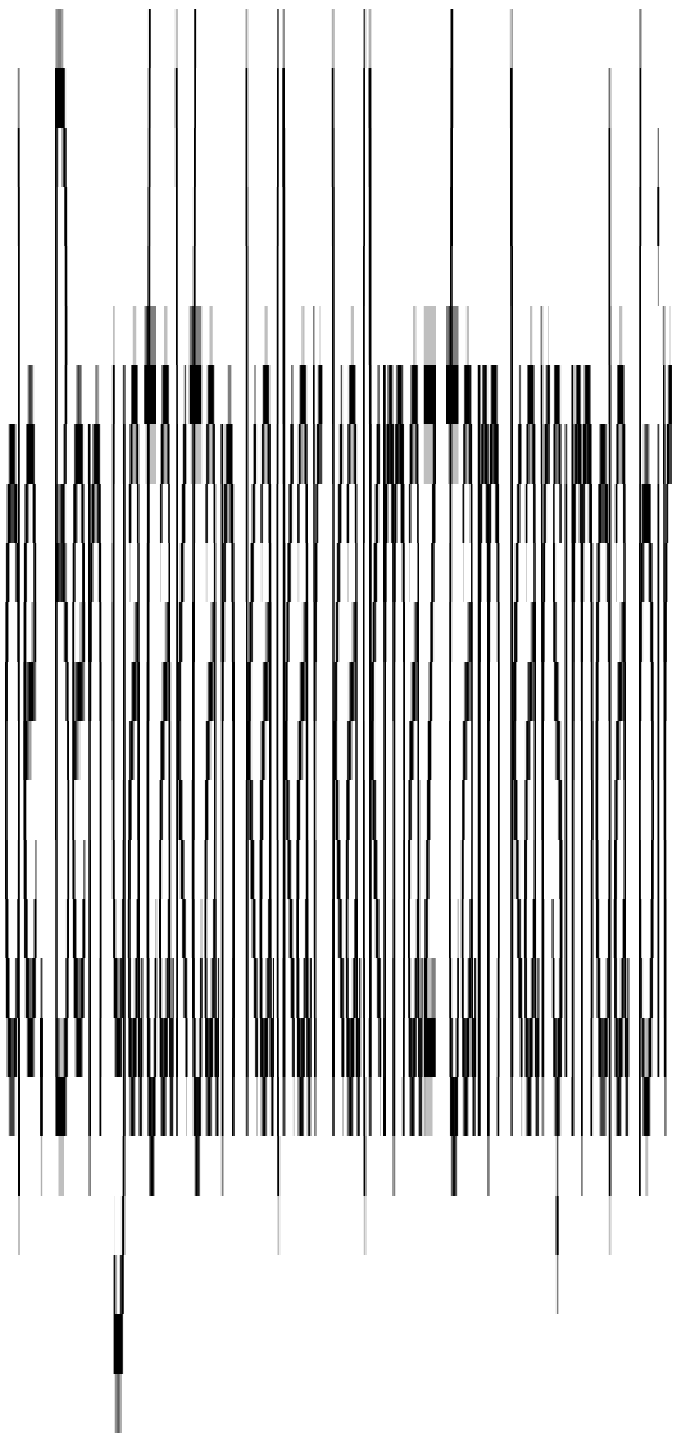


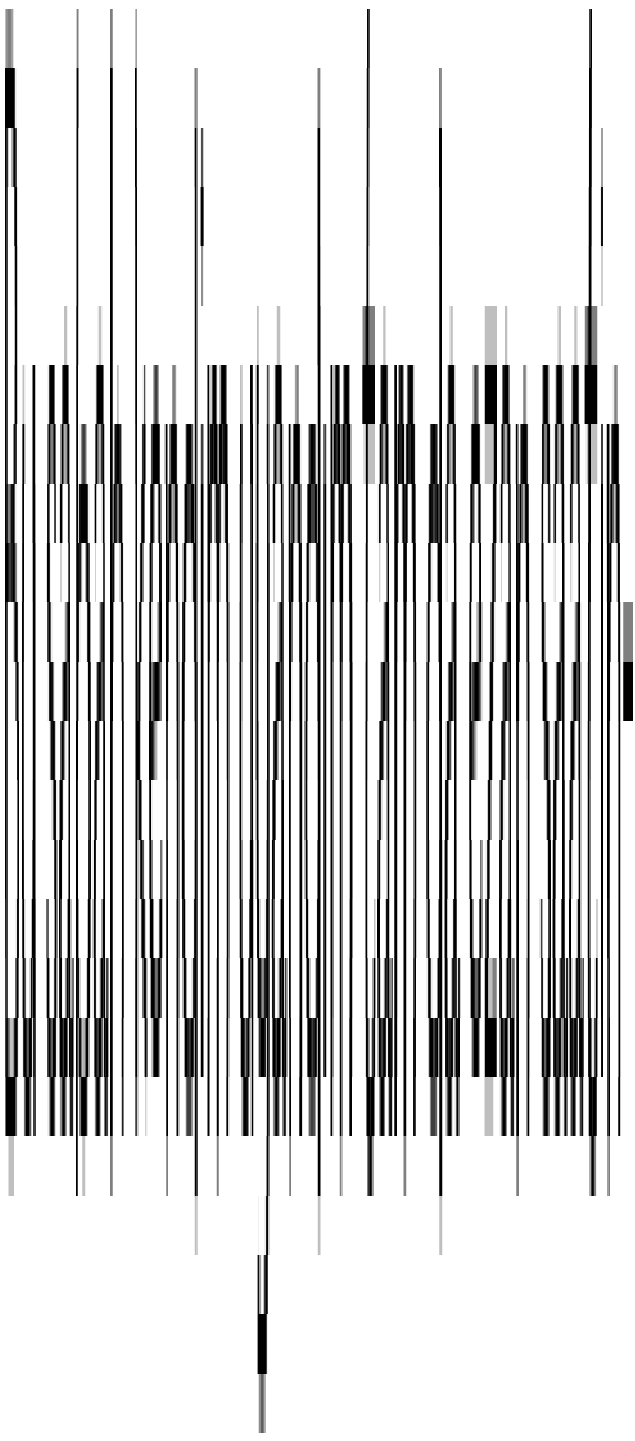


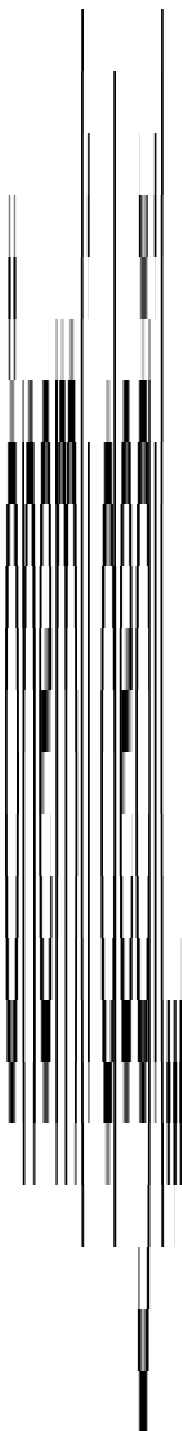


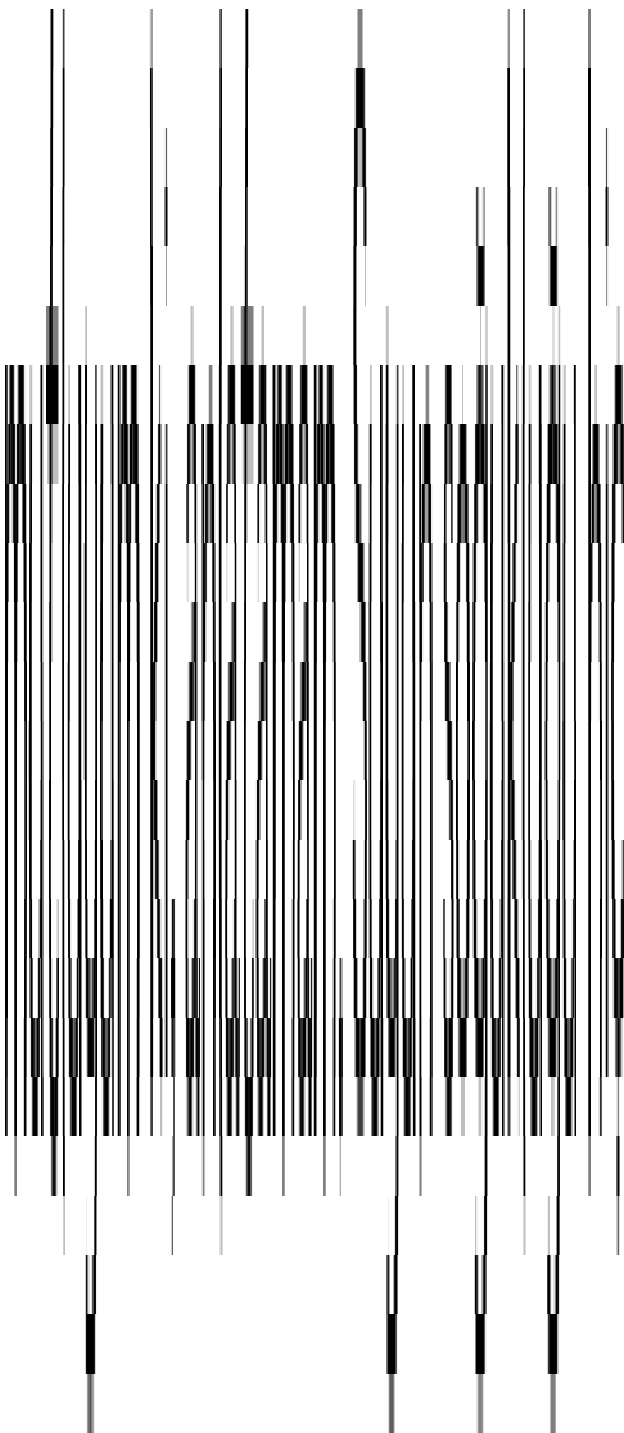


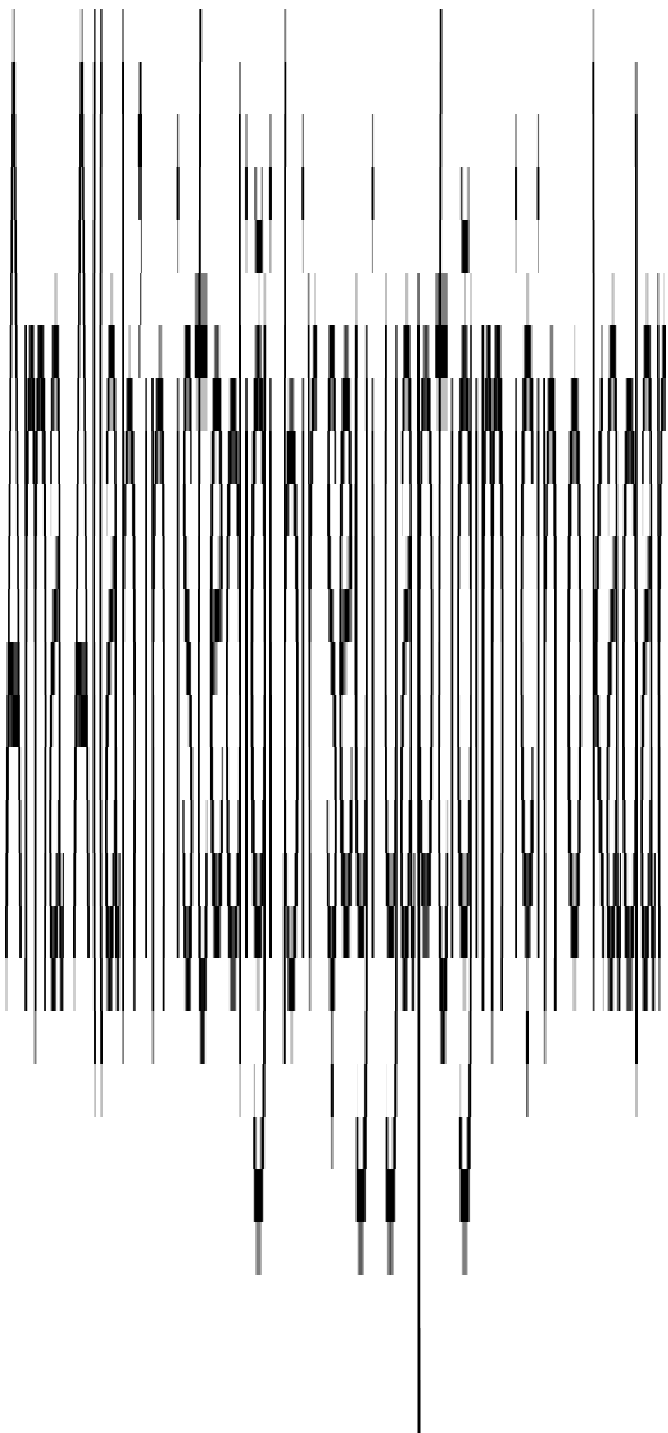












the 1990s, the number of people with a diagnosis of schizophrenia has increased in the United Kingdom (Meltzer 1996). The prevalence of schizophrenia in the United Kingdom is estimated to be 1.2% (Meltzer 1996). The prevalence of schizophrenia in the United States is estimated to be 1.1% (Meltzer 1996).

There is a growing awareness of the need to improve the lives of people with schizophrenia. The World Health Organization (WHO) has developed a set of guidelines for the management of schizophrenia (WHO 1993). The guidelines recommend that people with schizophrenia should be treated with a combination of medication and psychosocial interventions. The guidelines also recommend that people with schizophrenia should be treated in a community setting, rather than in a hospital. The guidelines also recommend that people with schizophrenia should be treated by a multidisciplinary team, including doctors, nurses, social workers, and psychologists.

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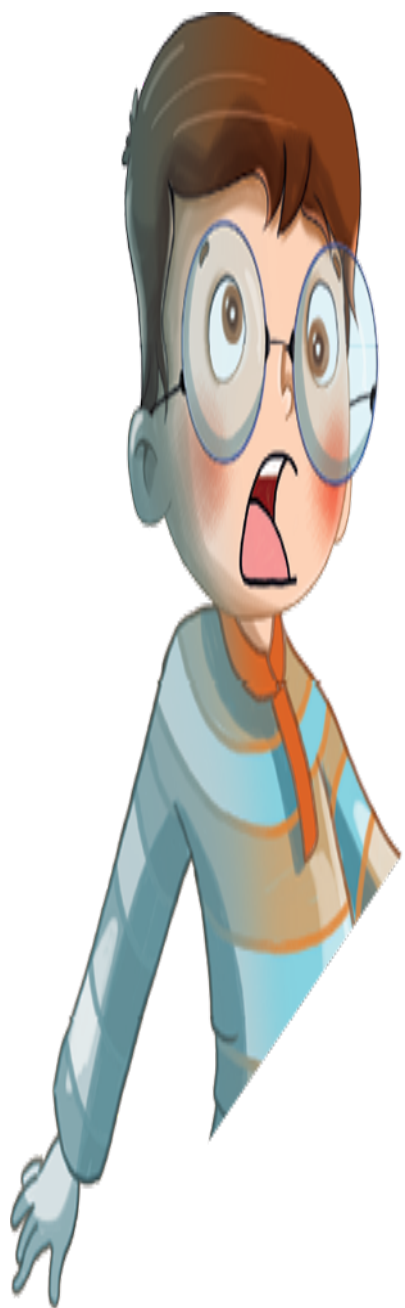
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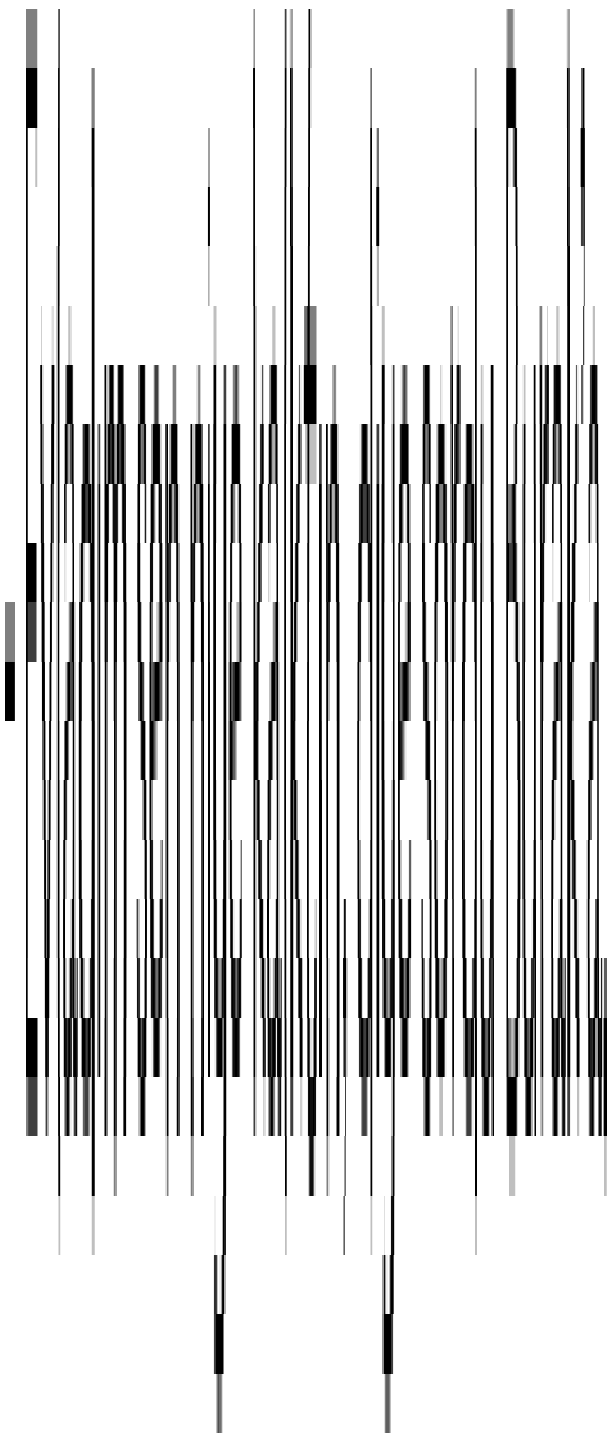
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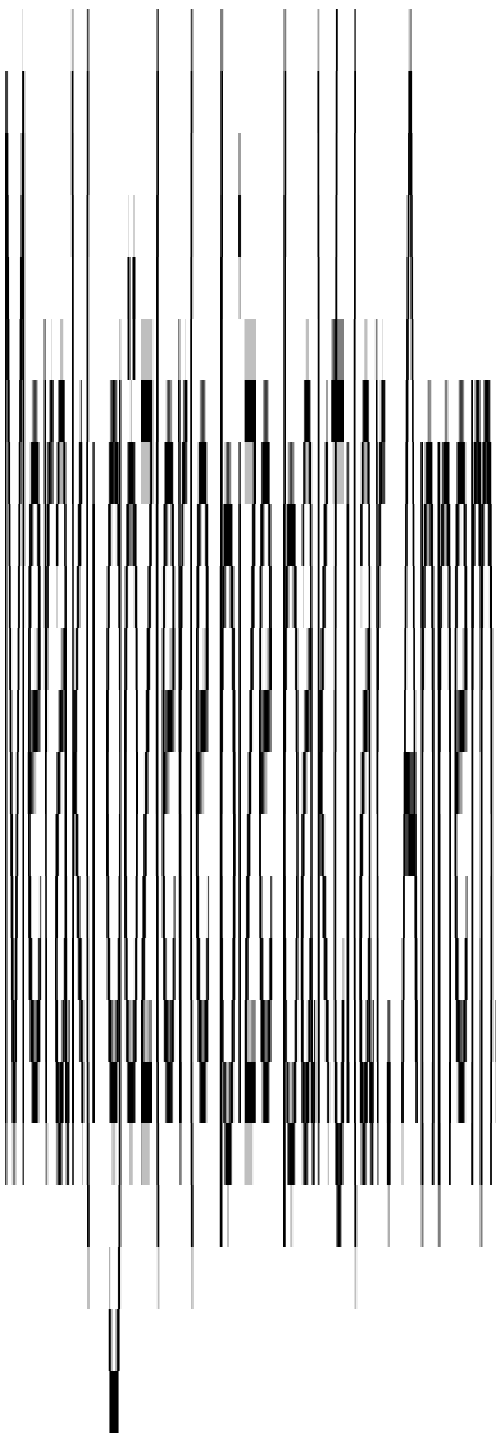


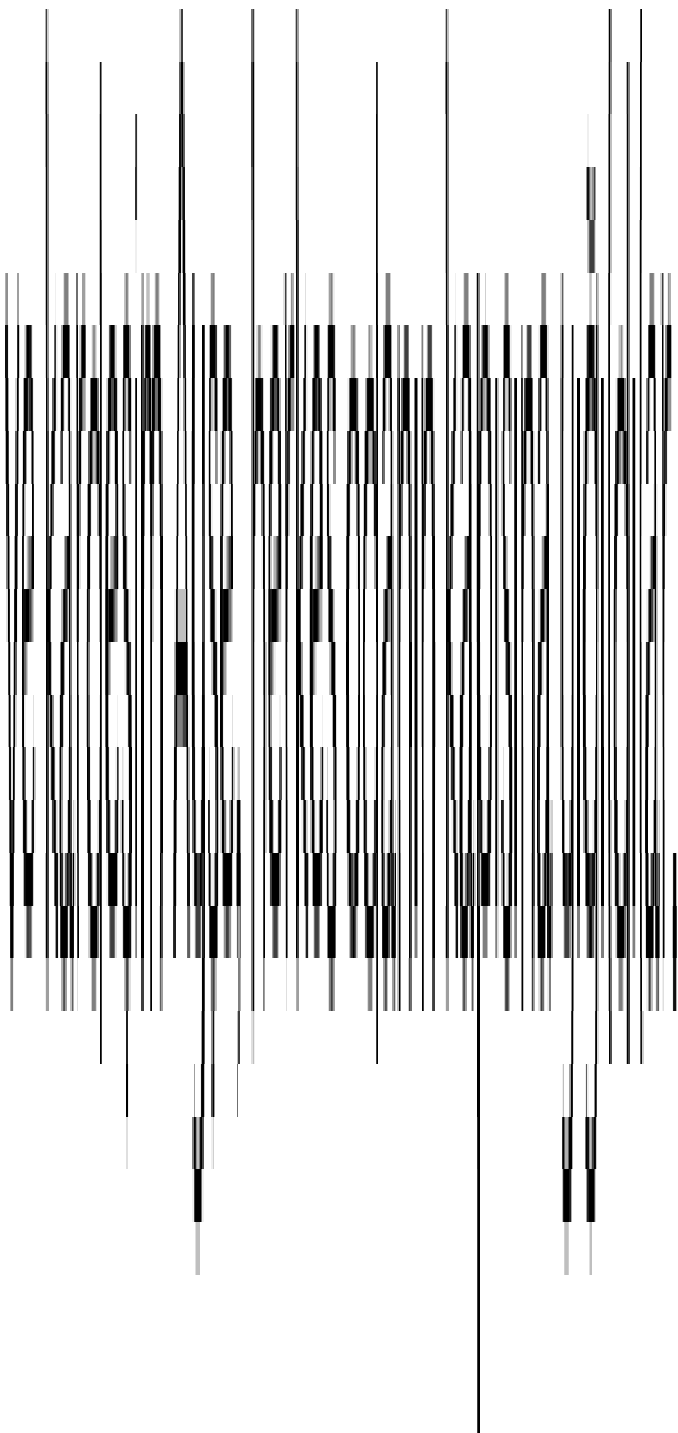


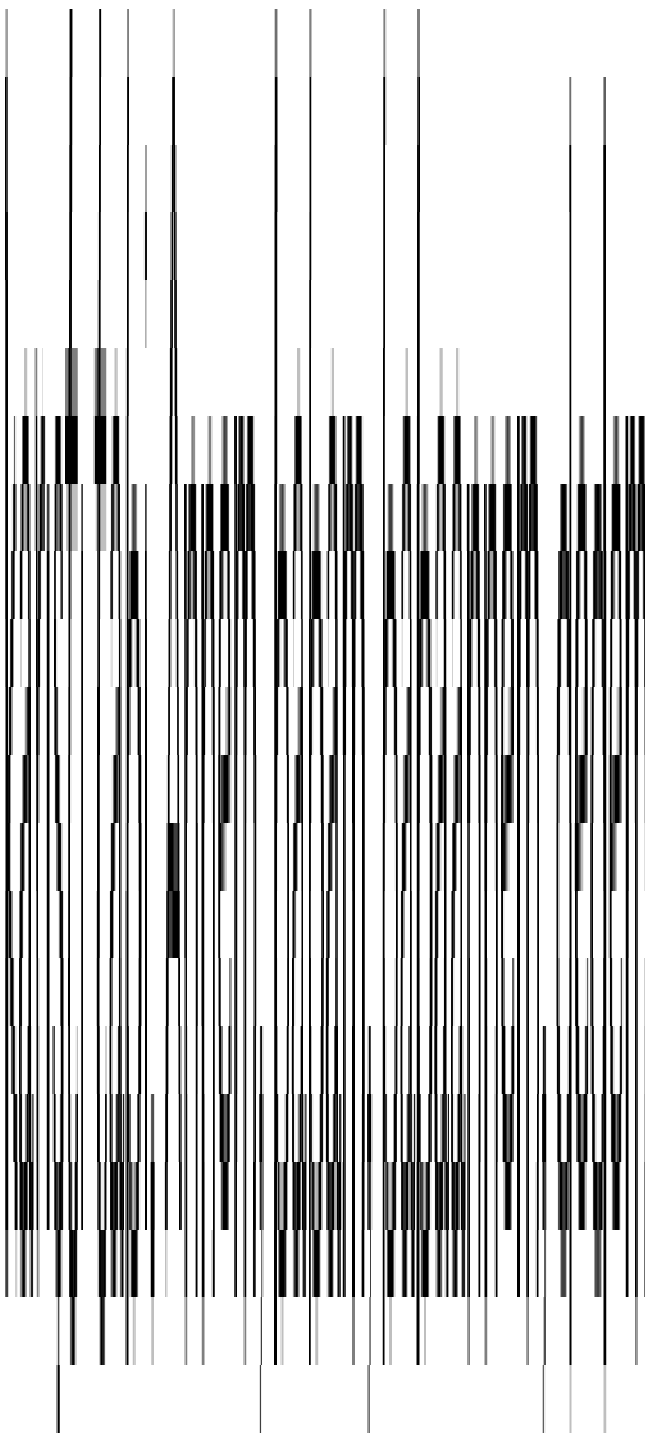


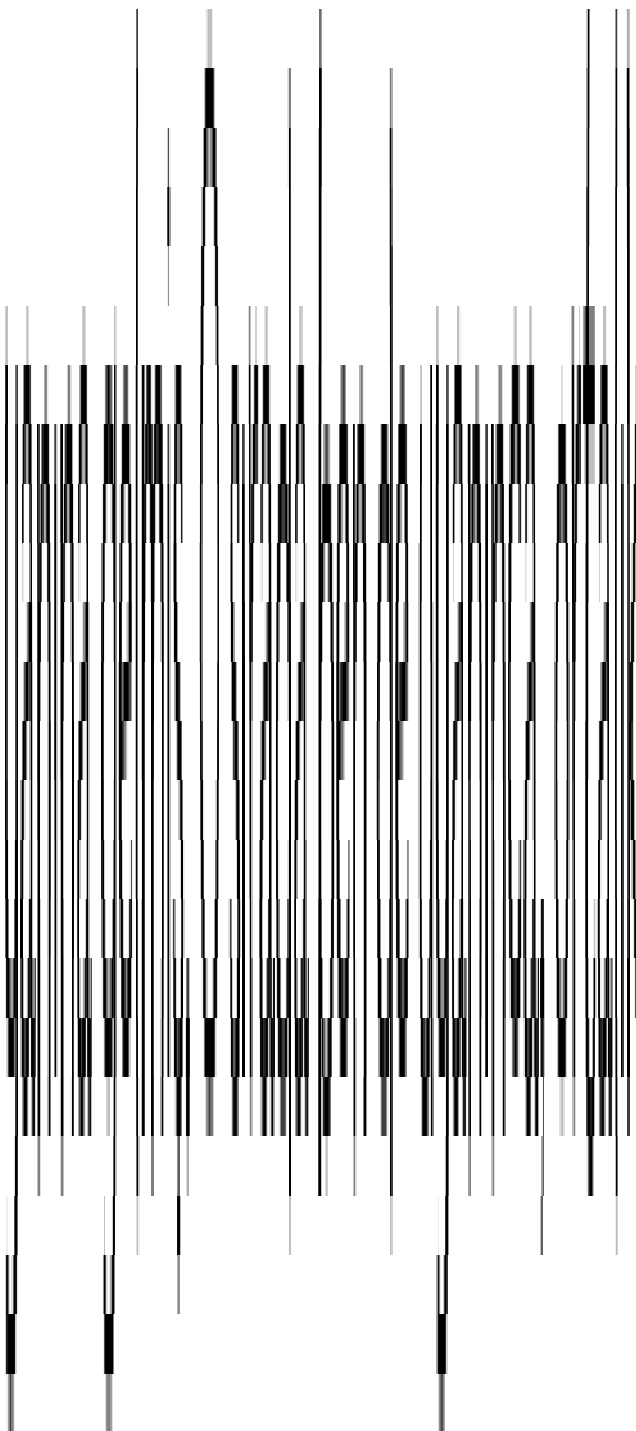


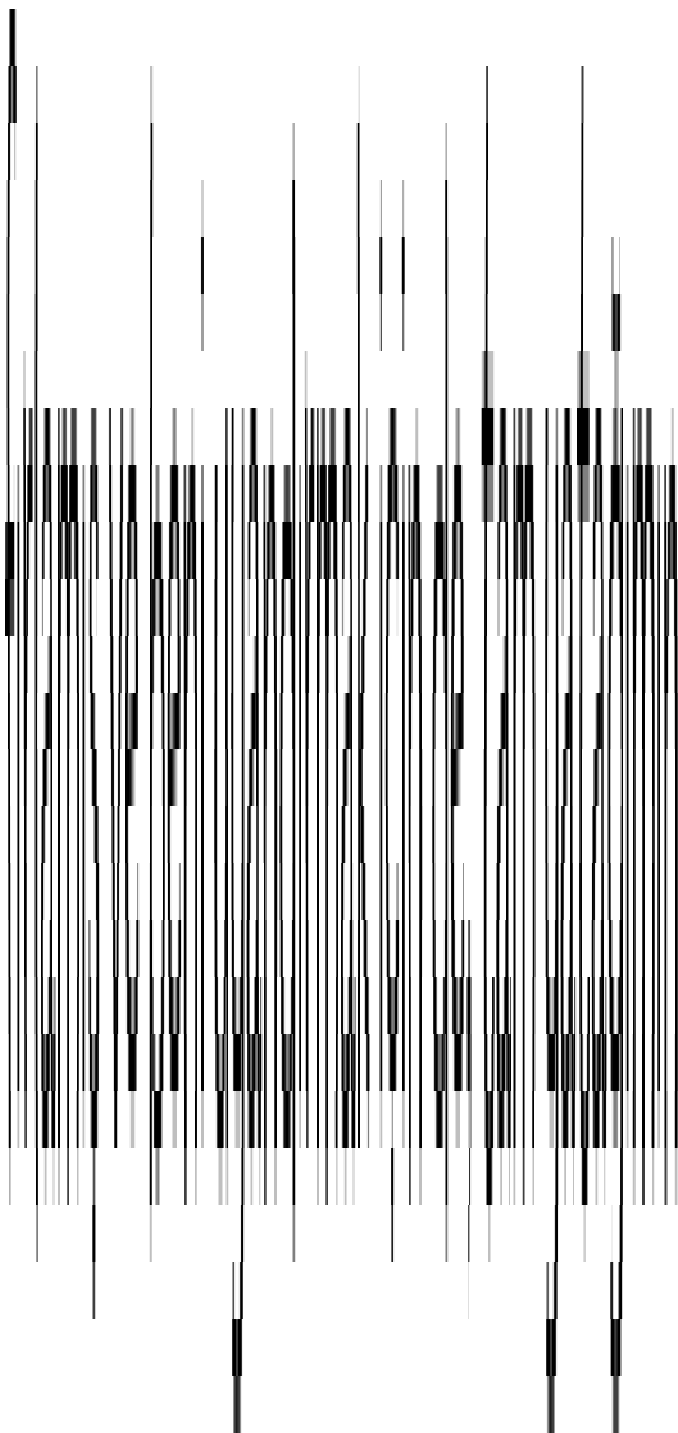


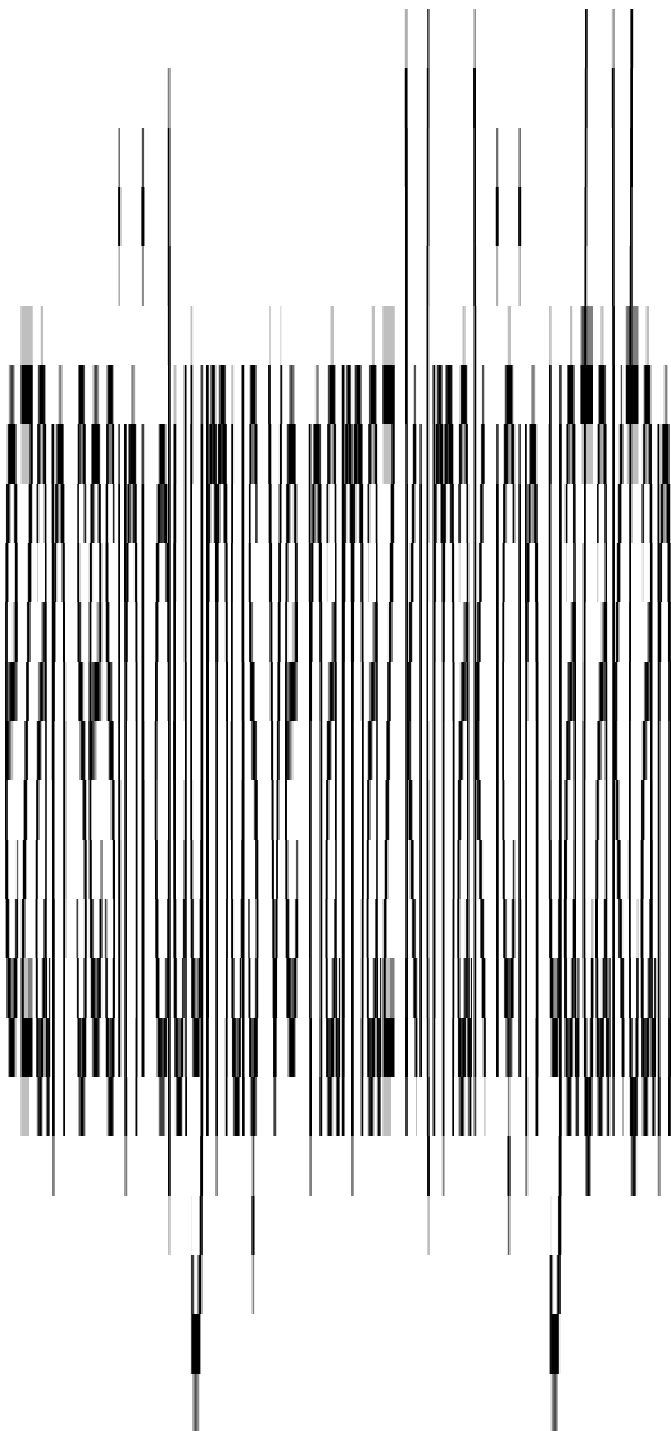


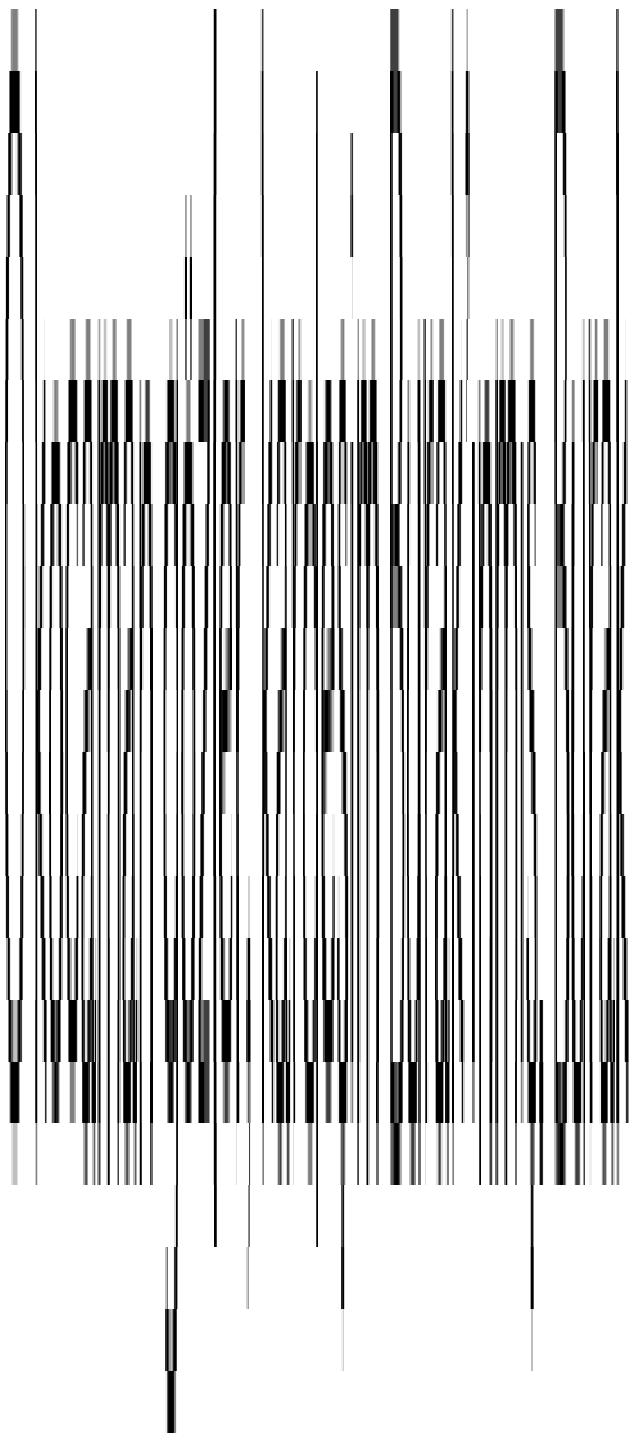


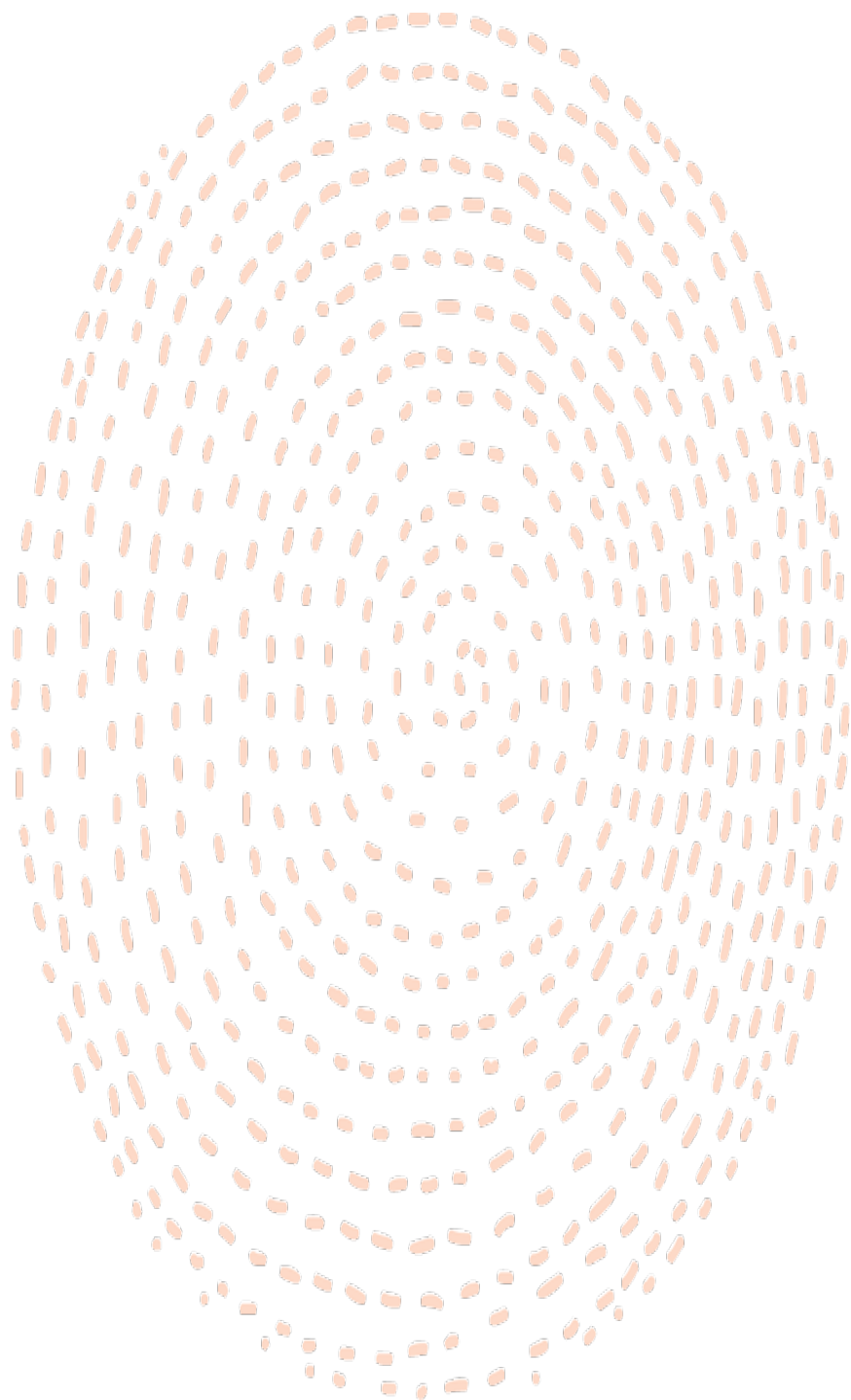


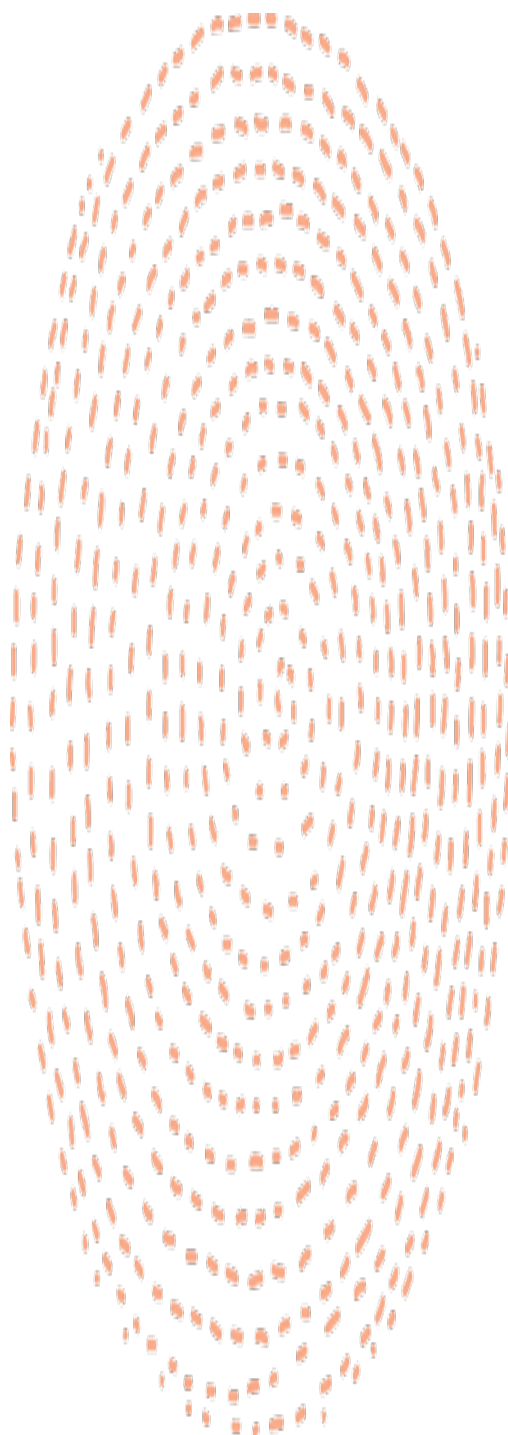




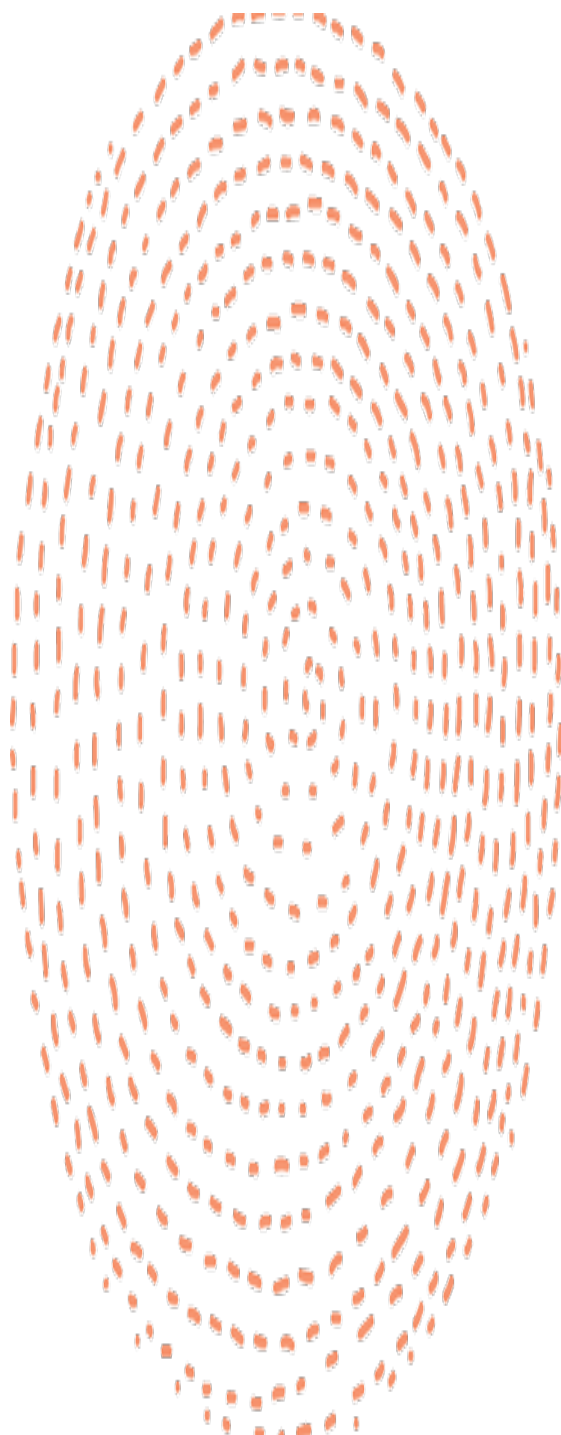






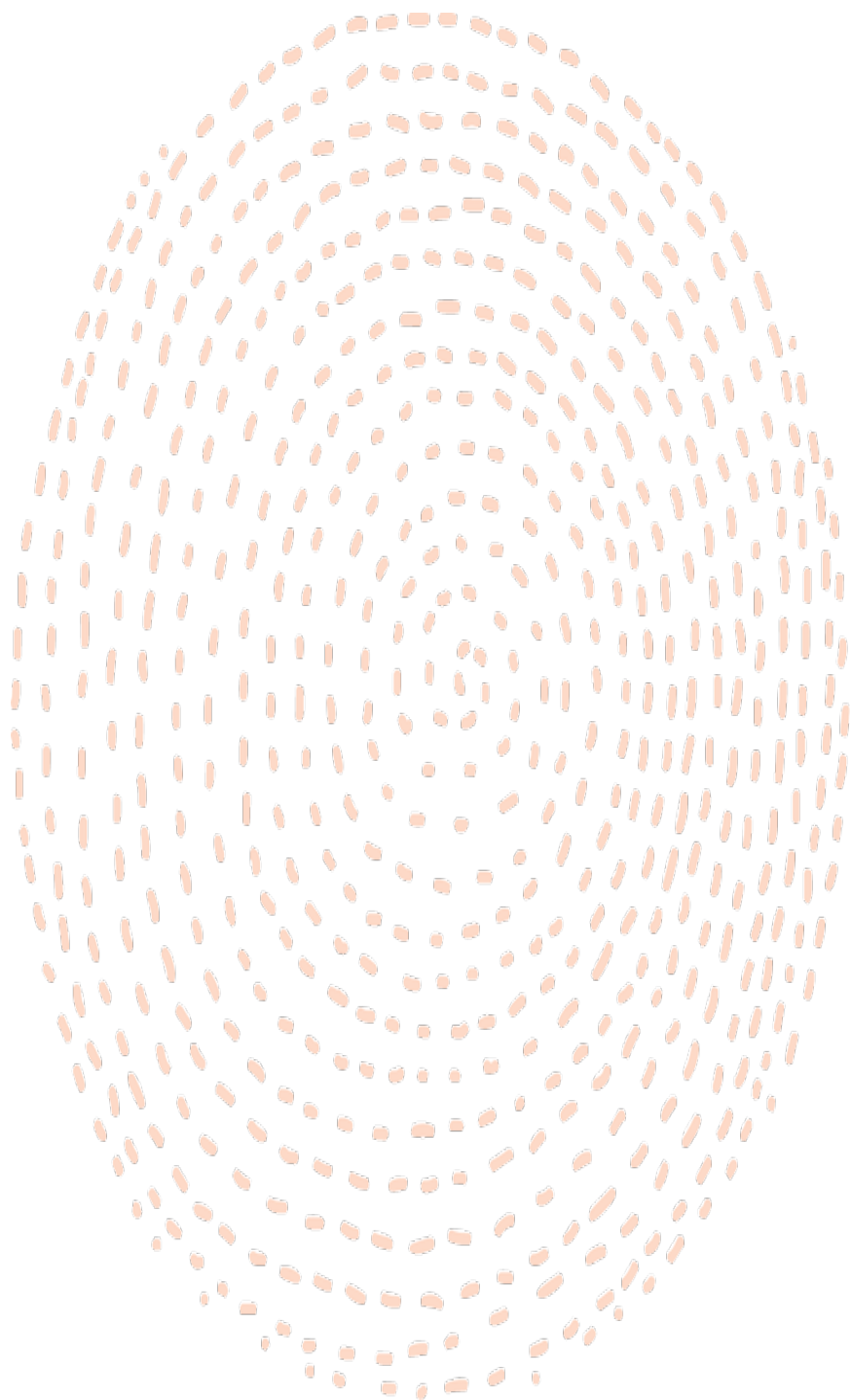


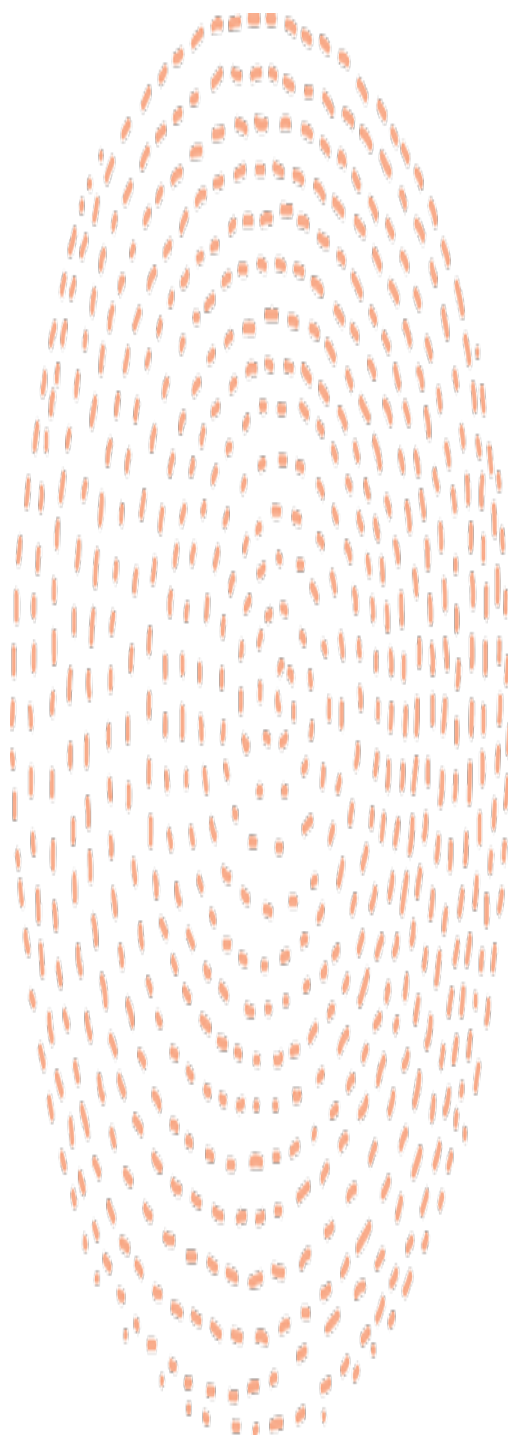
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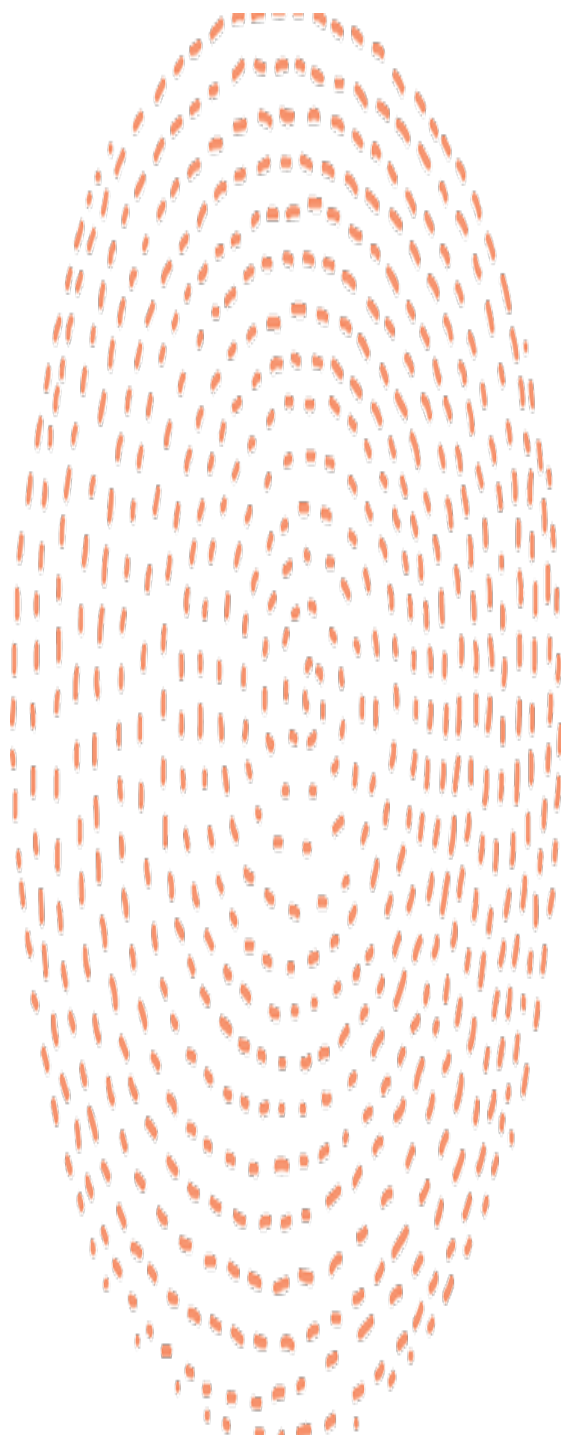




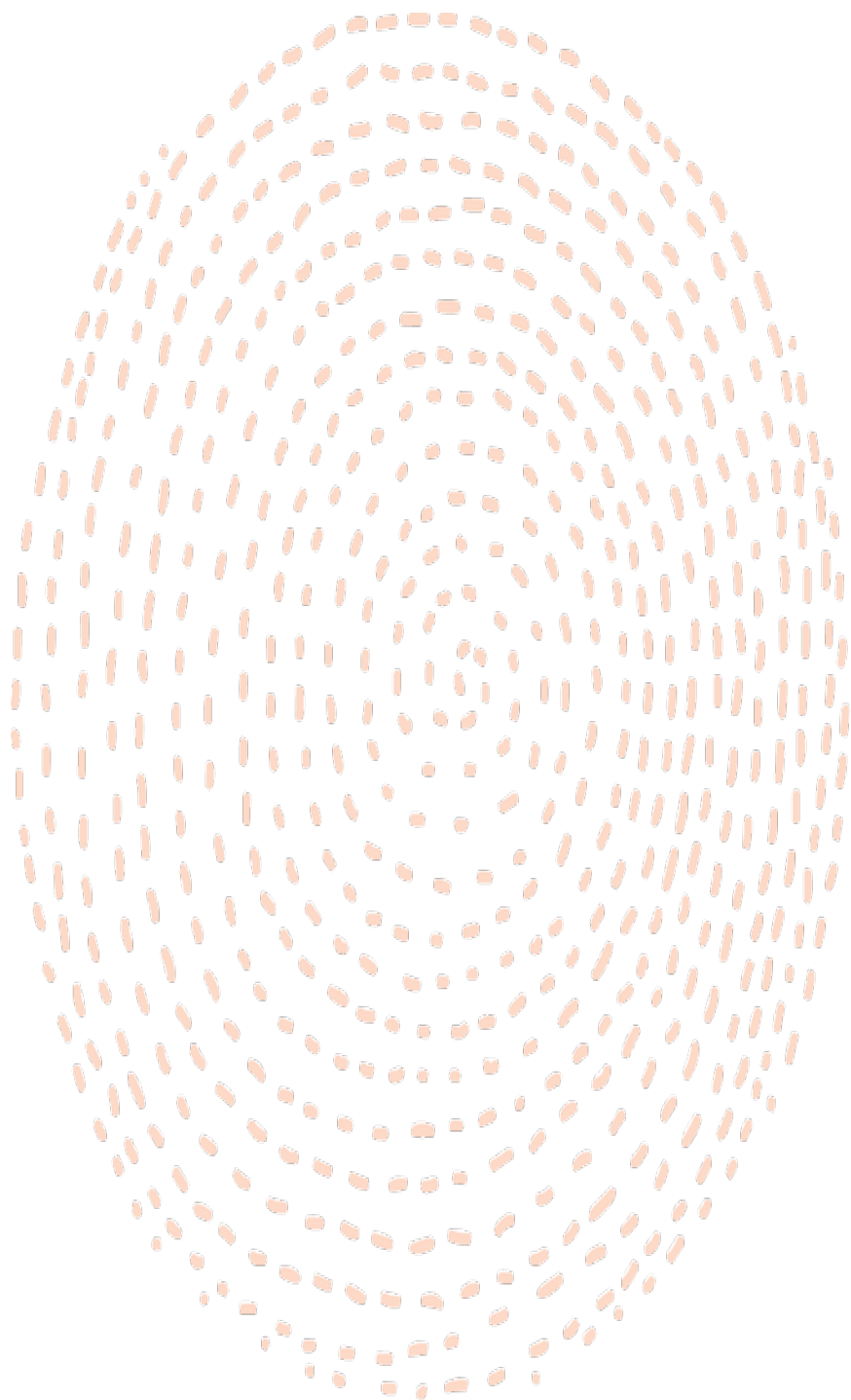


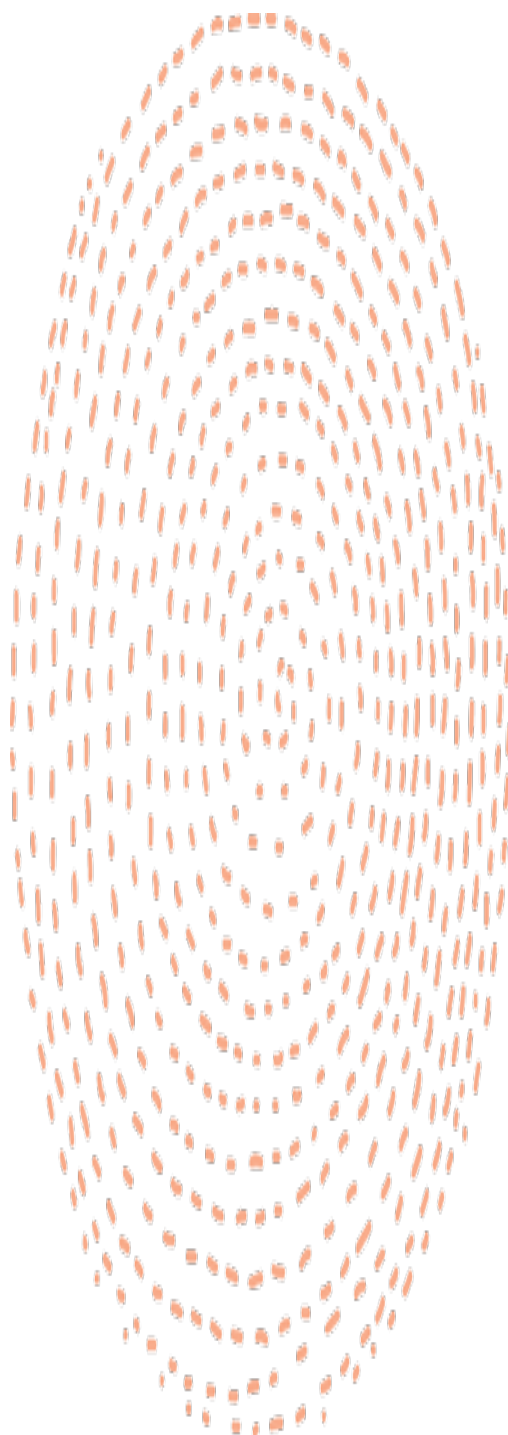












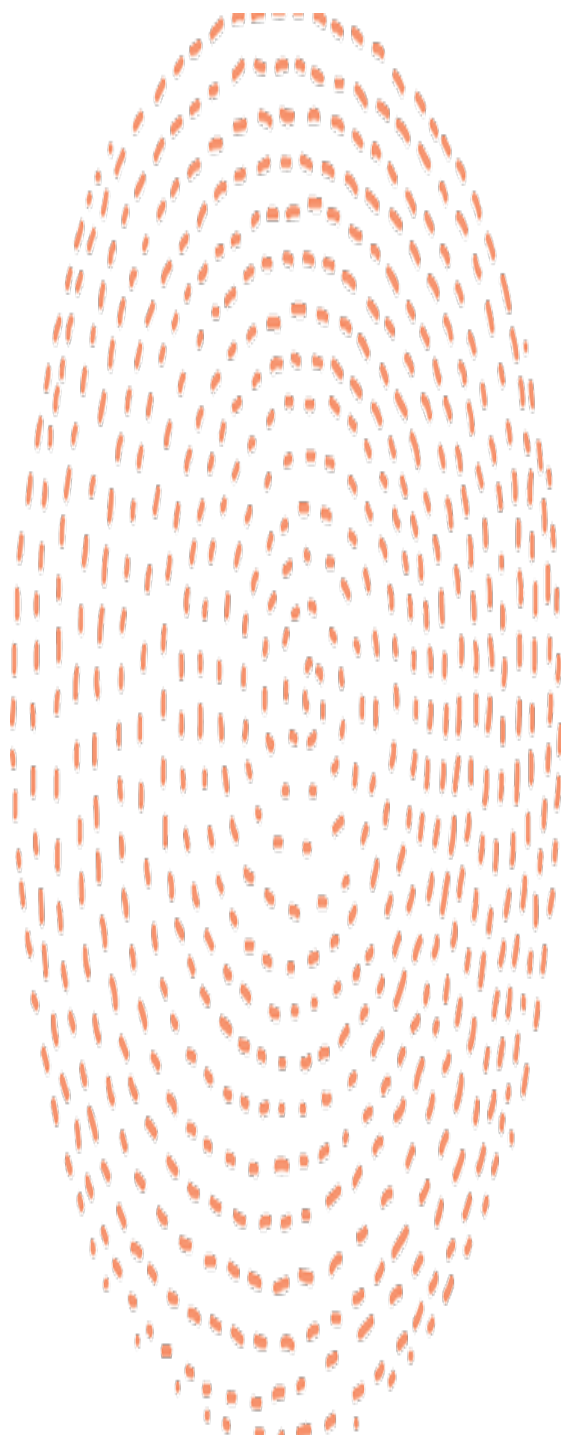
The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. The document then outlines the specific procedures for recording transactions, including the use of standardized forms and the requirement for double-checking entries. It also mentions the importance of regular audits to ensure the accuracy of the records.

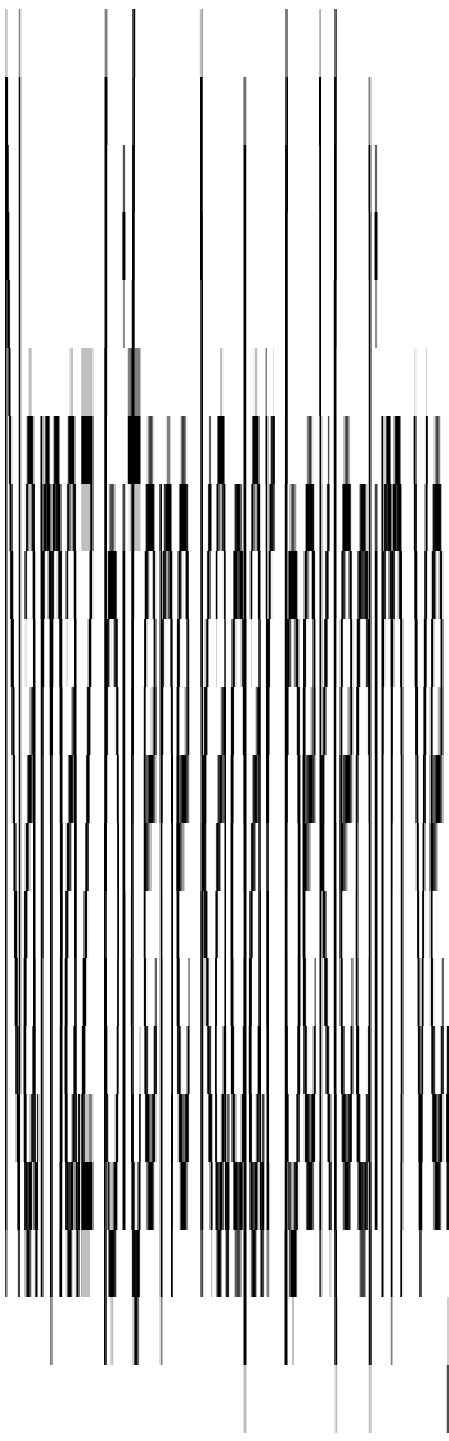
The second part of the document focuses on the financial management of the organization. It discusses the budgeting process, which involves setting financial goals and allocating resources accordingly. The document also covers the importance of monitoring expenses and ensuring that they are within the allocated budget. It mentions the use of financial software to streamline the budgeting process and the importance of regular financial reviews.

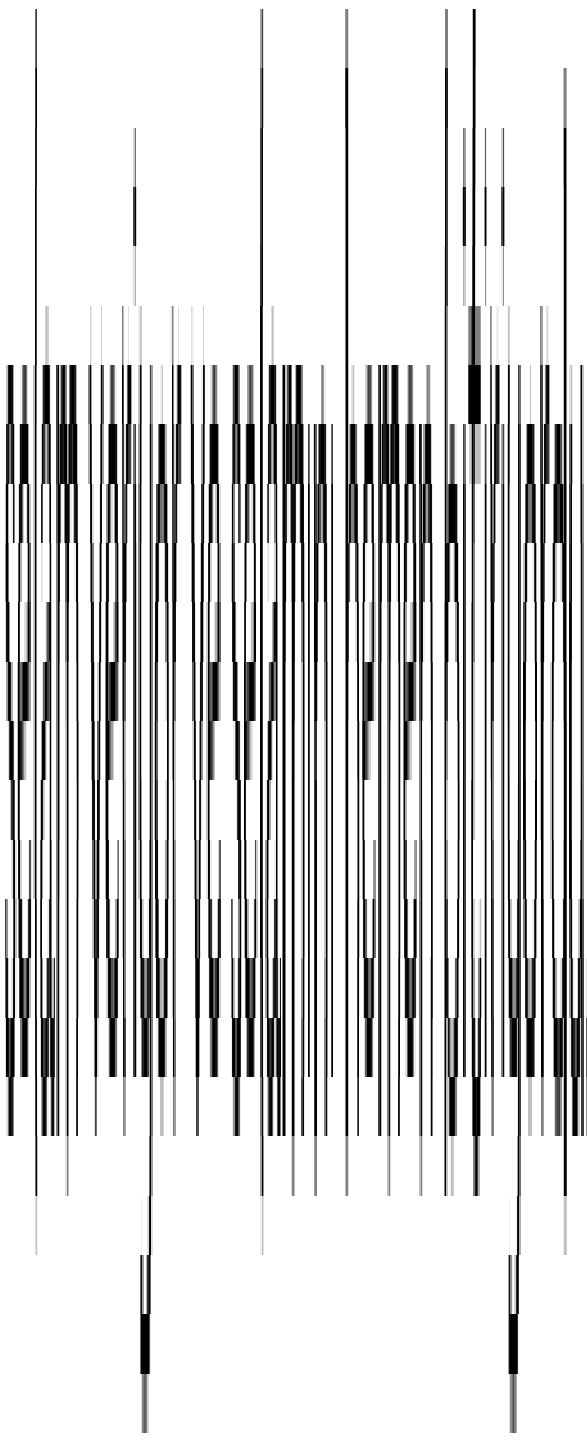
The third part of the document discusses the human resources management of the organization. It covers the recruitment process, which involves identifying the organization's needs and finding qualified candidates. The document also discusses the importance of providing training and development opportunities for employees to enhance their skills and knowledge. It mentions the importance of maintaining a positive work environment and promoting employee well-being.

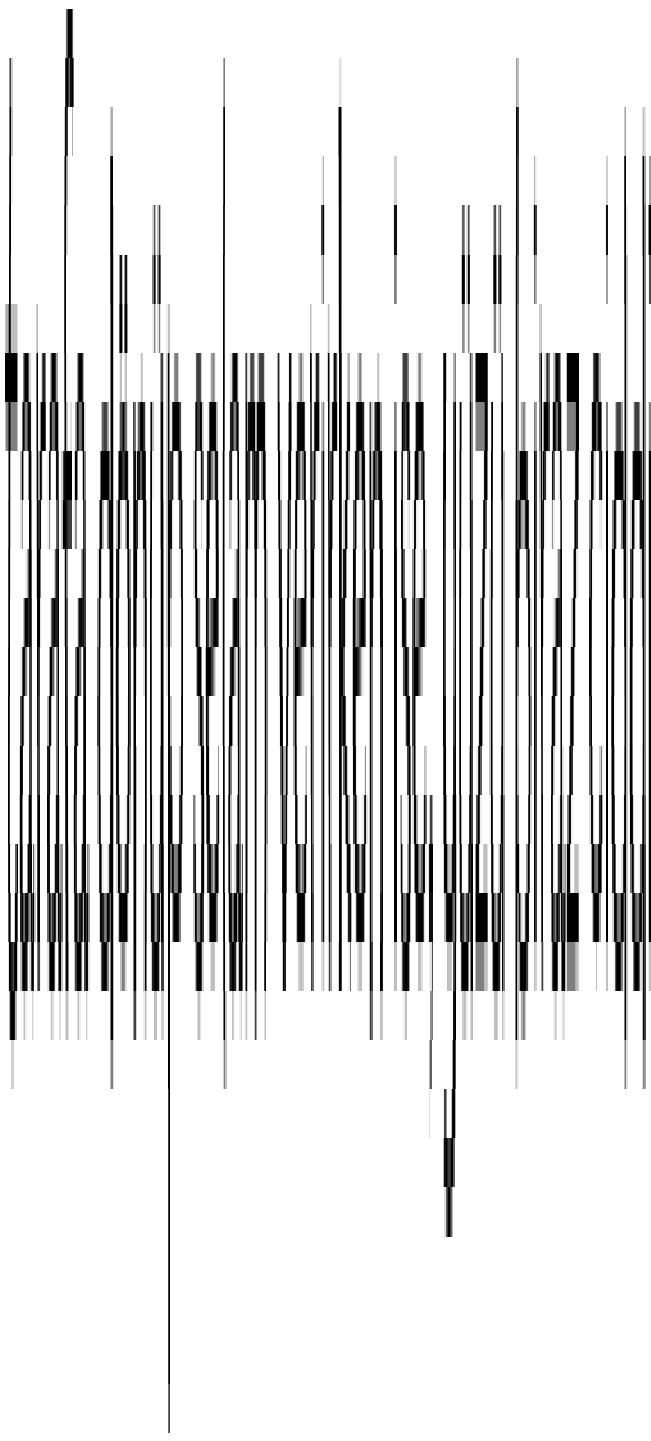
The fourth part of the document discusses the legal and regulatory compliance of the organization. It covers the importance of staying up-to-date with relevant laws and regulations and ensuring that the organization's operations comply with them. The document also mentions the importance of seeking legal advice when needed and the importance of maintaining accurate records of all legal transactions.

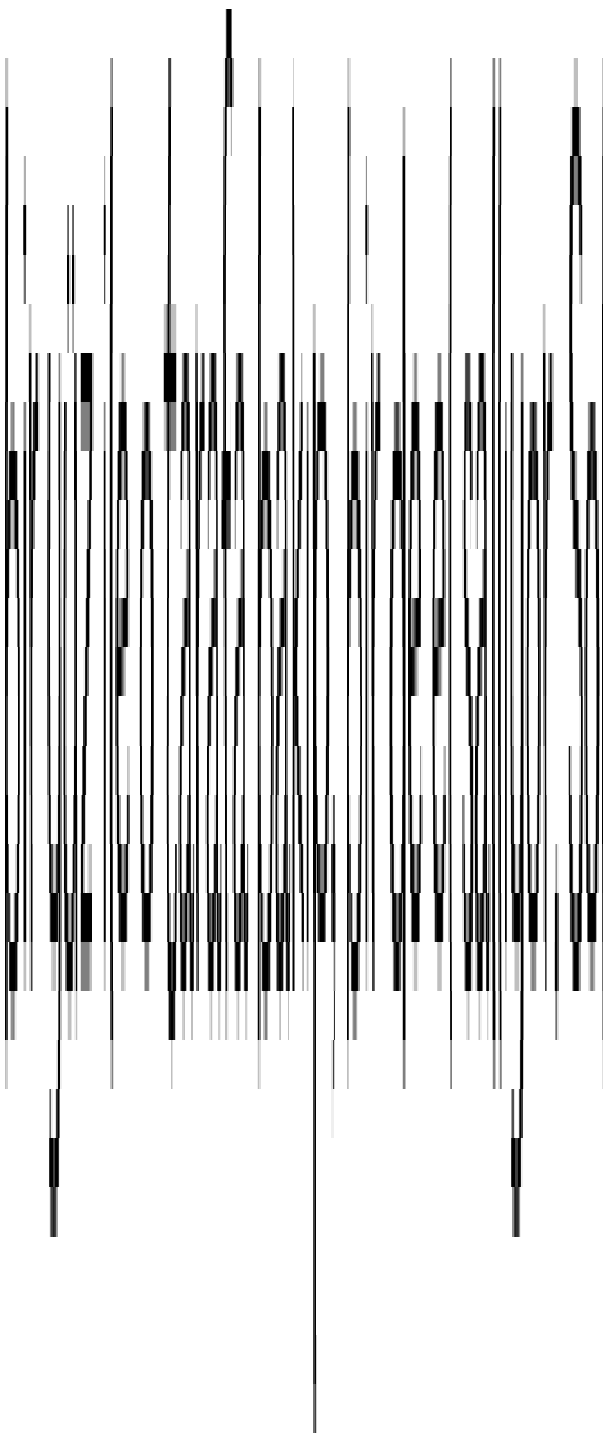
The fifth part of the document discusses the information technology management of the organization. It covers the importance of ensuring the security of the organization's data and the use of secure communication channels. The document also mentions the importance of regularly updating software and hardware to ensure the organization's IT systems are up-to-date and secure.

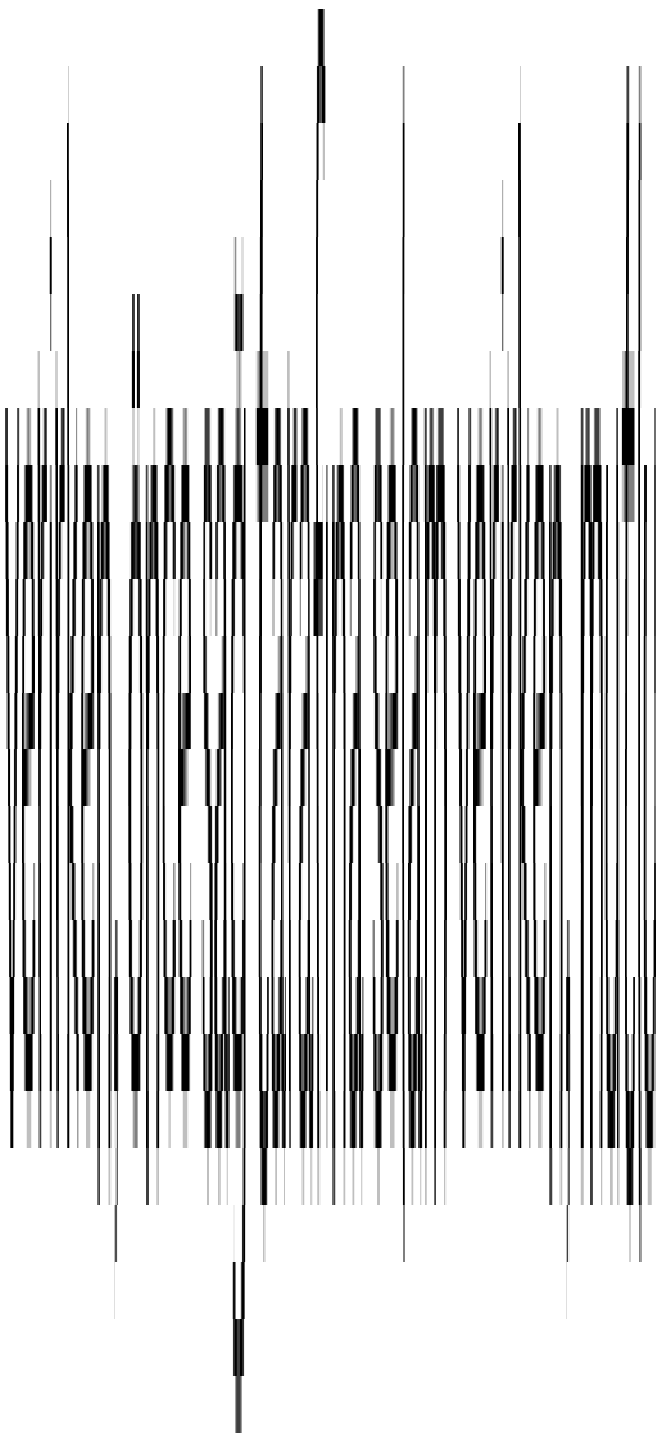


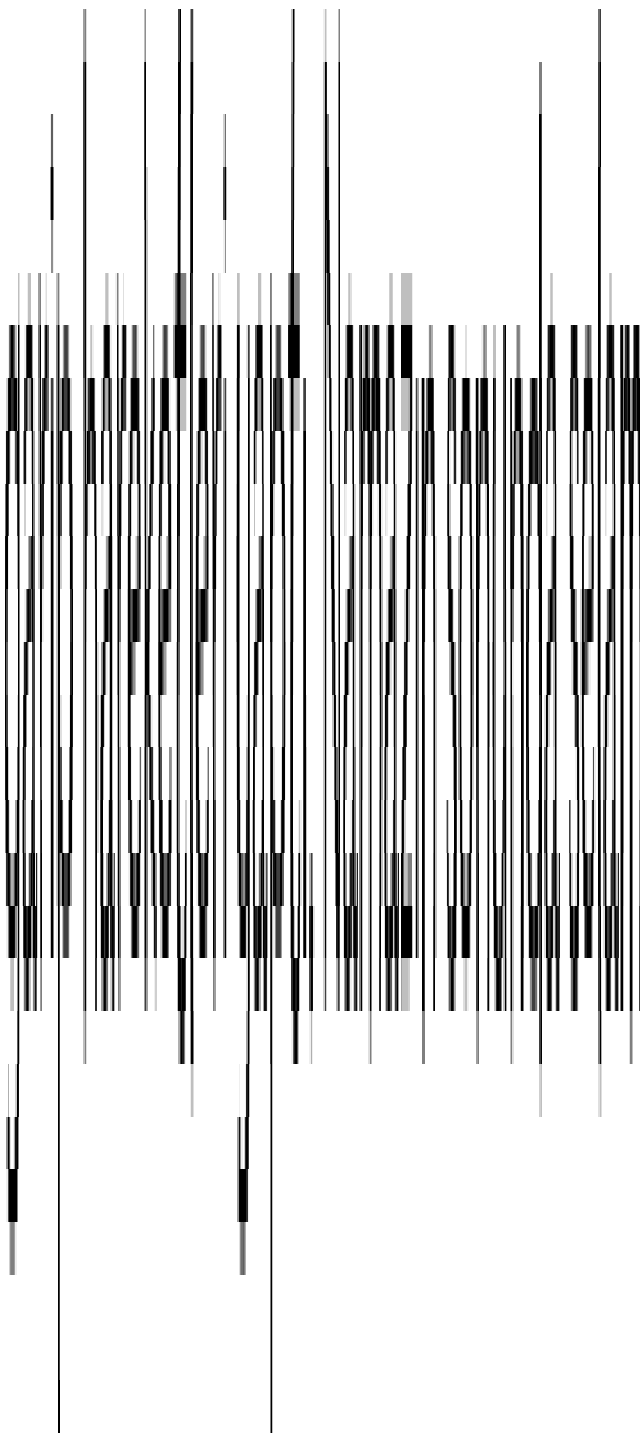


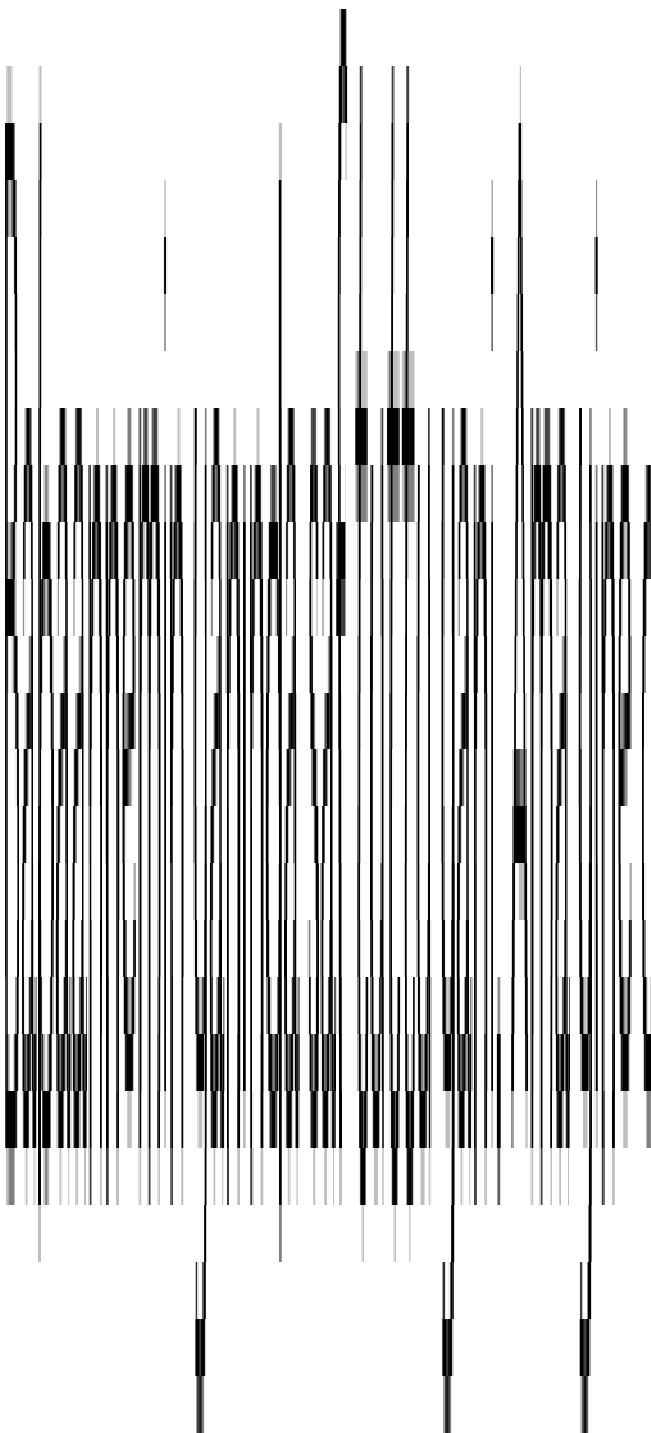


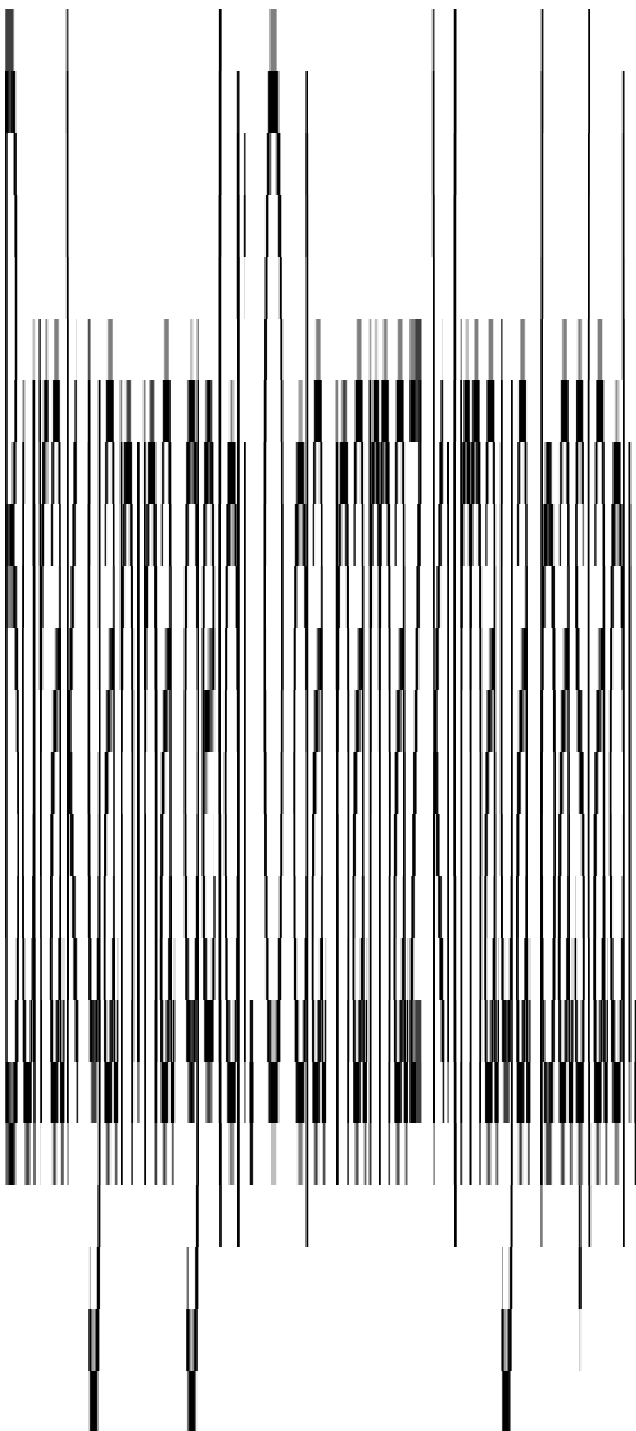


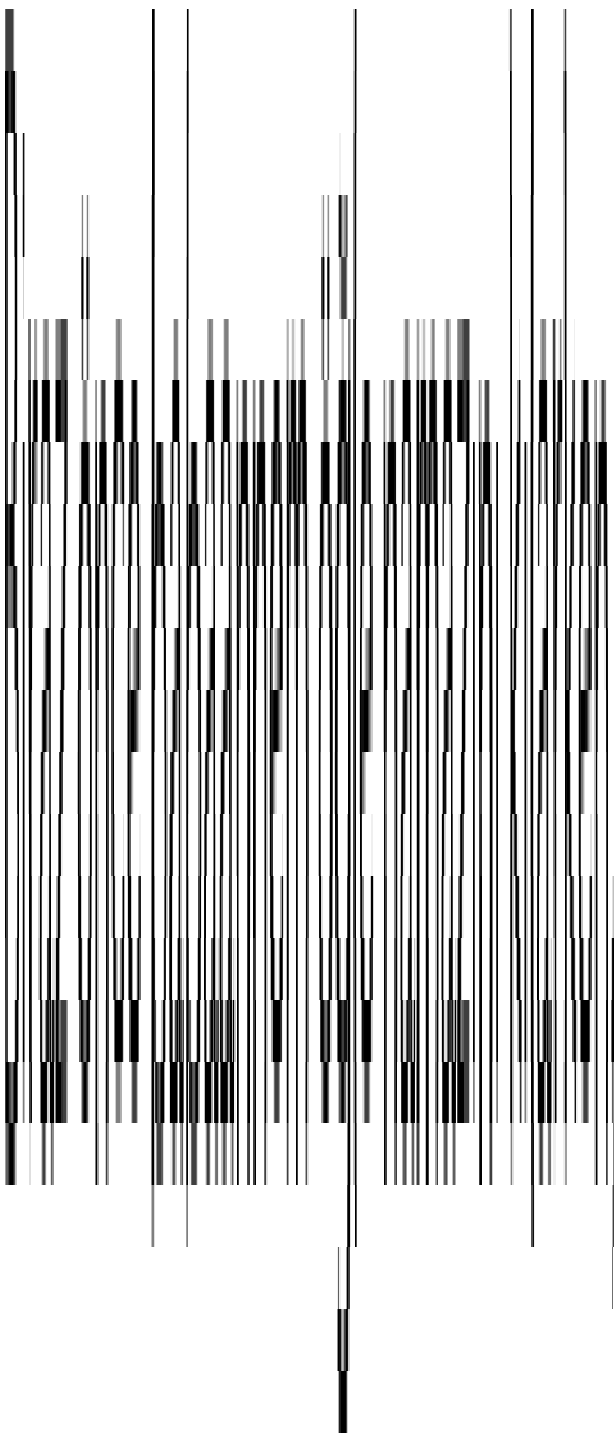


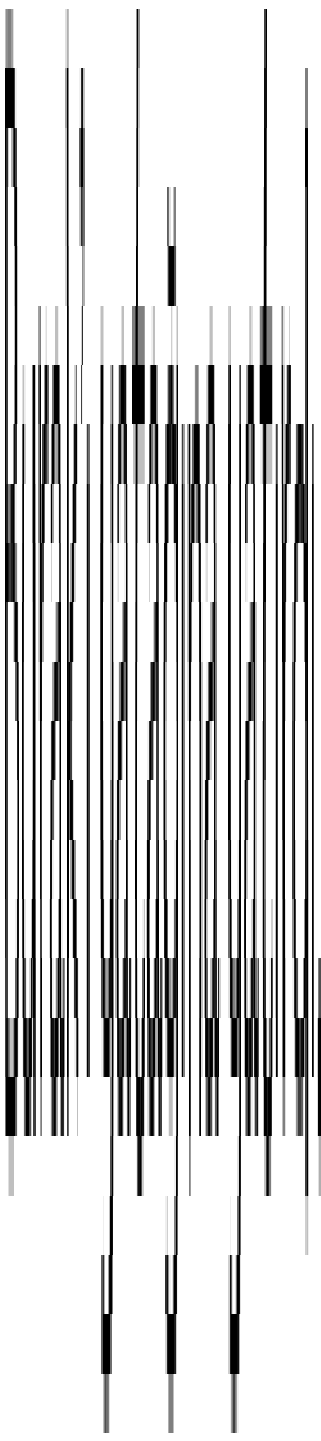


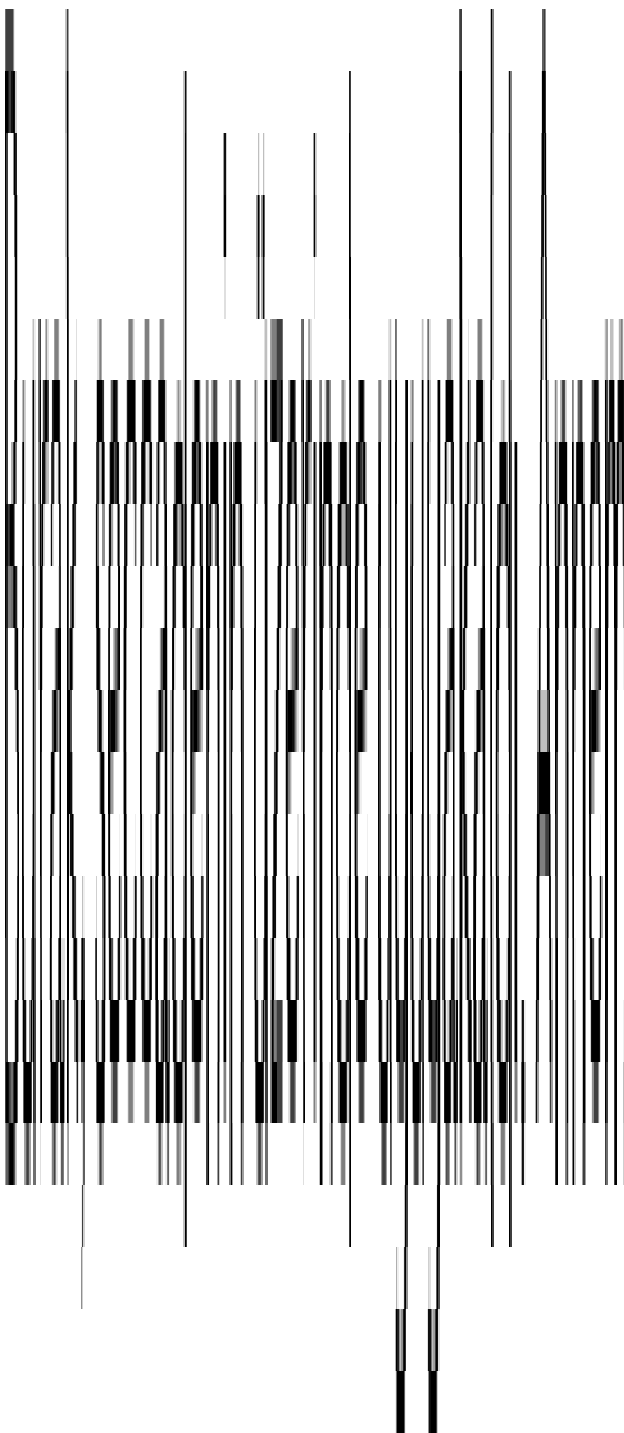


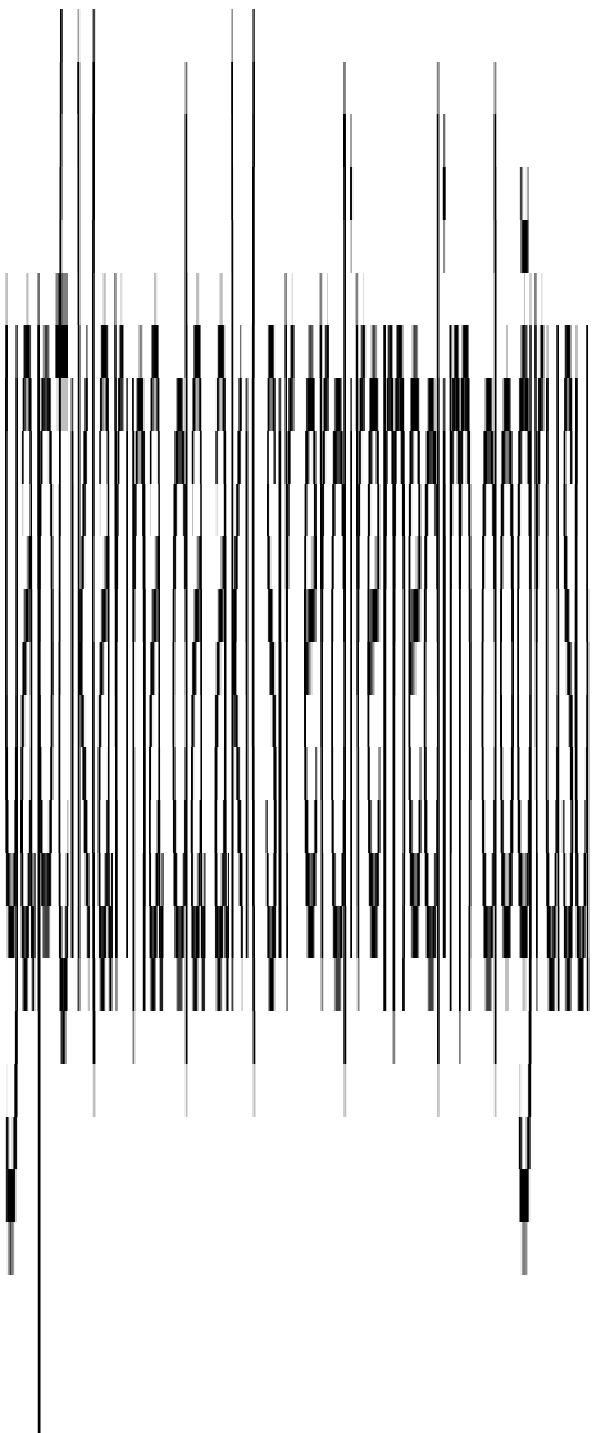


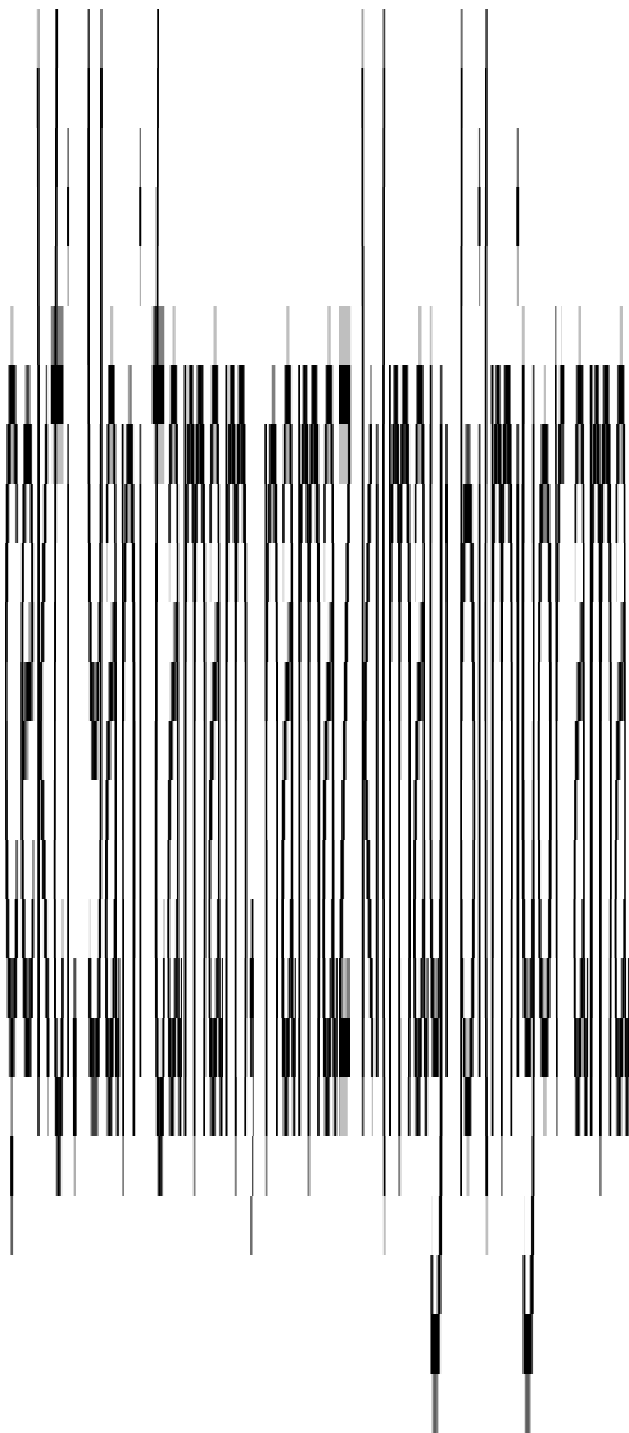


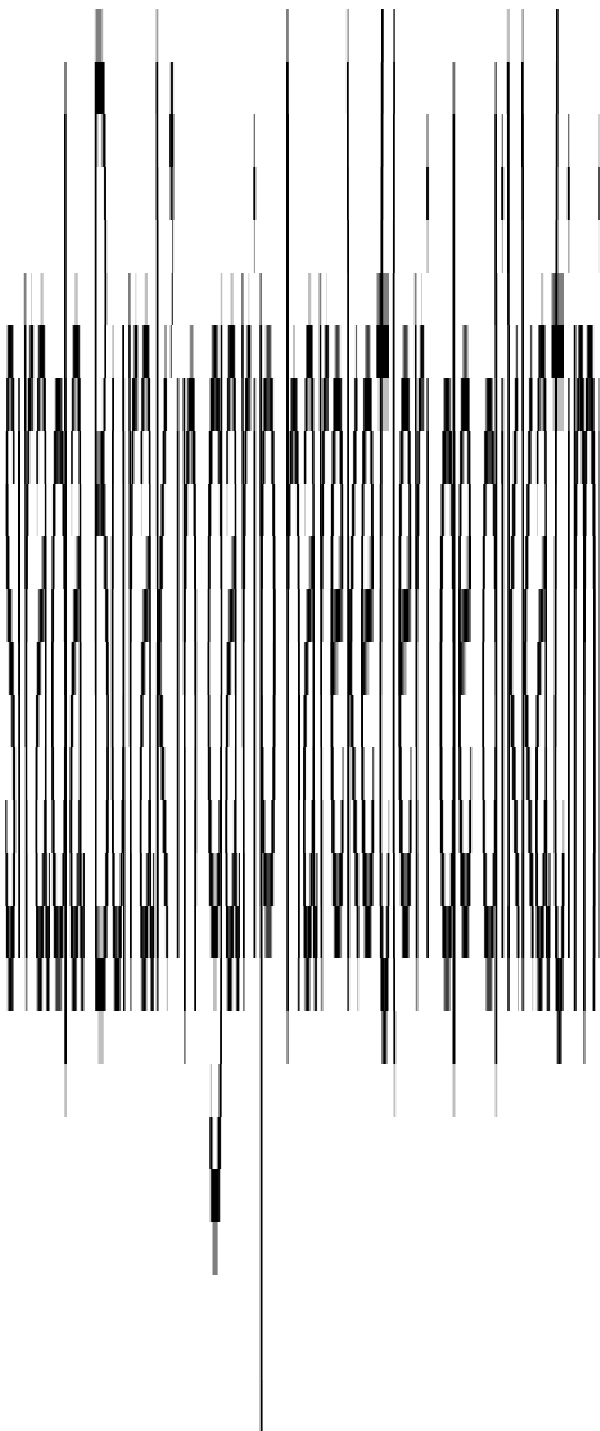


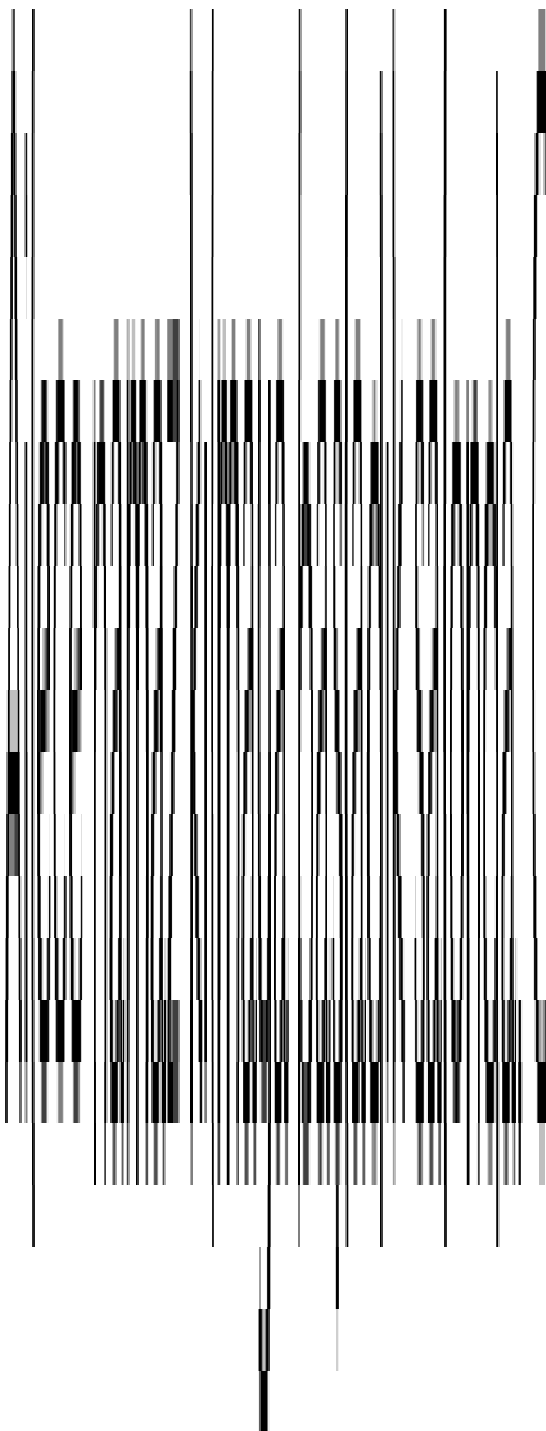


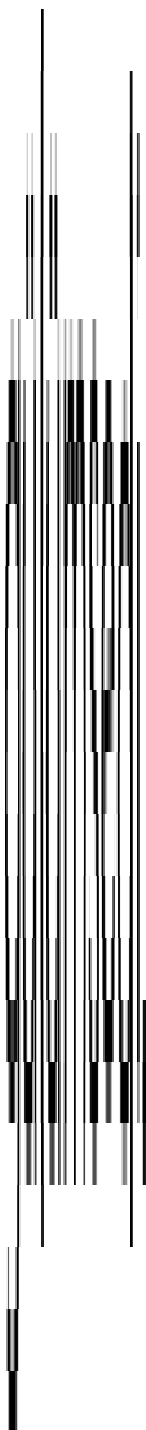


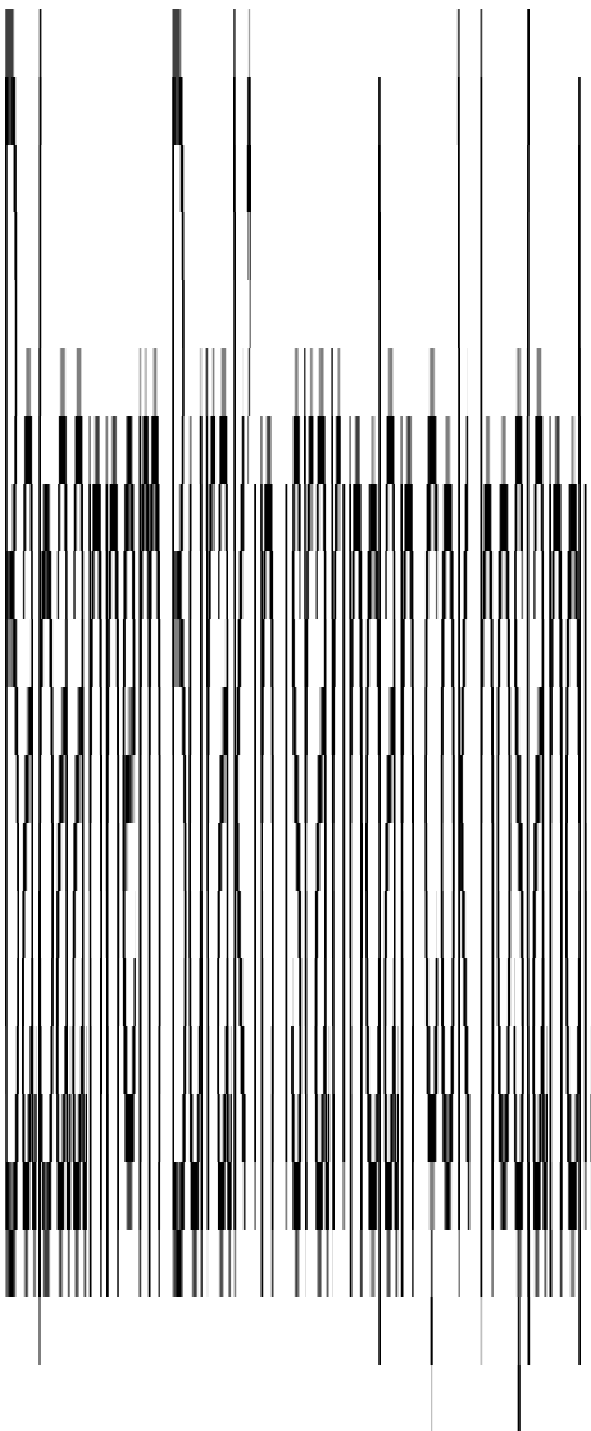


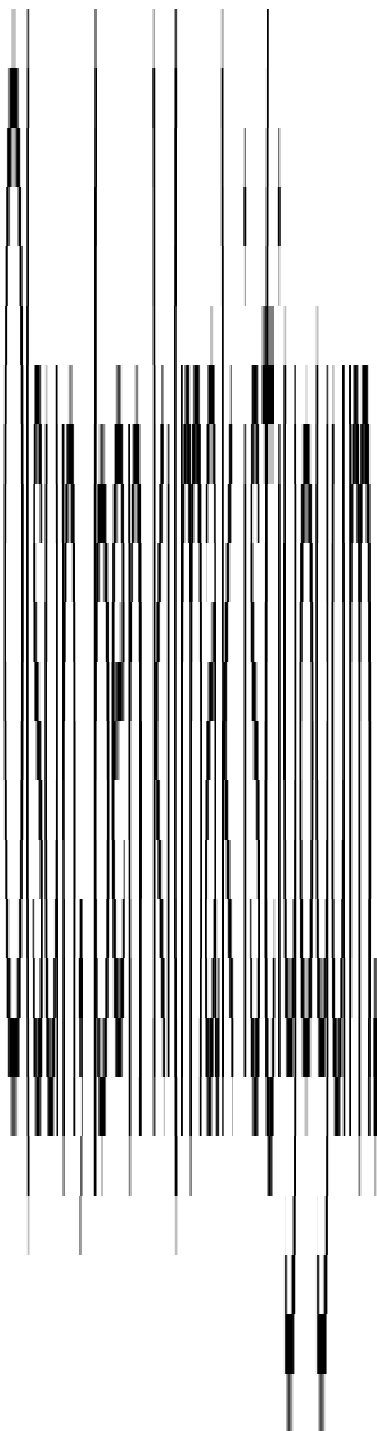


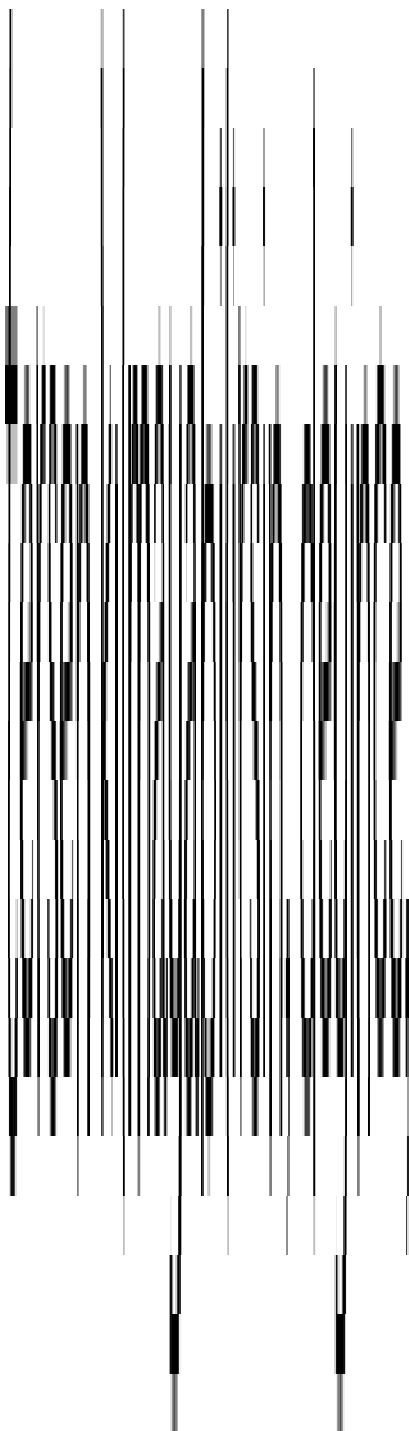


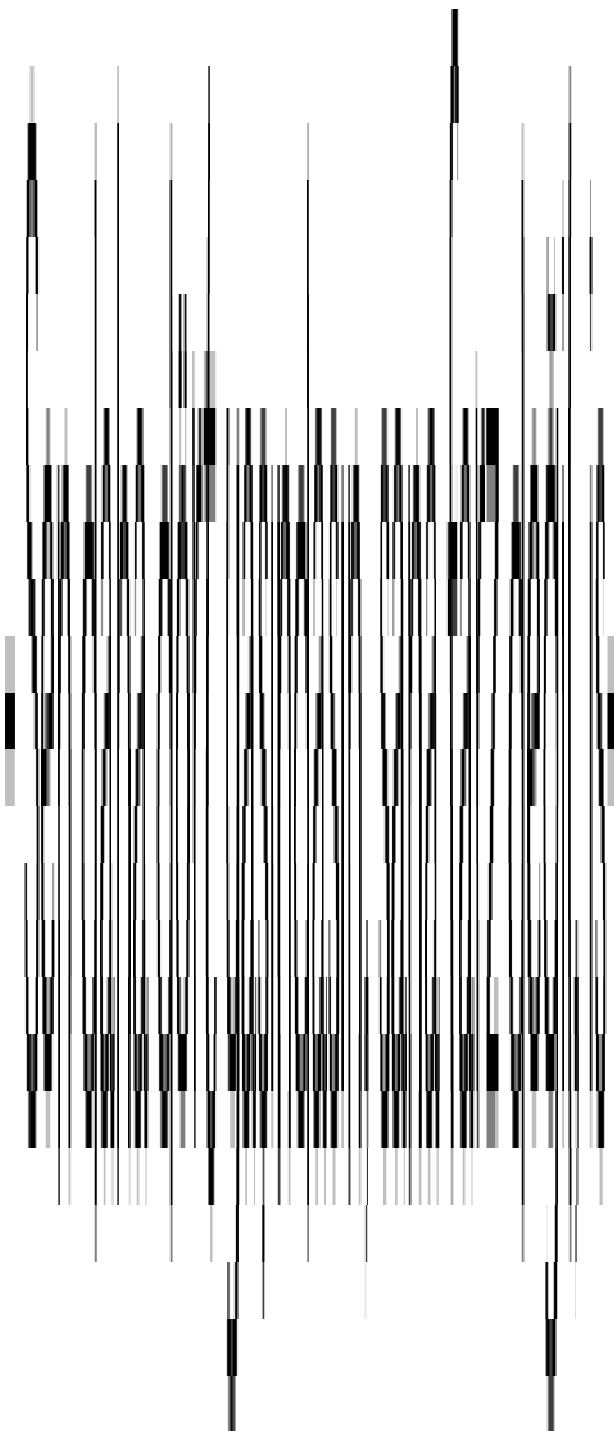


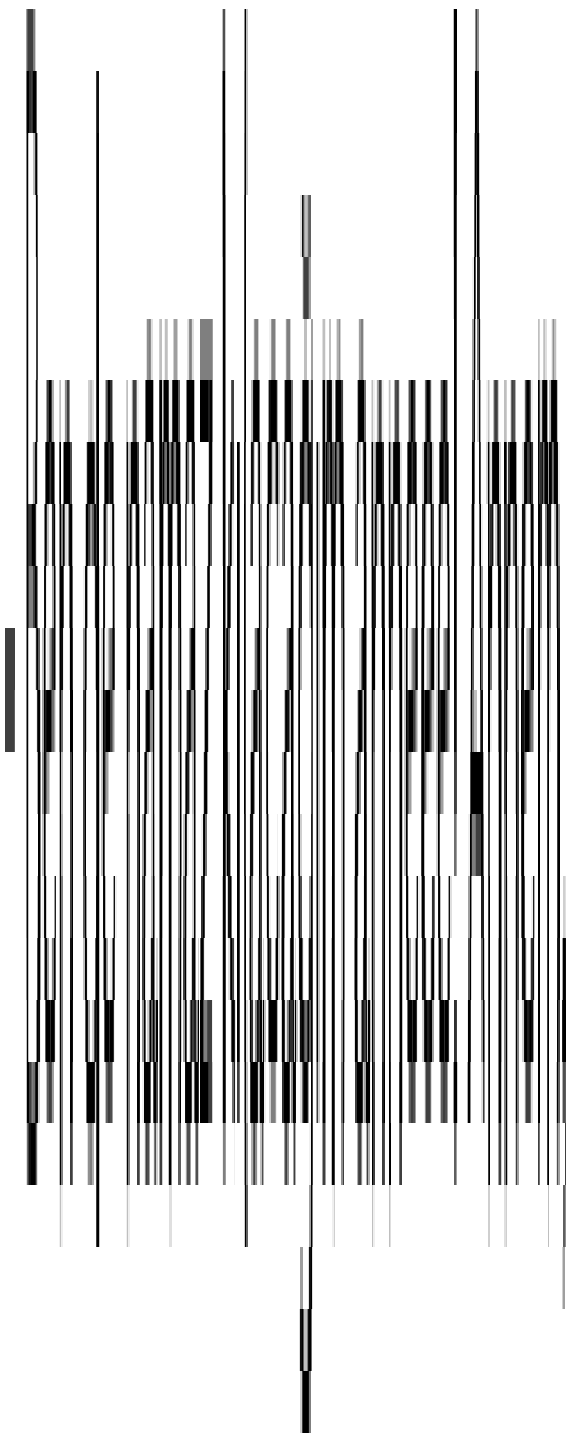




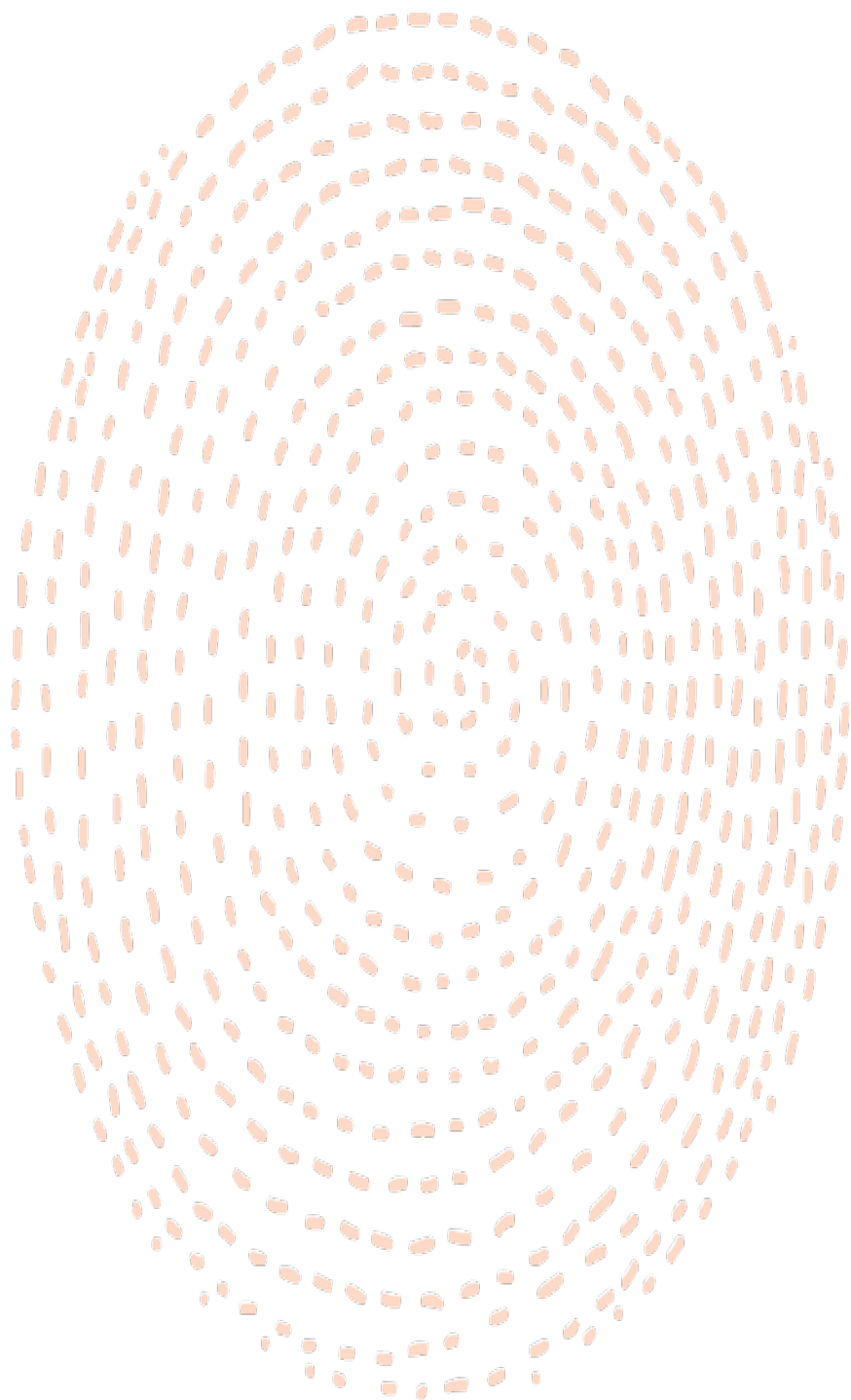


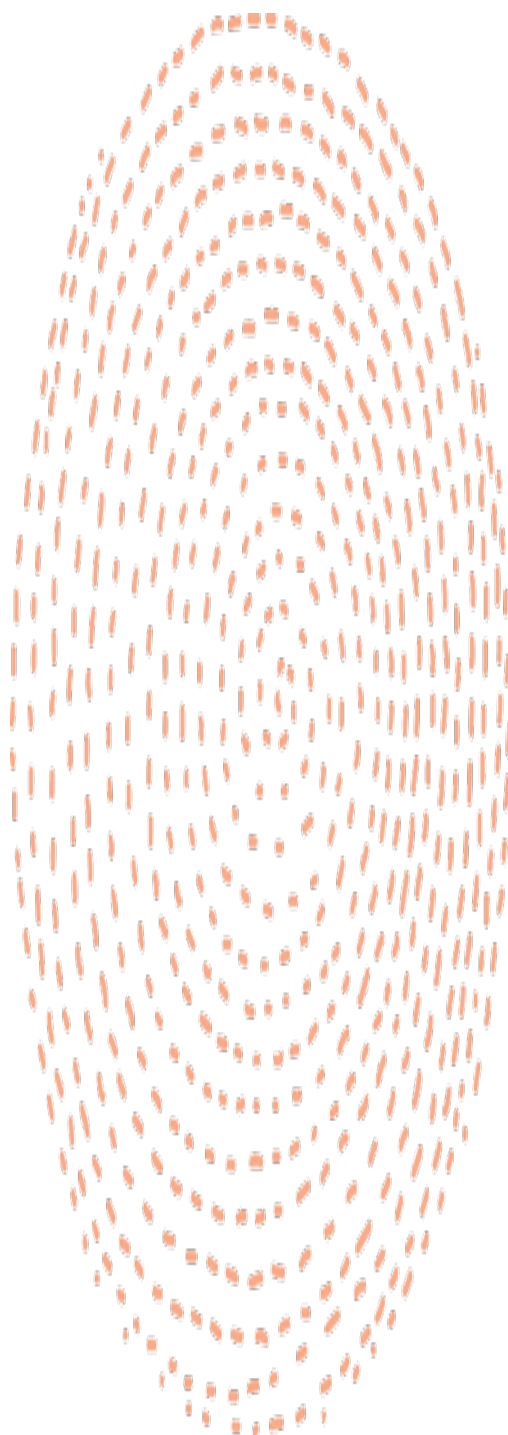


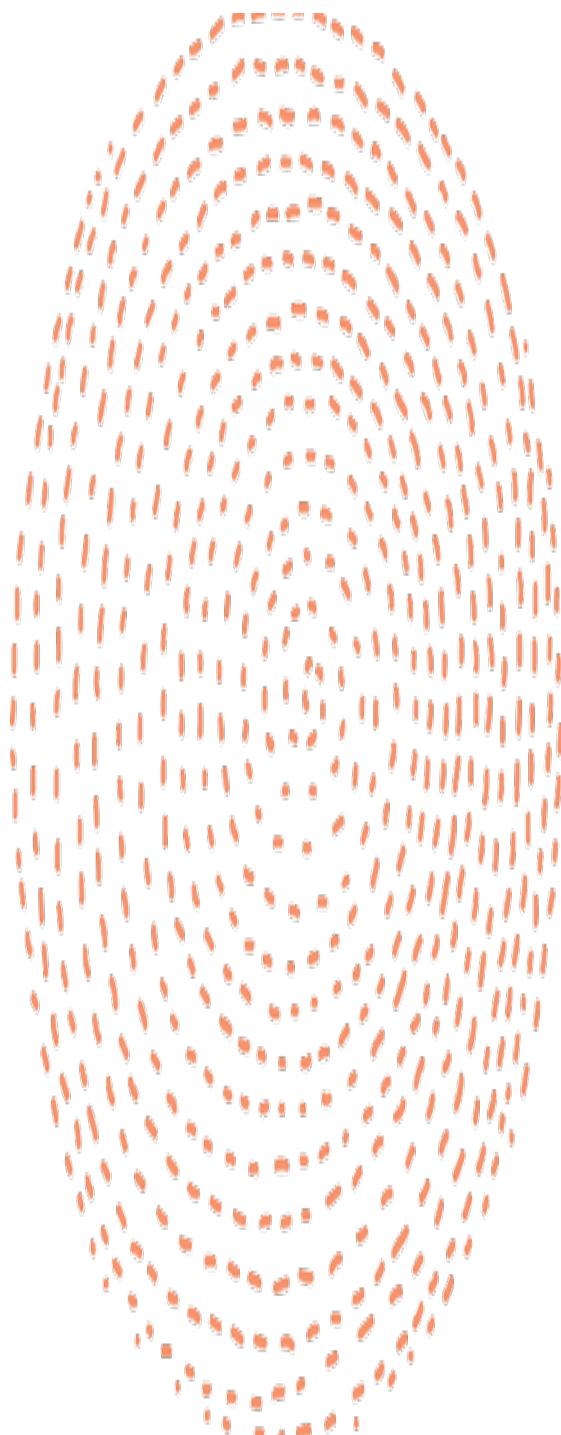


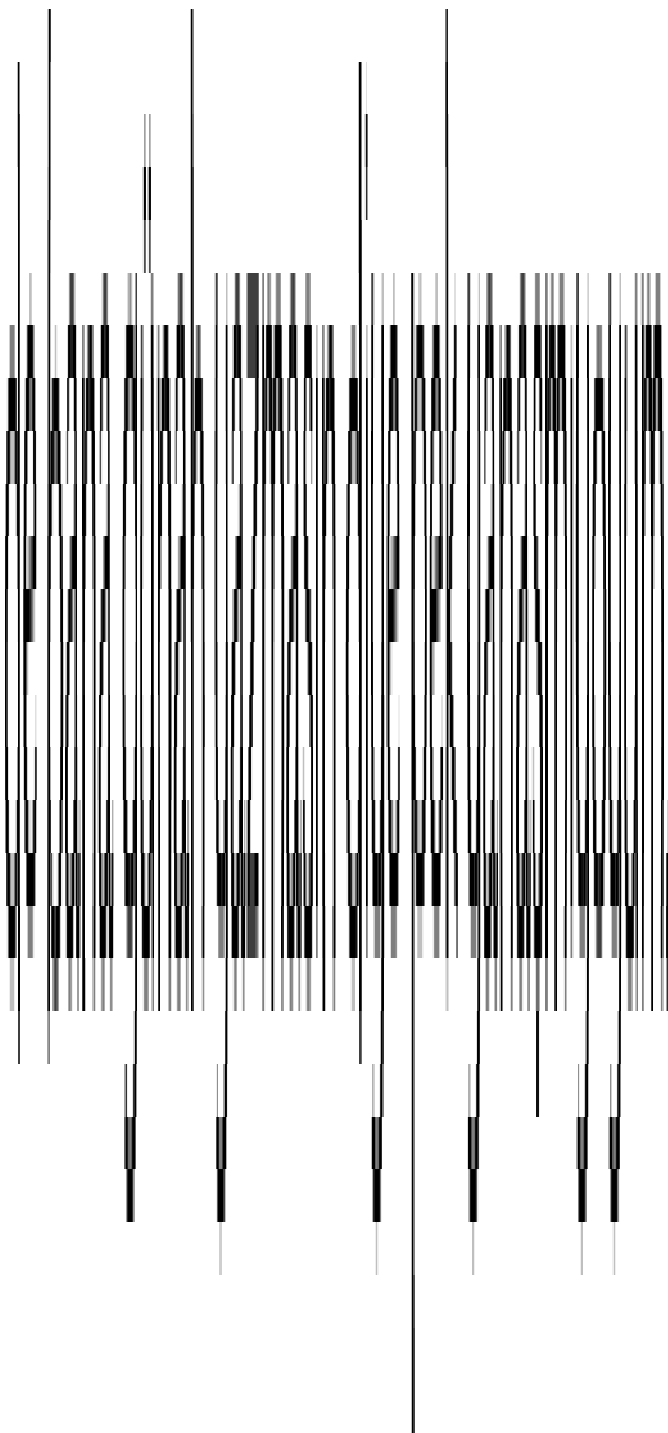


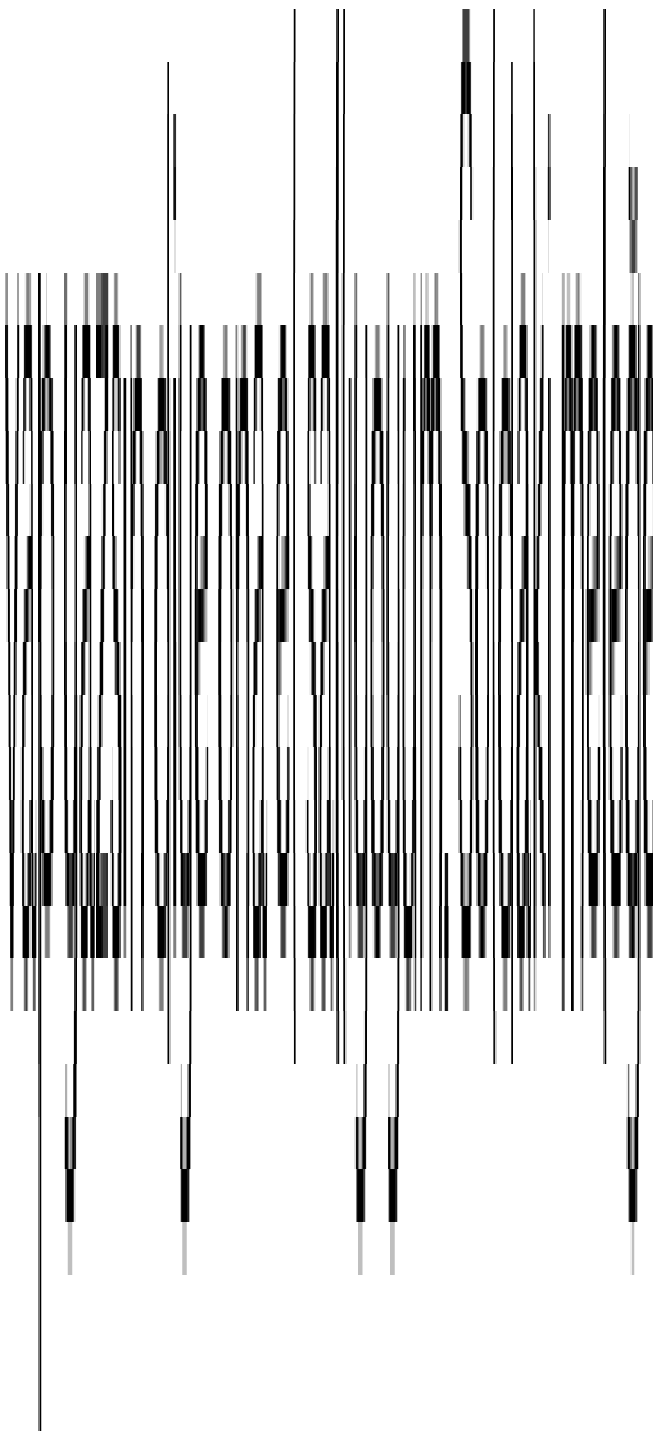


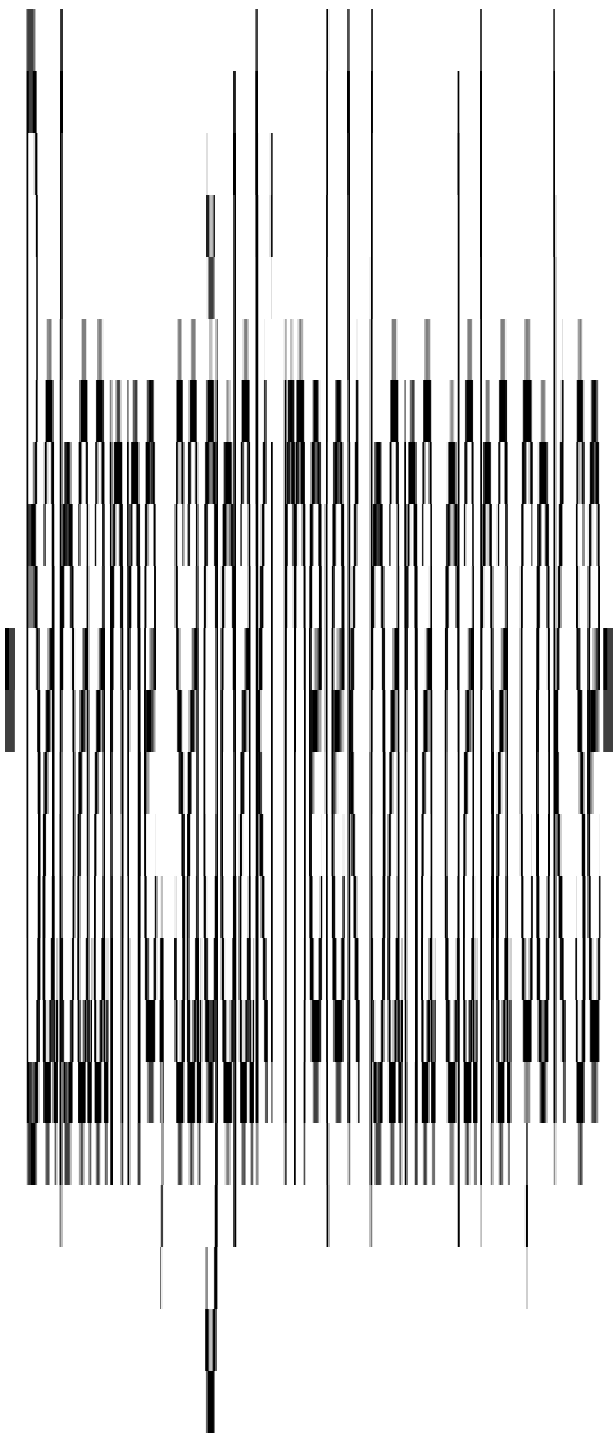


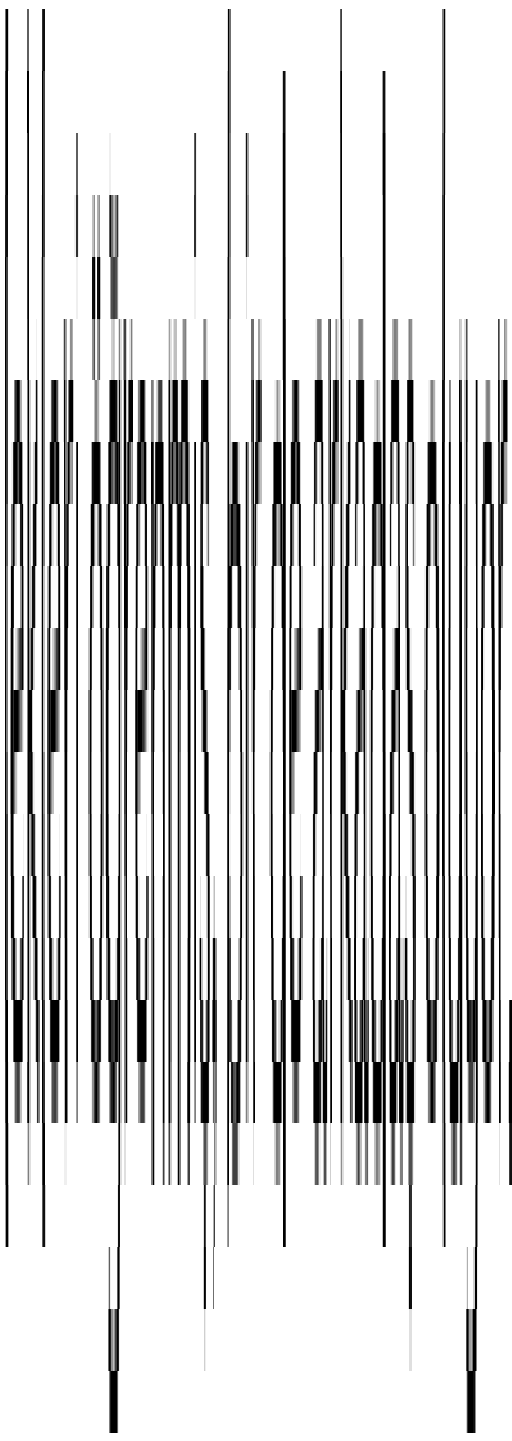


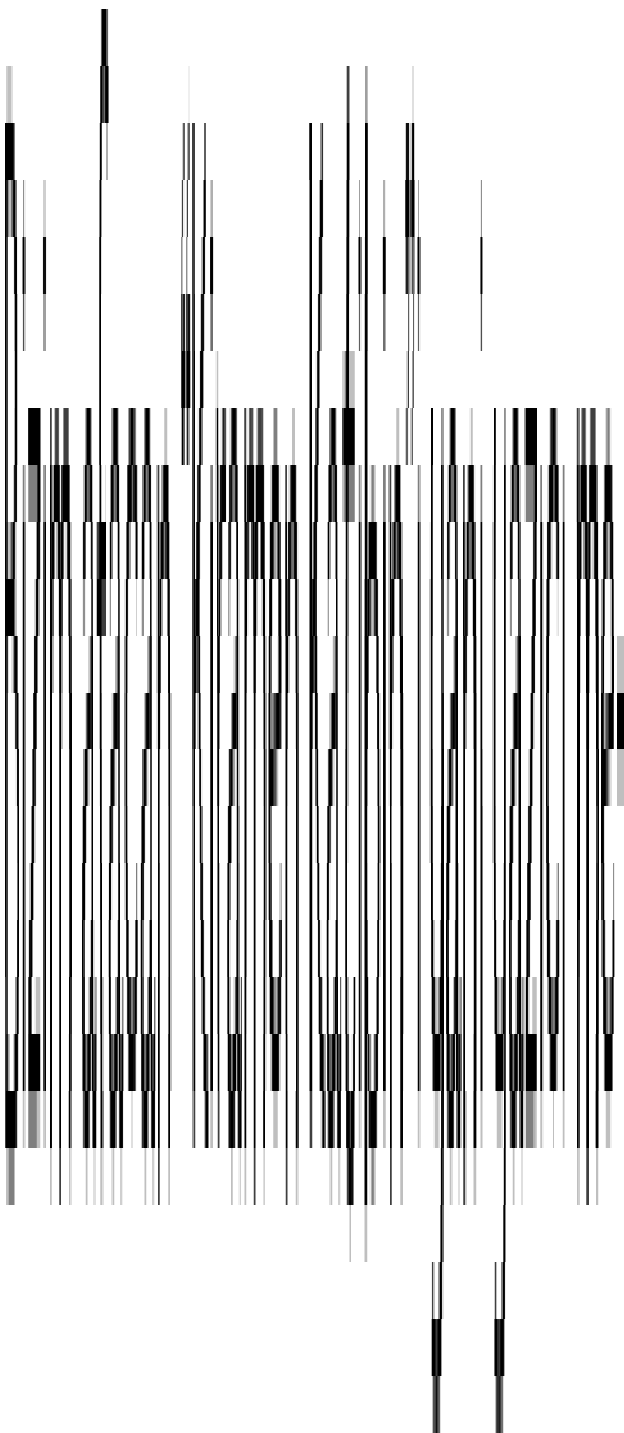


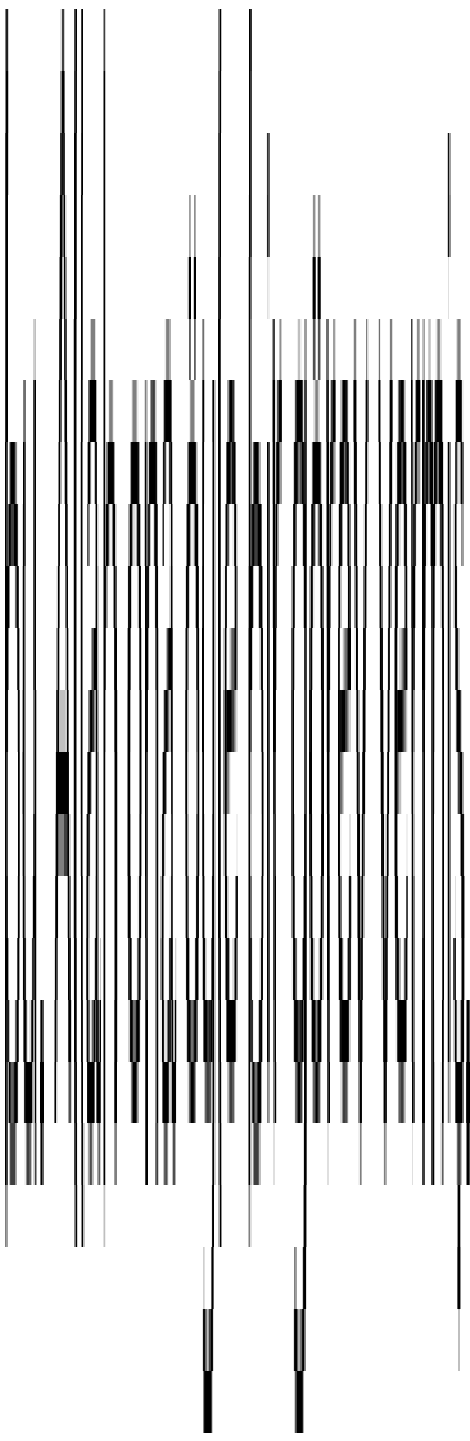


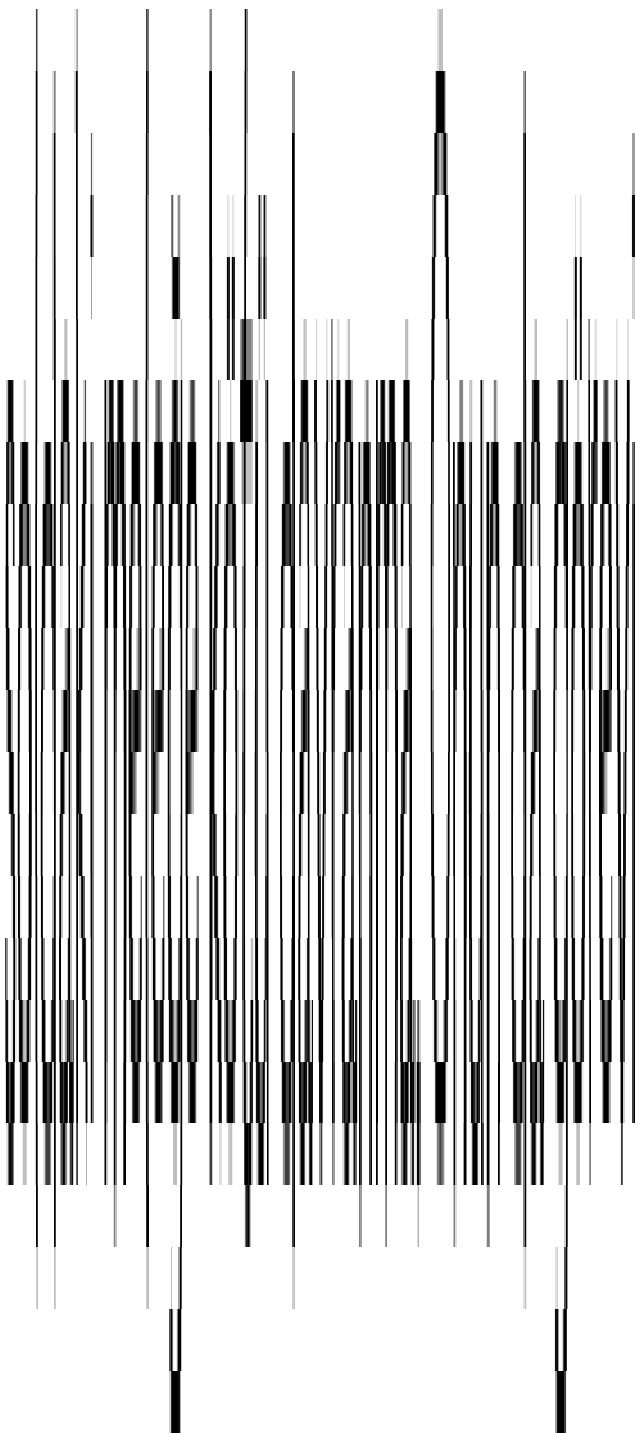


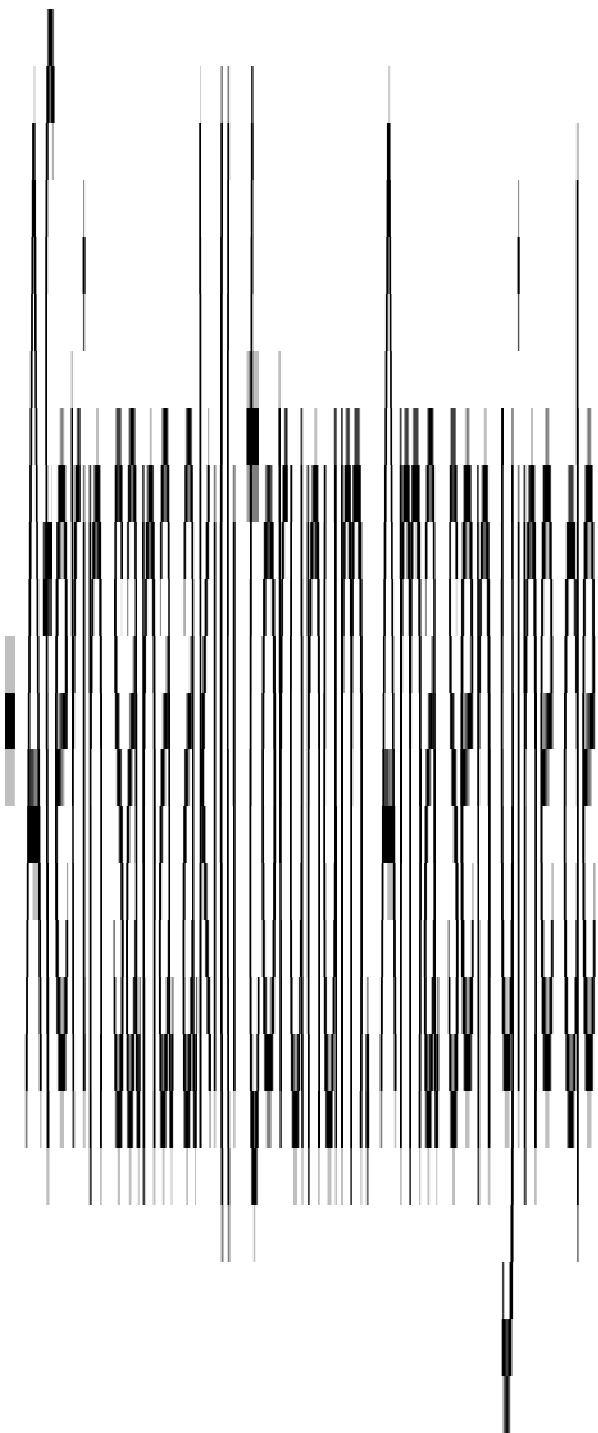


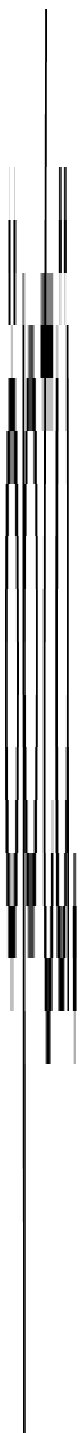


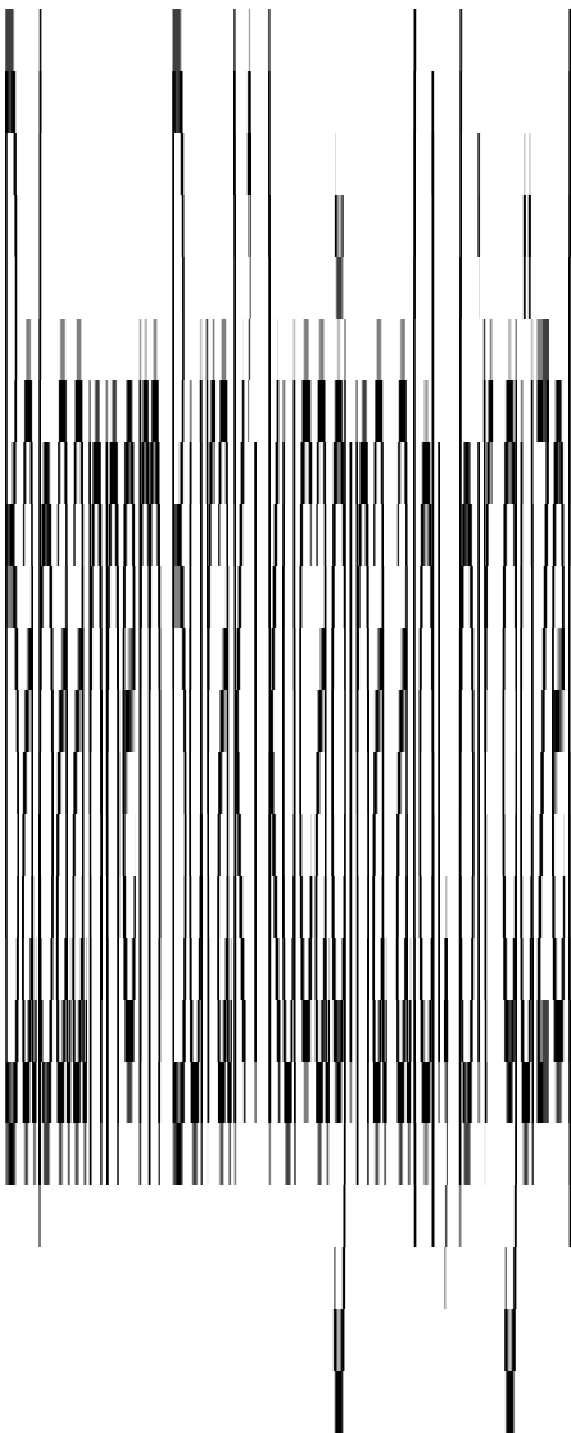


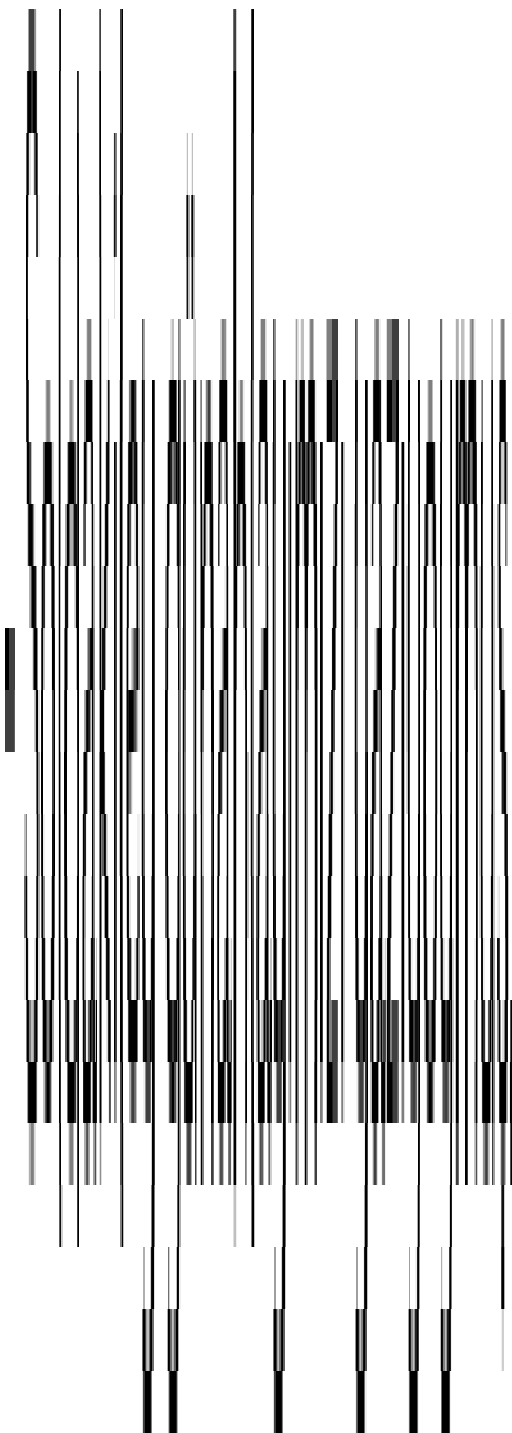


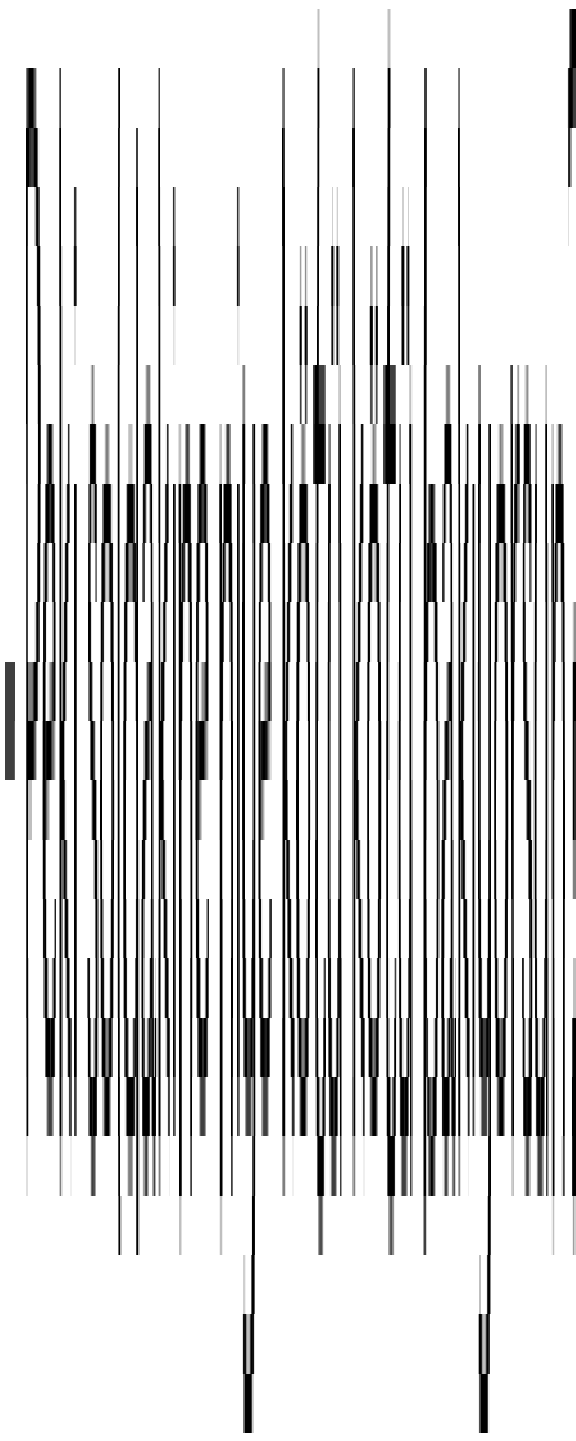


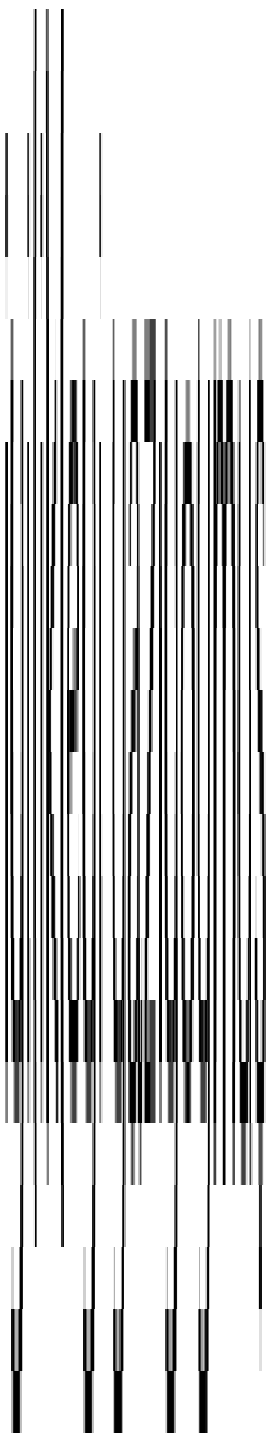


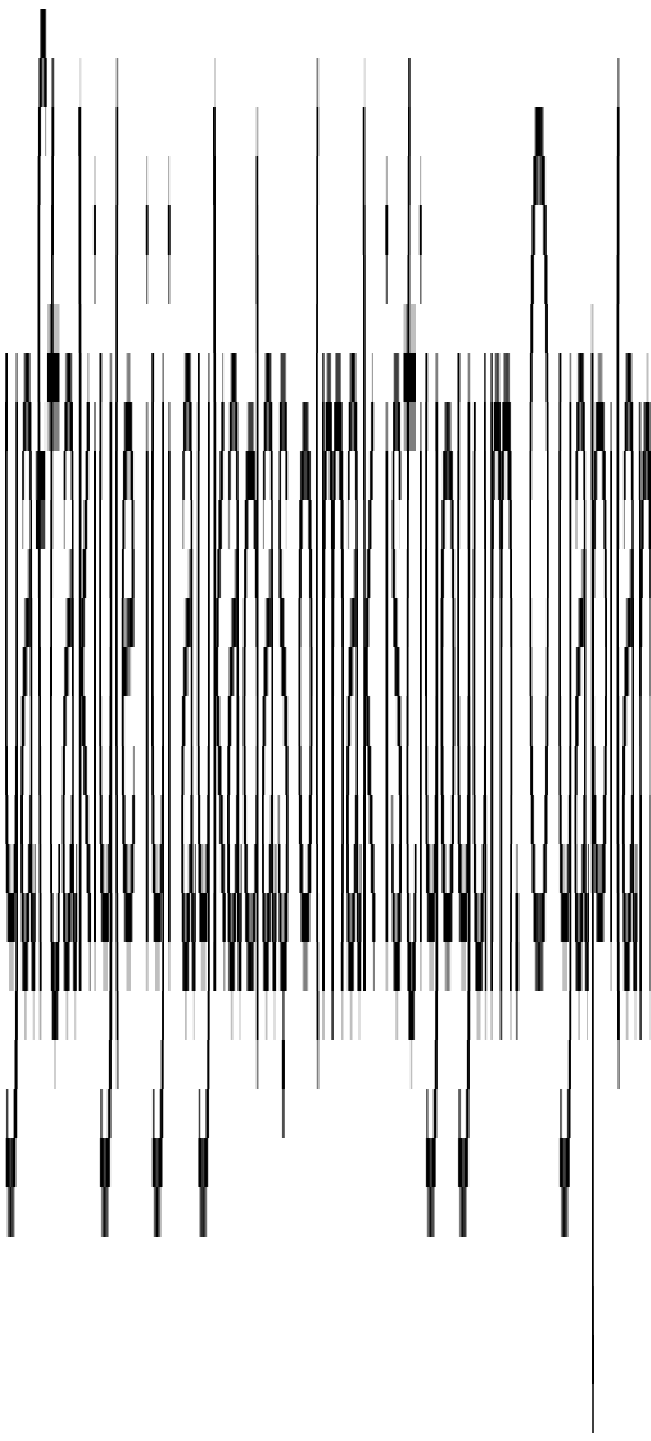


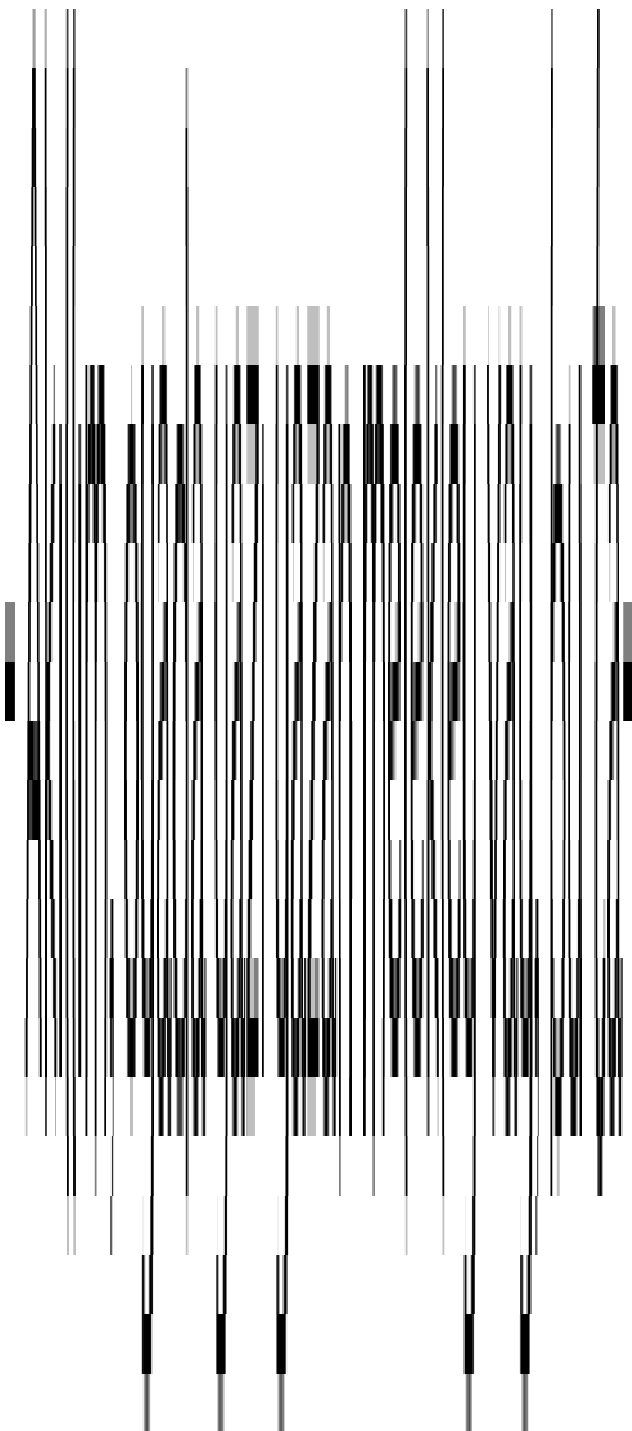


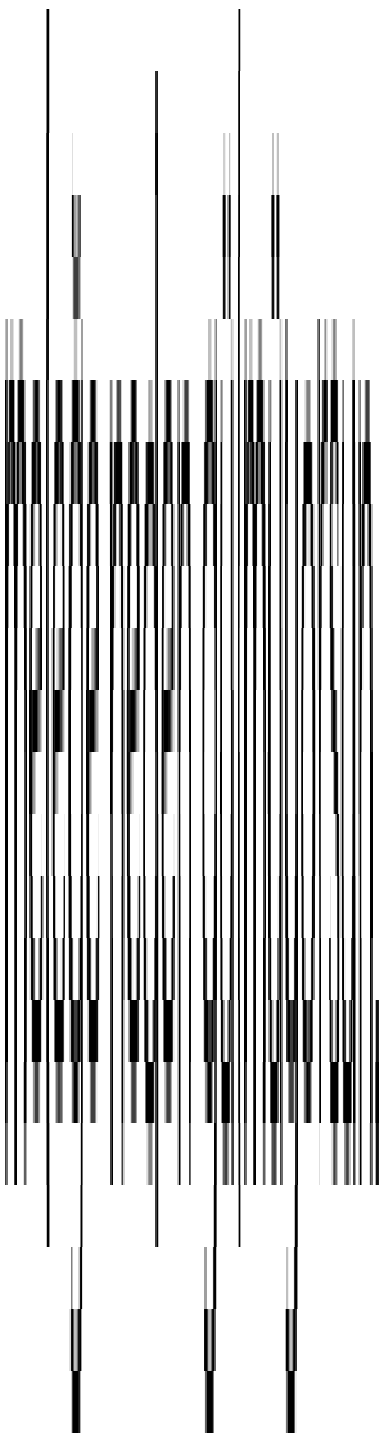


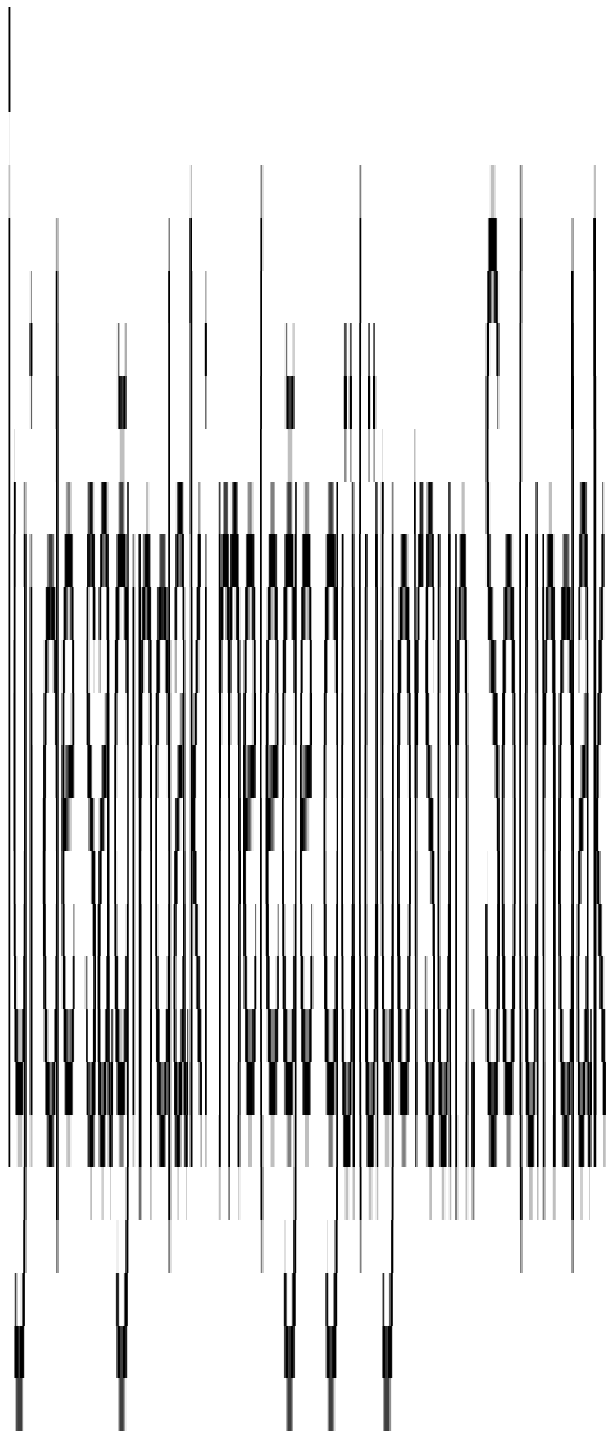


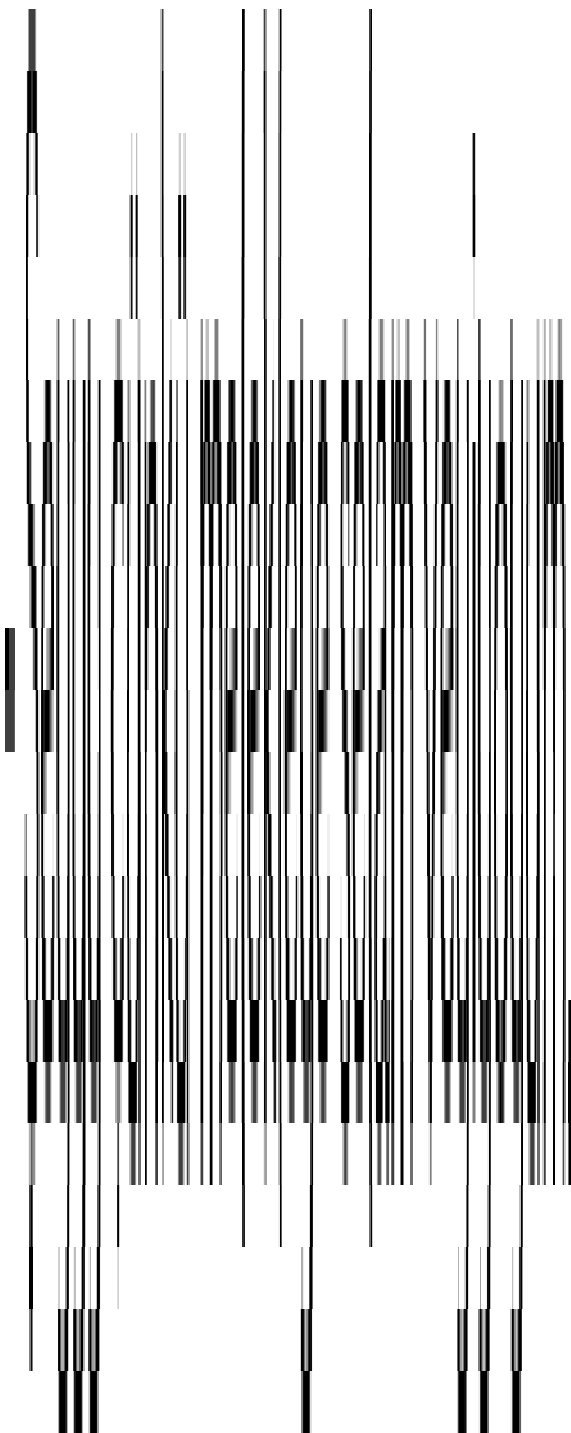


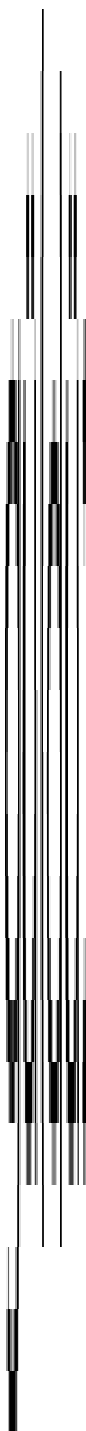


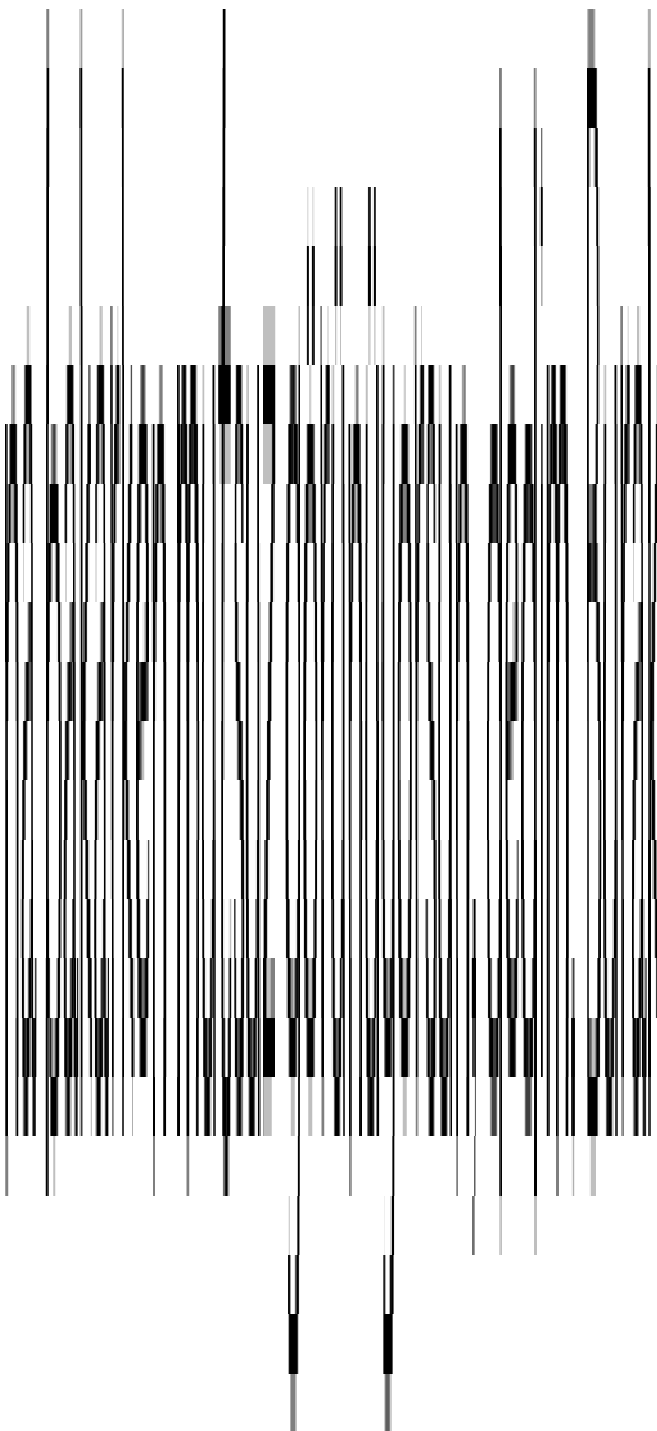


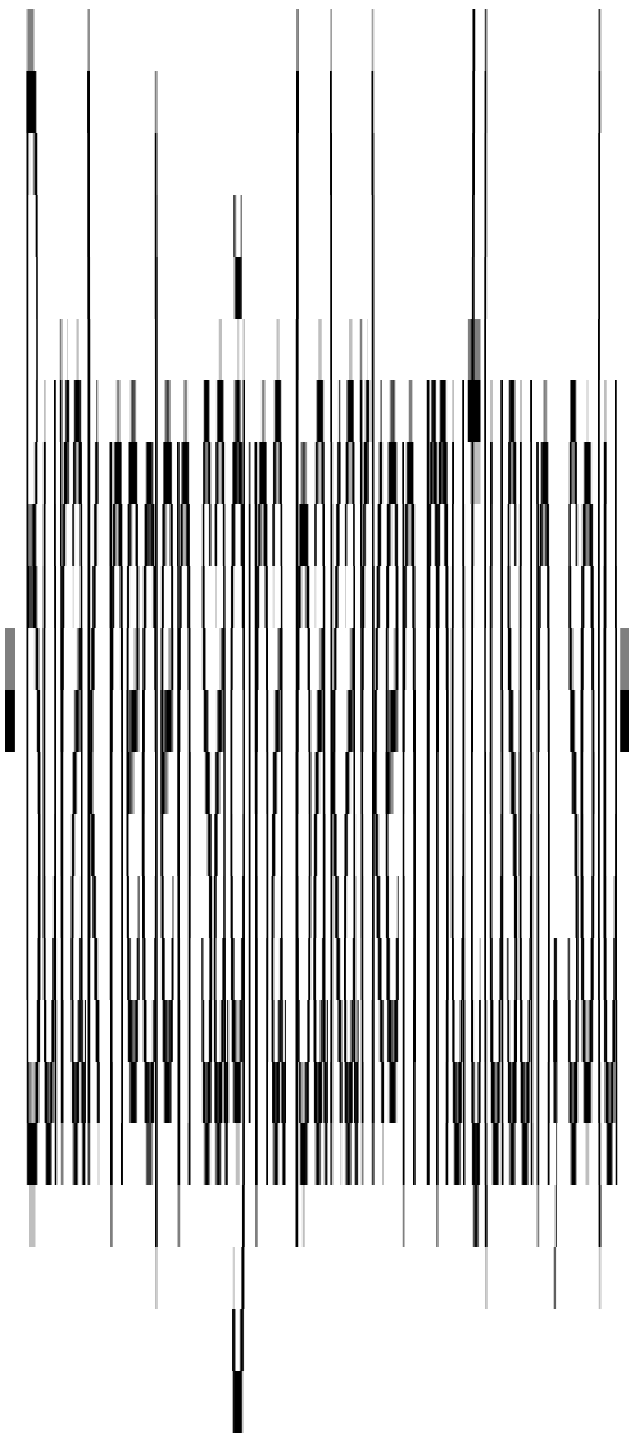


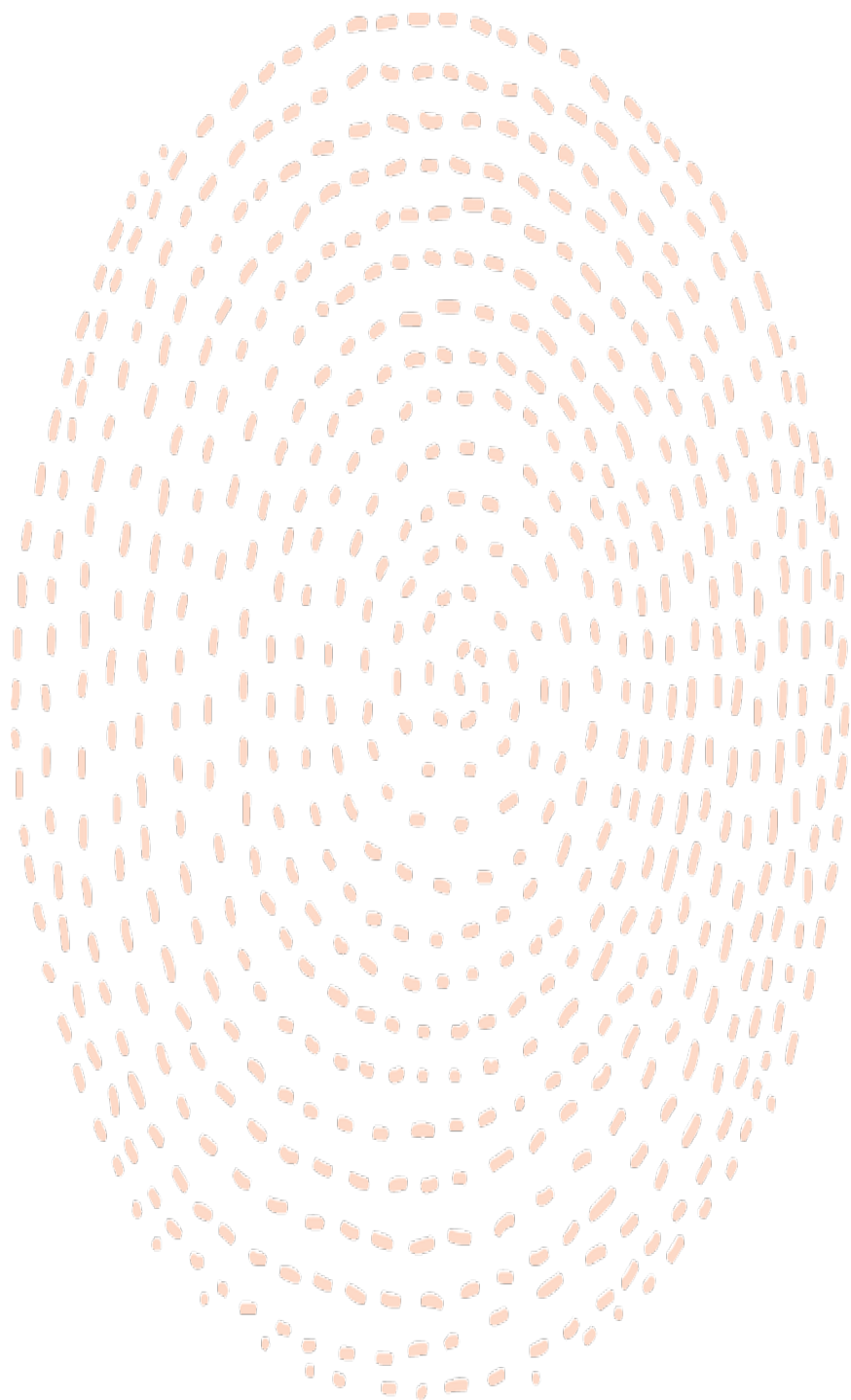


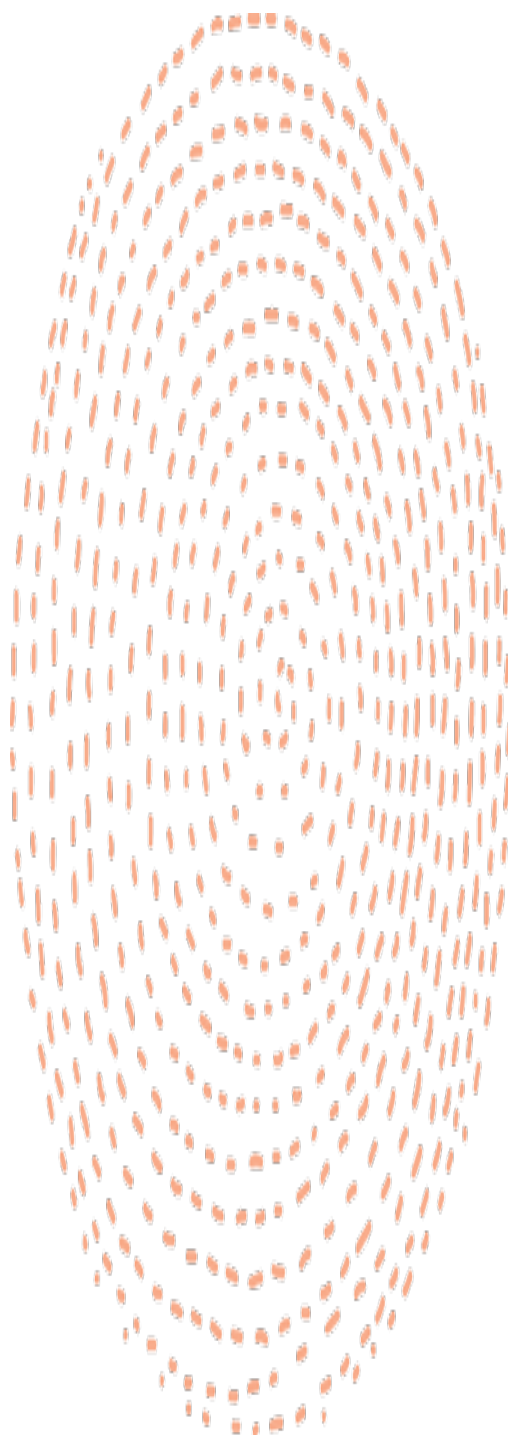












1. **Identify the problem.**

2. **Generate hypotheses.**

3. **Test the hypotheses.**

4. **Evaluate the results.**

5. **Implement the solution.**

6. **Monitor the results.**

7. **Adjust the solution.**

8. **Communicate the results.**

9. **Document the process.**

10. **Review the process.**

11. **Reflect on the experience.**

12. **Share the results.**

13. **Learn from the experience.**

14. **Apply the lessons learned.**

15. **Repeat the process.**

16. **Continue to improve.**

17. **Stay open to change.**

18. **Be a lifelong learner.**

19. **Embrace uncertainty.**

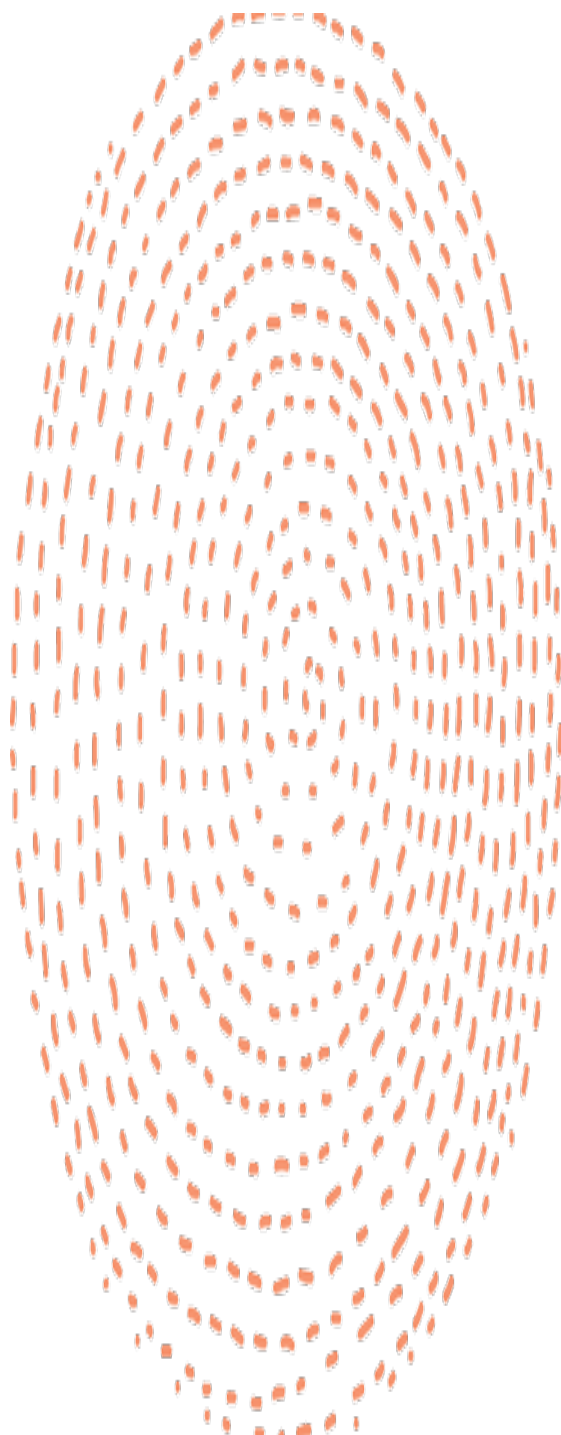
20. **Stay motivated.**

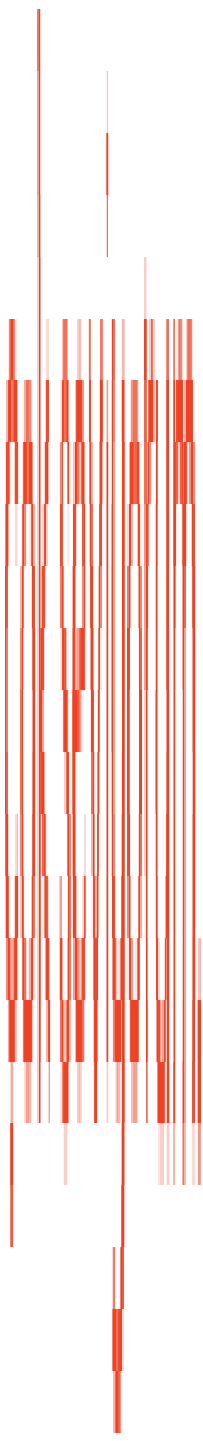
21. **Be resilient.**

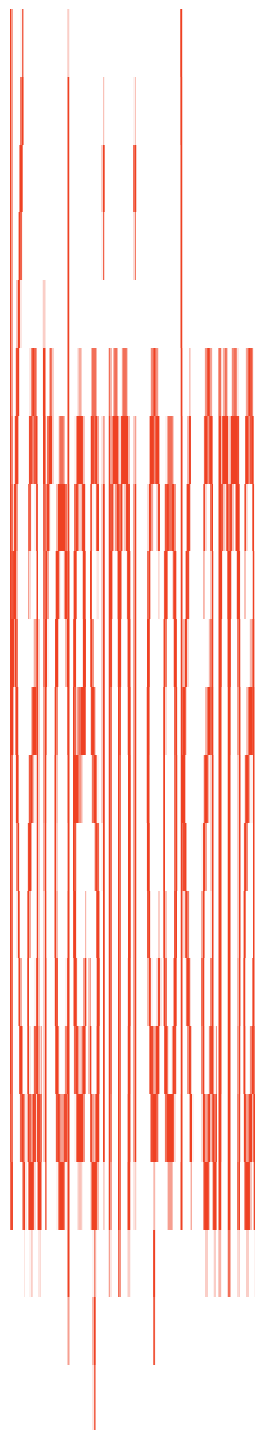
22. **Stay positive.**

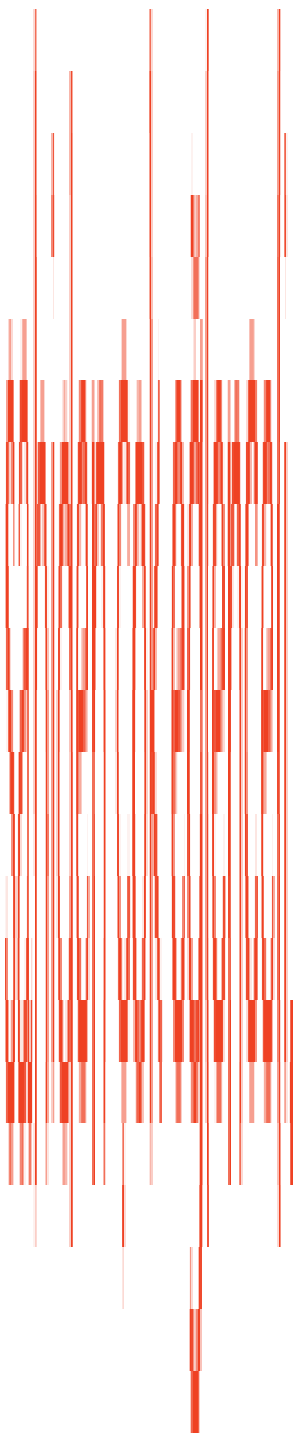
23. **Be a team player.**

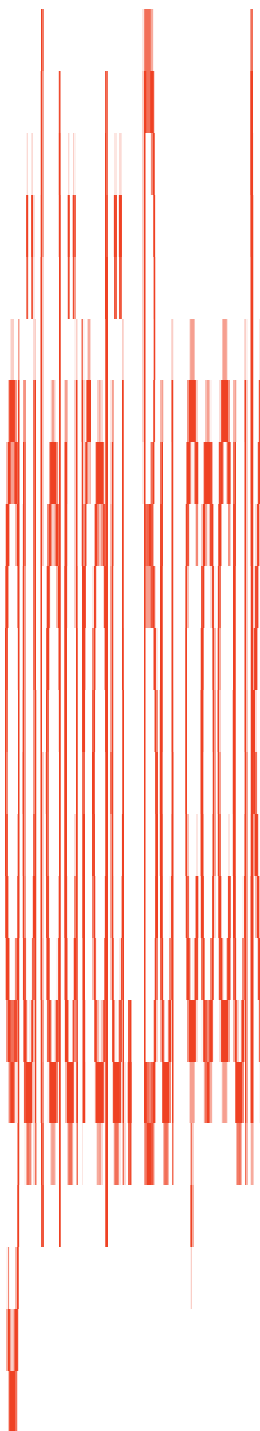
The first part of the paper discusses the importance of the research and the objectives of the study. It then proceeds to a literature review, followed by a description of the methodology used. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.











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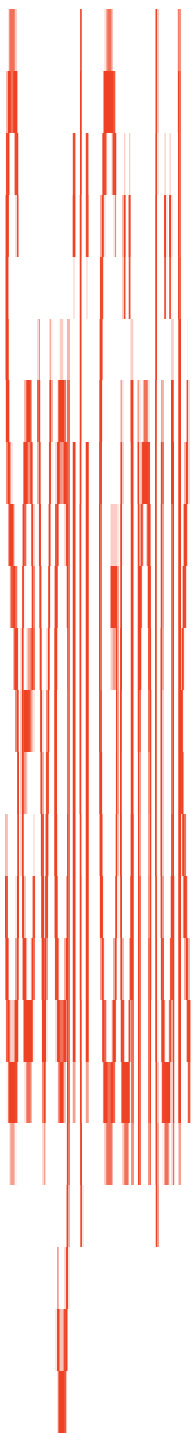
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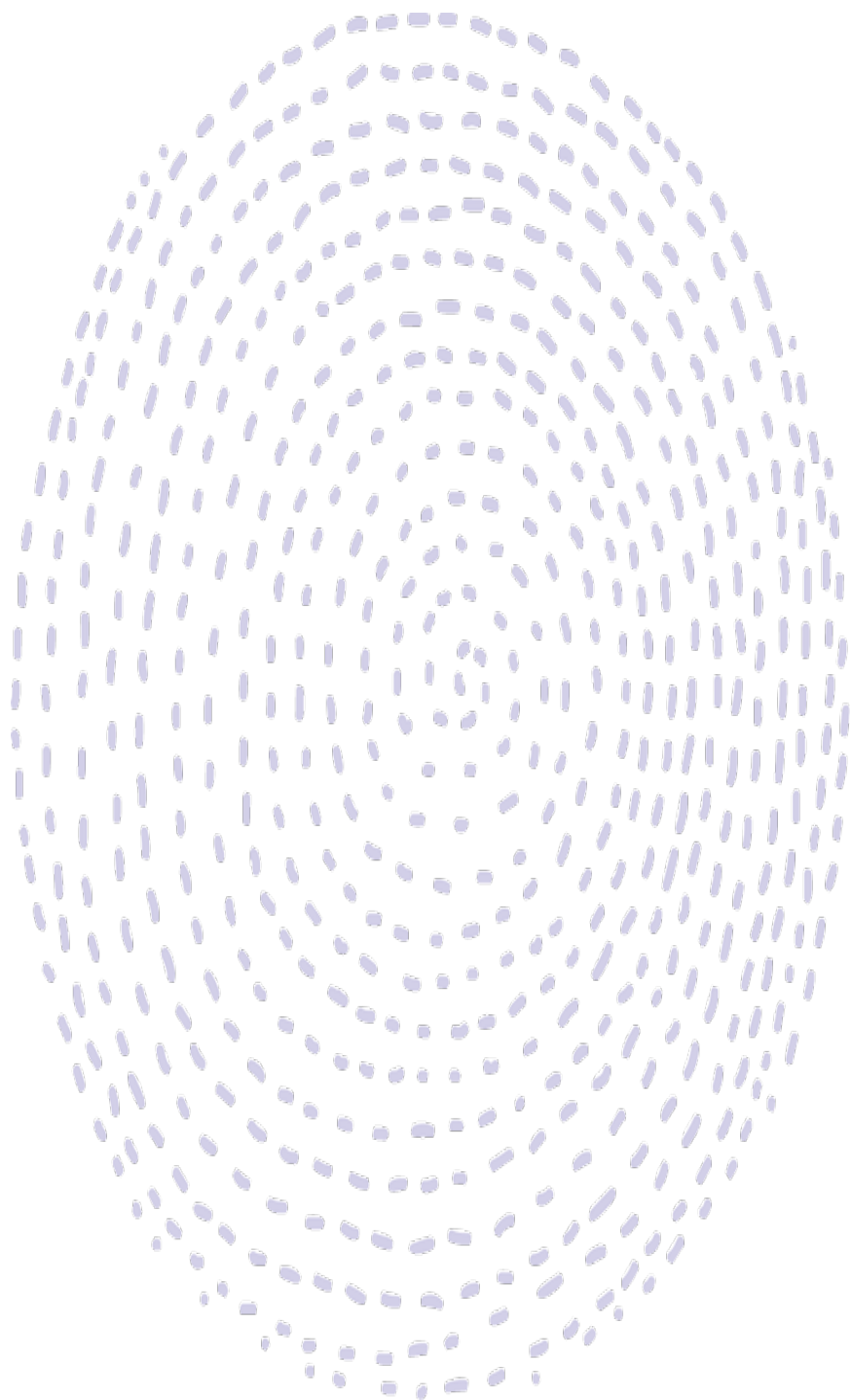
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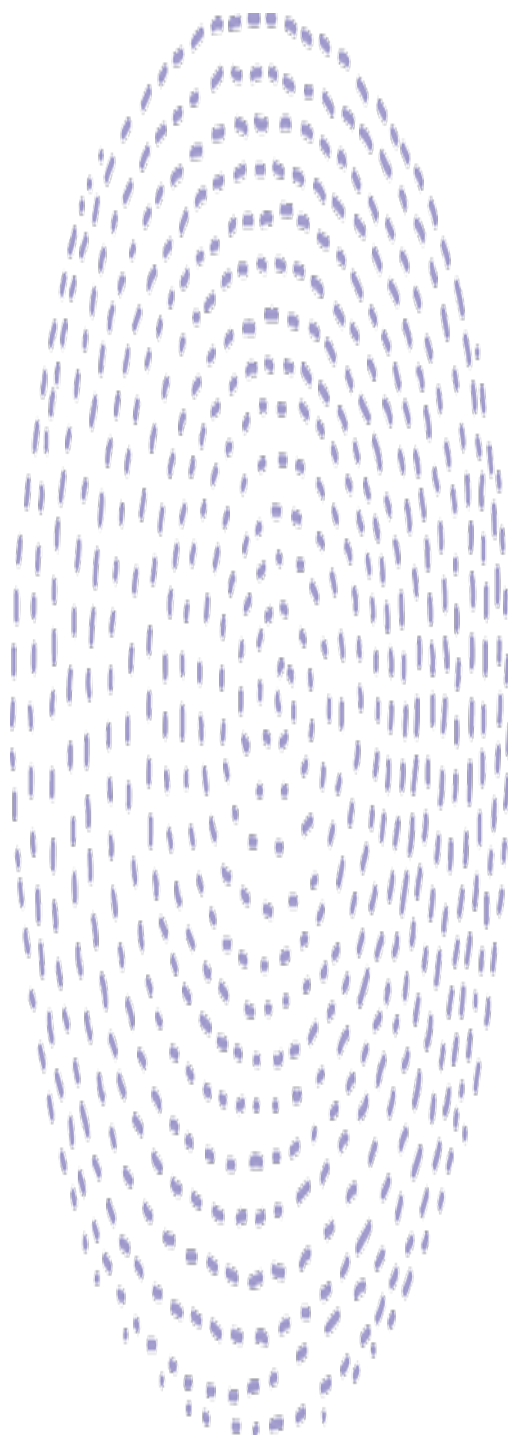
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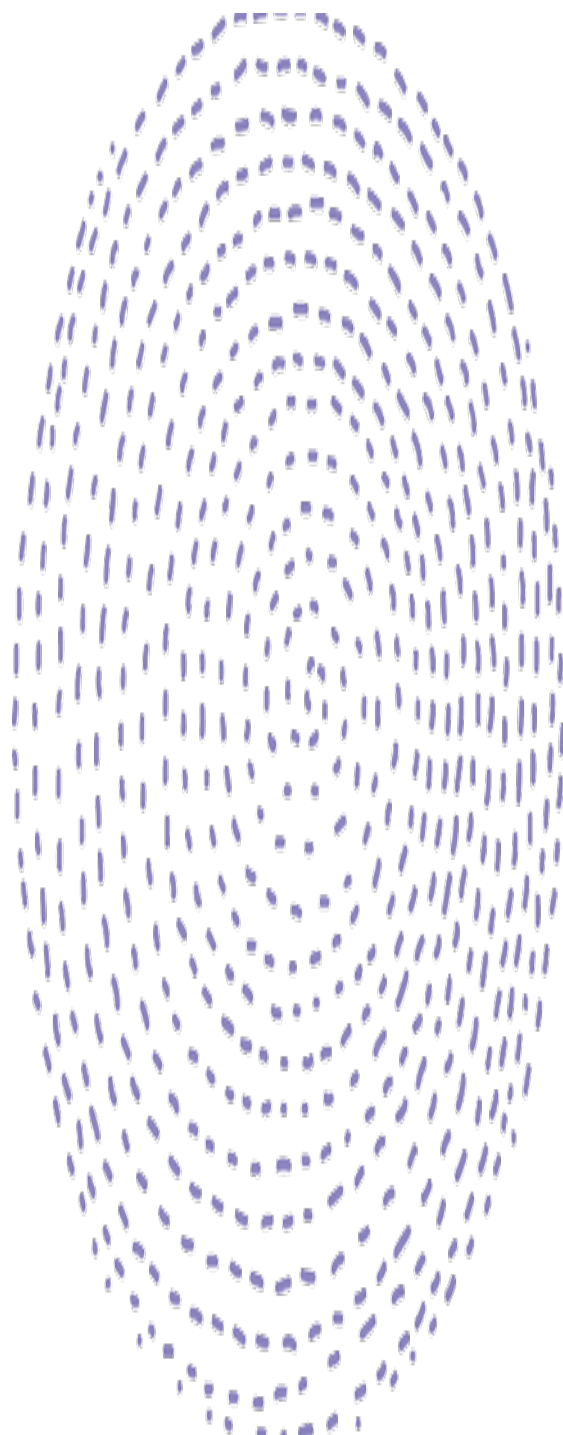
The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. The document then outlines the specific procedures for recording transactions, including the use of standardized forms and the requirement for double-checking entries. It also addresses the importance of regular audits to ensure the integrity of the data. The second part of the document focuses on the financial aspects of the organization, detailing the budgeting process and the allocation of resources. It provides a clear breakdown of the various cost centers and the expected outcomes for each. The document concludes with a summary of the key points and a call to action for all staff members to adhere to the established guidelines.

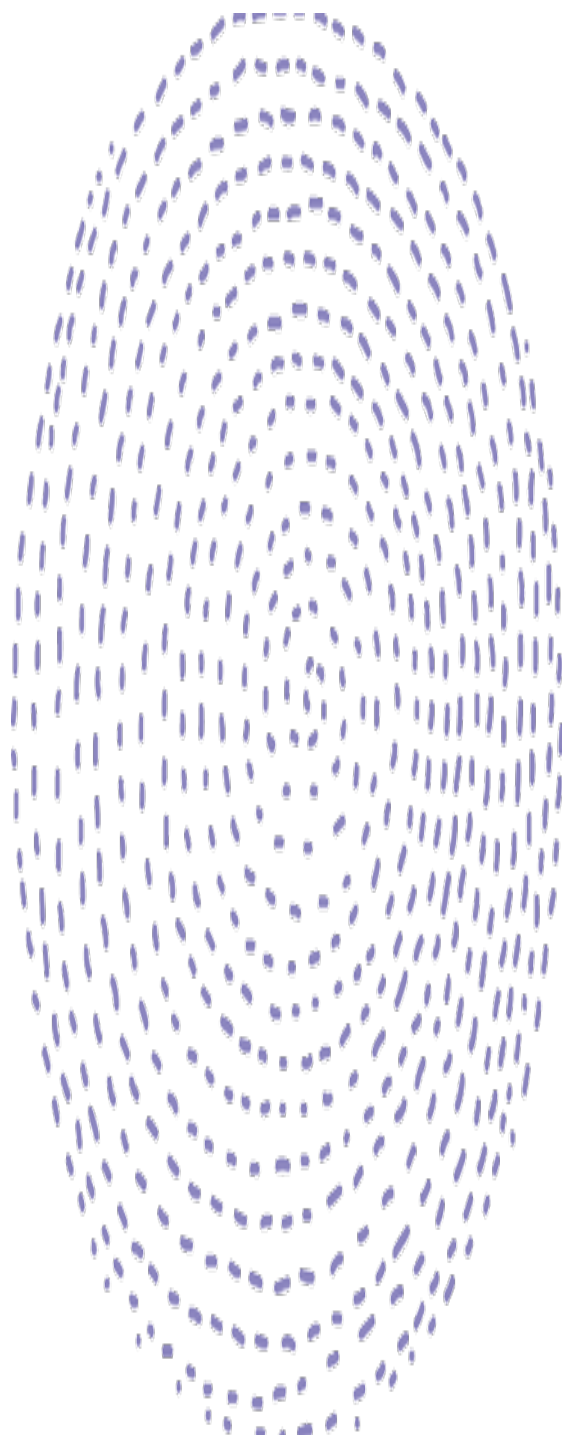


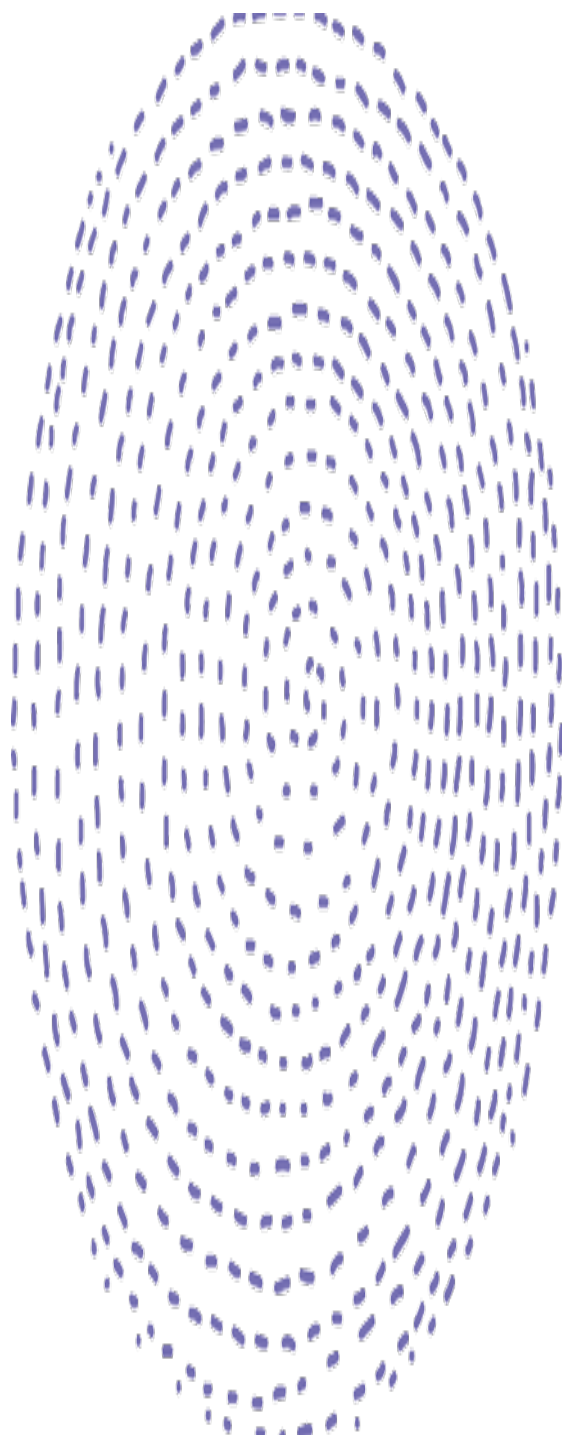












1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on student learning outcomes.

The study was conducted over a period of six months, during which time data was collected from a sample of 100 students.

The results of the study indicate that the new program had a positive impact on student learning outcomes.

Specifically, students who participated in the program showed significantly higher scores on standardized tests compared to those who did not.

These findings suggest that the new program is effective in improving student learning outcomes.

Further research is needed to determine the long-term effects of the program and to explore the underlying mechanisms of its success.

The study has several limitations, including a relatively small sample size and a lack of control group.

Despite these limitations, the study provides valuable insights into the effectiveness of the new program.

The findings of this study have important implications for educational practice and policy.

Based on the results, it is recommended that the new program be implemented on a larger scale.

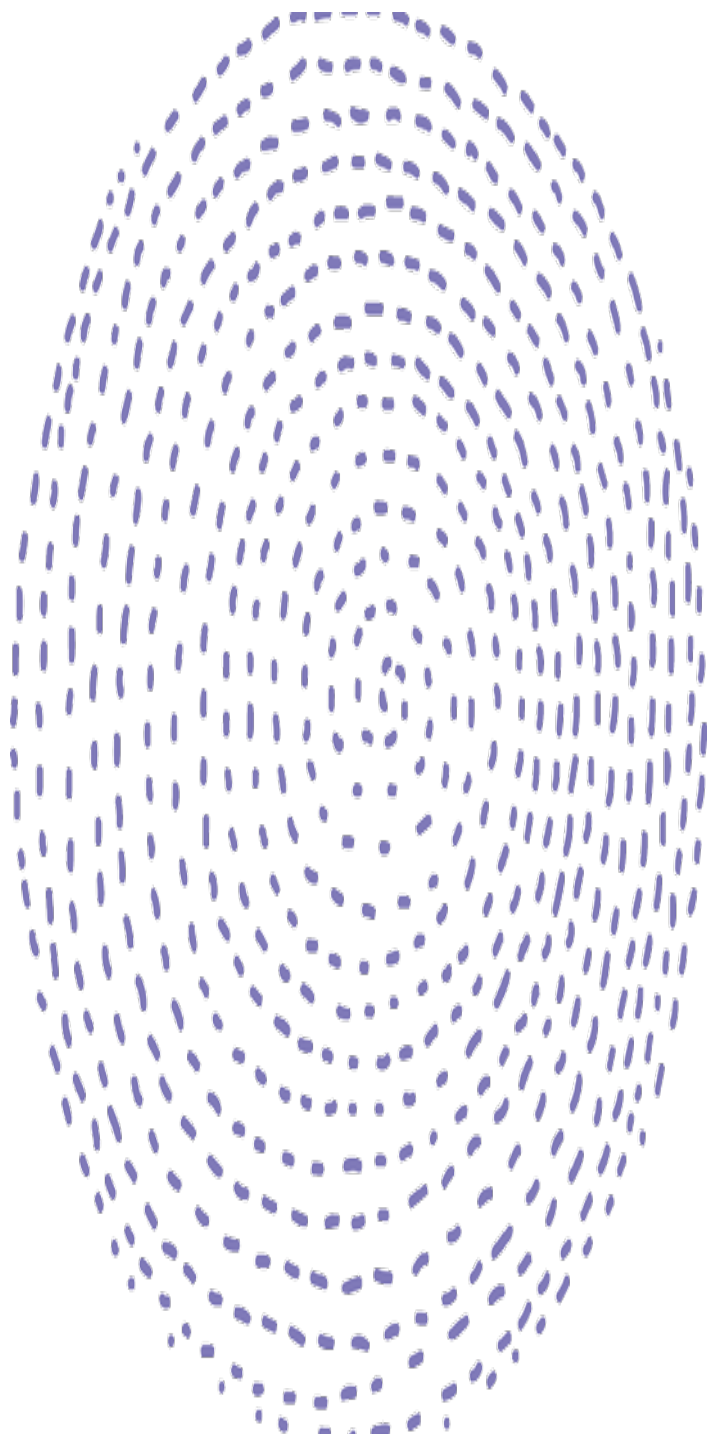
Future research should focus on identifying the specific components of the program that are most effective.

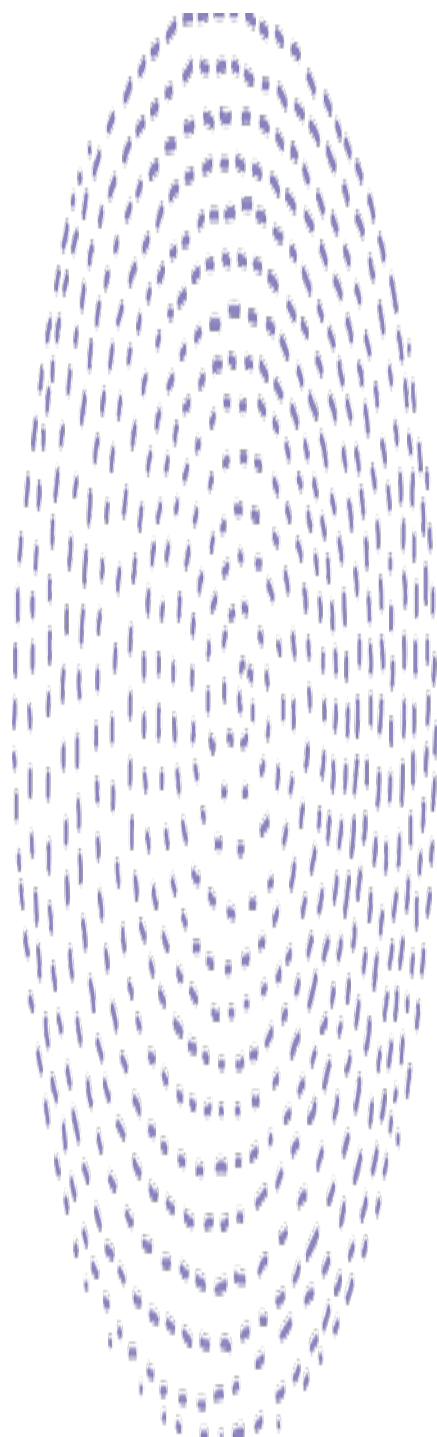
In conclusion, the study demonstrates the positive impact of the new program on student learning outcomes.

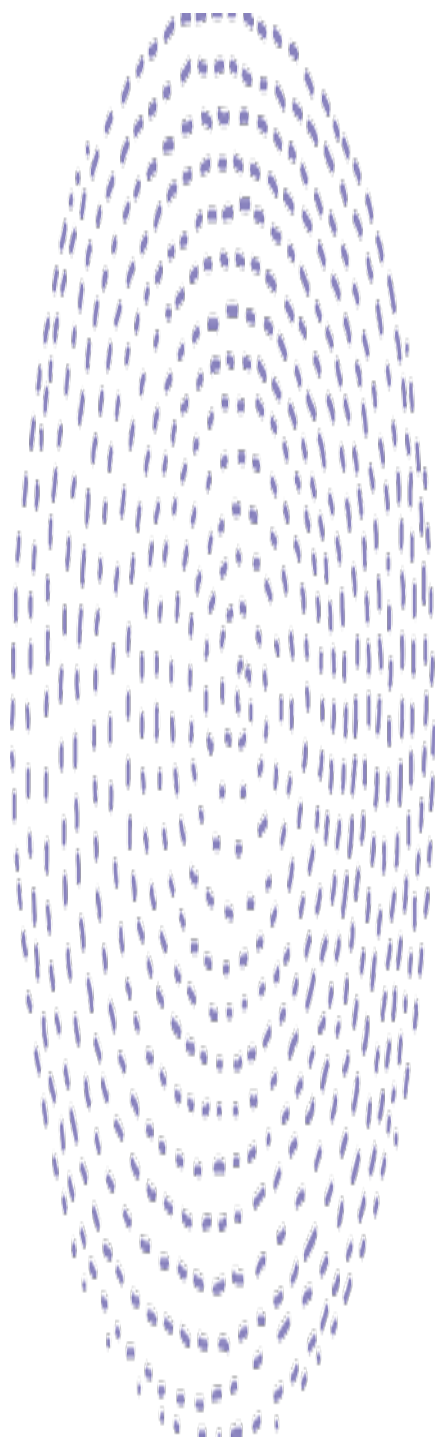
The results provide strong evidence for the effectiveness of the program and support its implementation.

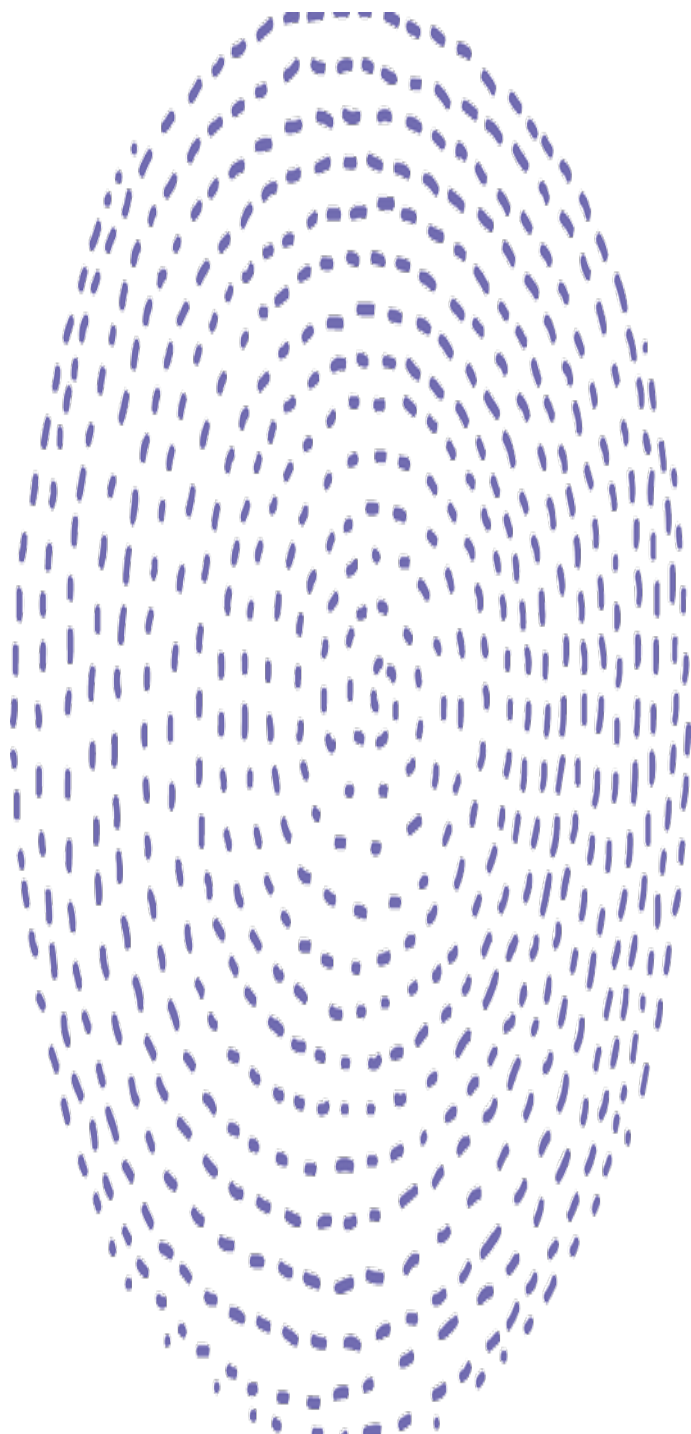
The study also highlights the need for further research to optimize the program and ensure its long-term success.

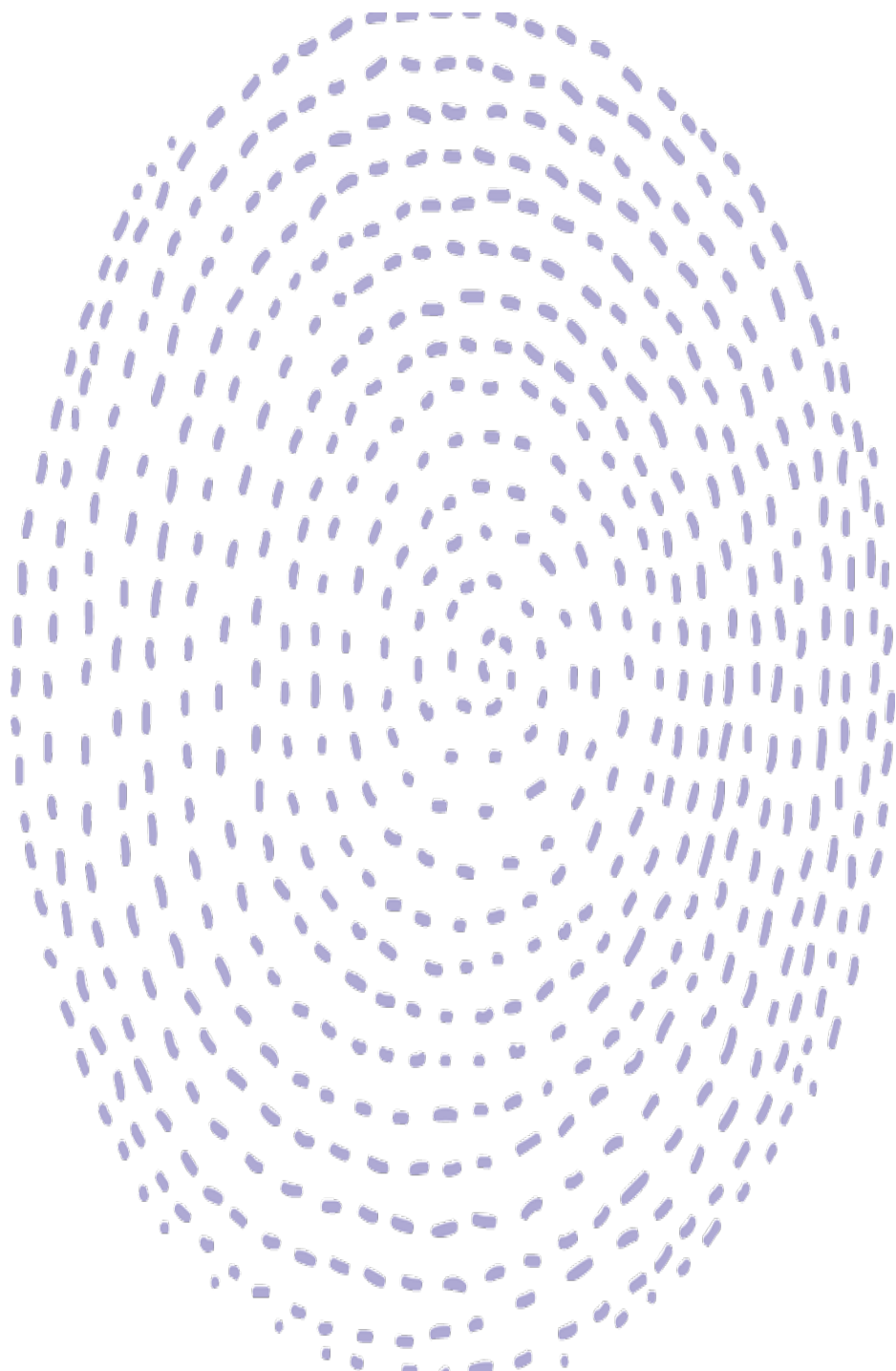
Overall, the study contributes to the understanding of educational interventions and their impact on student learning.

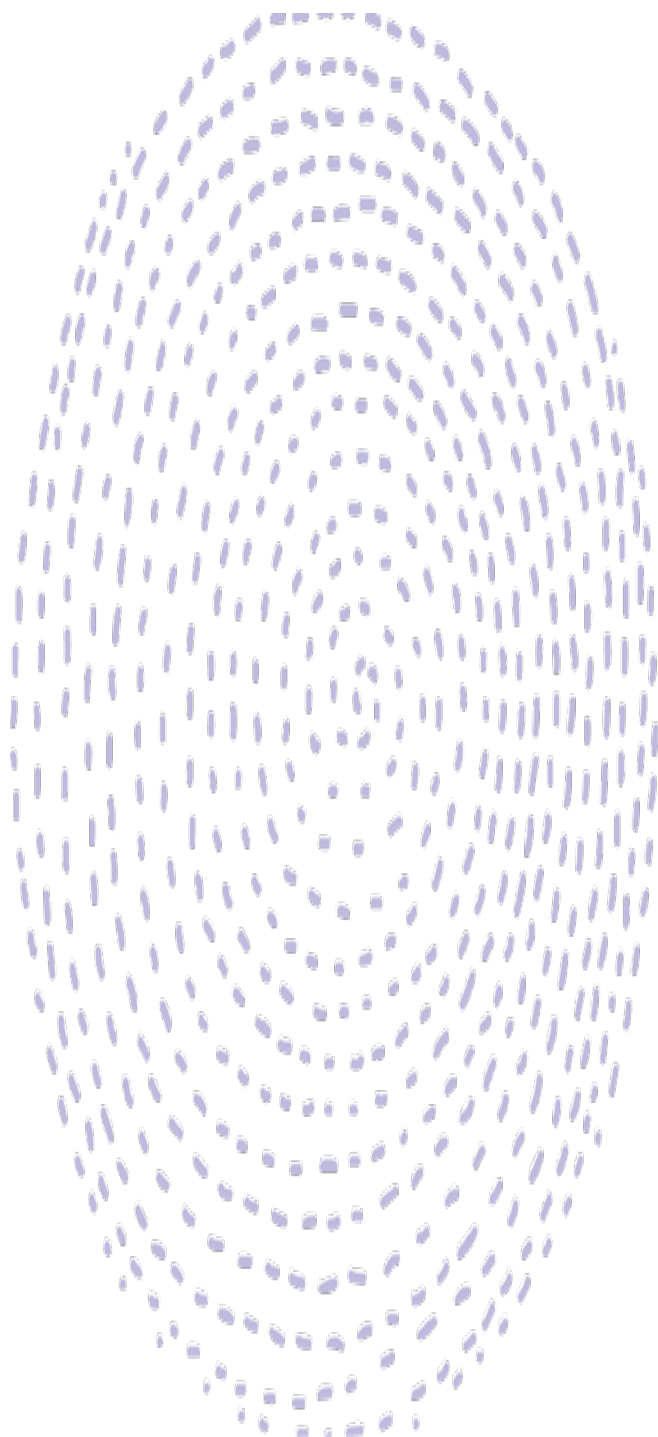












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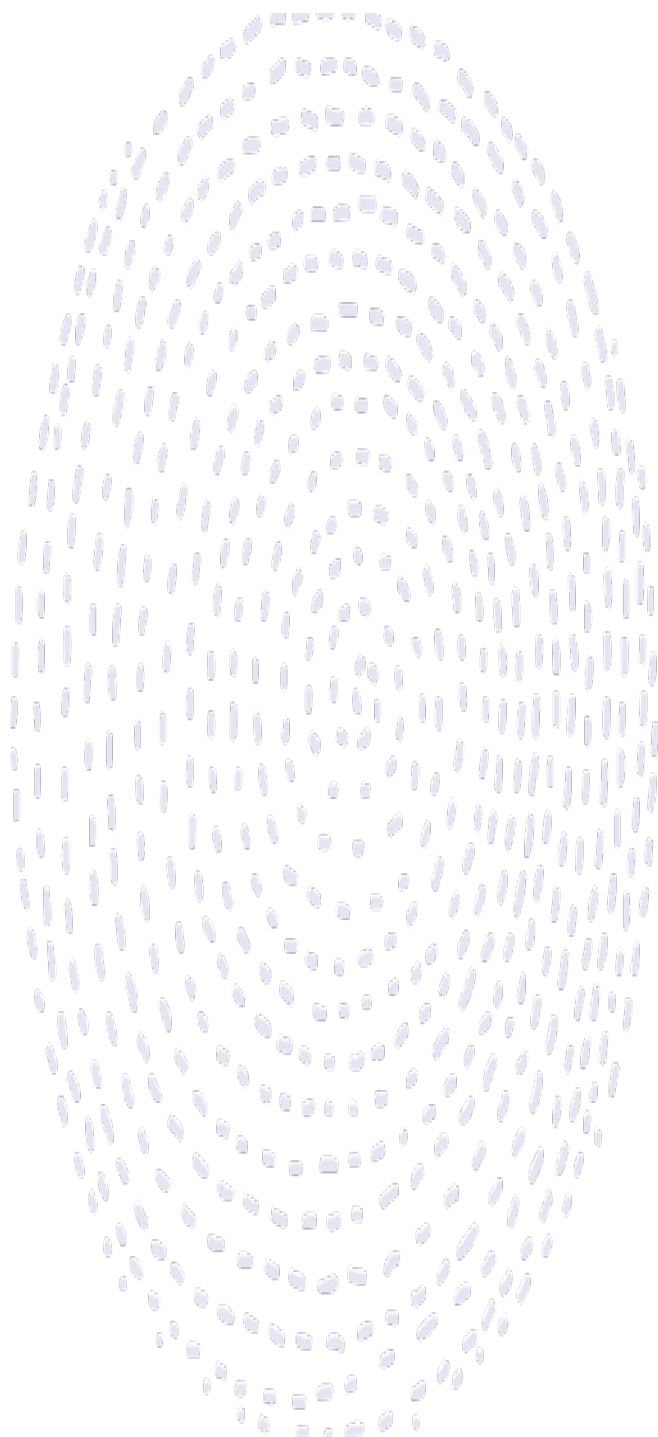
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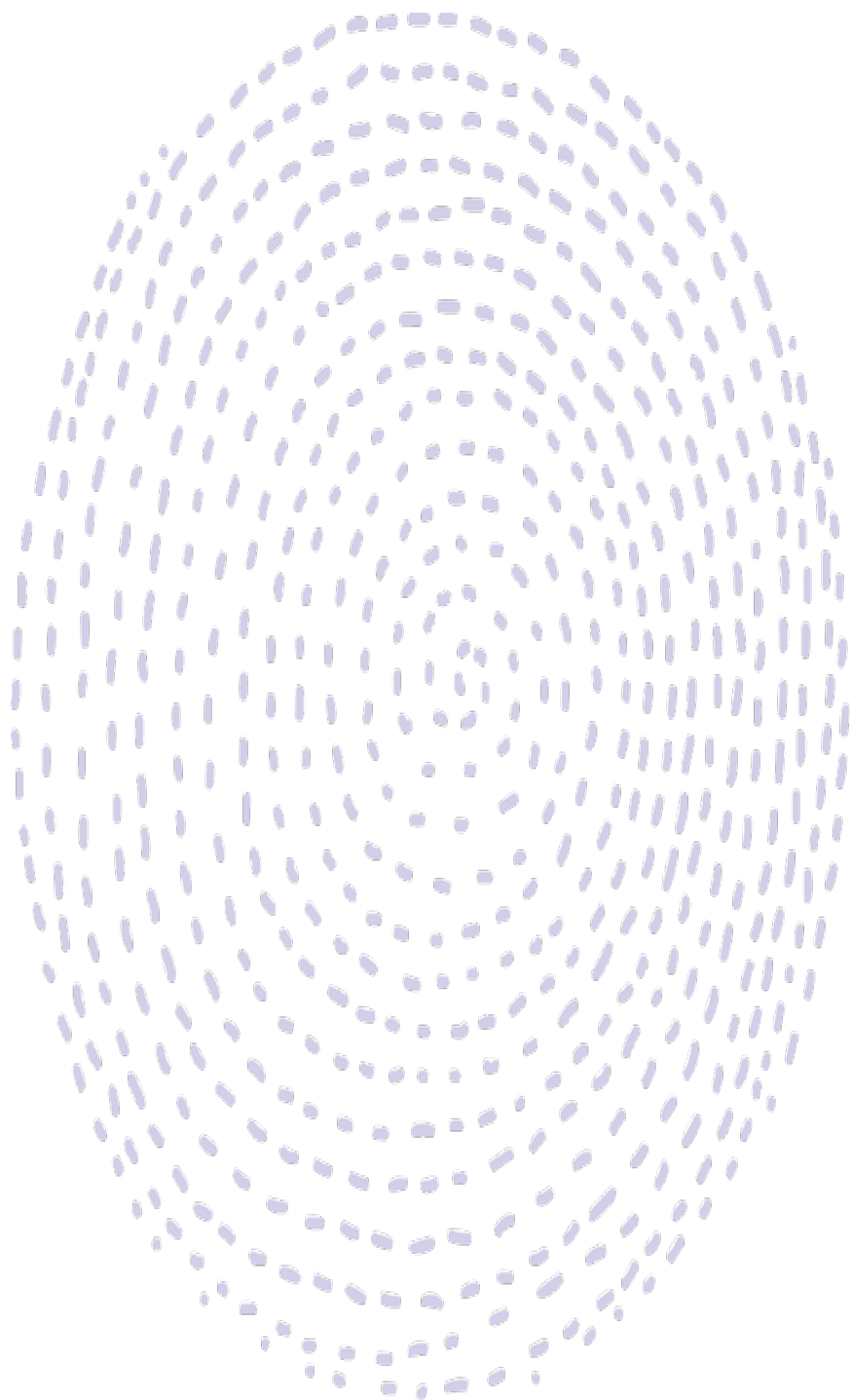
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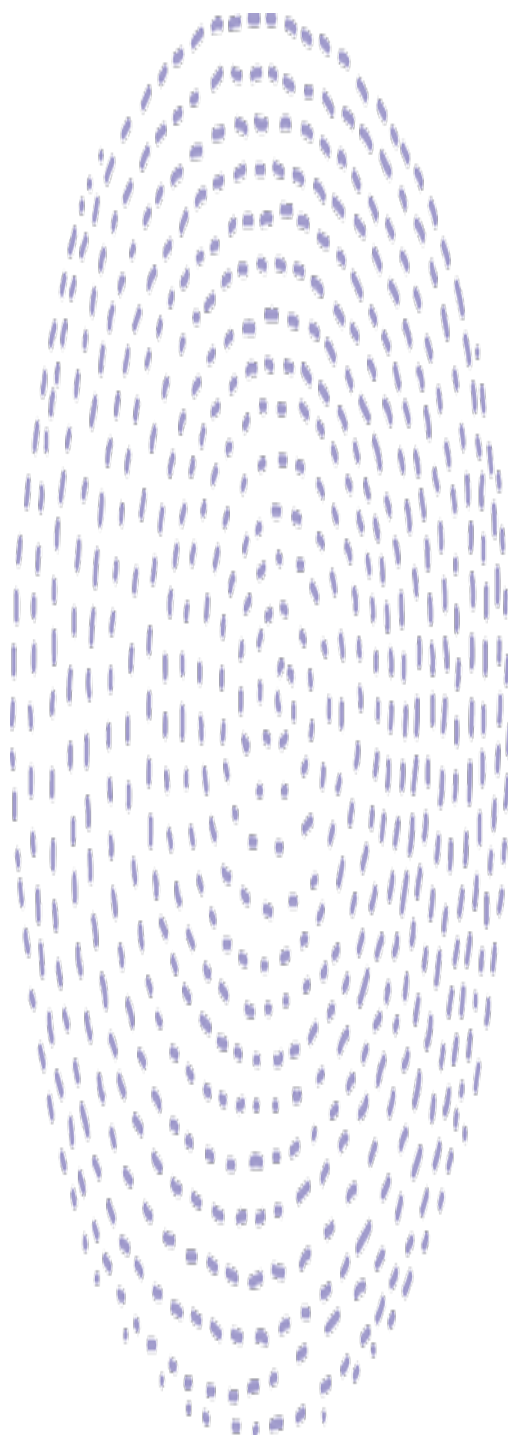
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1. The first step is to identify the key components of the system.

2. The second step is to analyze the interactions between these components.

3. The third step is to develop a model that captures the essential features of the system.

4. The fourth step is to validate the model against experimental data.

5. The fifth step is to use the model to make predictions about the system's behavior.

6. The sixth step is to refine the model based on the results of the predictions.

7. The seventh step is to repeat the process as needed to improve the model's accuracy.

8. The eighth step is to document the findings and share them with the relevant community.

9. The ninth step is to continue to monitor the system and update the model as new data becomes available.

10. The tenth step is to conclude the study and draw final conclusions.

11. The eleventh step is to publish the results in a peer-reviewed journal.

12. The twelfth step is to present the findings at a conference or seminar.

13. The thirteenth step is to seek funding for further research in this area.

14. The fourteenth step is to collaborate with other researchers in the field.

15. The fifteenth step is to stay up-to-date on the latest developments in the field.

16. The sixteenth step is to mentor students and junior researchers.

17. The seventeenth step is to participate in professional societies and organizations.

18. The eighteenth step is to maintain a good record of research and publications.

19. The nineteenth step is to seek recognition and awards for contributions to the field.

20. The twentieth step is to continue to work on improving the quality of research and teaching.

21. The twenty-first step is to stay motivated and passionate about the work.

22. The twenty-second step is to maintain a healthy work-life balance.

23. The twenty-third step is to stay open to new ideas and perspectives.

24. The twenty-fourth step is to be a good team player and collaborator.

25. The twenty-fifth step is to be a good leader and mentor.

26. The twenty-sixth step is to be a good communicator and writer.

27. The twenty-seventh step is to be a good listener and observer.

28. The twenty-eighth step is to be a good problem solver and thinker.

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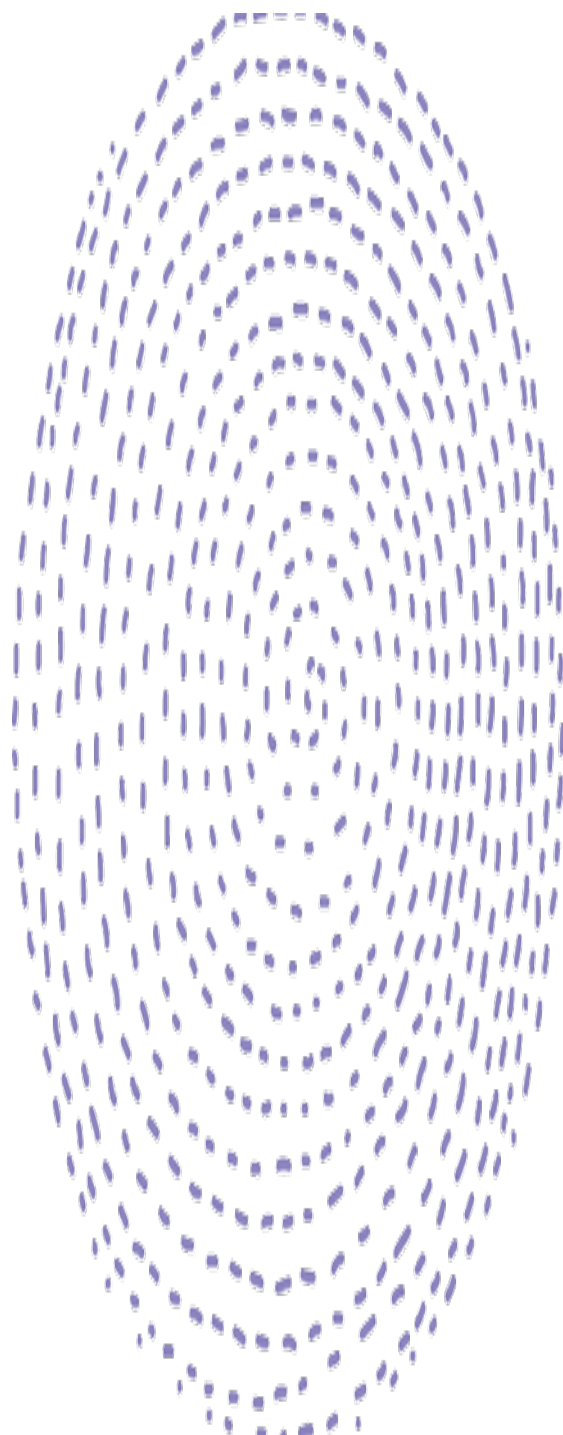
47. The forty-seventh step is to be a good listener and observer.

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49. The forty-ninth step is to be a good team player and collaborator.

50. The fiftieth step is to be a good leader and mentor.

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37. The thirty-seventh step is to identify the main signature of the document.

38. The thirty-eighth step is to identify the main date of the document.

39. The thirty-ninth step is to identify the main location of the document.

40. The fortieth step is to identify the main subject of the document.

41. The forty-first step is to identify the main object of the document.

42. The forty-second step is to identify the main action of the document.

43. The forty-third step is to identify the main result of the document.

44. The forty-fourth step is to identify the main conclusion of the document.

45. The forty-fifth step is to identify the main recommendation of the document.

46. The forty-sixth step is to identify the main action item of the document.

47. The forty-seventh step is to identify the main next step of the document.

48. The forty-eighth step is to identify the main follow-up action of the document.

49. The forty-ninth step is to identify the main closing remark of the document.

50. The fiftieth step is to identify the main signature of the document.

51. The fifty-first step is to identify the main date of the document.

52. The fifty-second step is to identify the main location of the document.

53. The fifty-third step is to identify the main subject of the document.

54. The fifty-fourth step is to identify the main object of the document.

55. The fifty-fifth step is to identify the main action of the document.

56. The fifty-sixth step is to identify the main result of the document.

57. The fifty-seventh step is to identify the main conclusion of the document.

58. The fifty-eighth step is to identify the main recommendation of the document.

59. The fifty-ninth step is to identify the main action item of the document.

60. The sixtieth step is to identify the main next step of the document.

61. The sixty-first step is to identify the main follow-up action of the document.

62. The sixty-second step is to identify the main closing remark of the document.

63. The sixty-third step is to identify the main signature of the document.

64. The sixty-fourth step is to identify the main date of the document.

65. The sixty-fifth step is to identify the main location of the document.

66. The sixty-sixth step is to identify the main subject of the document.

67. The sixty-seventh step is to identify the main object of the document.

68. The sixty-eighth step is to identify the main action of the document.

69. The sixty-ninth step is to identify the main result of the document.

70. The seventieth step is to identify the main conclusion of the document.

71. The seventy-first step is to identify the main recommendation of the document.

72. The seventy-second step is to identify the main action item of the document.

73. The seventy-third step is to identify the main next step of the document.

74. The seventy-fourth step is to identify the main follow-up action of the document.

75. The seventy-fifth step is to identify the main closing remark of the document.

76. The seventy-sixth step is to identify the main signature of the document.

77. The seventy-seventh step is to identify the main date of the document.

78. The seventy-eighth step is to identify the main location of the document.

79. The seventy-ninth step is to identify the main subject of the document.

80. The eightieth step is to identify the main object of the document.

81. The eighty-first step is to identify the main action of the document.

82. The eighty-second step is to identify the main result of the document.

83. The eighty-third step is to identify the main conclusion of the document.

84. The eighty-fourth step is to identify the main recommendation of the document.

85. The eighty-fifth step is to identify the main action item of the document.

86. The eighty-sixth step is to identify the main next step of the document.

87. The eighty-seventh step is to identify the main follow-up action of the document.

88. The eighty-eighth step is to identify the main closing remark of the document.

89. The eighty-ninth step is to identify the main signature of the document.

90. The ninetieth step is to identify the main date of the document.

91. The ninety-first step is to identify the main location of the document.

92. The ninety-second step is to identify the main subject of the document.

93. The ninety-third step is to identify the main object of the document.

94. The ninety-fourth step is to identify the main action of the document.

95. The ninety-fifth step is to identify the main result of the document.

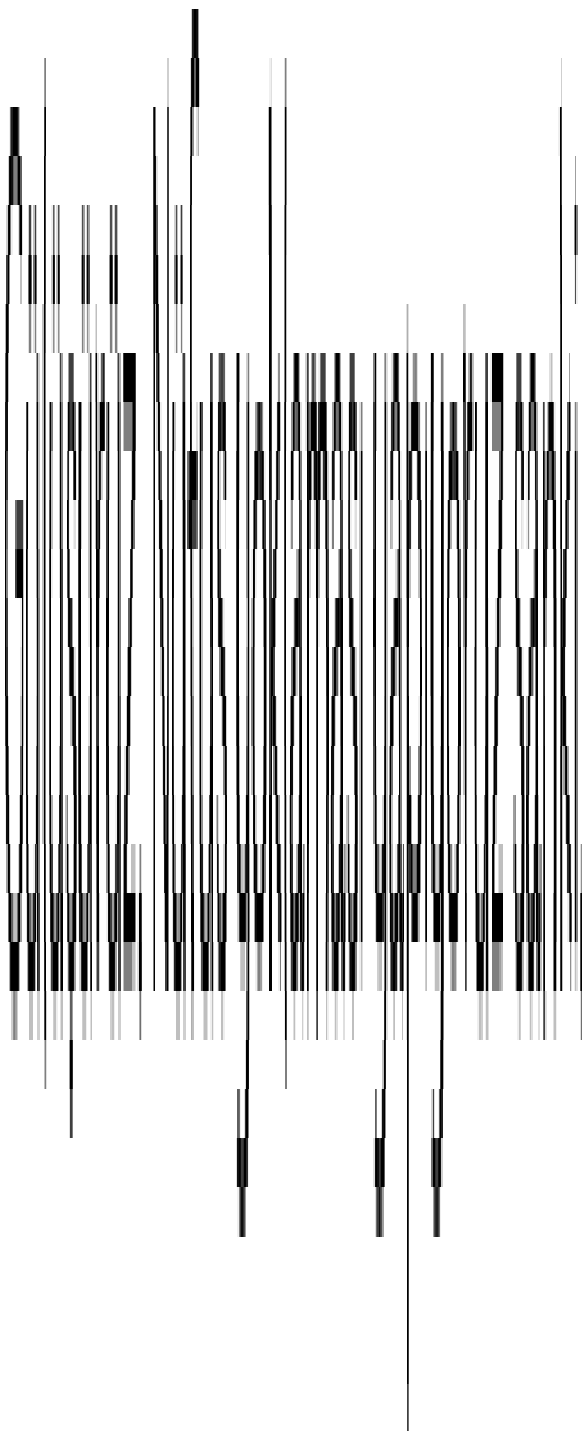
96. The ninety-sixth step is to identify the main conclusion of the document.

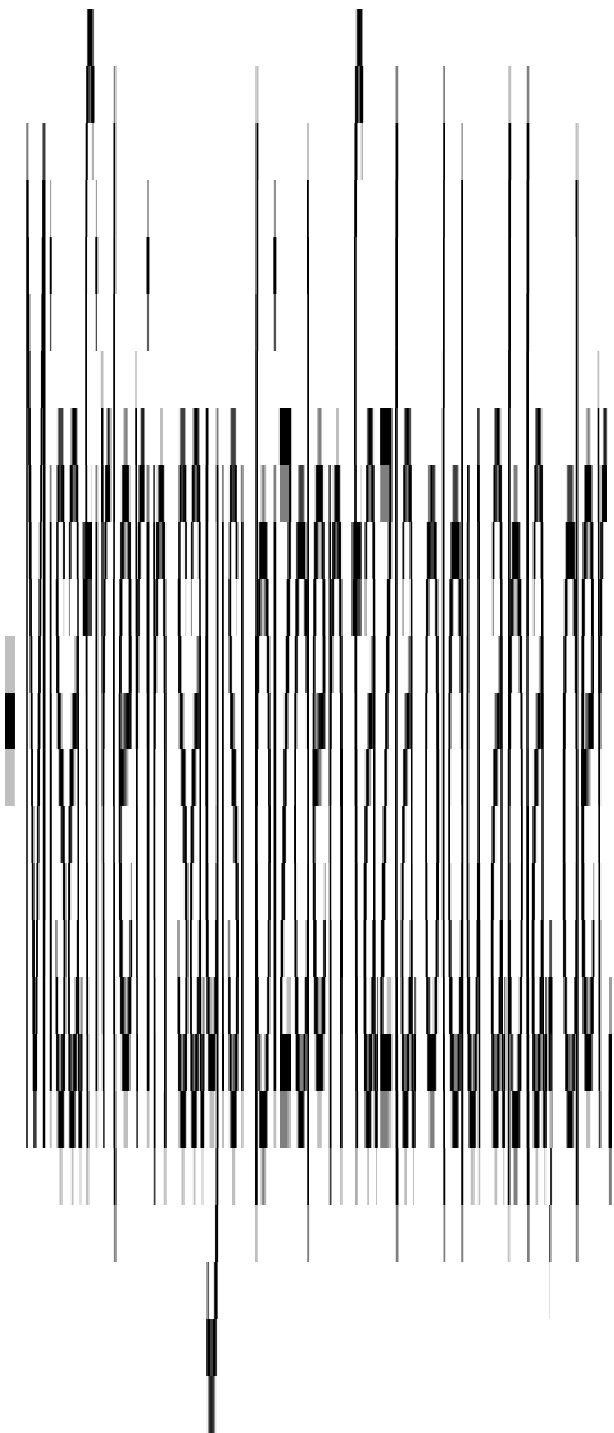
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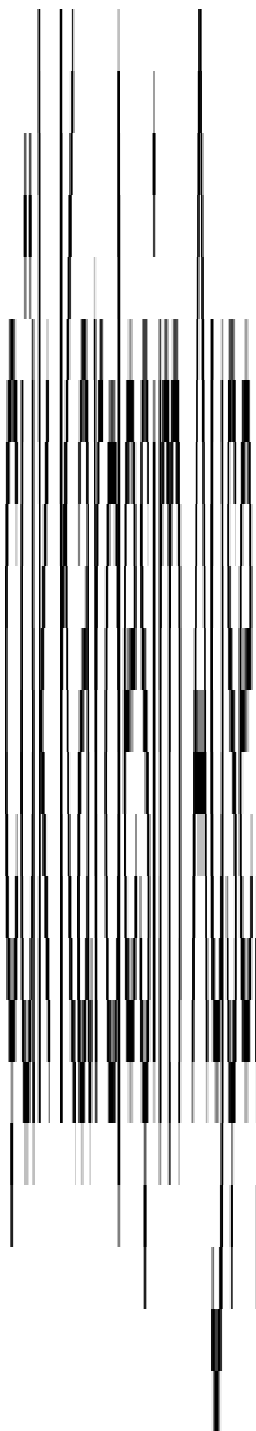
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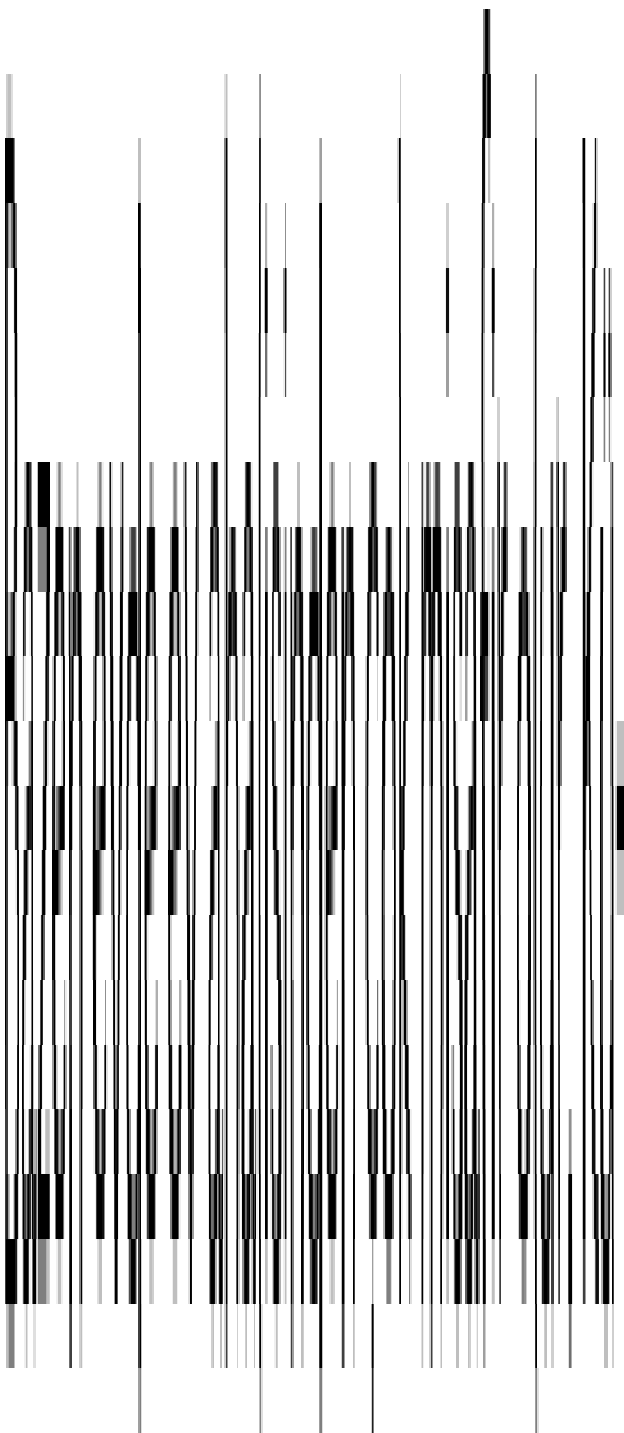
99. The ninety-ninth step is to identify the main next step of the document.

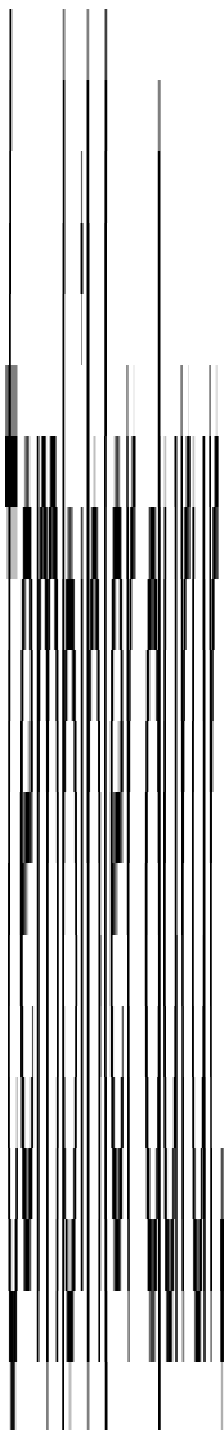
100. The hundredth step is to identify the main follow-up action of the document.

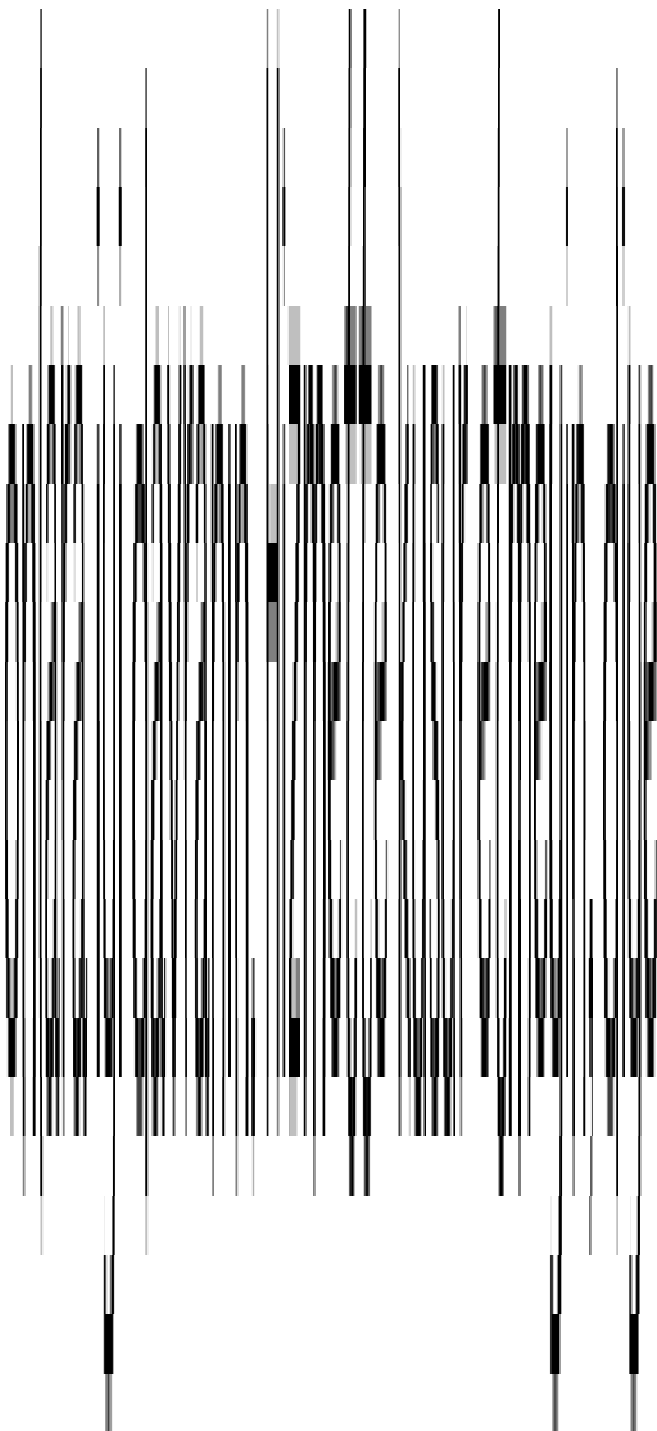


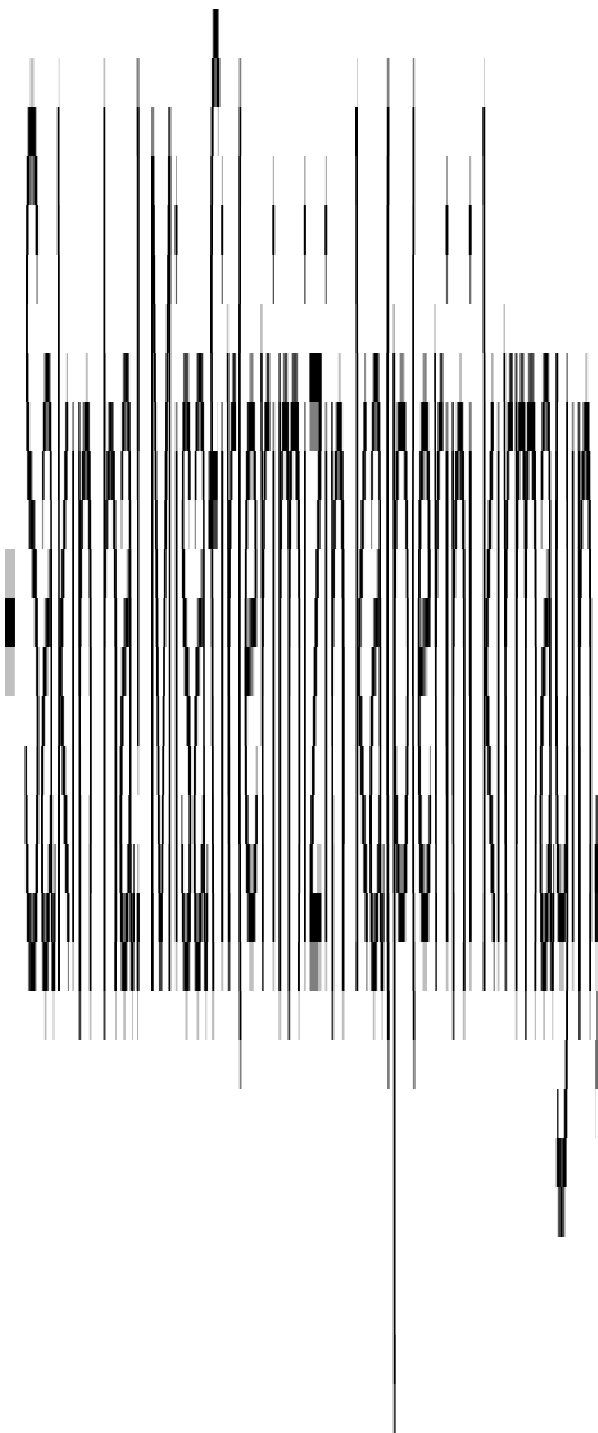


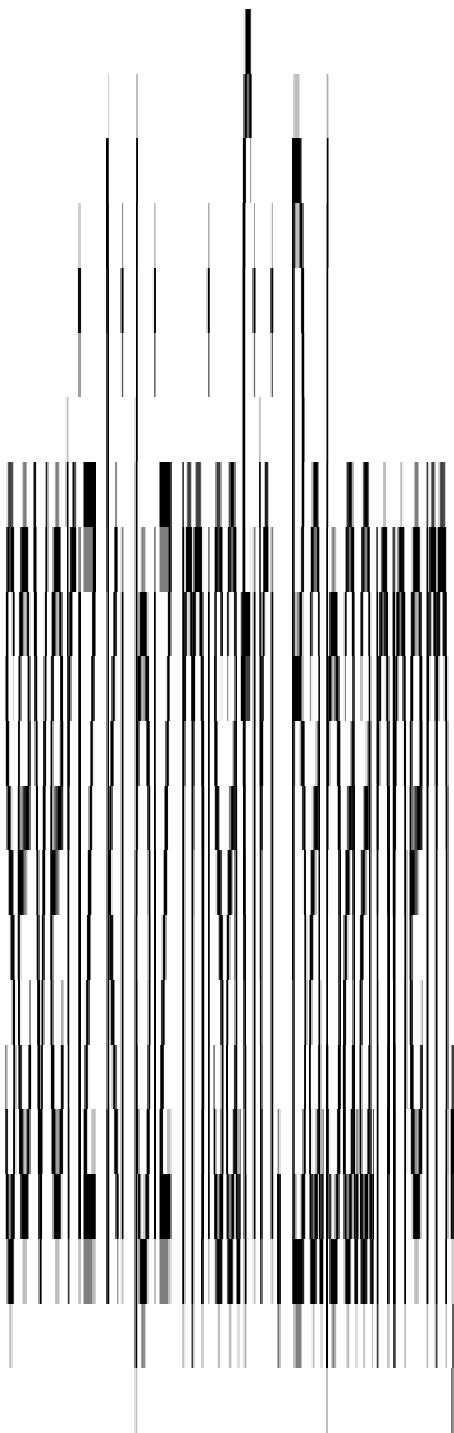


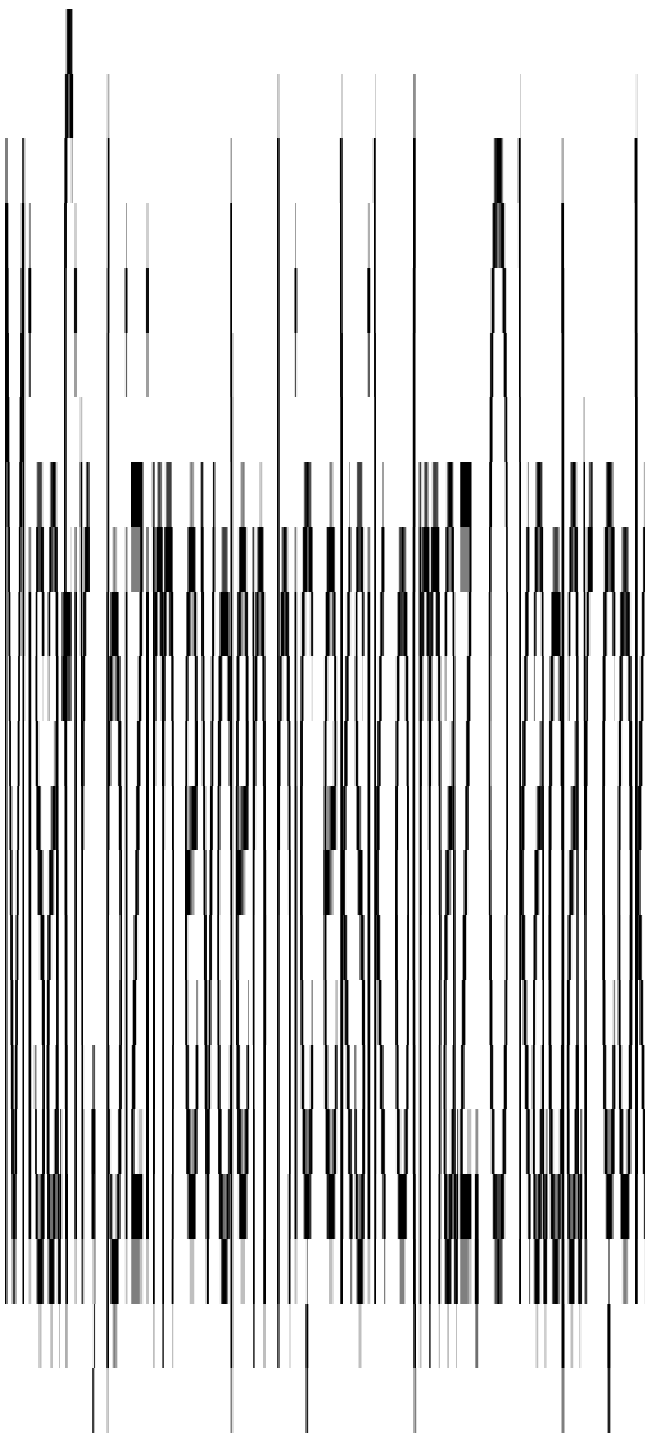


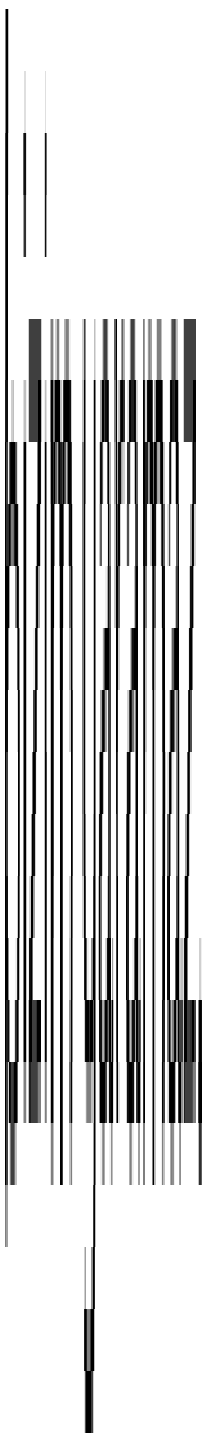


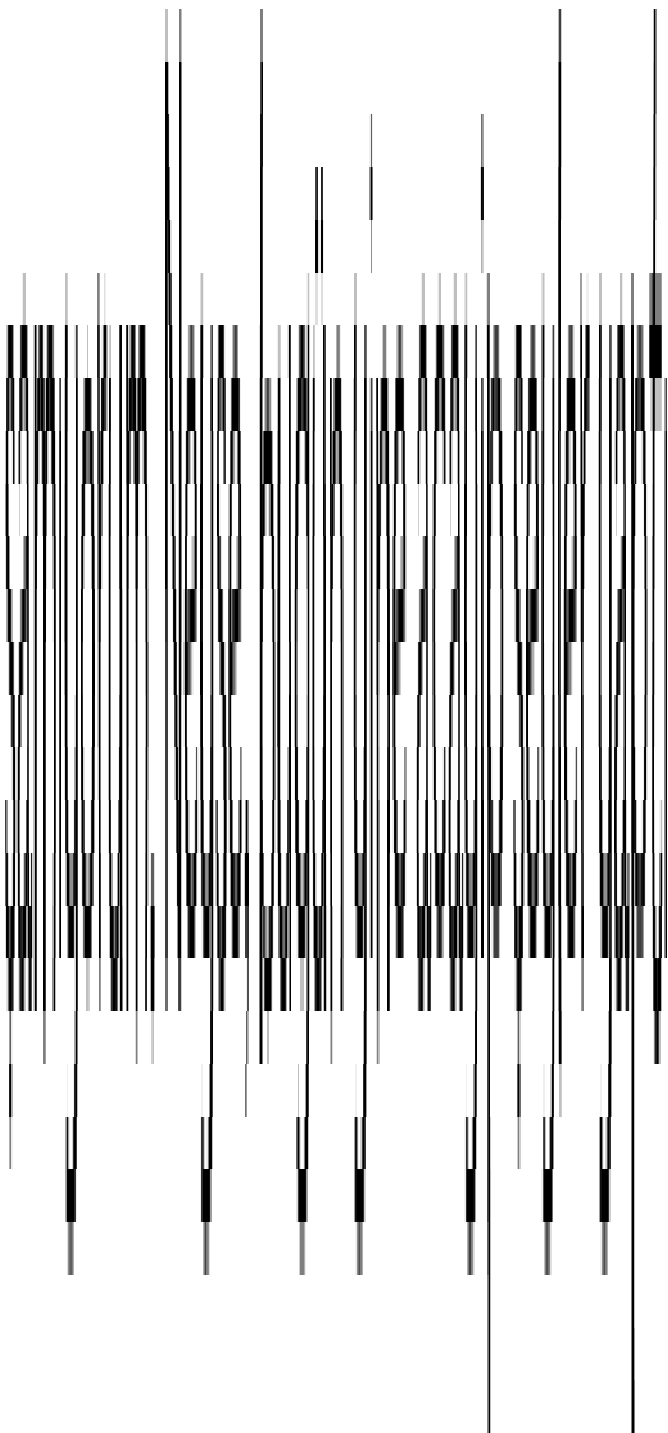


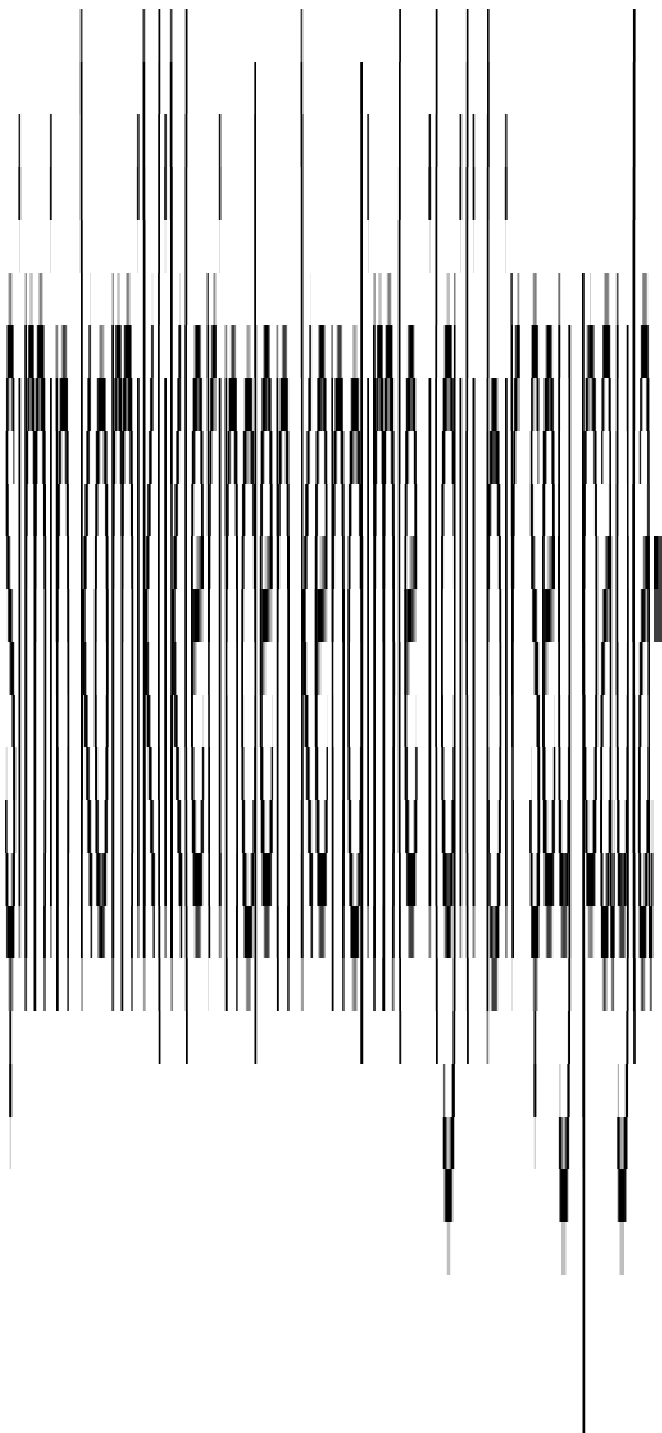


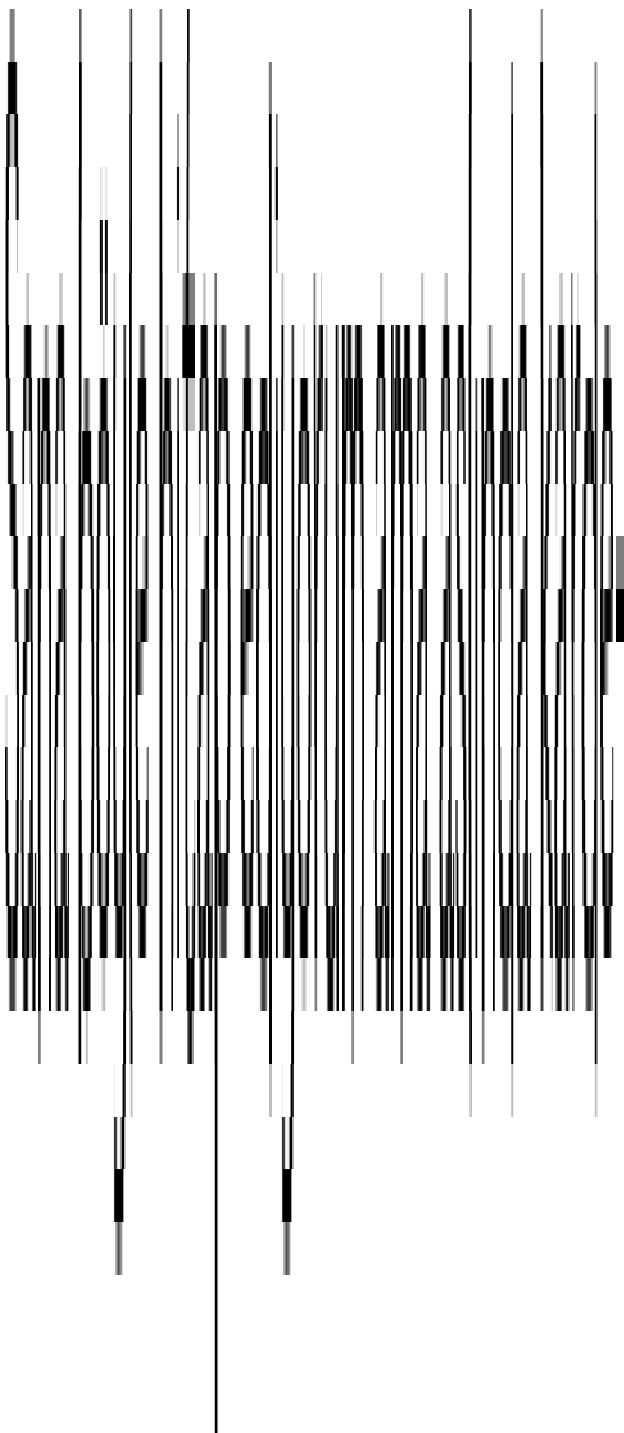


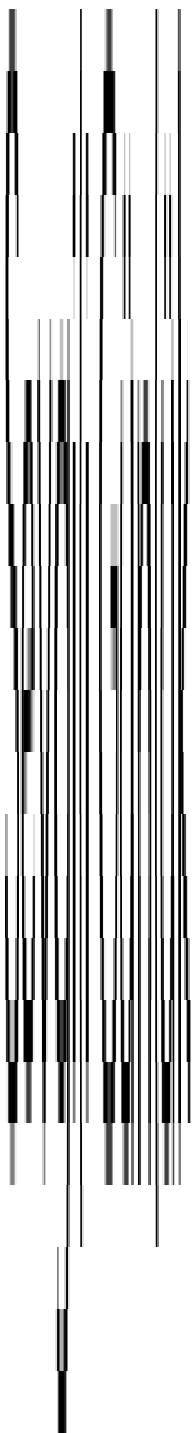


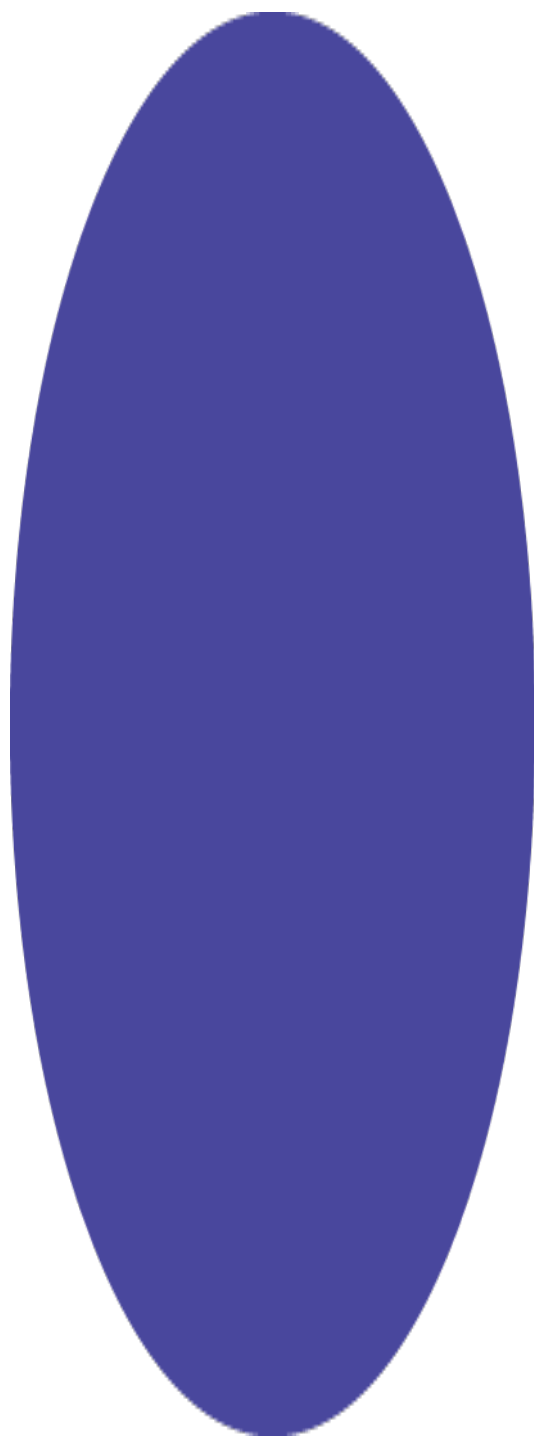


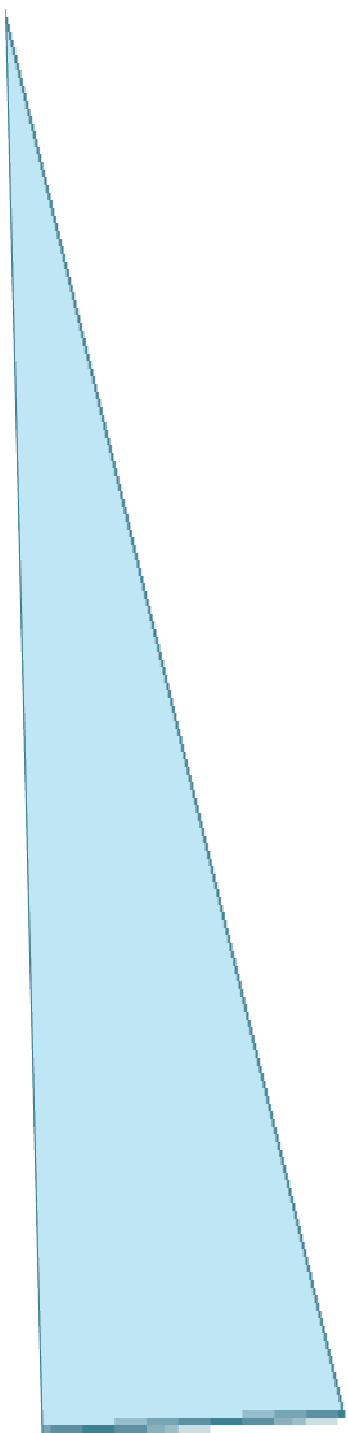




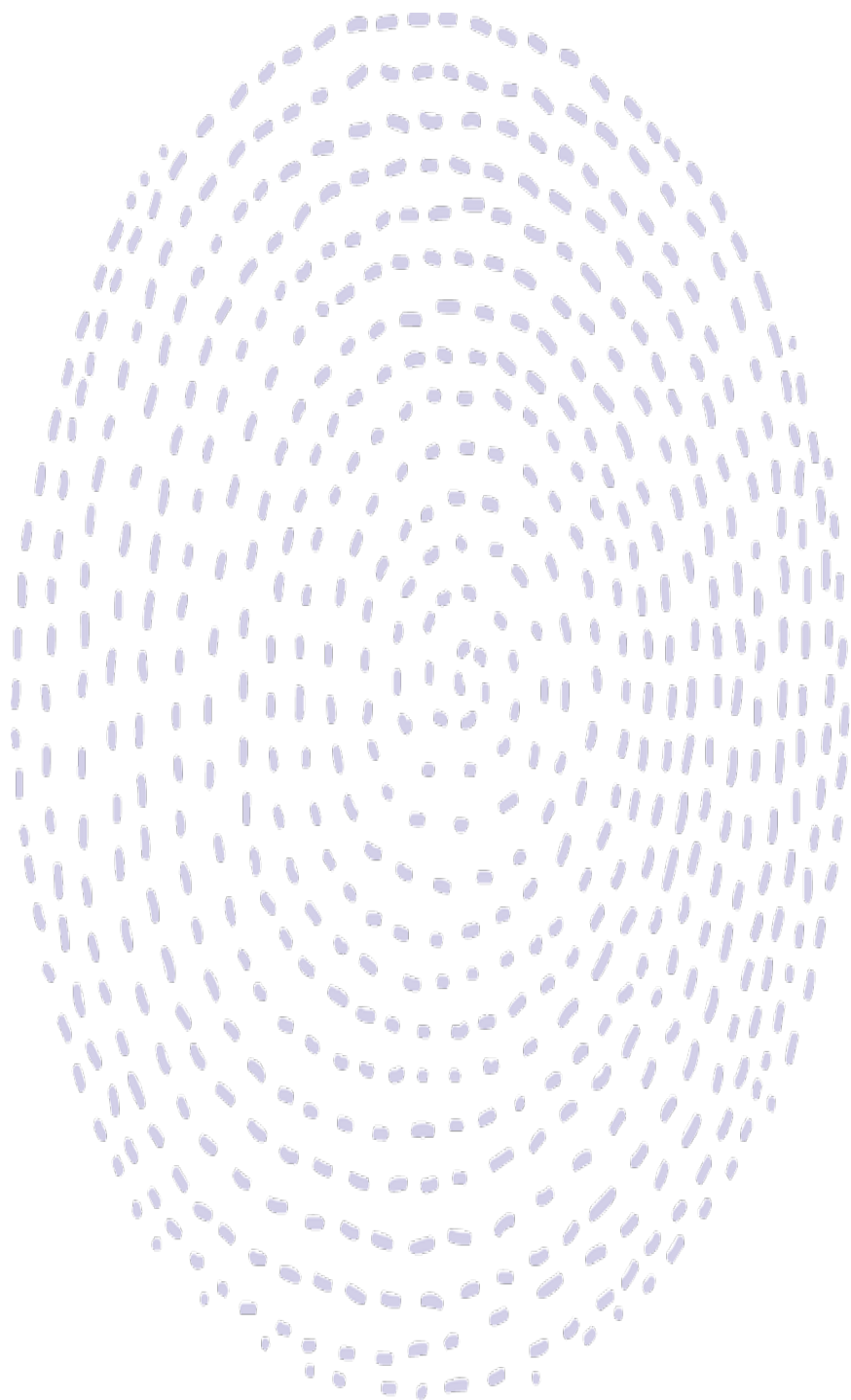


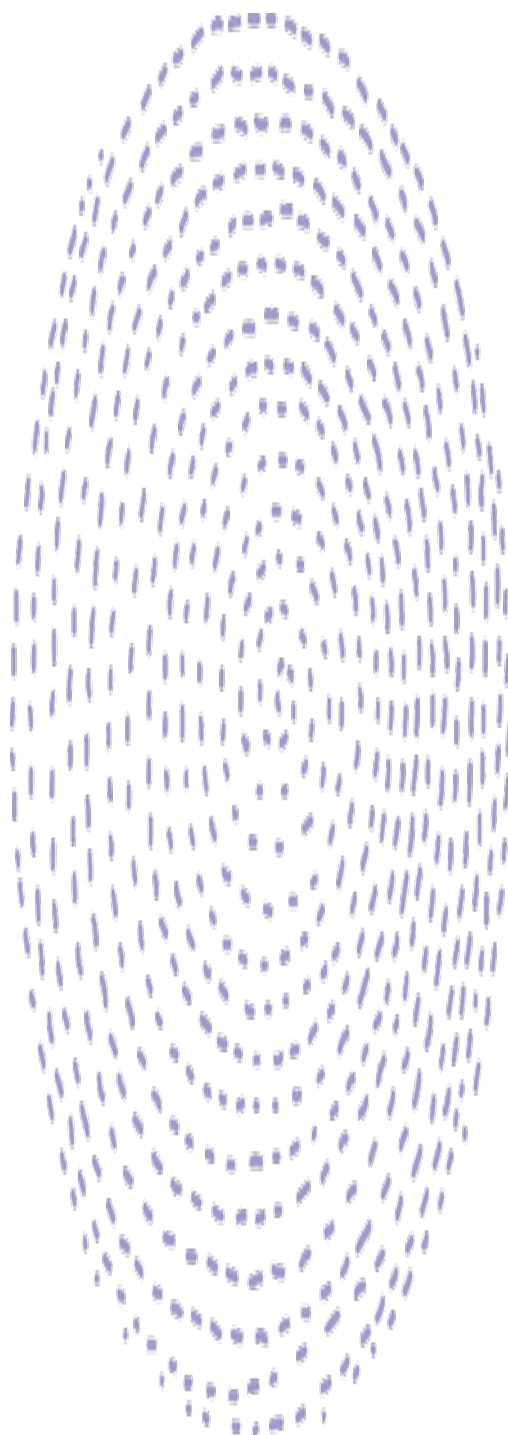




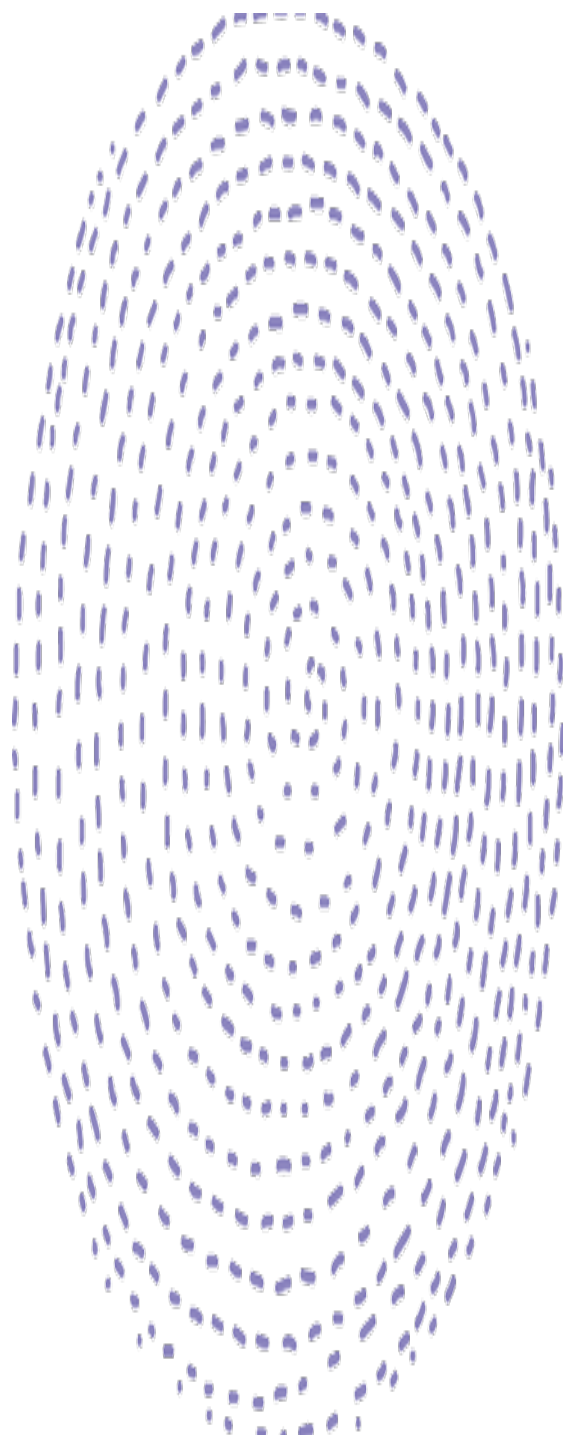












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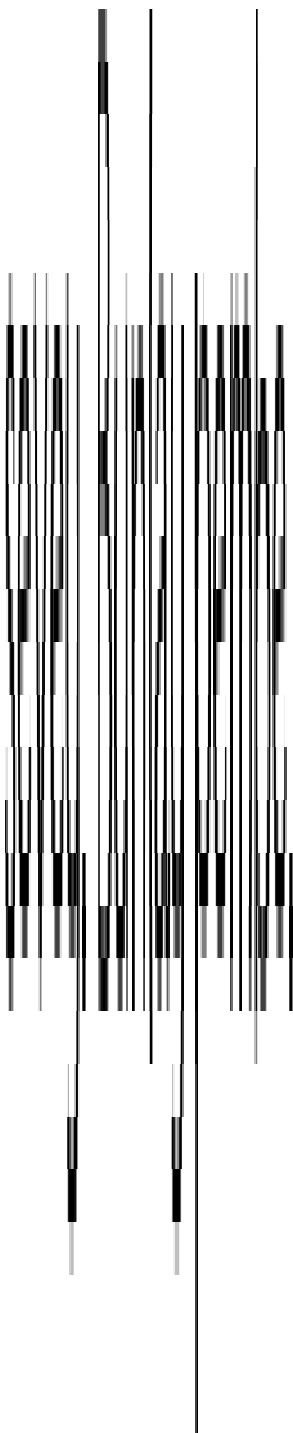
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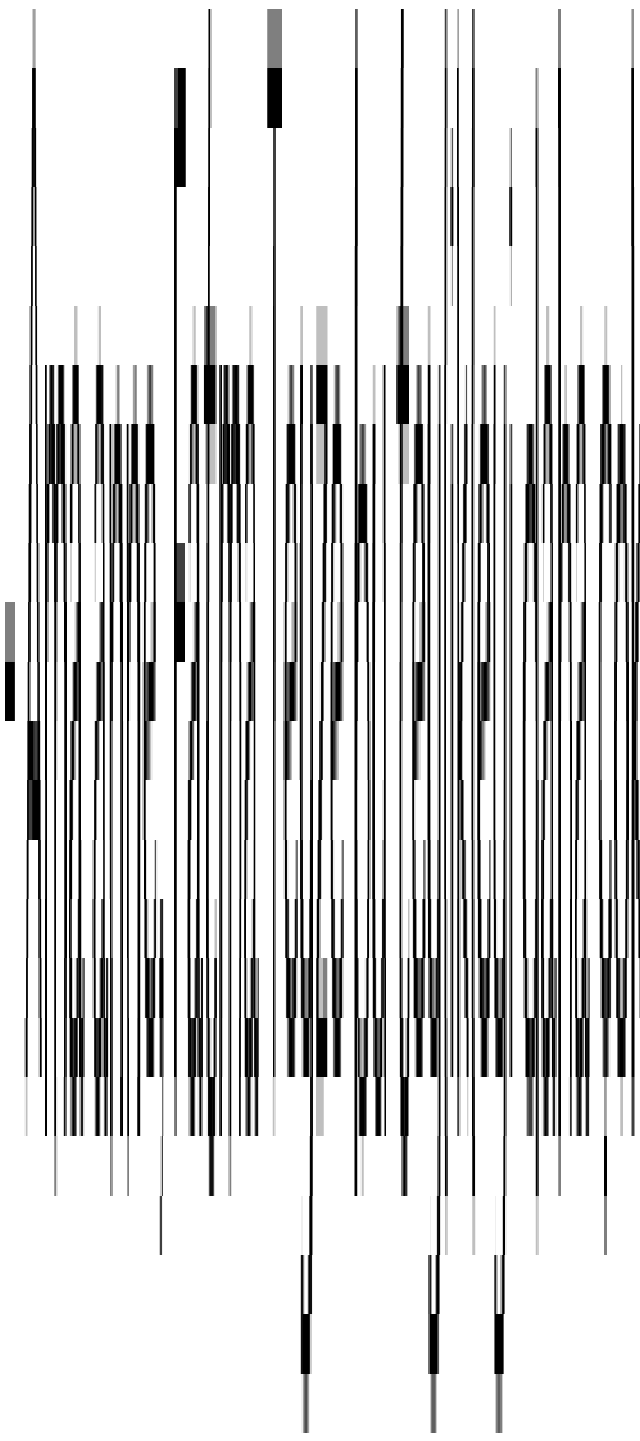
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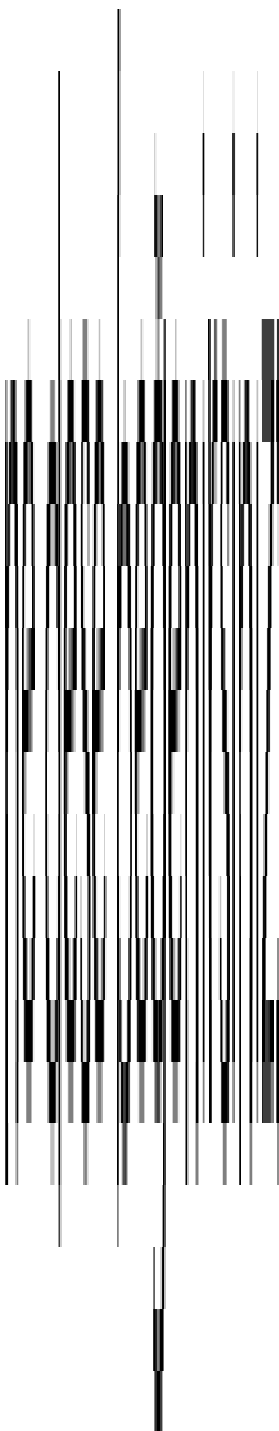
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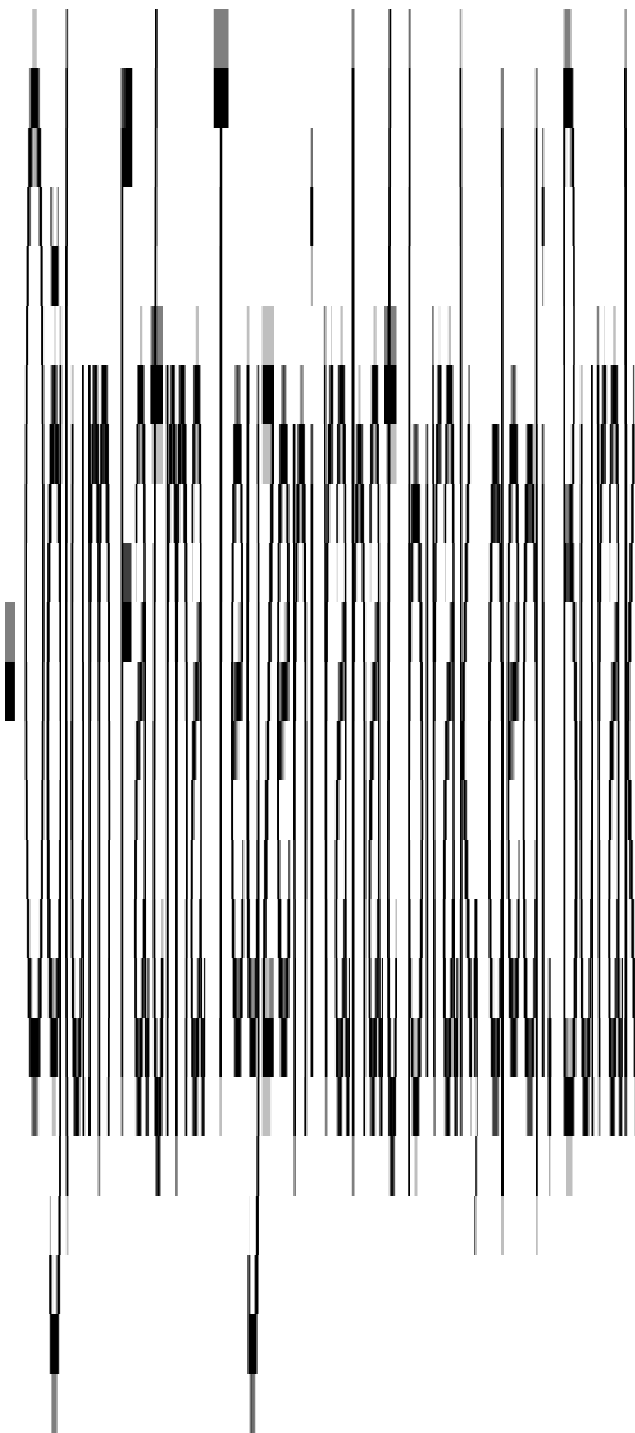
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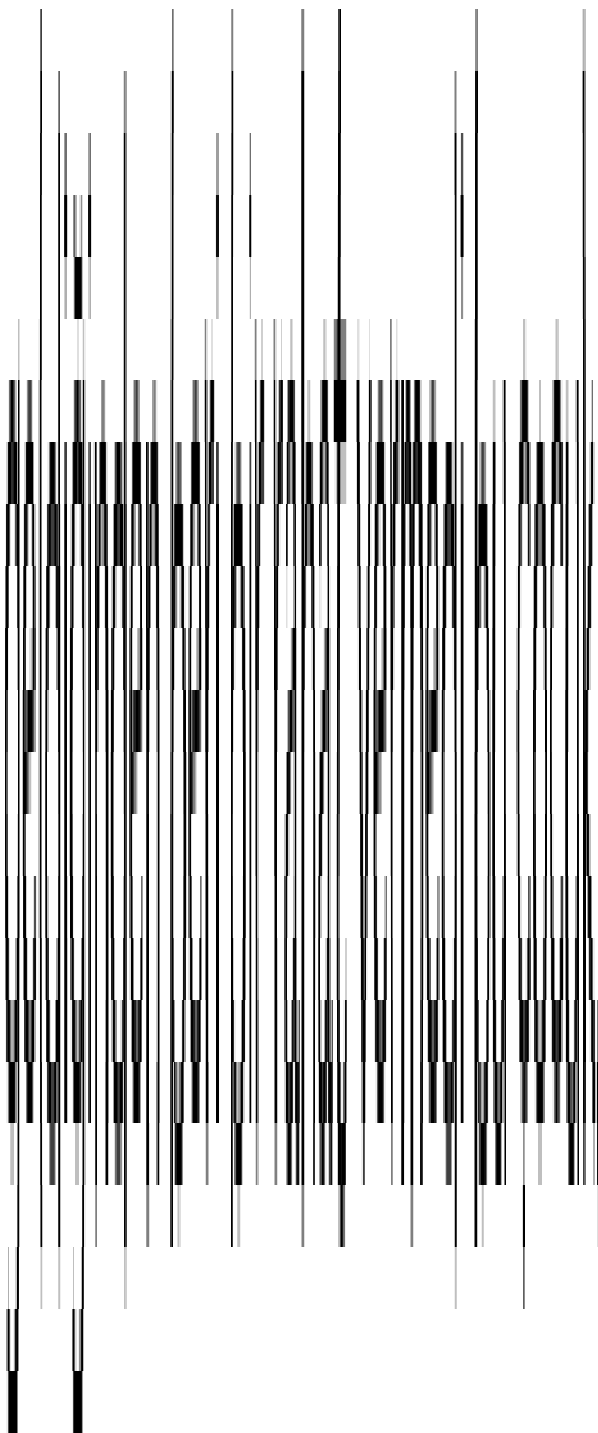
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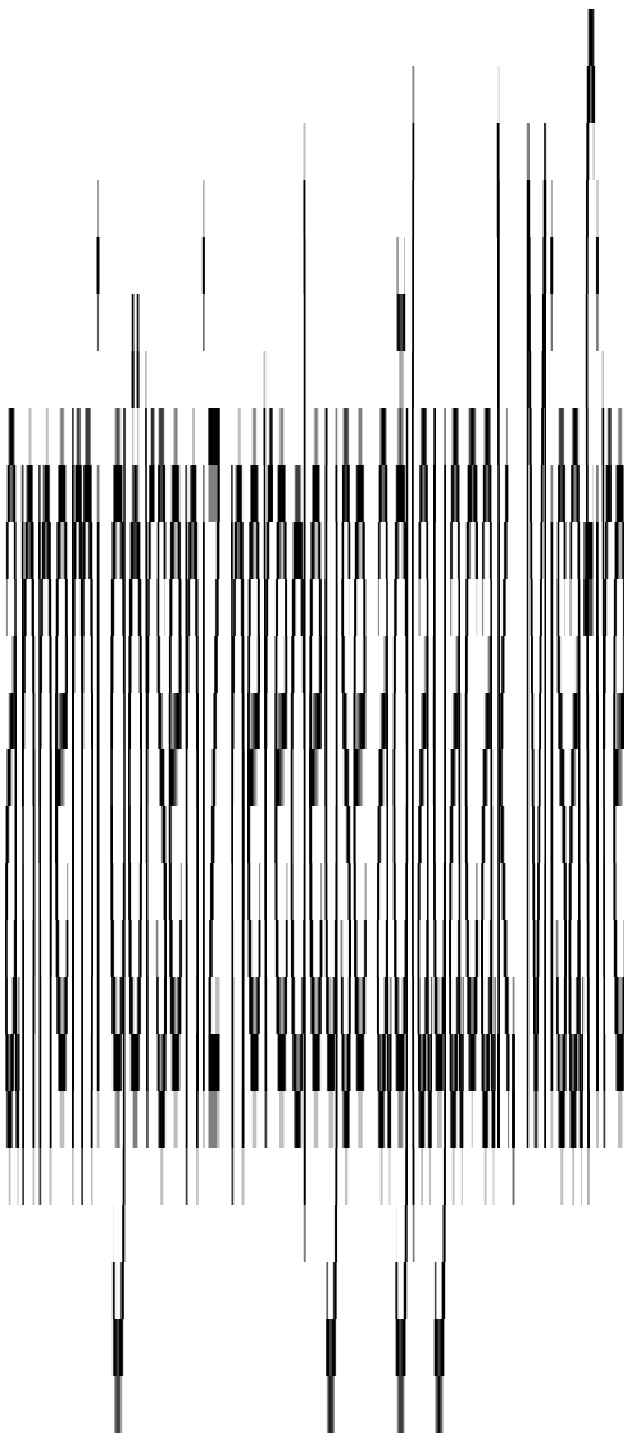


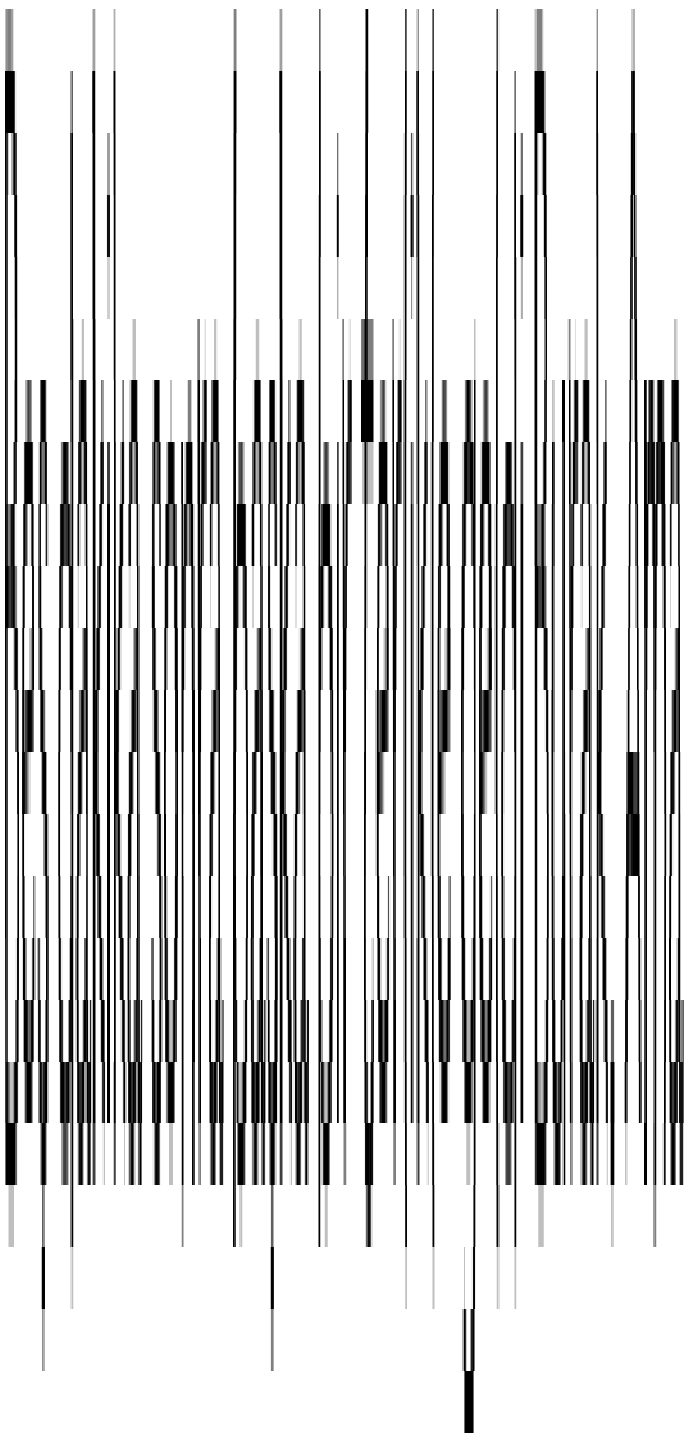


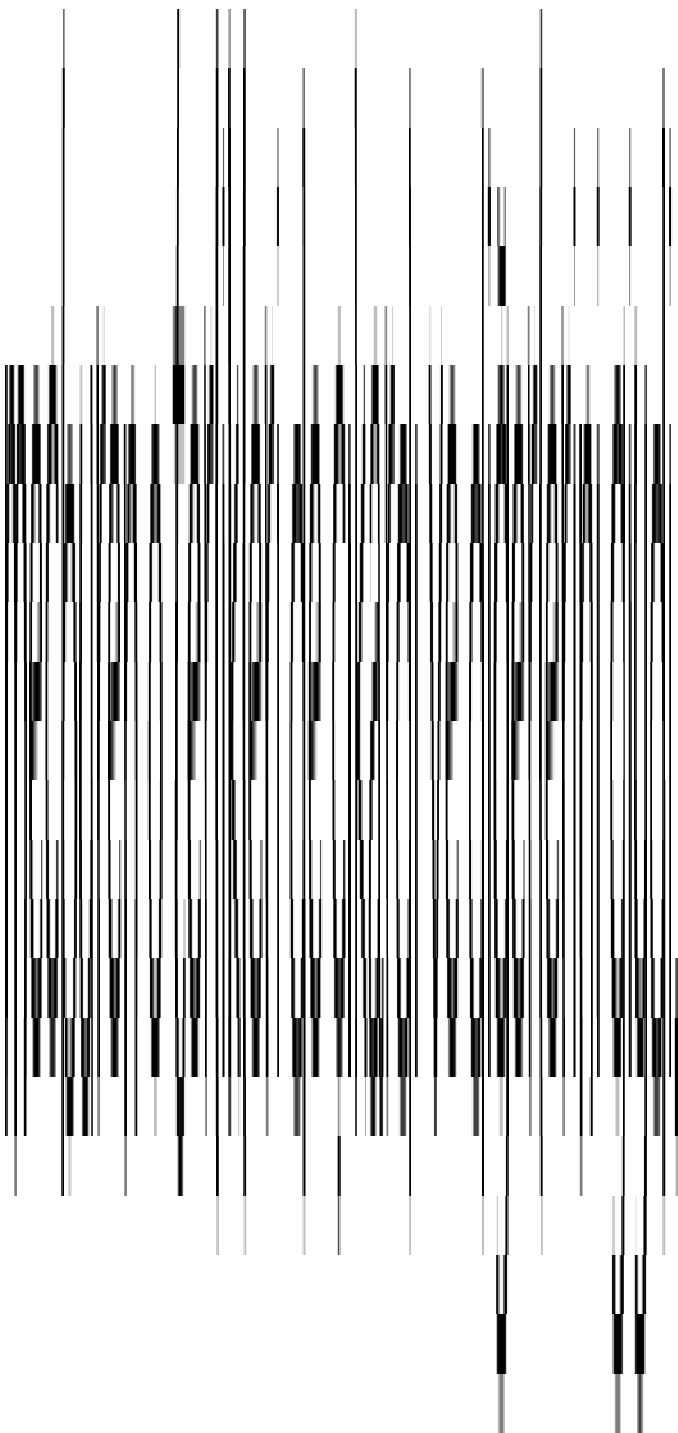


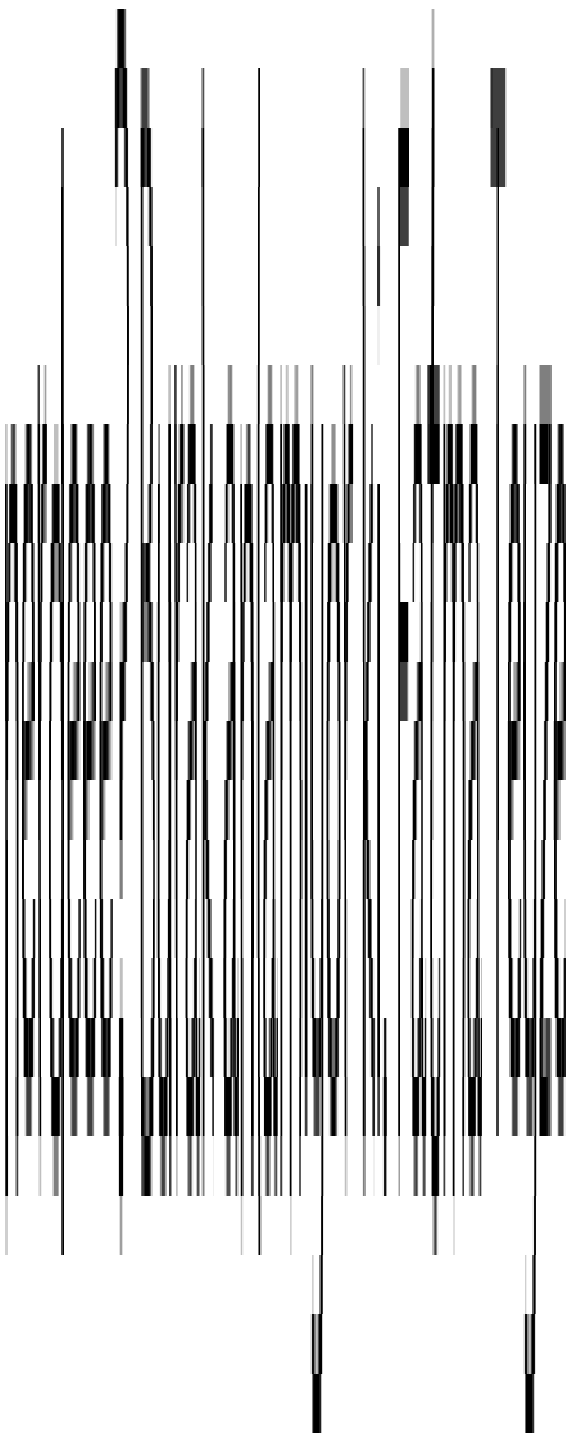


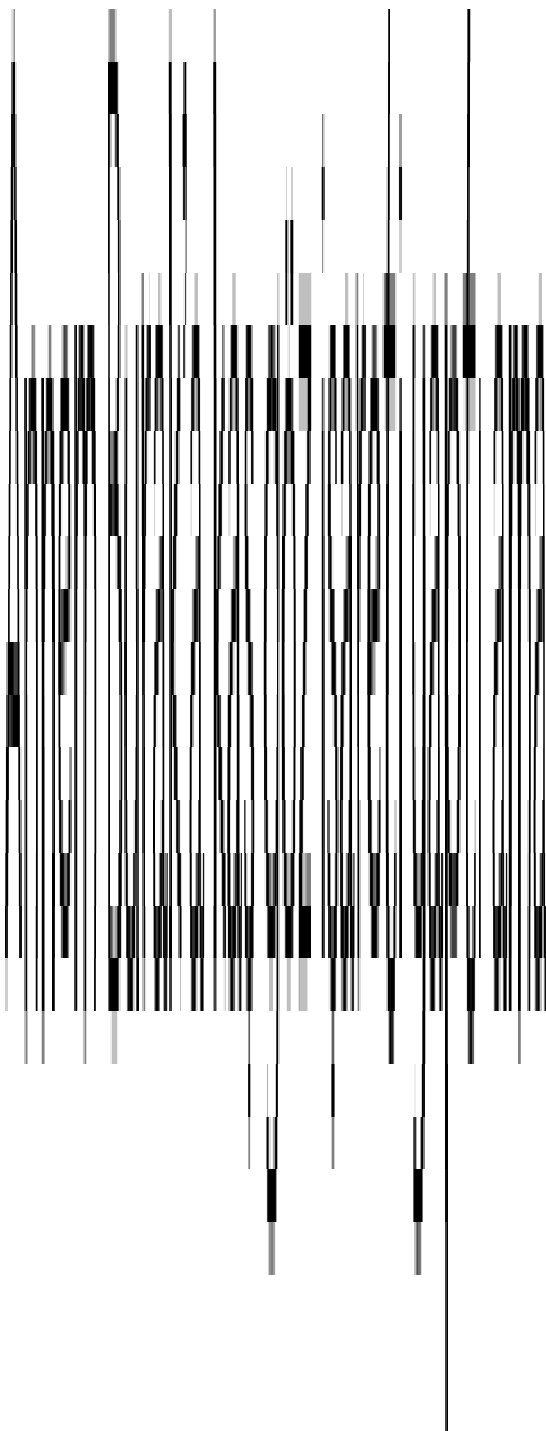


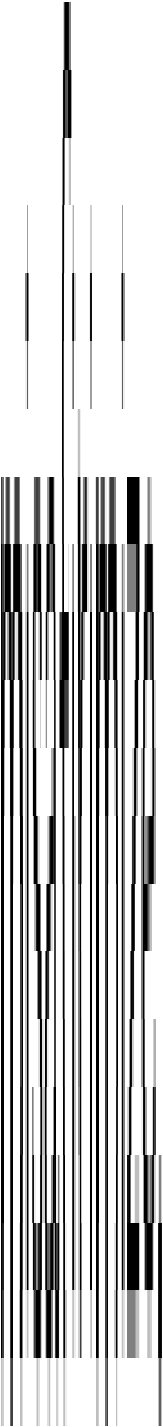


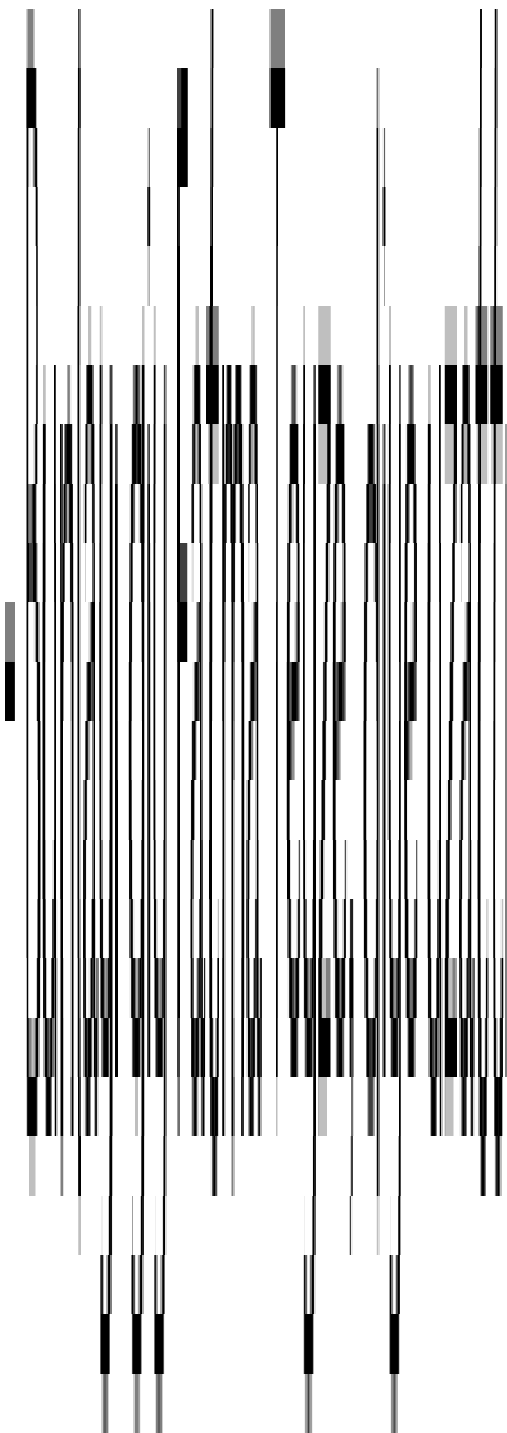


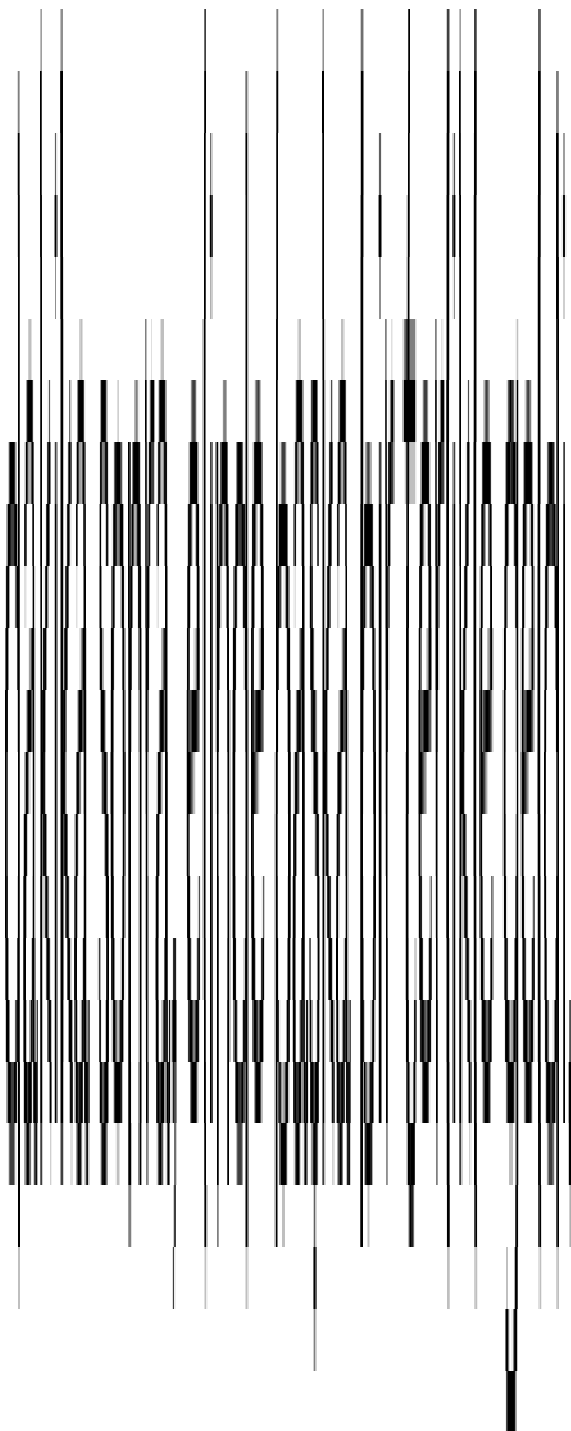


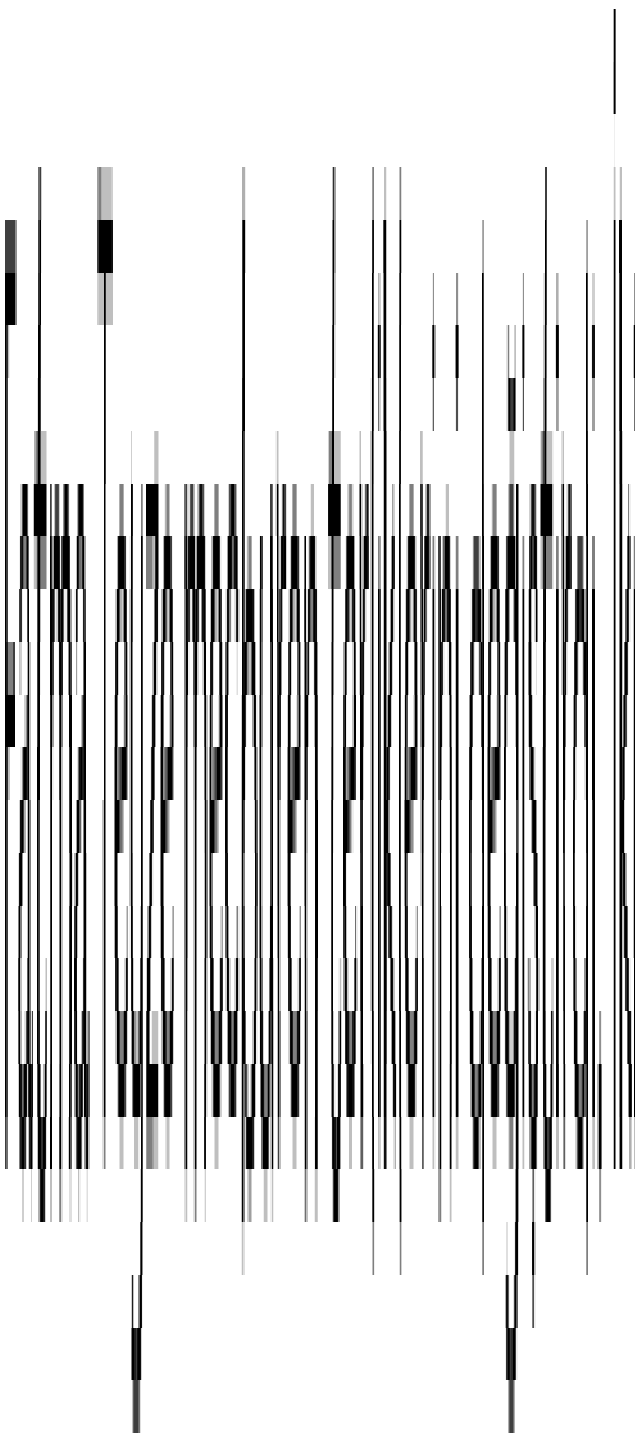




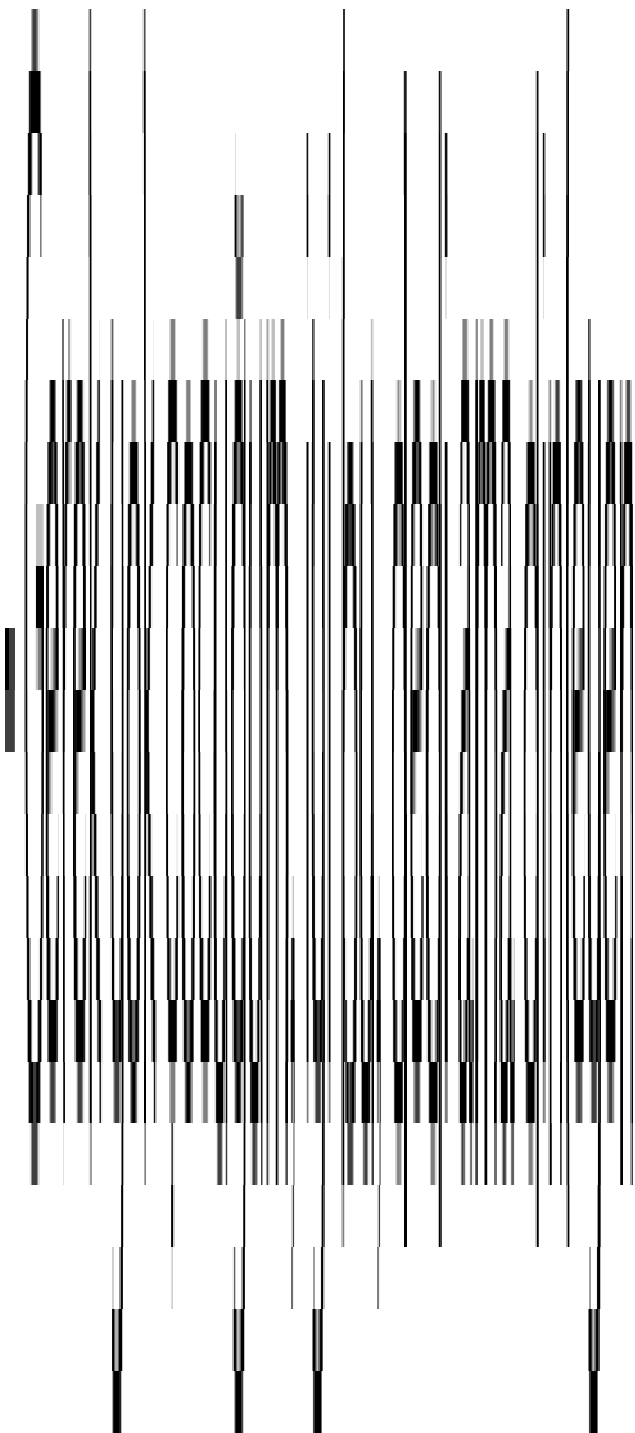


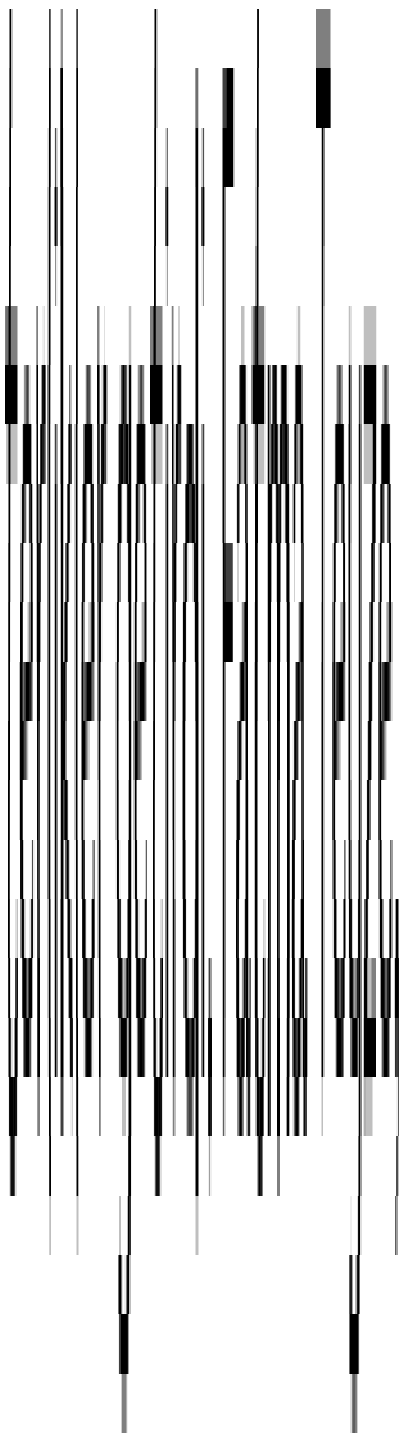


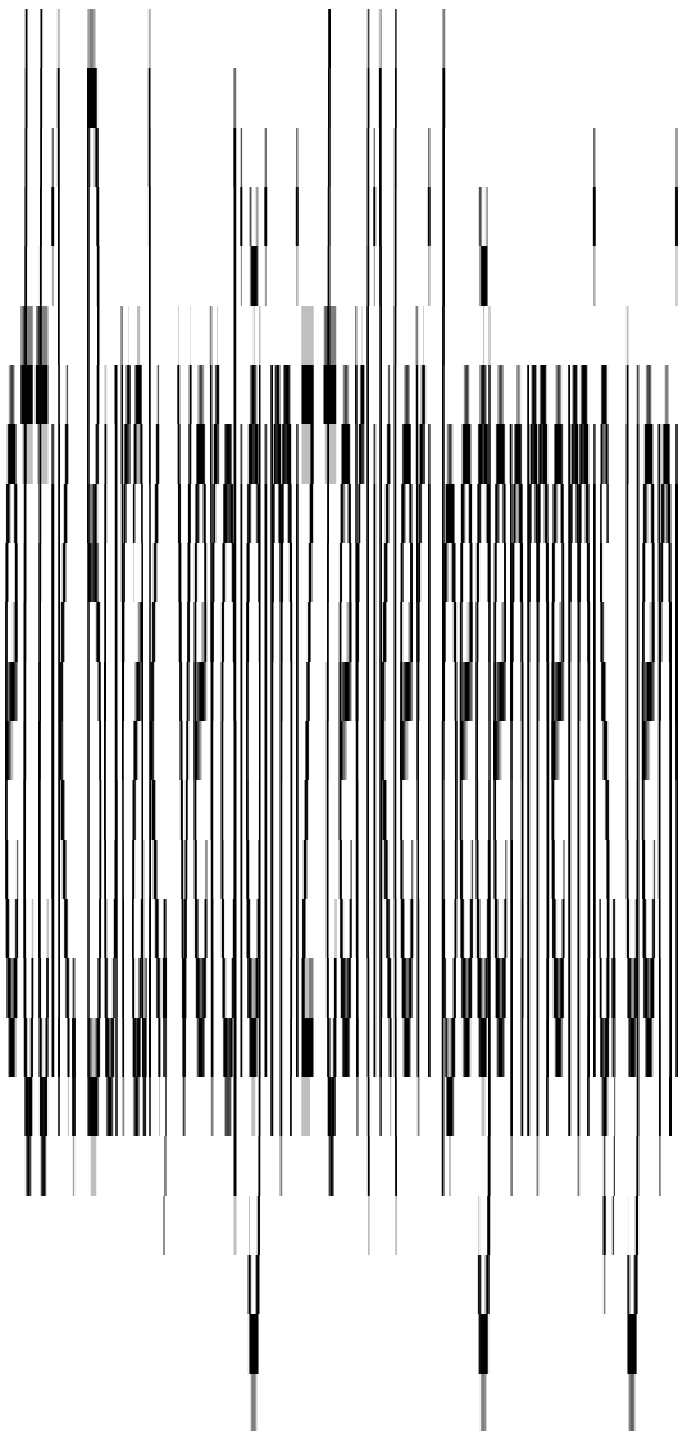


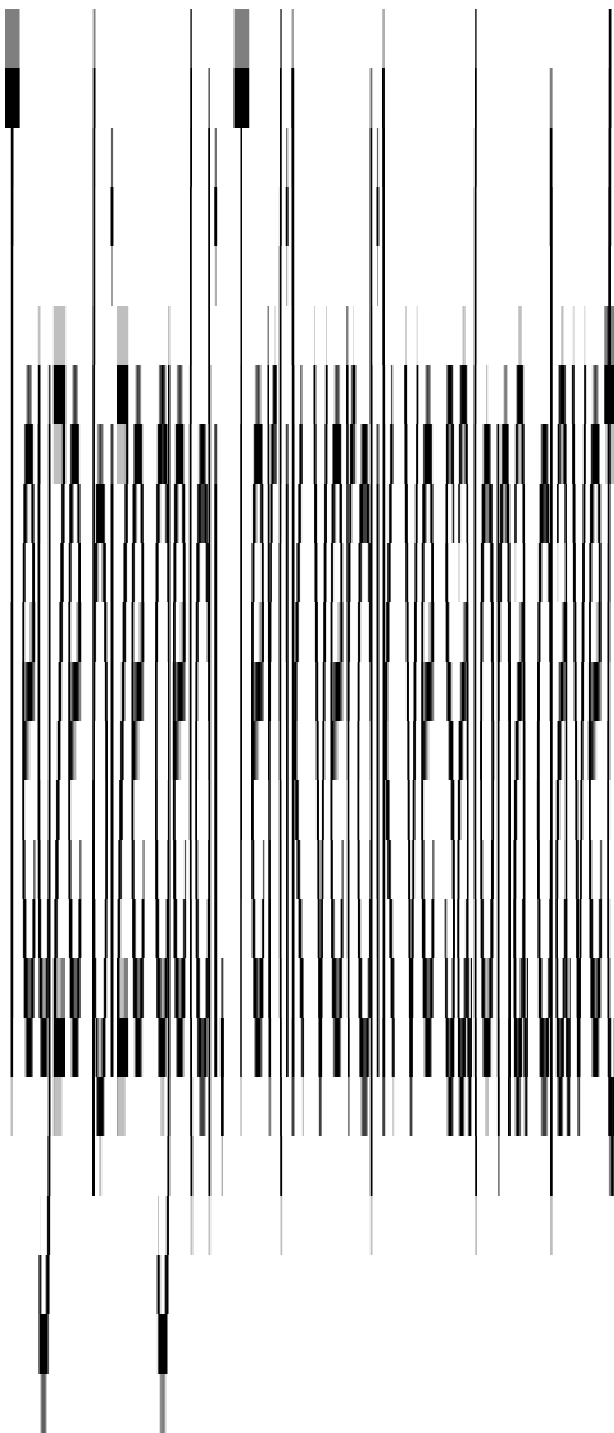


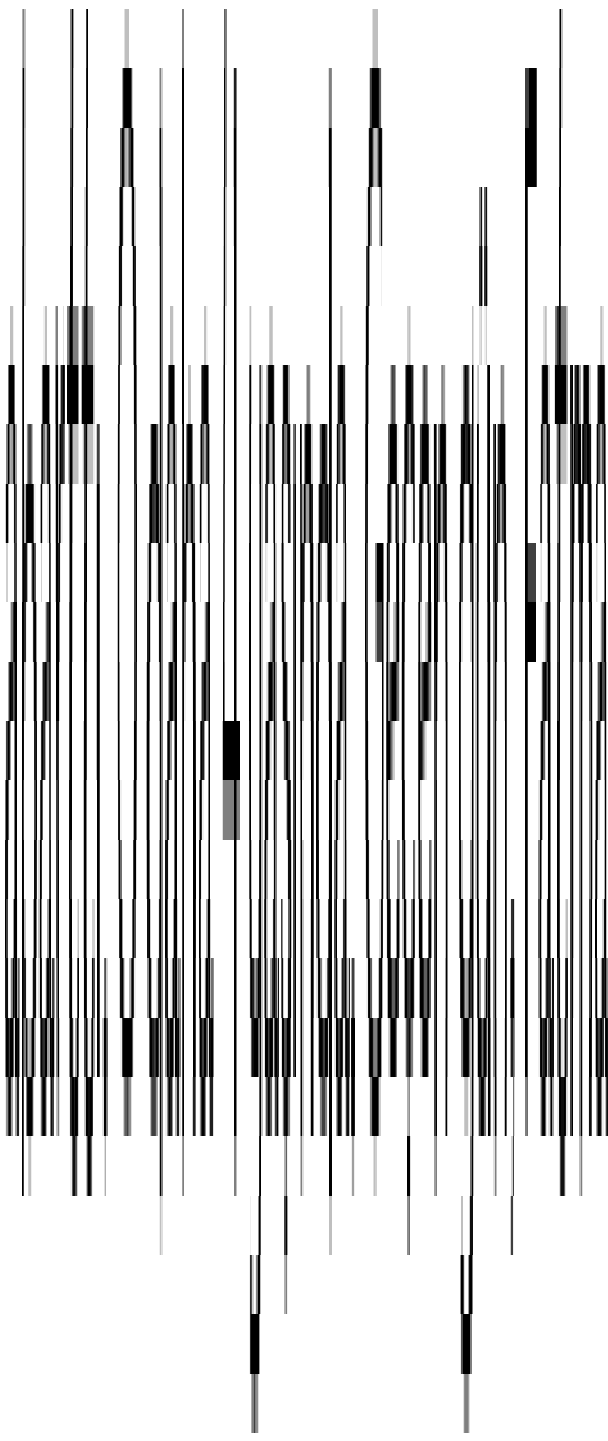


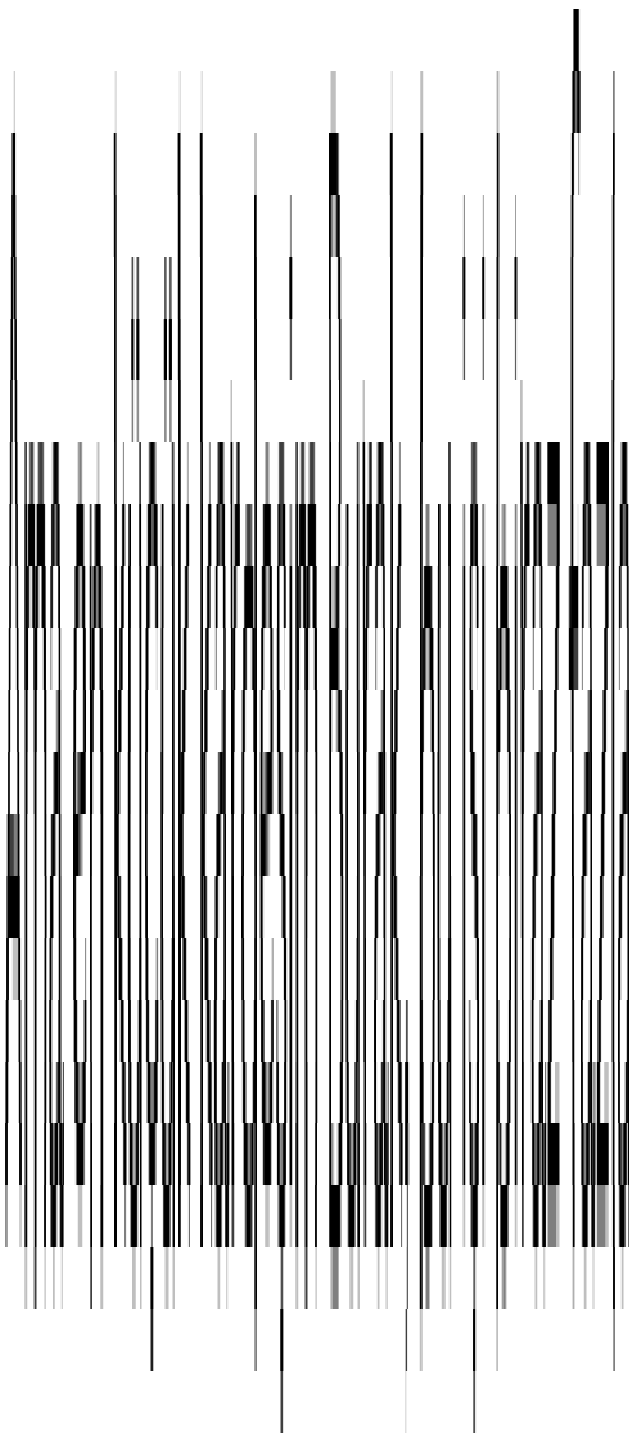


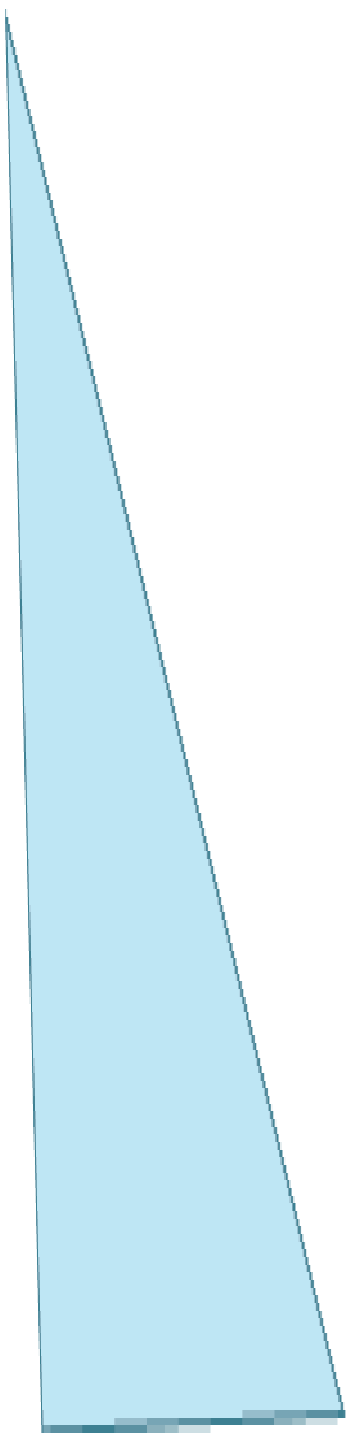




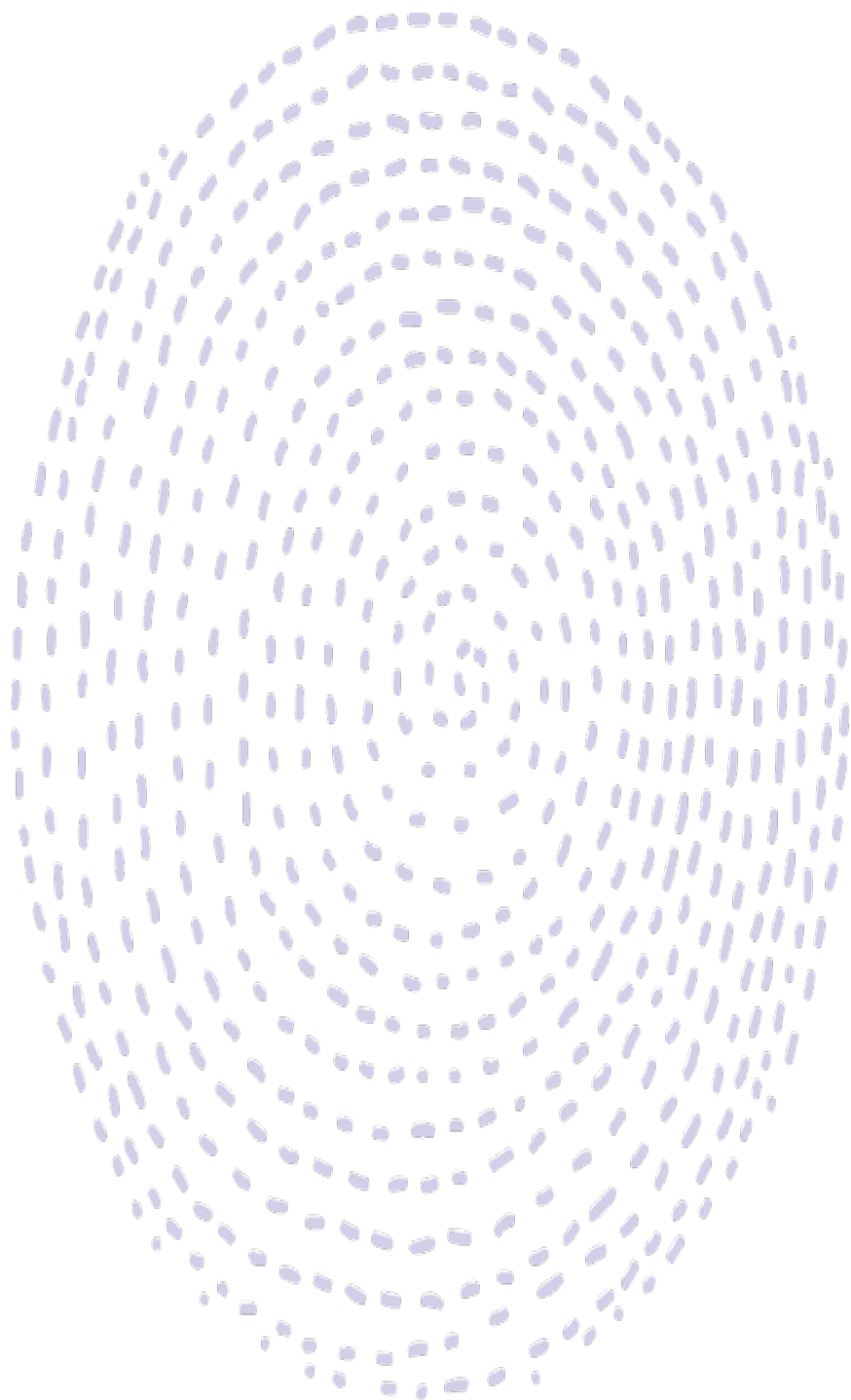


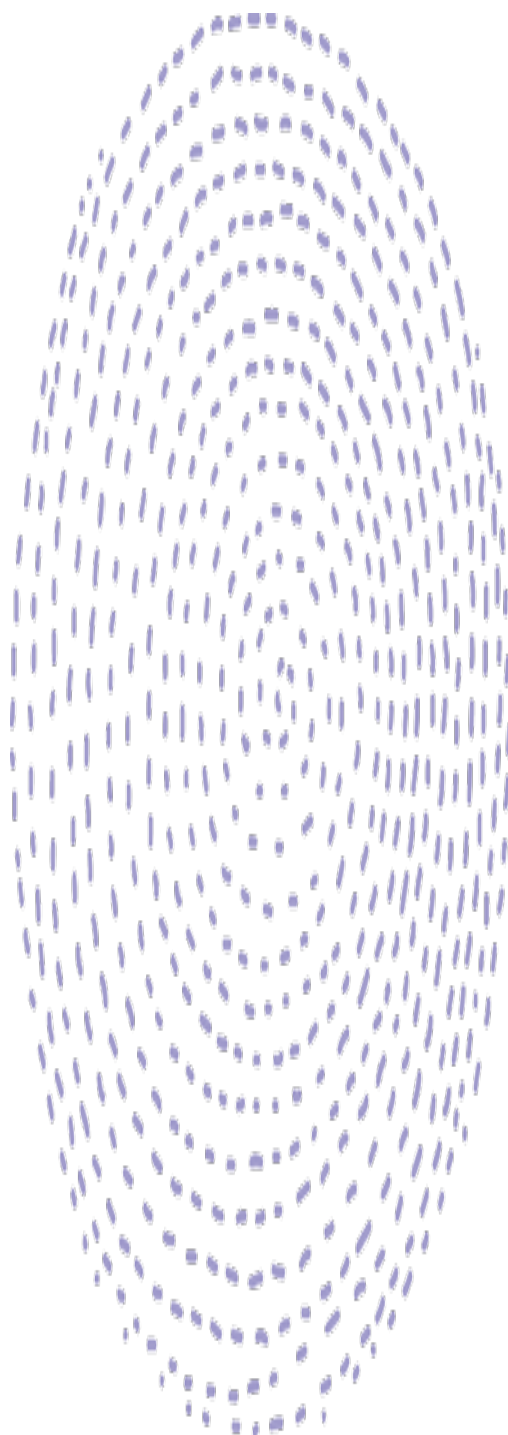












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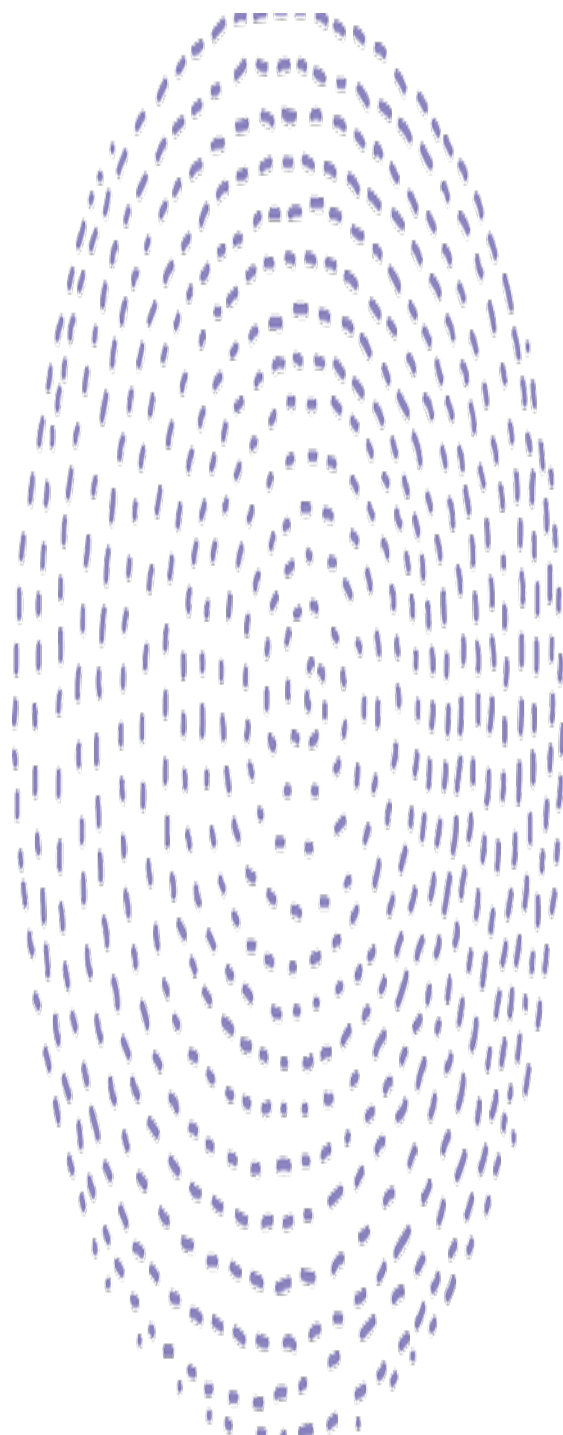
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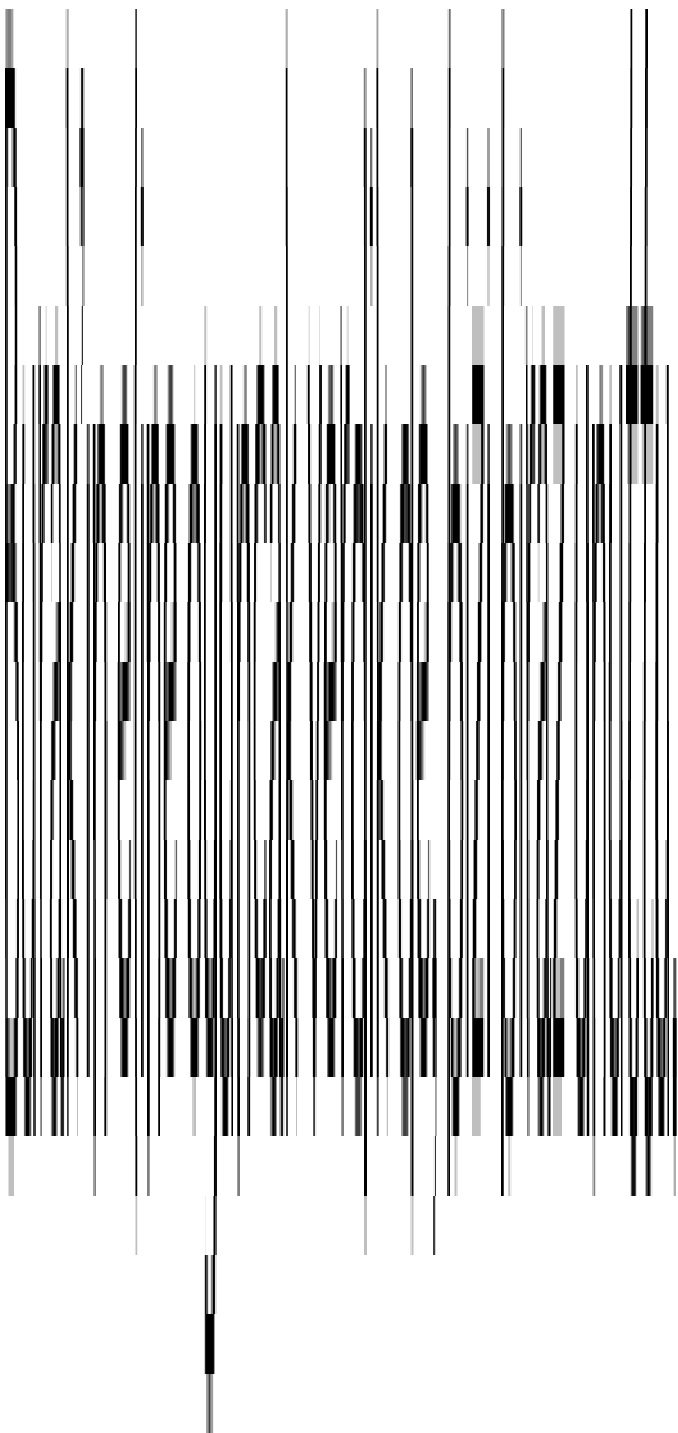
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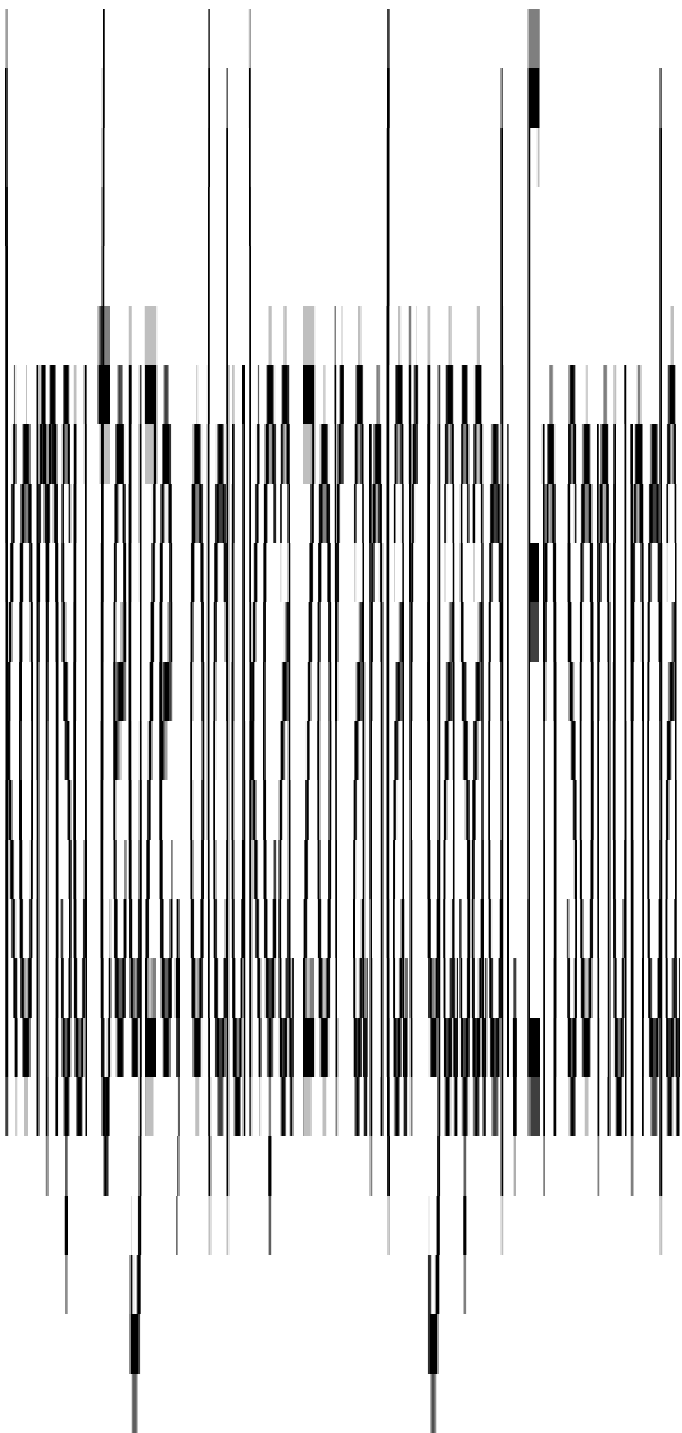
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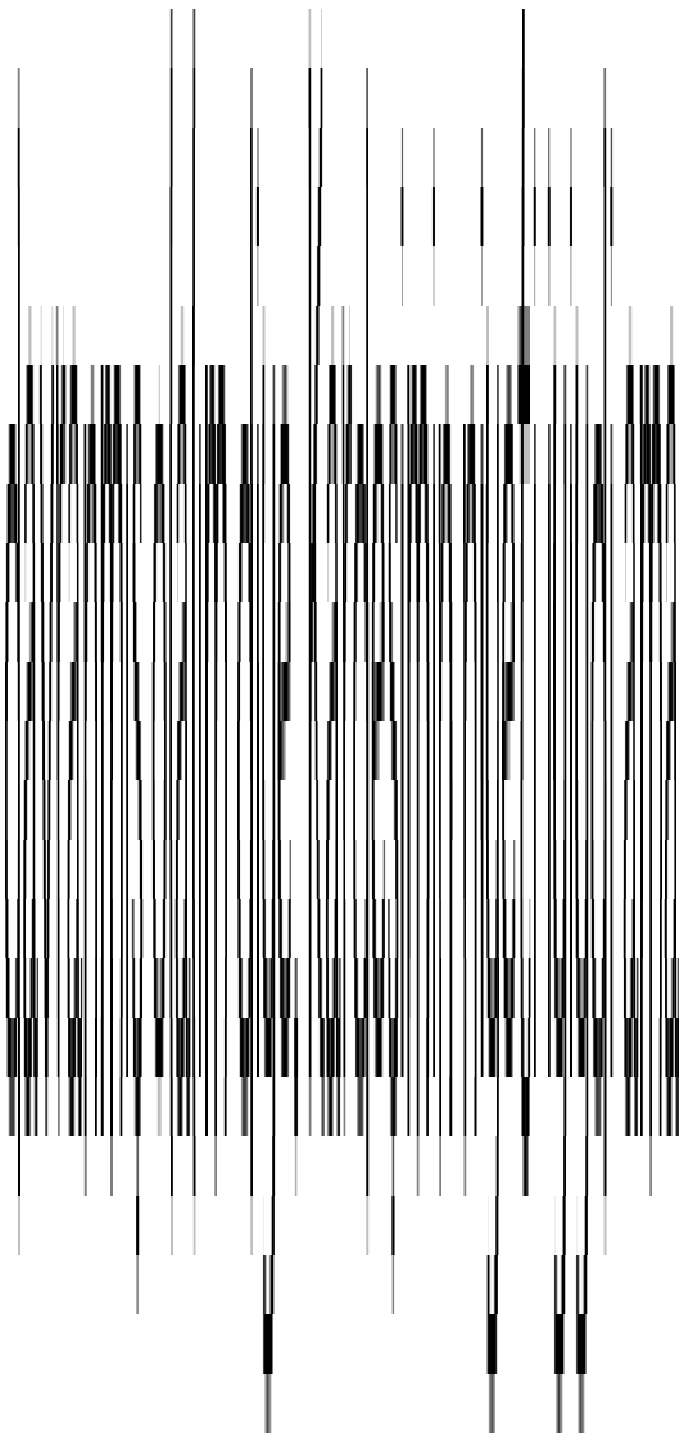
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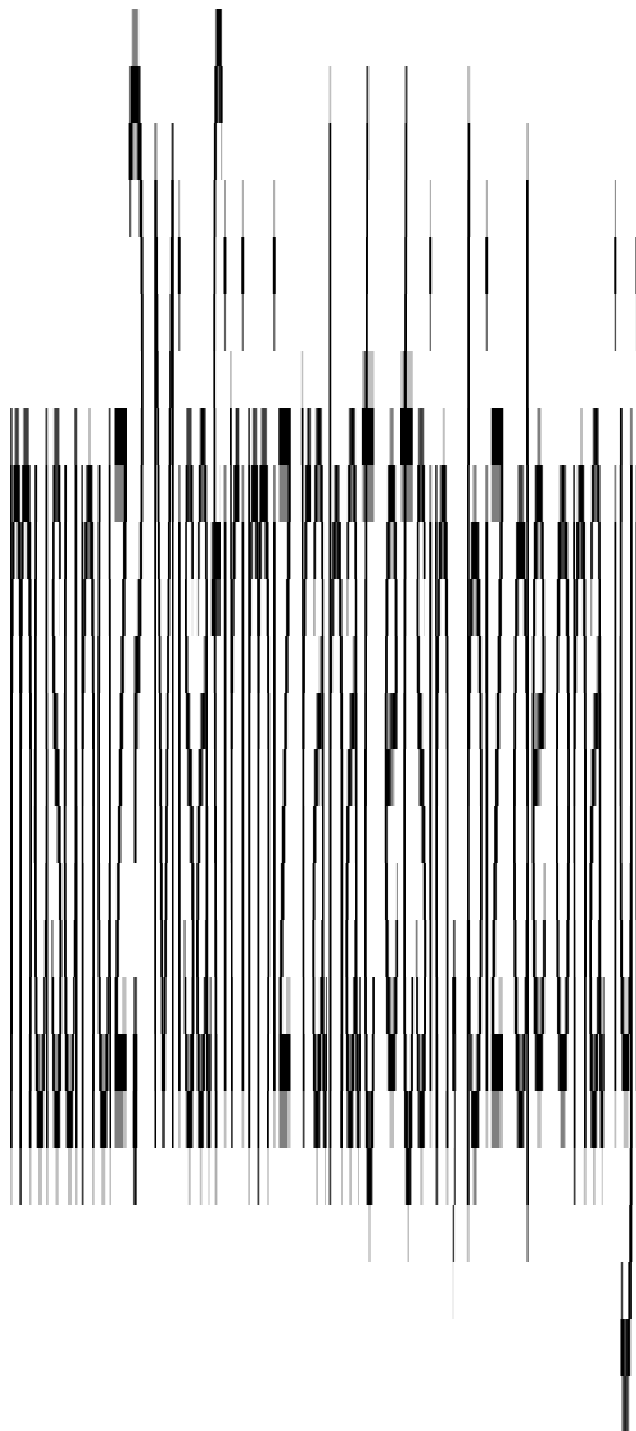


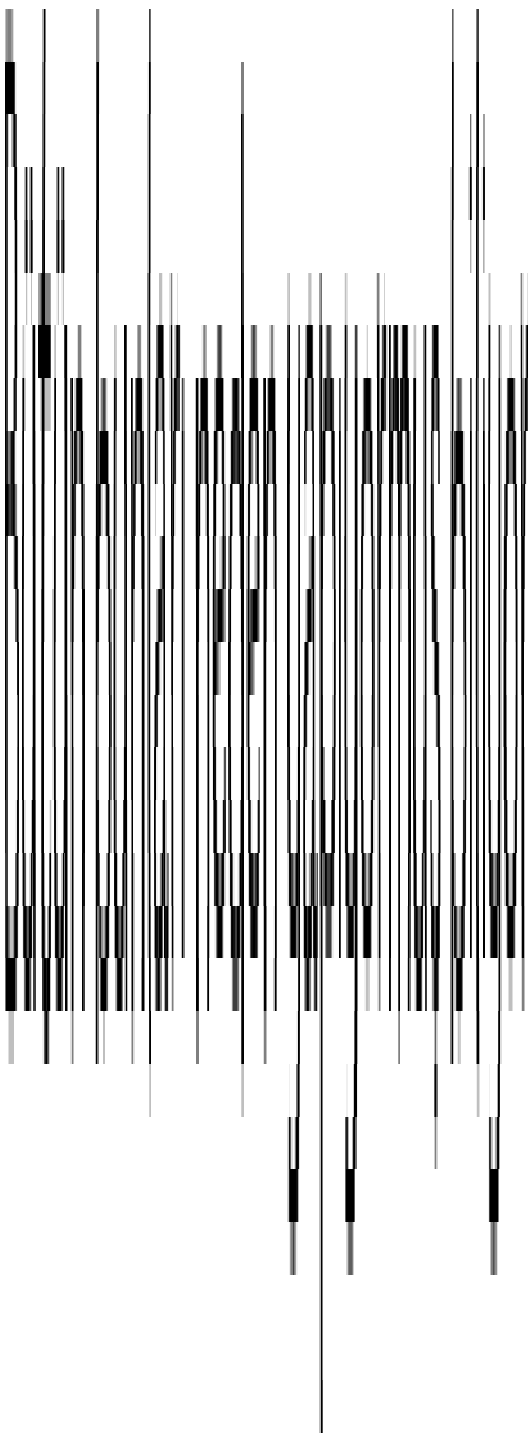


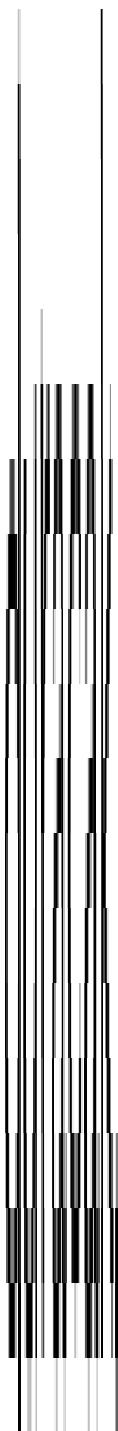


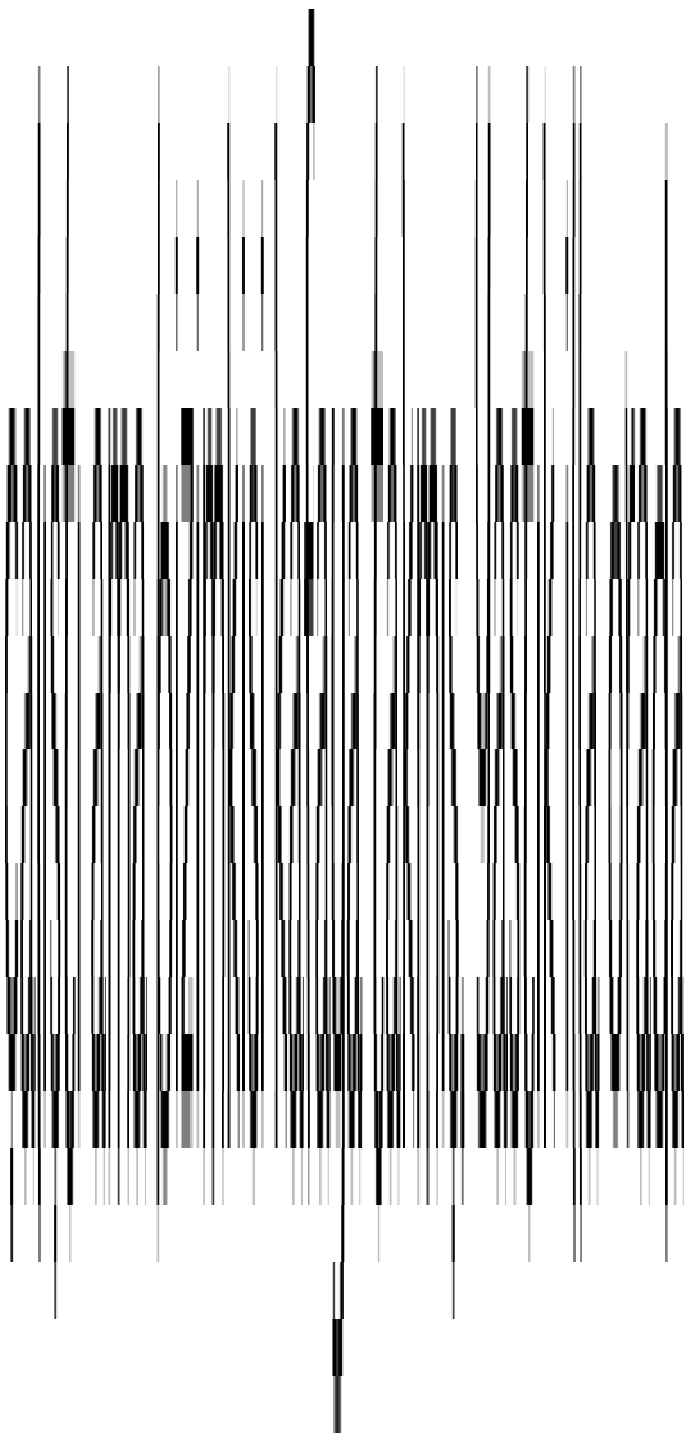


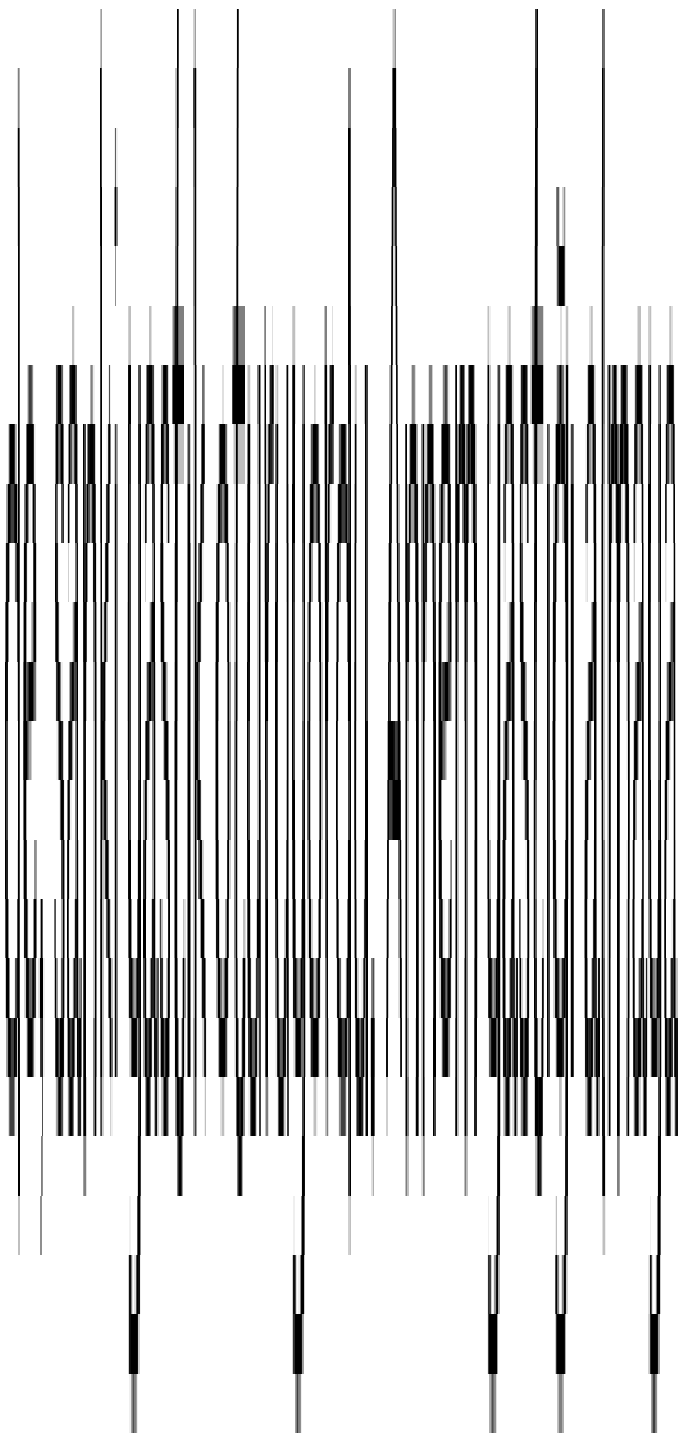


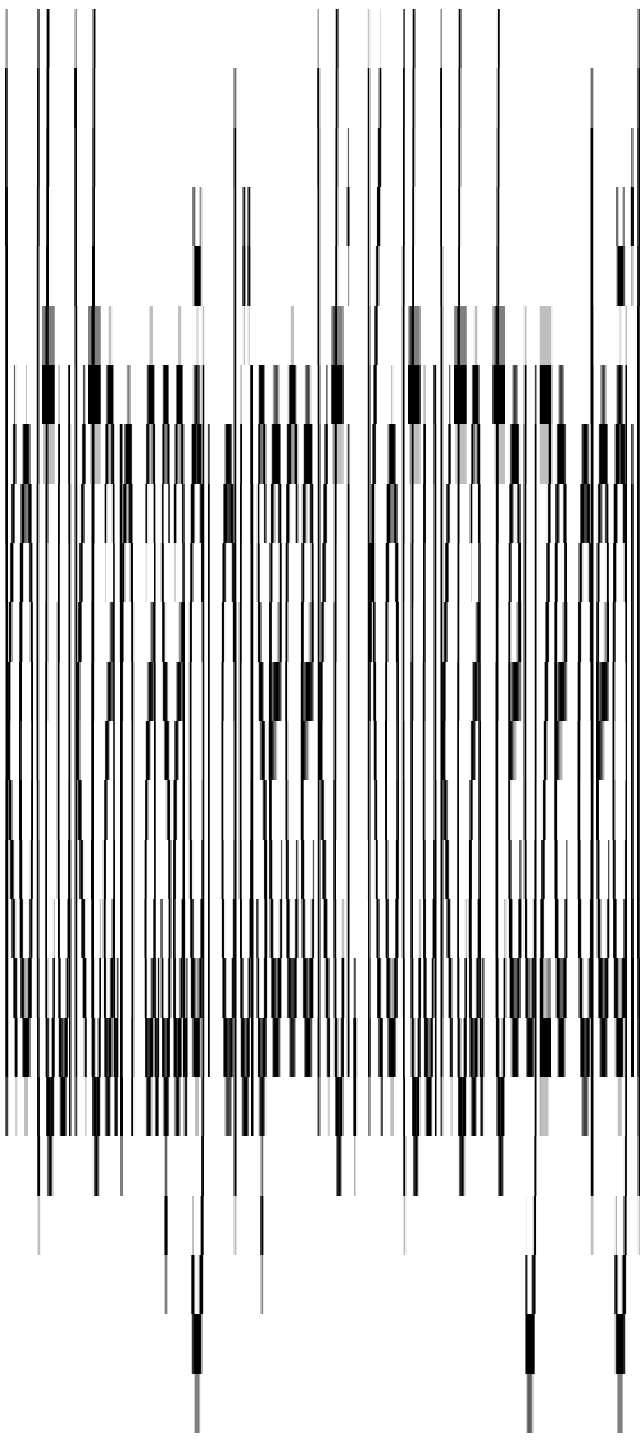


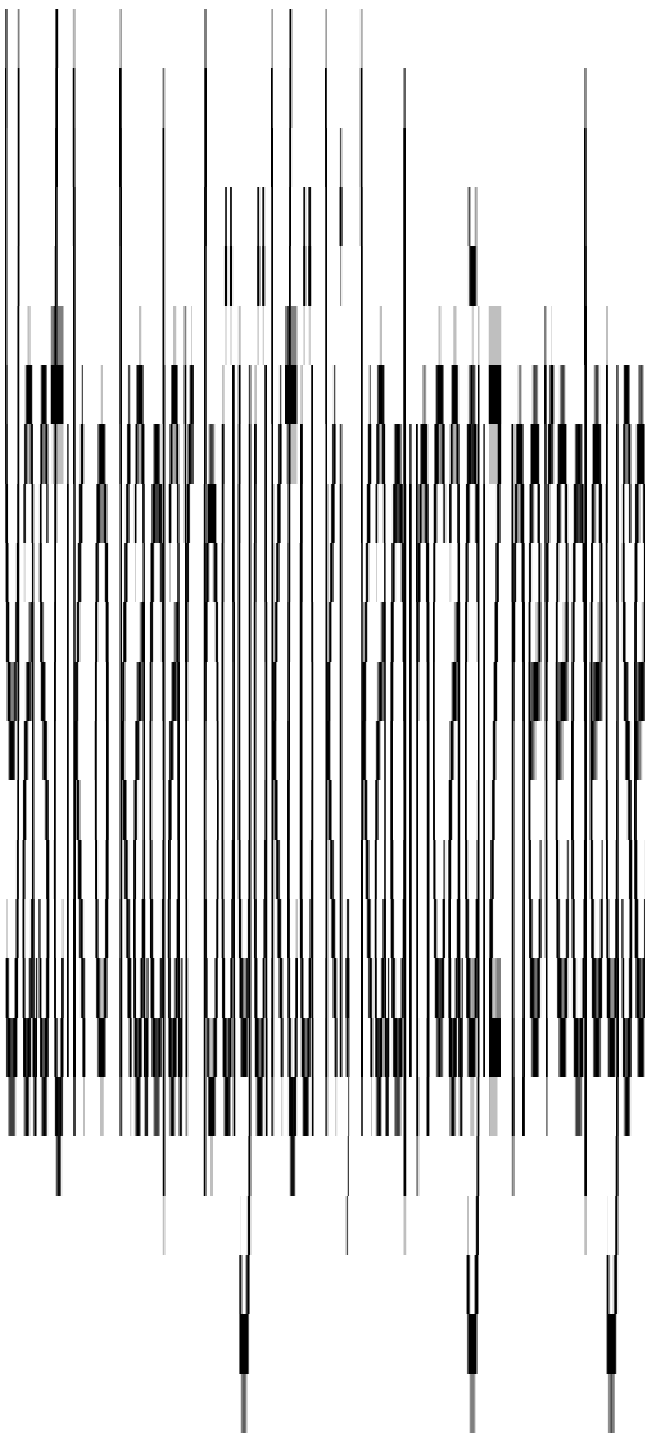


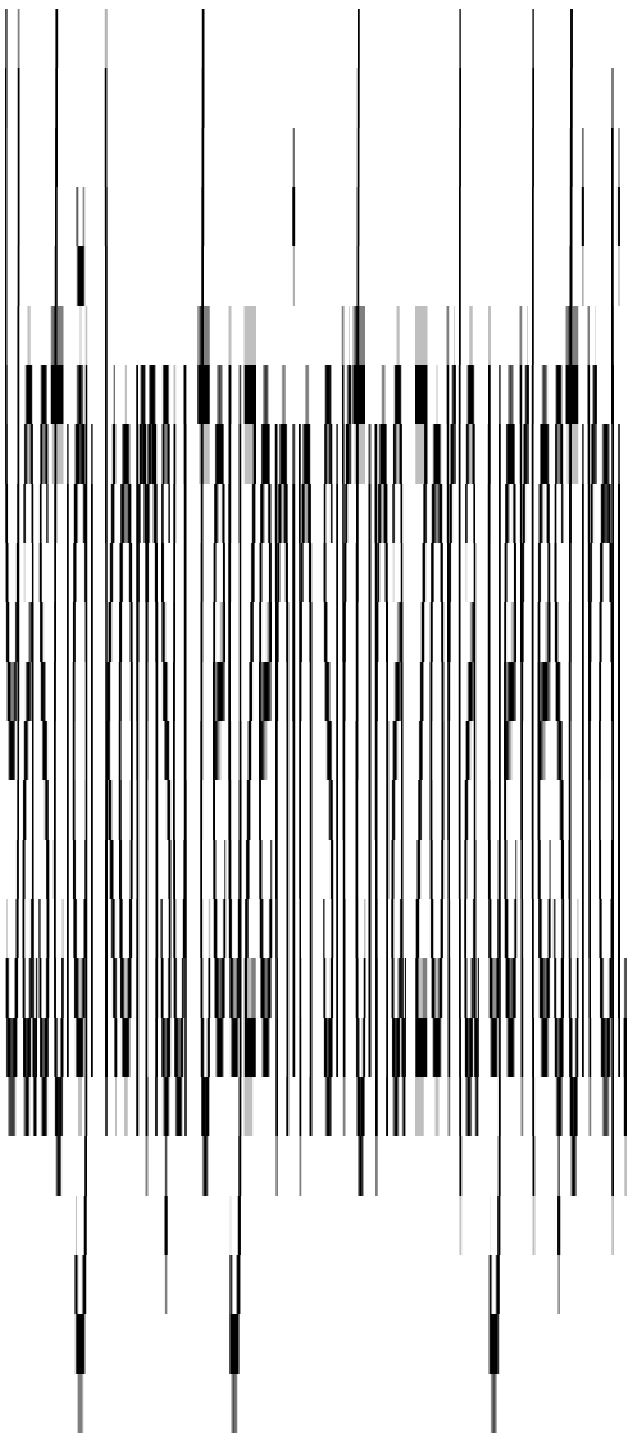


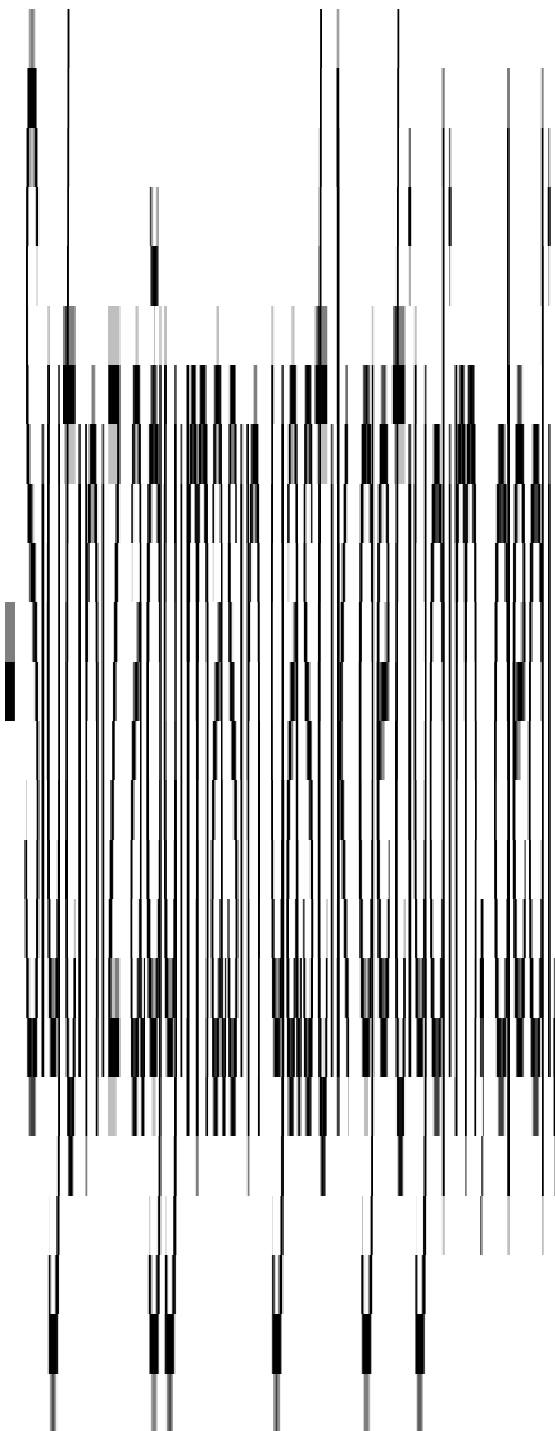


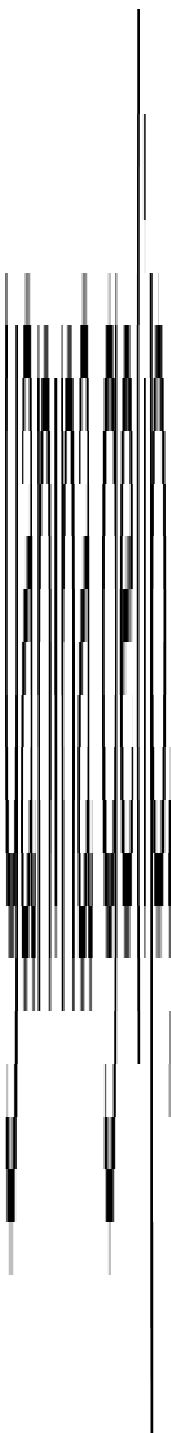


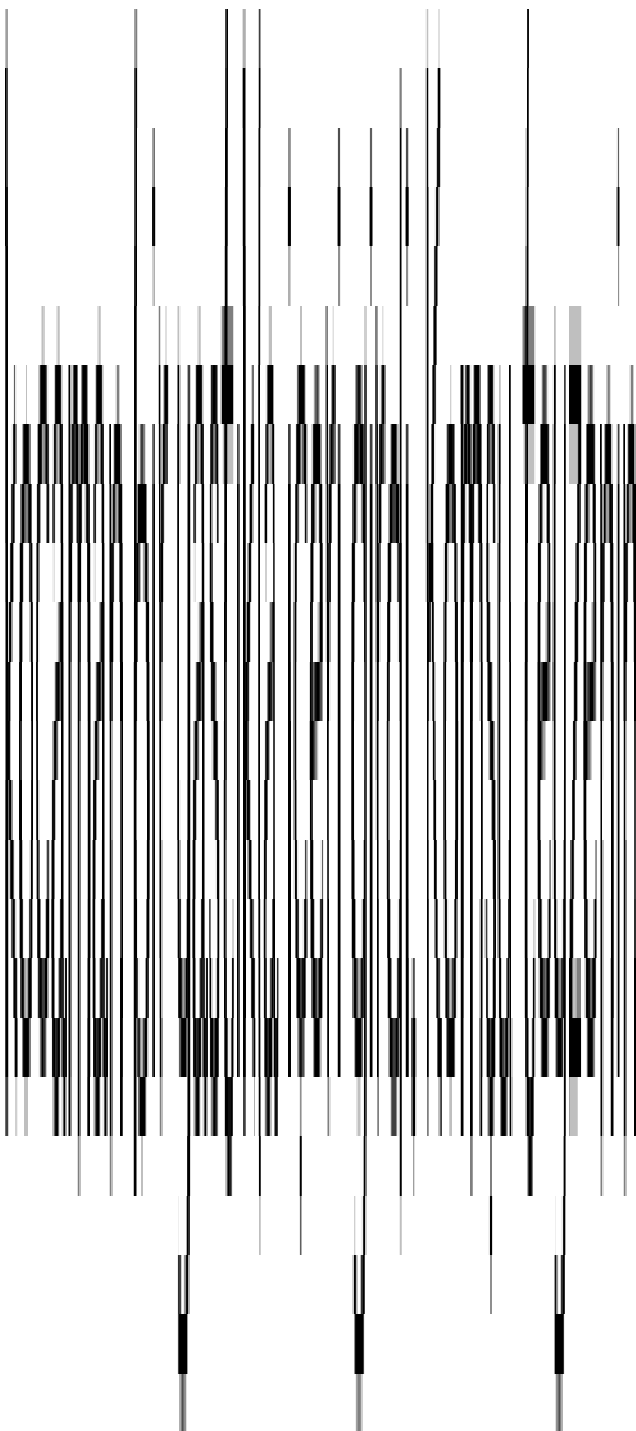


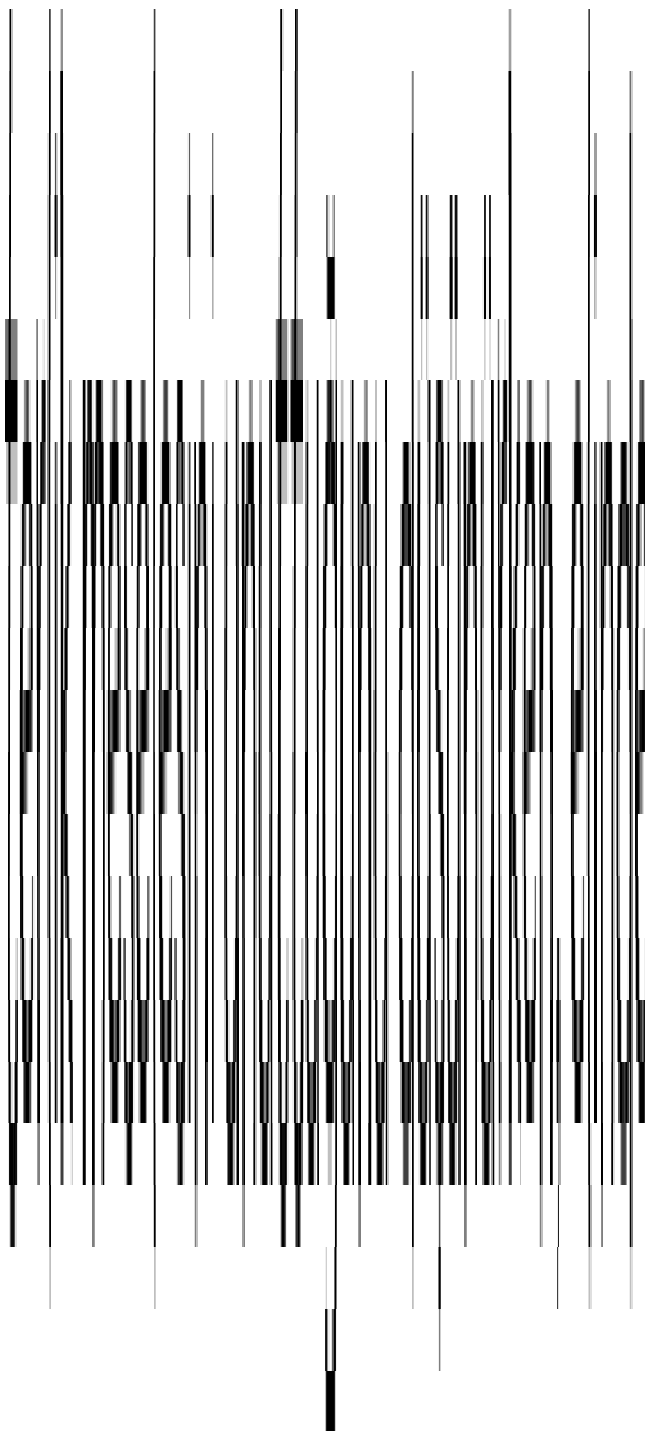


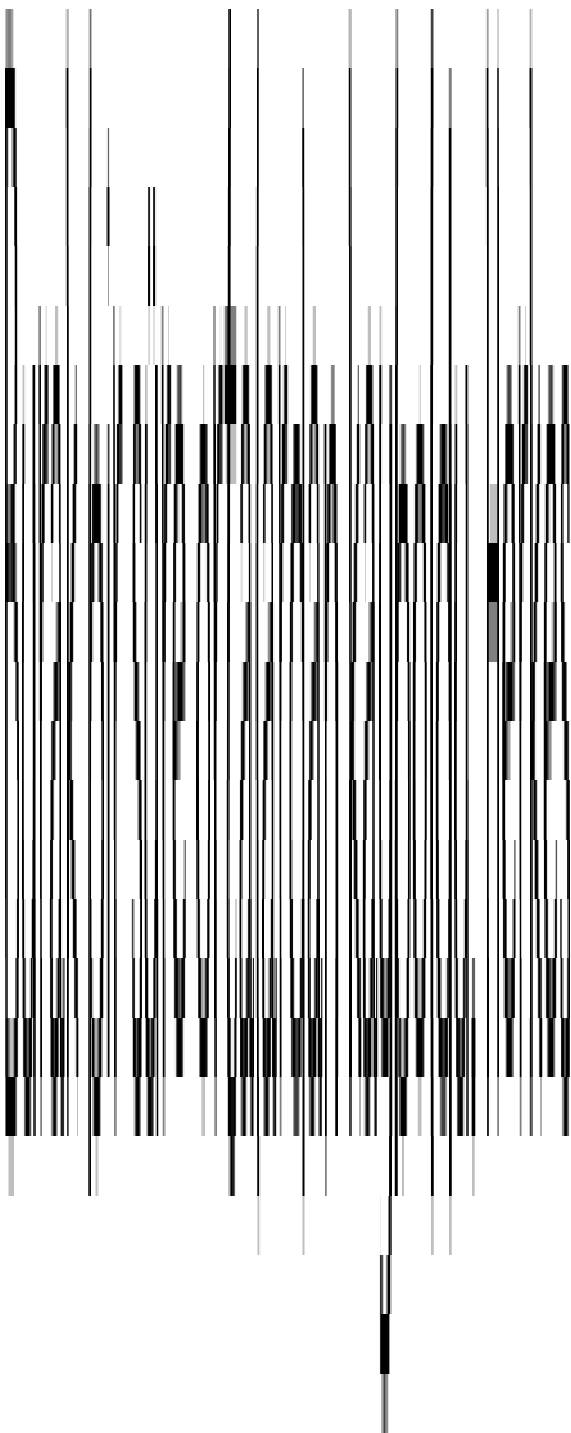


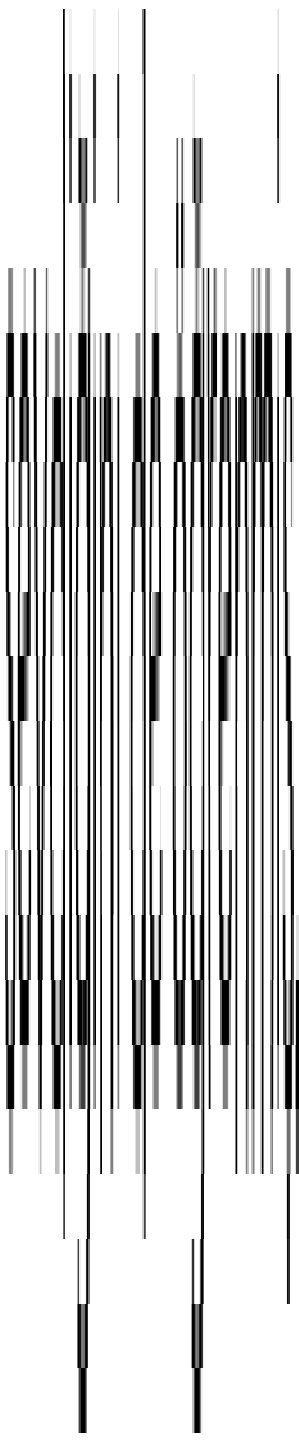


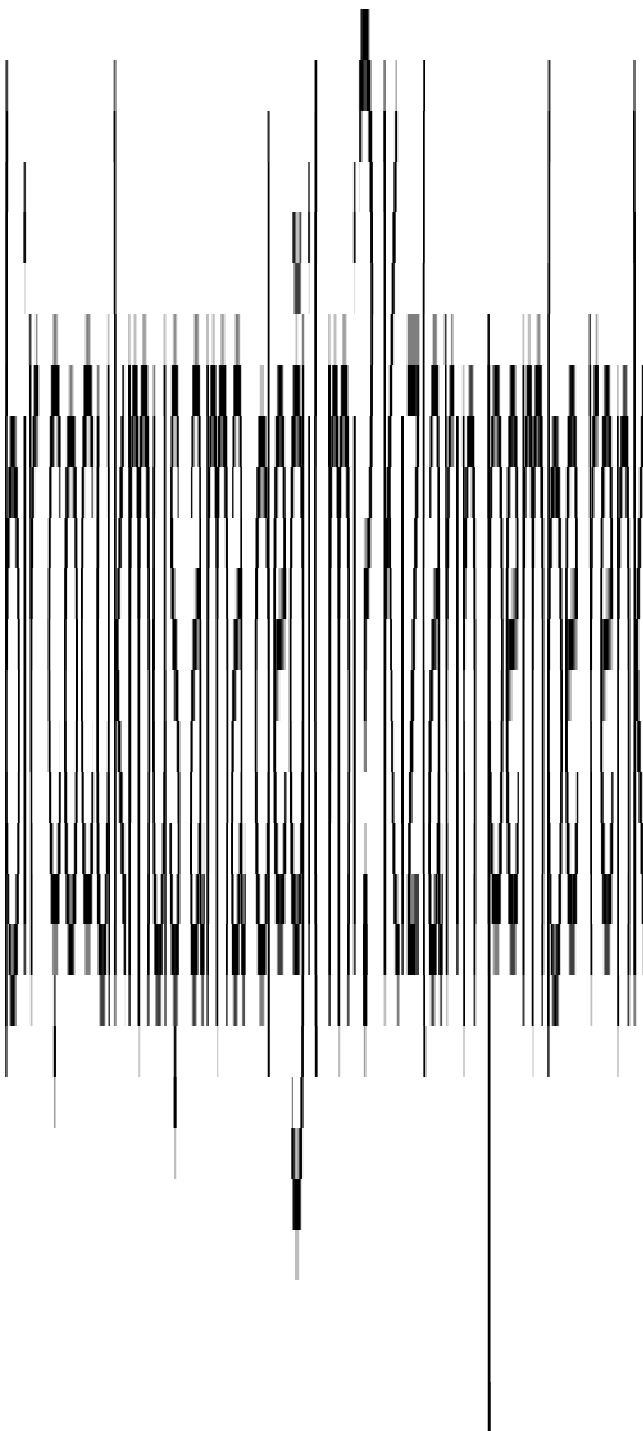


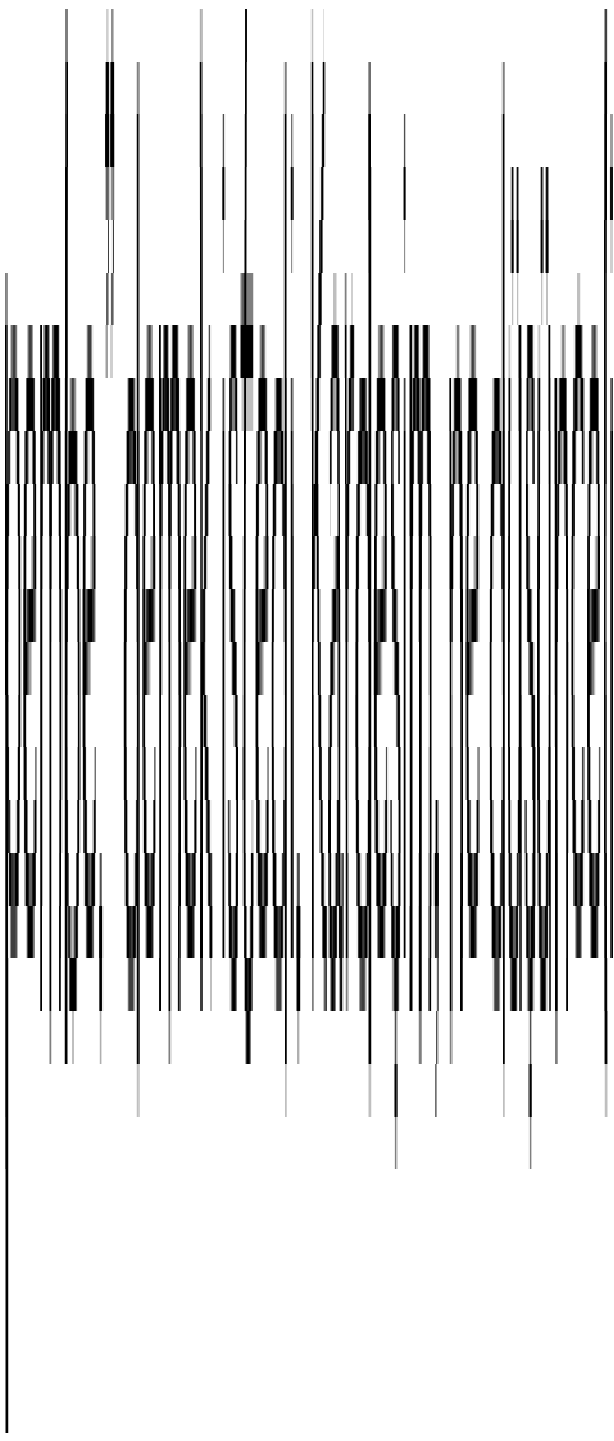


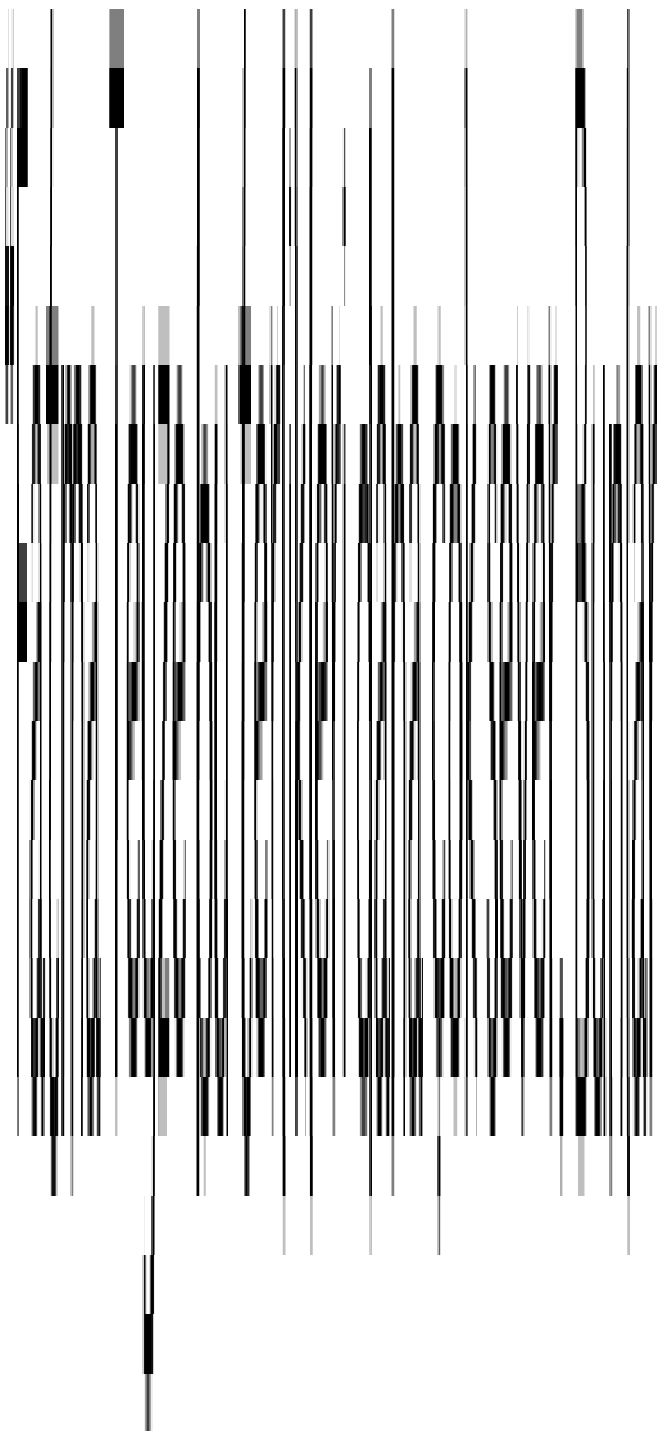


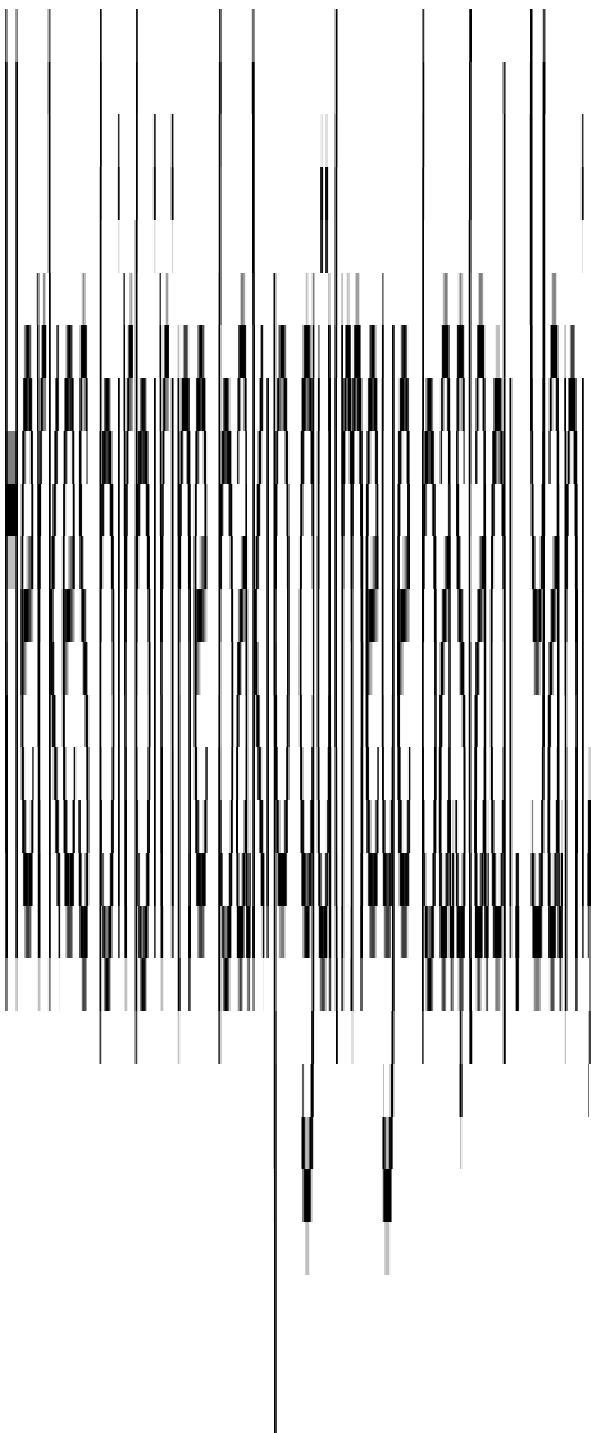


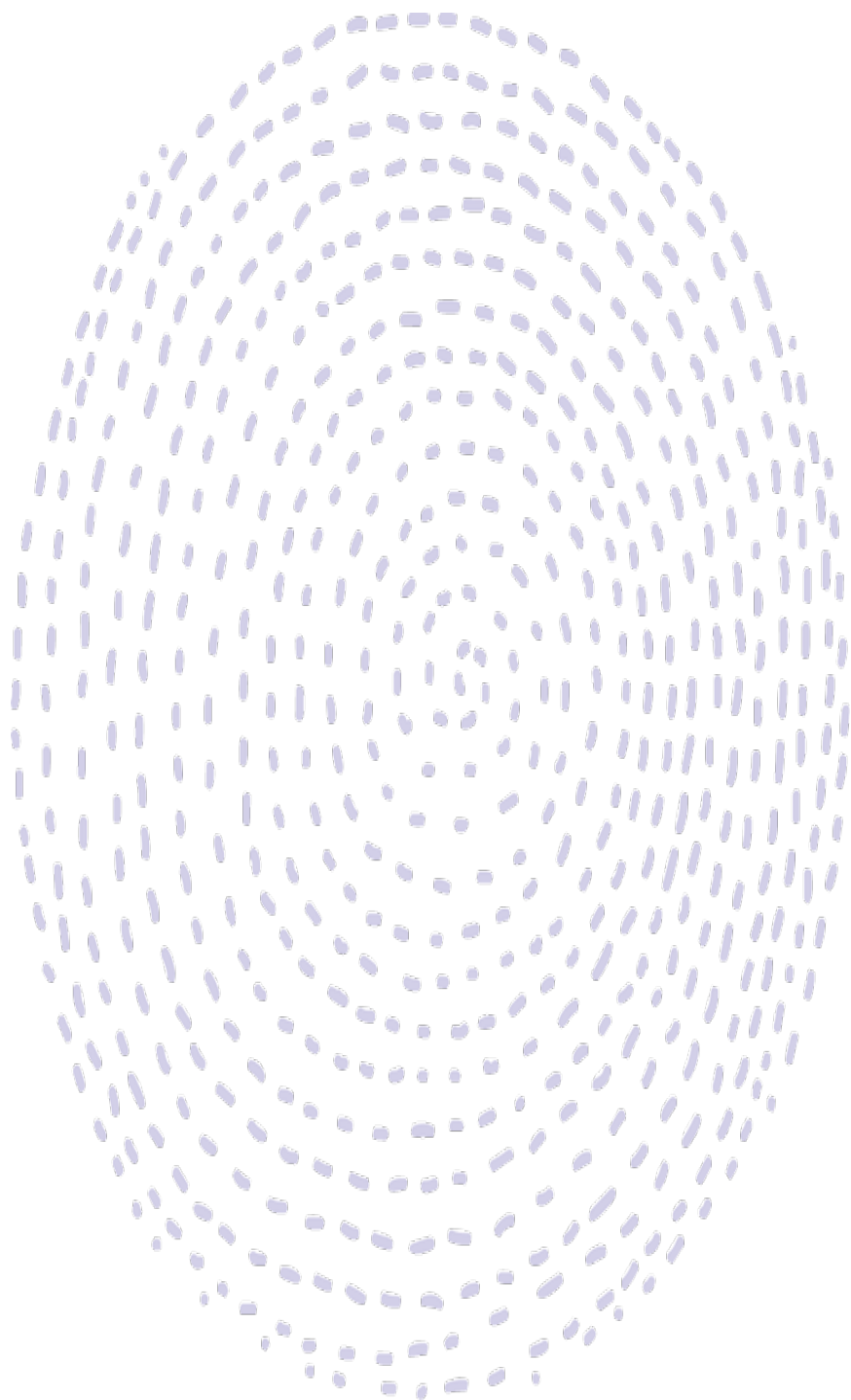


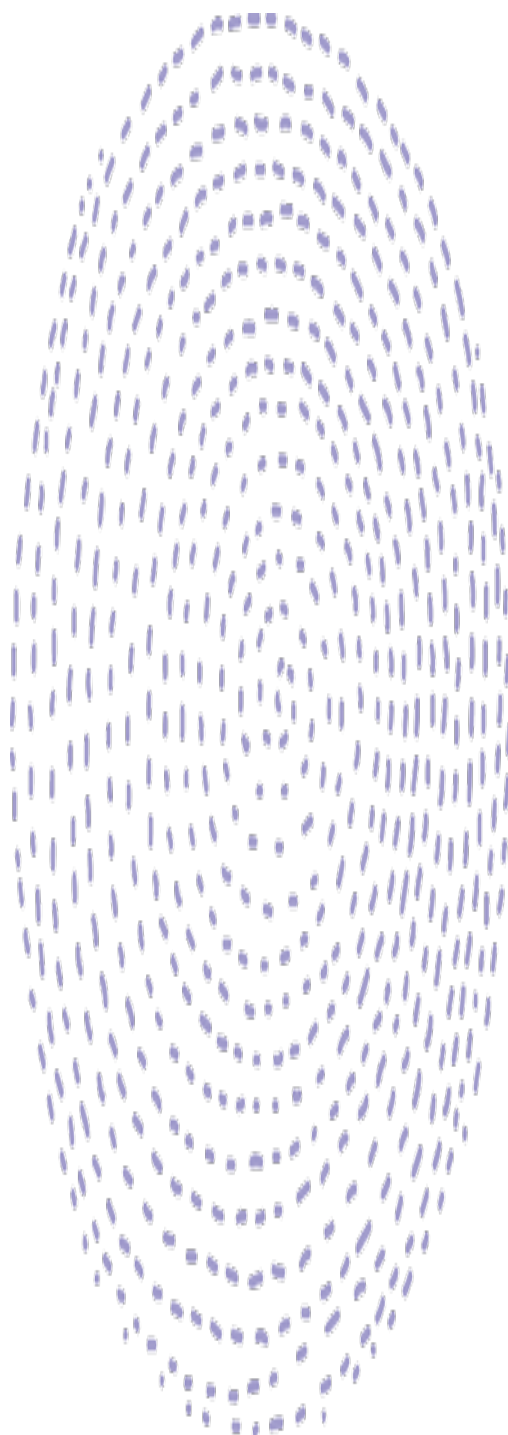






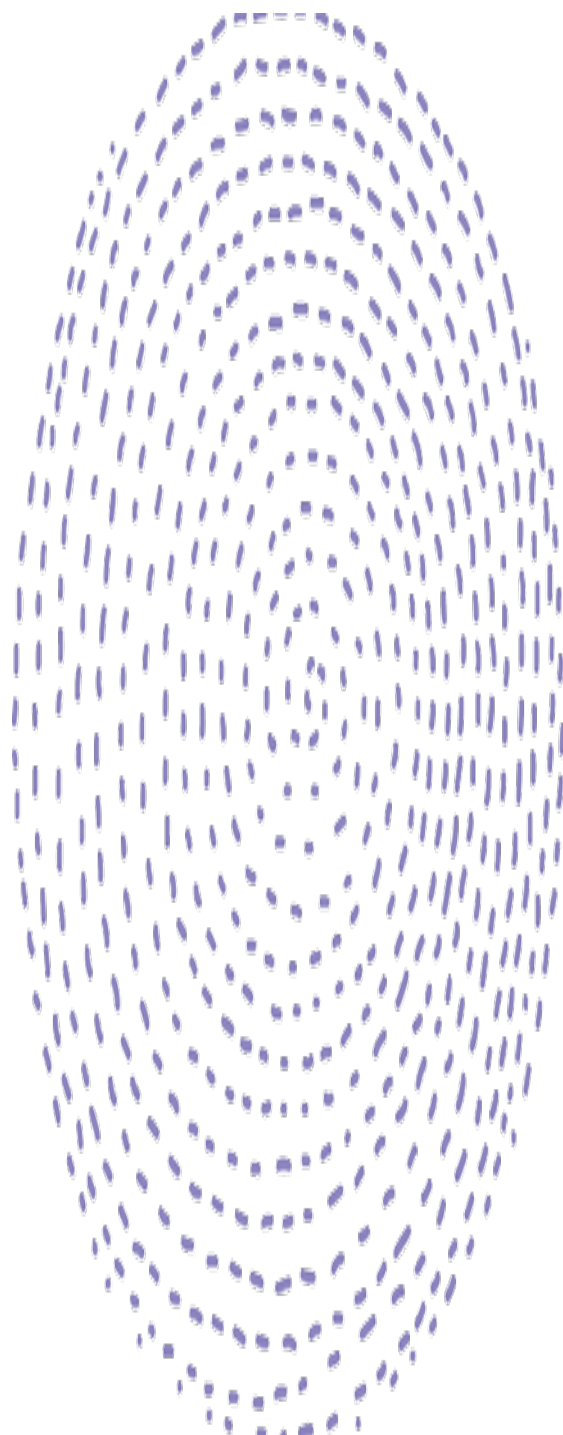


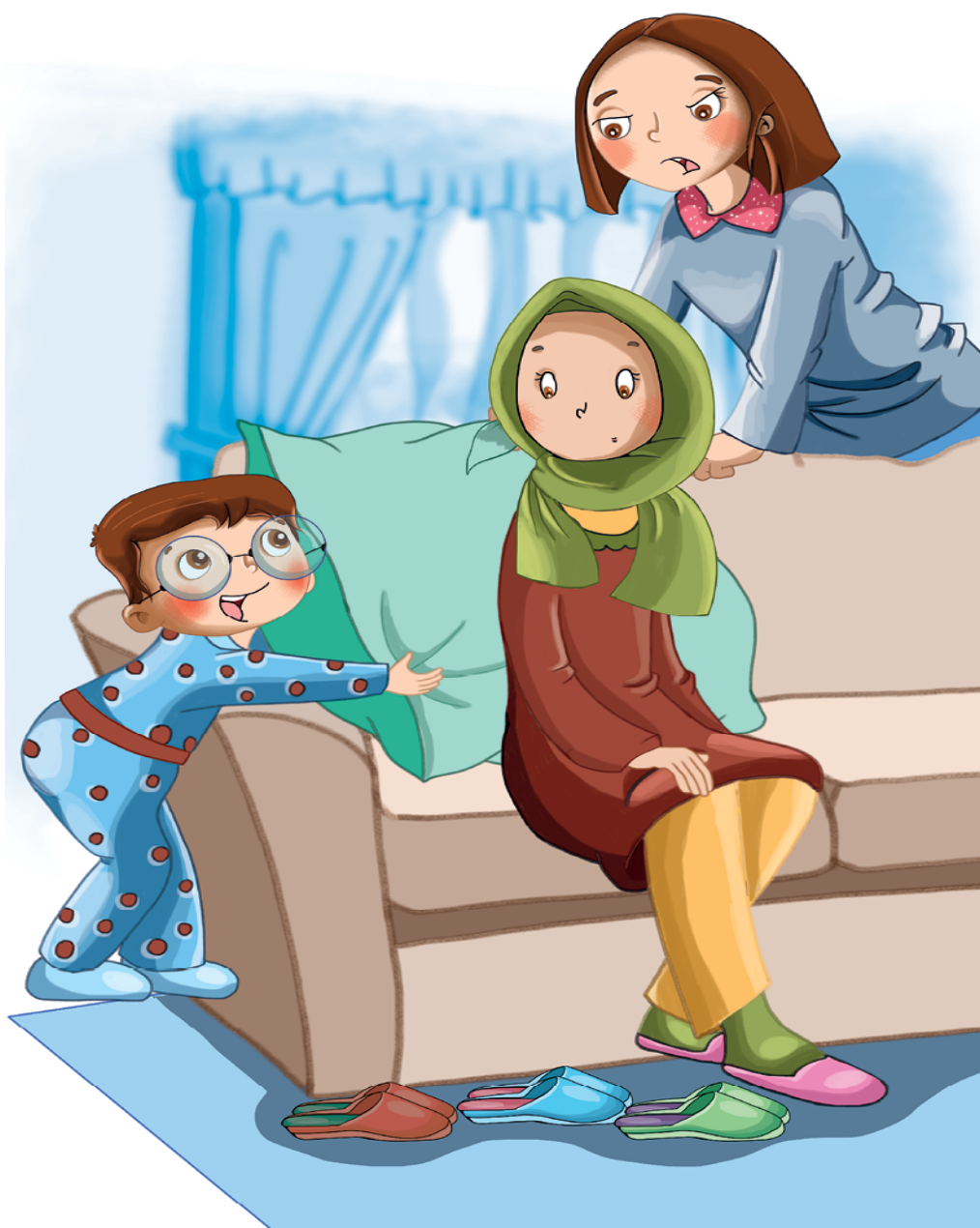


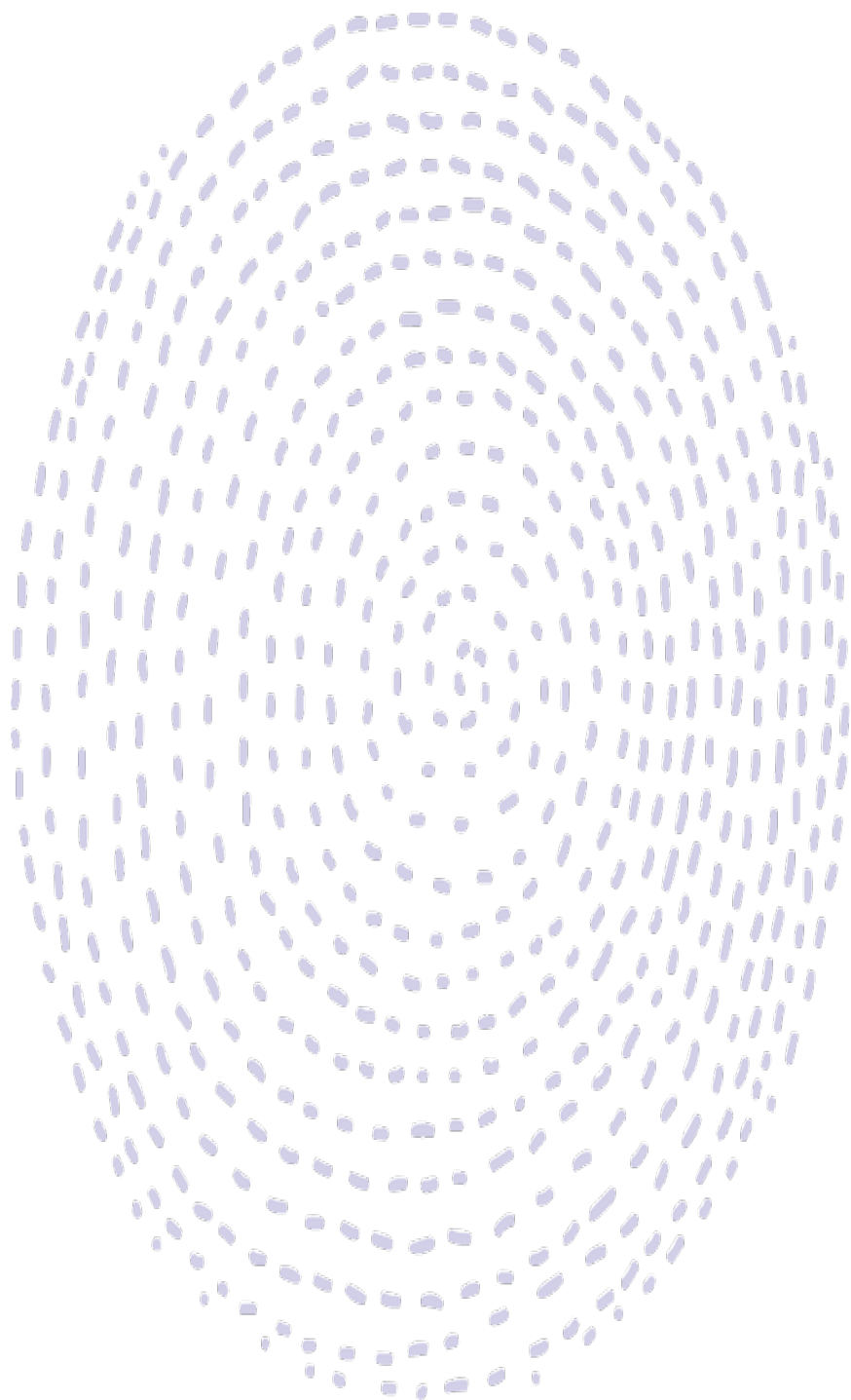


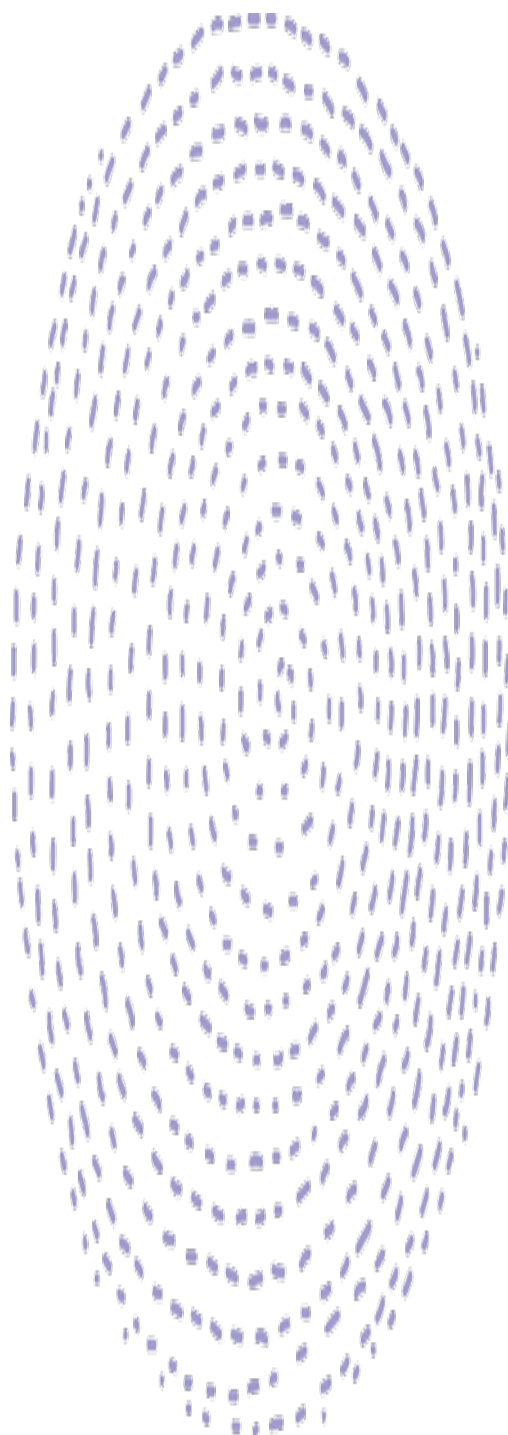
the first of these is the fact that the system is not a simple one, but a complex one, in which the behavior of the system is determined by the interactions of many different components. This is a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The second reason is that the system is not a static one, but a dynamic one, in which the behavior of the system changes over time. This is also a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The third reason is that the system is not a linear one, but a non-linear one, in which the behavior of the system is not proportional to the input. This is also a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The fourth reason is that the system is not a deterministic one, but a stochastic one, in which the behavior of the system is determined by random events. This is also a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The fifth reason is that the system is not a simple one, but a complex one, in which the behavior of the system is determined by the interactions of many different components. This is a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The sixth reason is that the system is not a static one, but a dynamic one, in which the behavior of the system changes over time. This is also a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The seventh reason is that the system is not a linear one, but a non-linear one, in which the behavior of the system is not proportional to the input. This is also a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The eighth reason is that the system is not a deterministic one, but a stochastic one, in which the behavior of the system is determined by random events. This is also a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The ninth reason is that the system is not a simple one, but a complex one, in which the behavior of the system is determined by the interactions of many different components. This is a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand. The tenth reason is that the system is not a static one, but a dynamic one, in which the behavior of the system changes over time. This is also a characteristic of many natural systems, and it is one of the reasons why they are so difficult to understand.



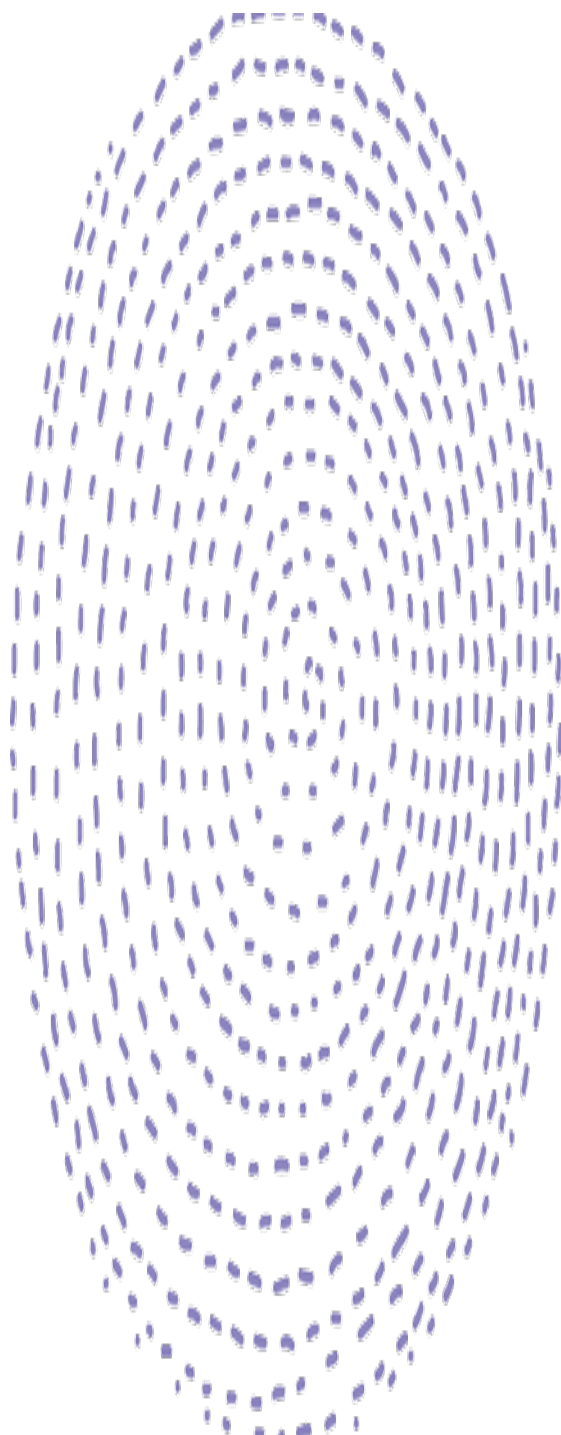


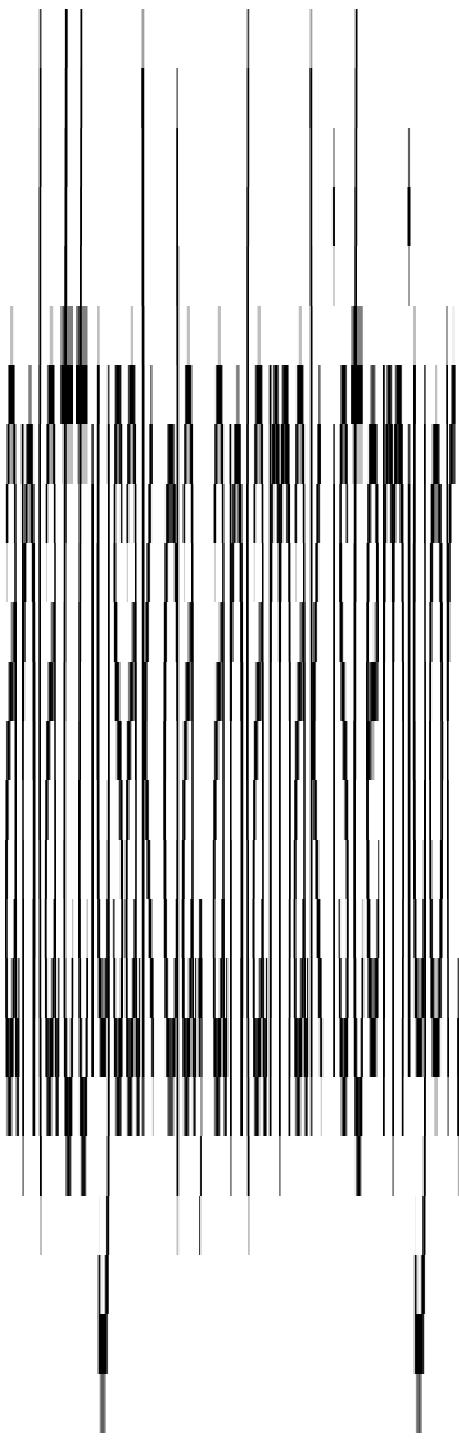


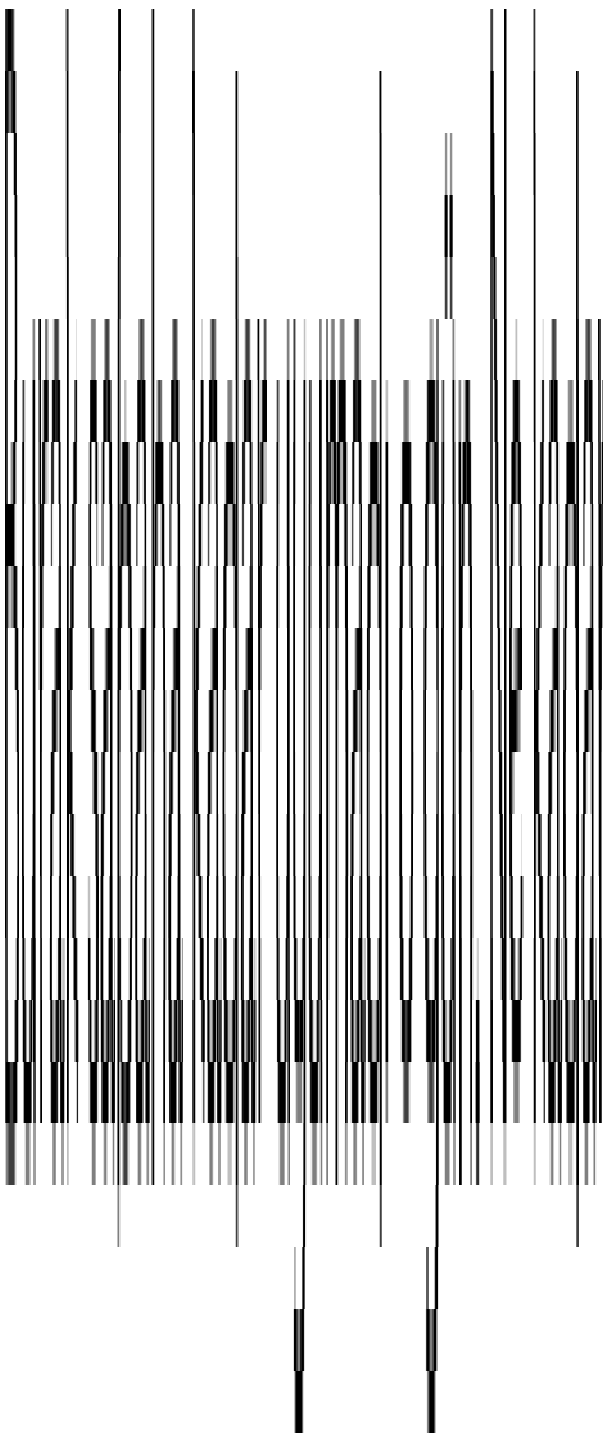


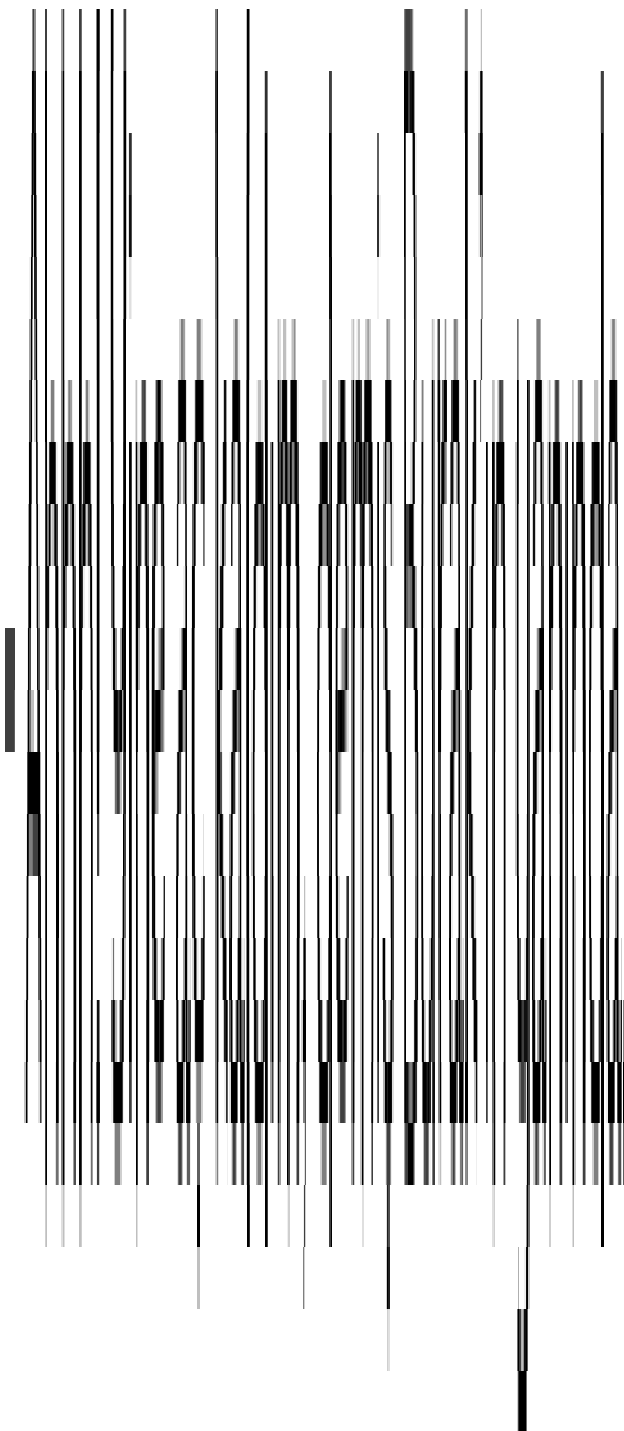


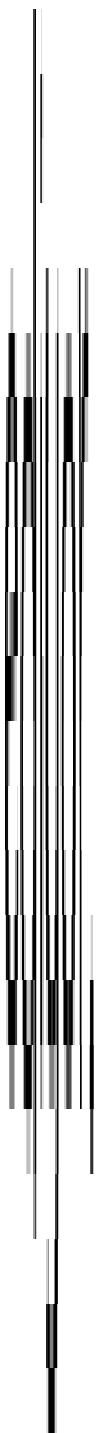


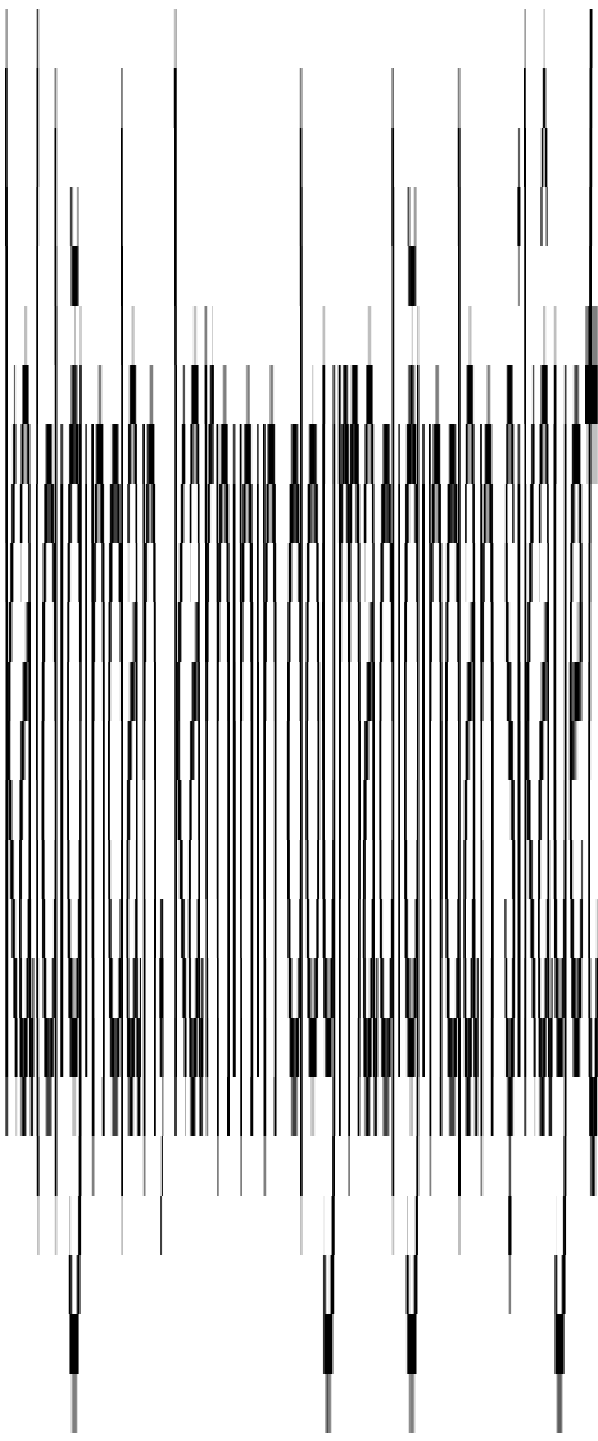


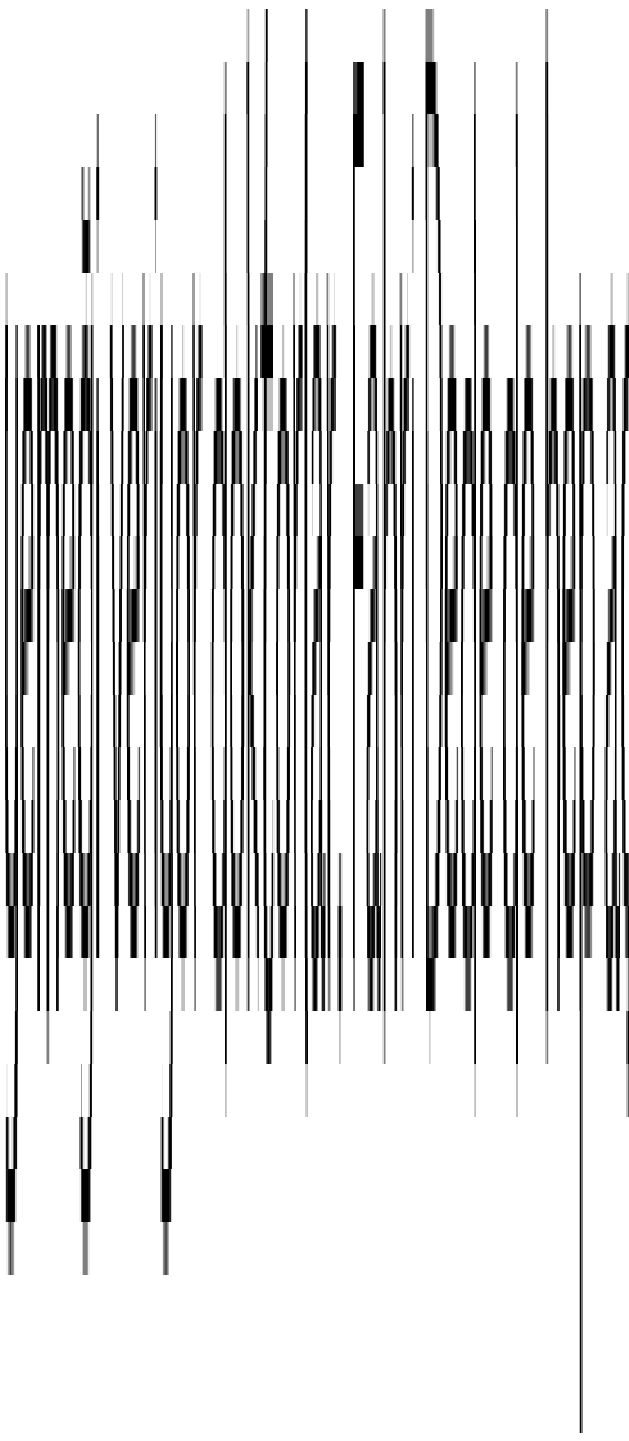


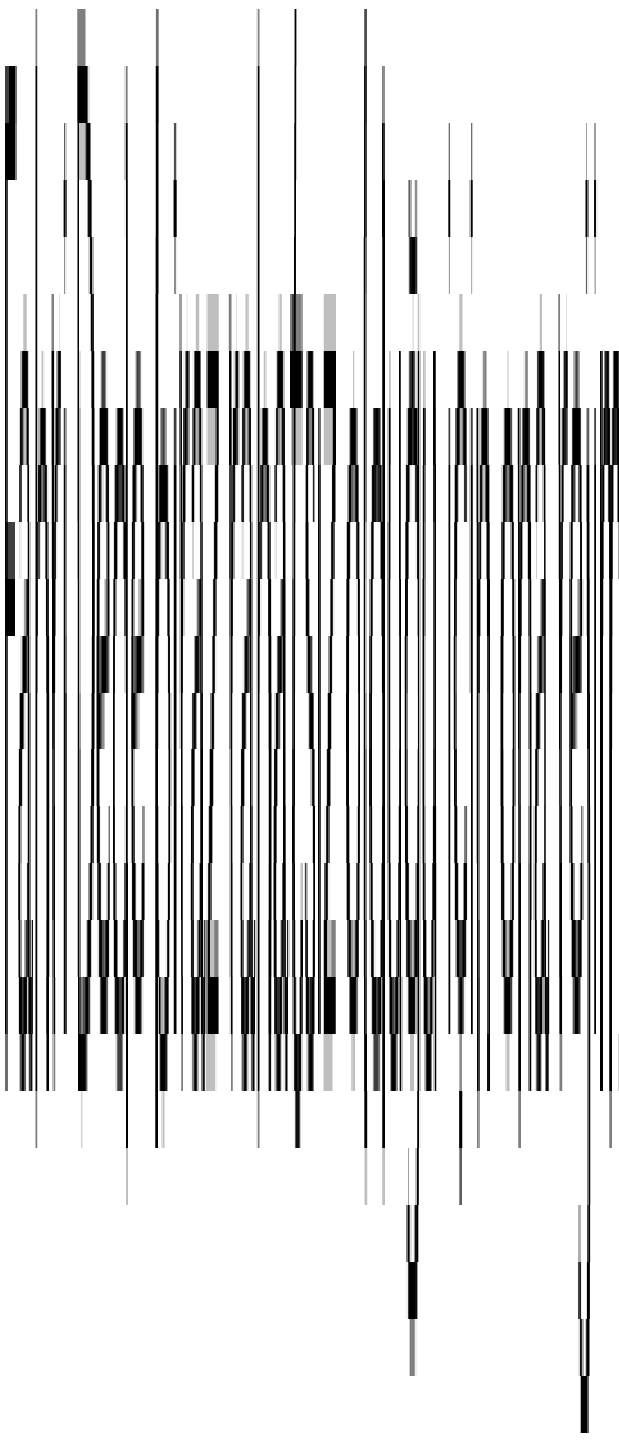


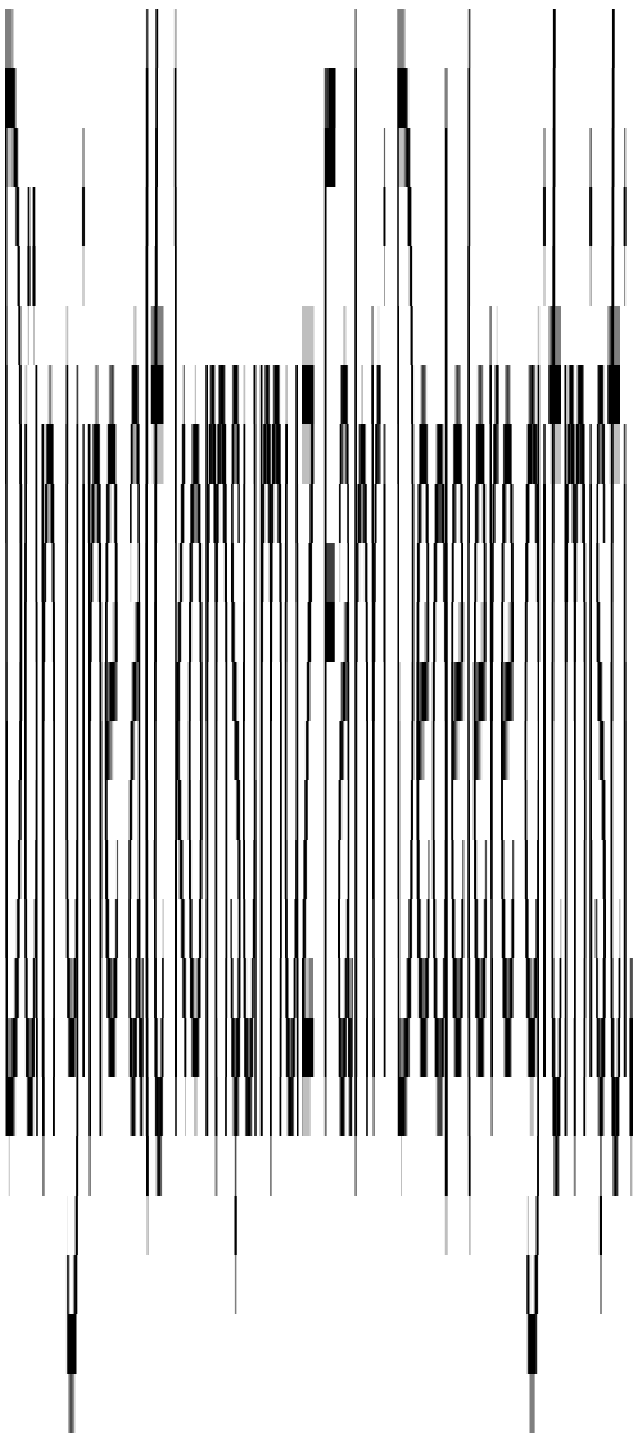


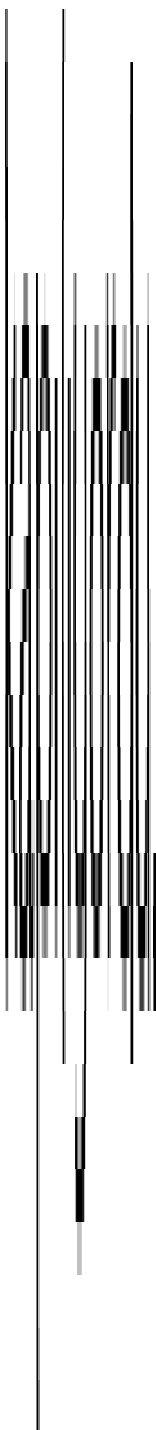


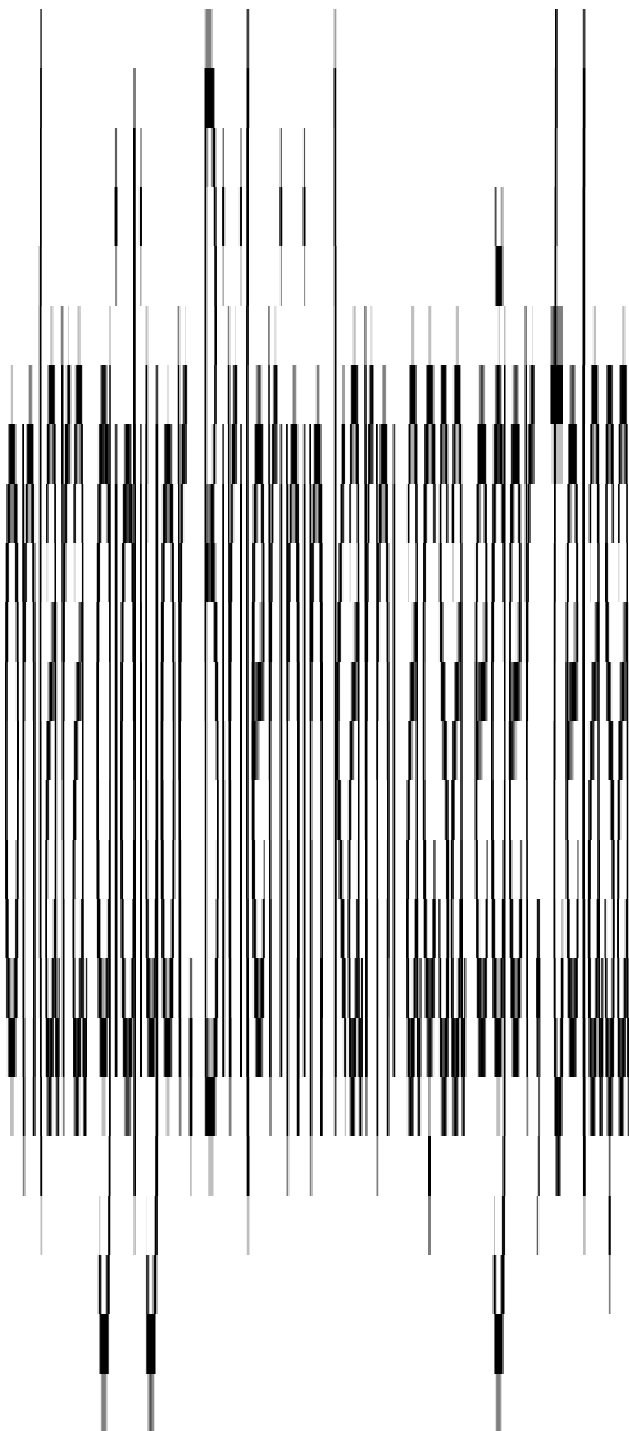


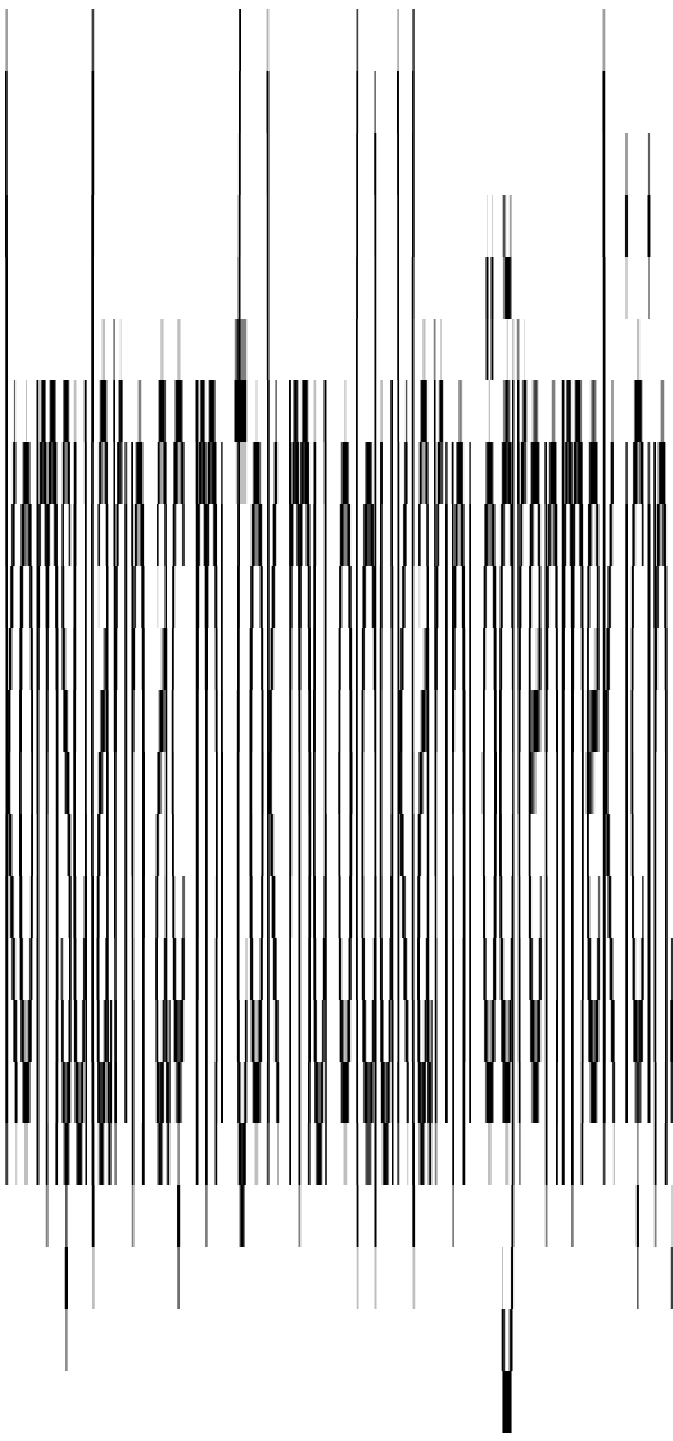


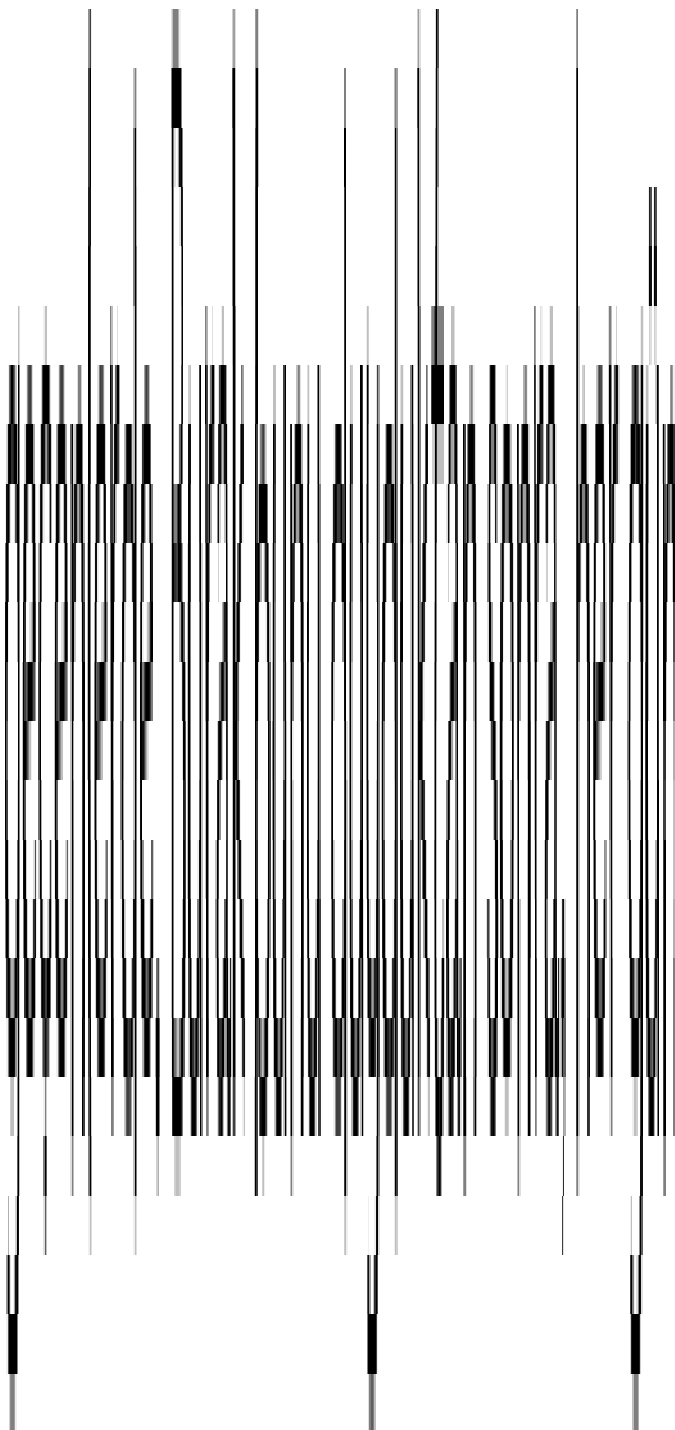


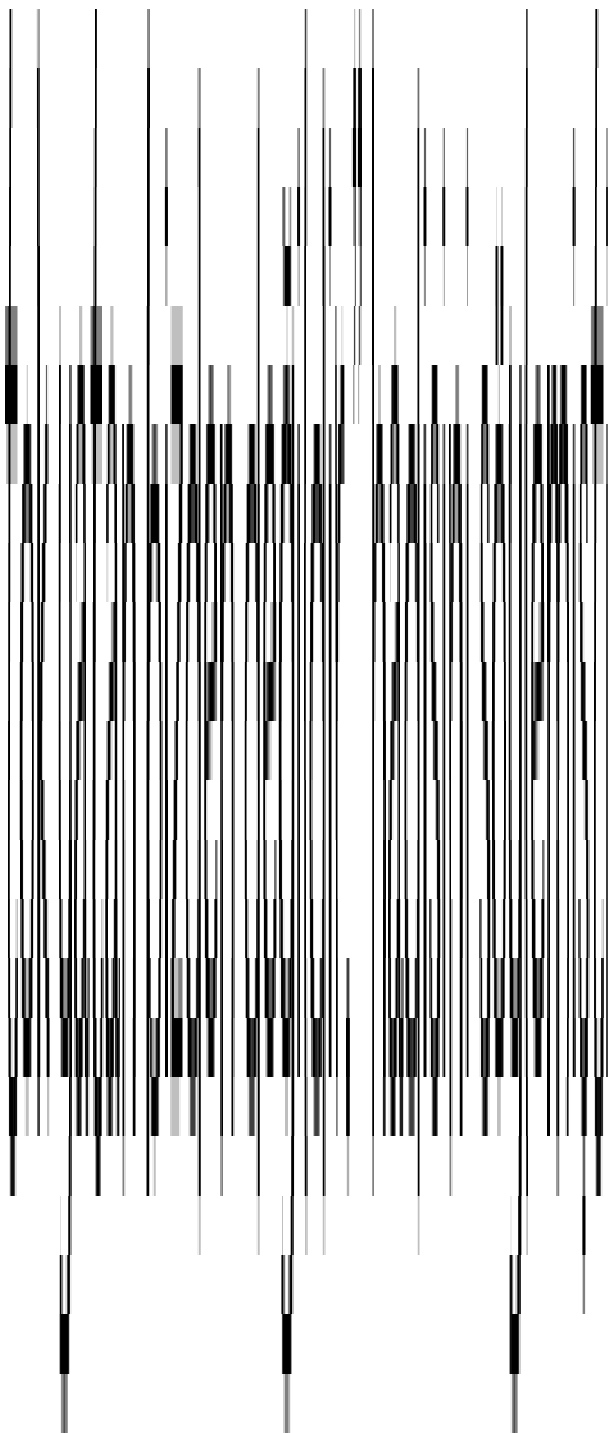


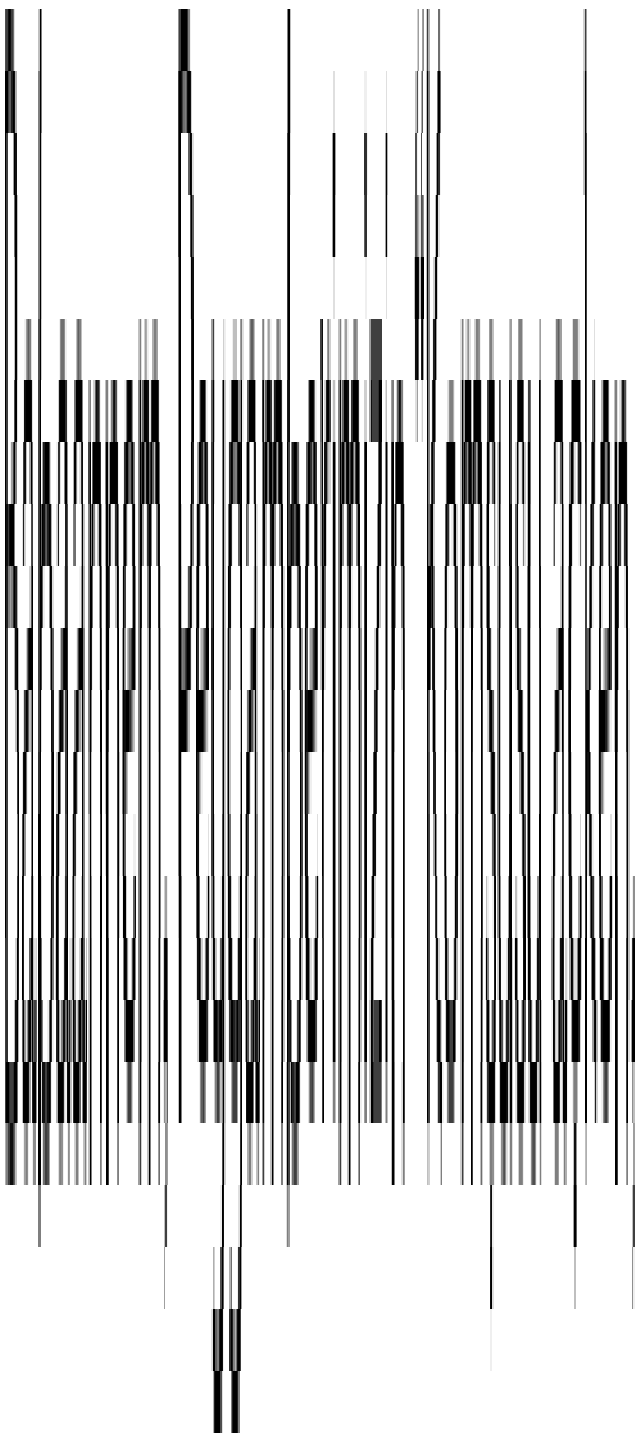


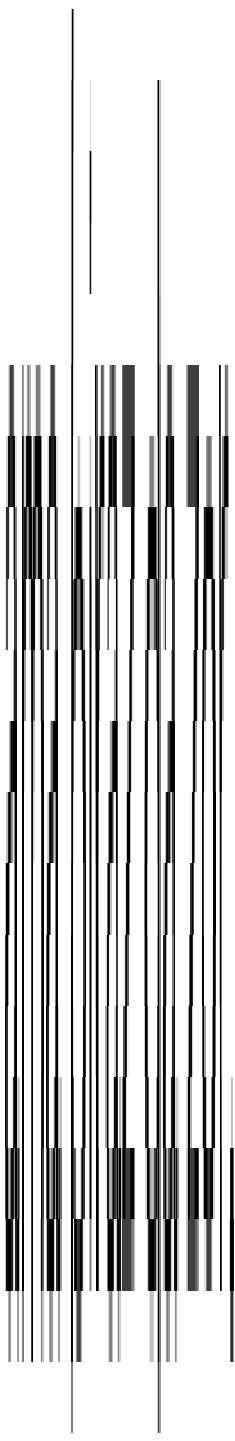


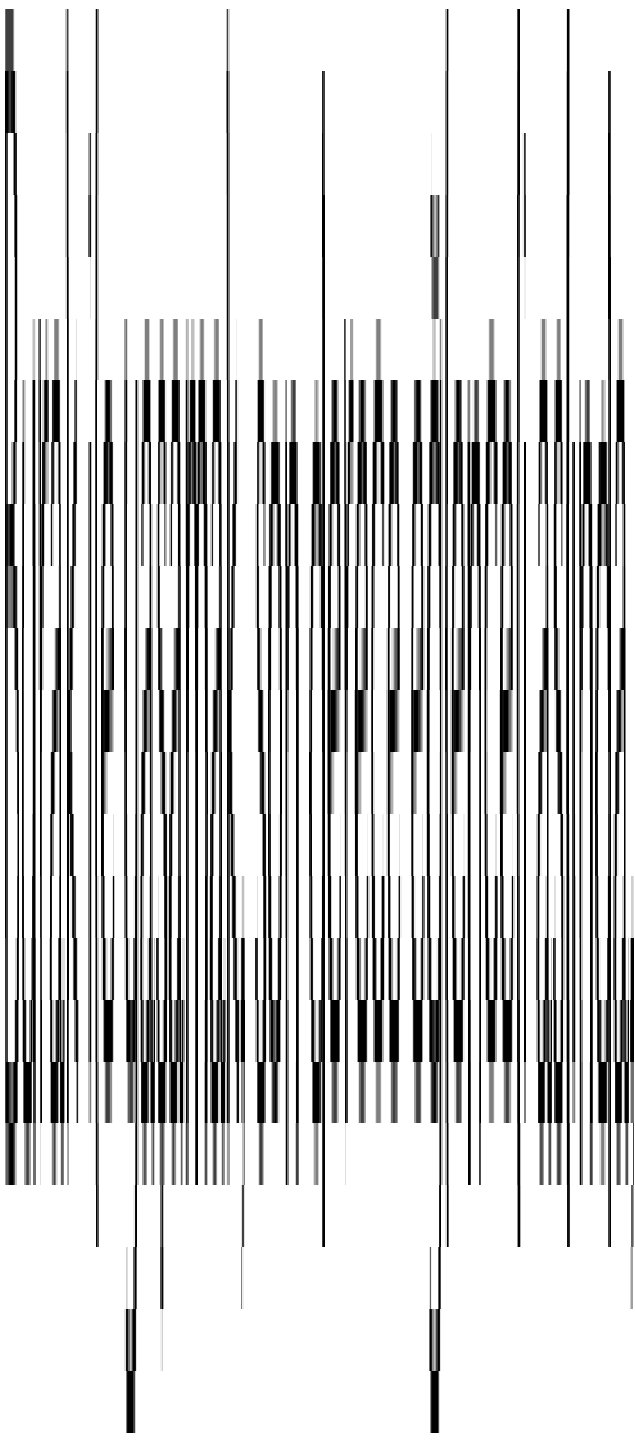


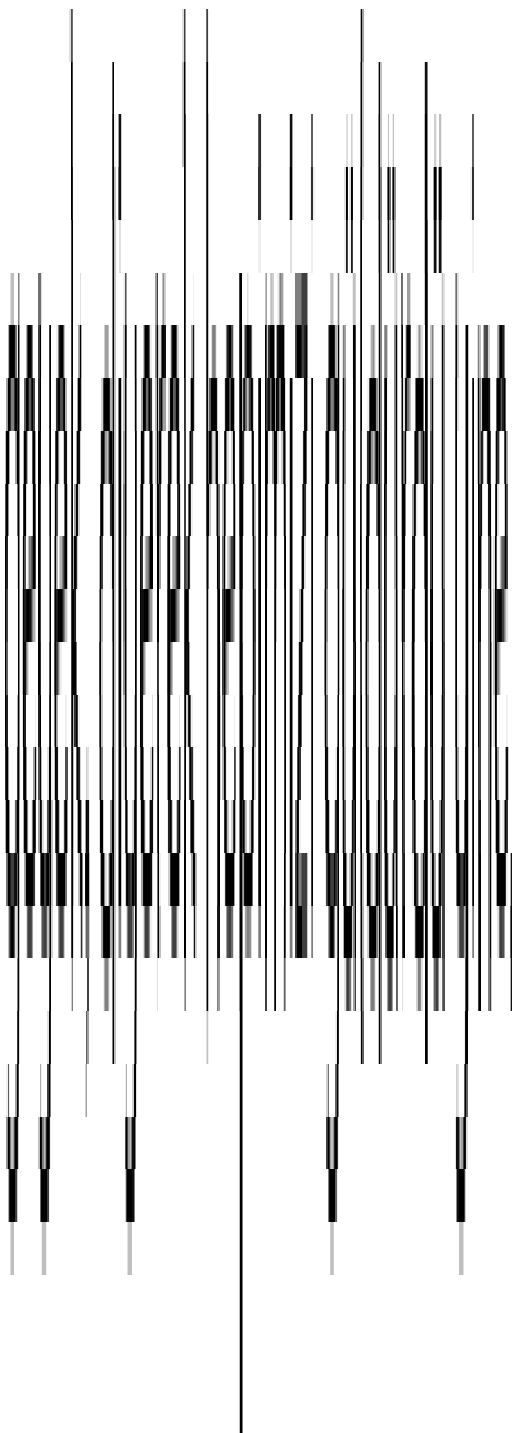


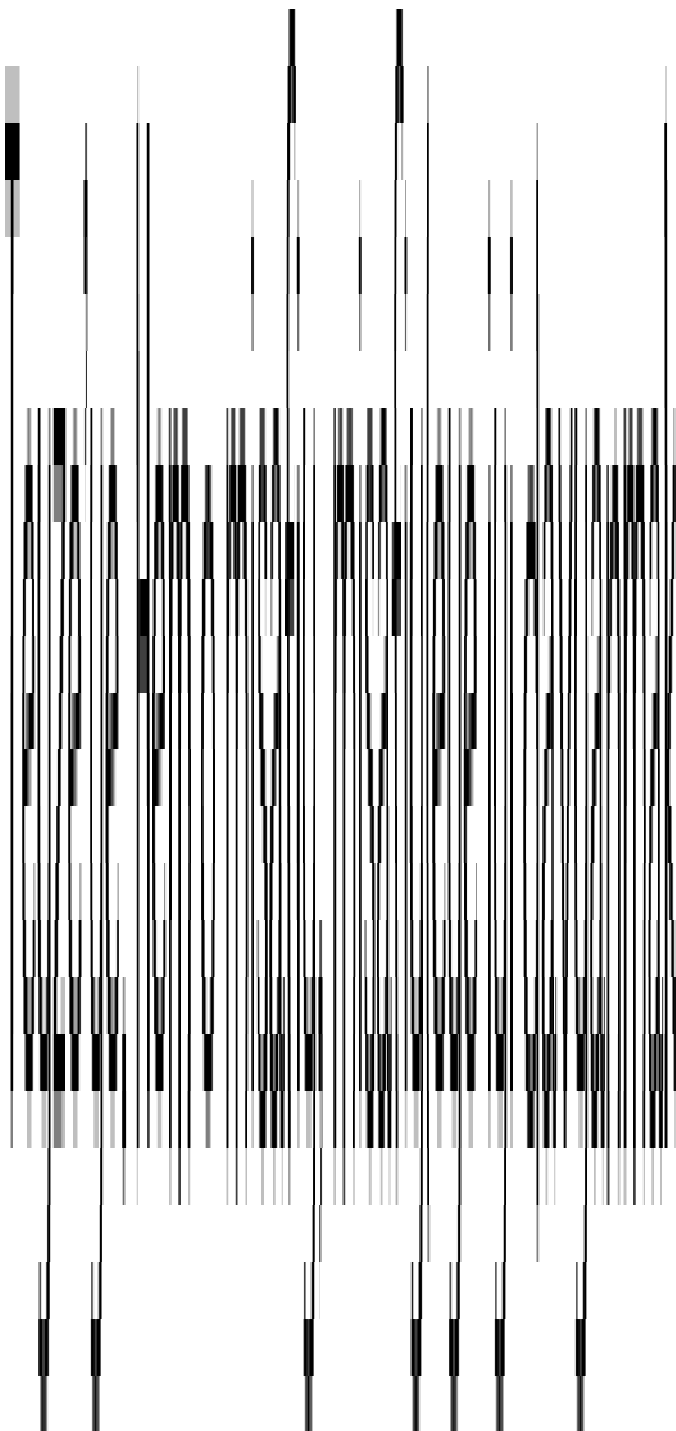


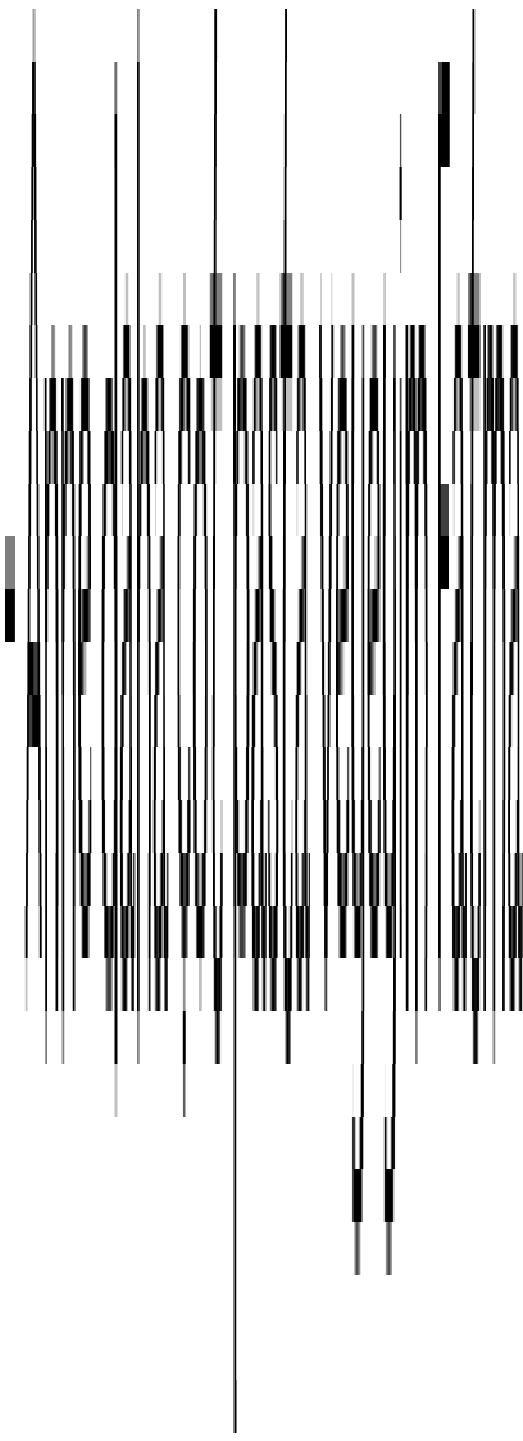


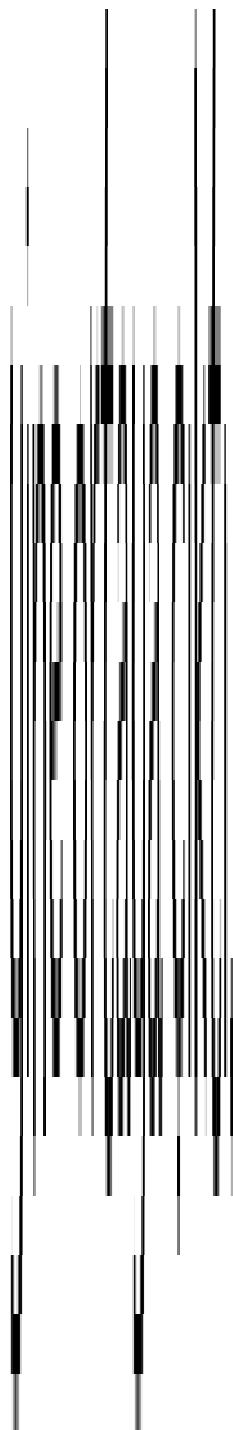


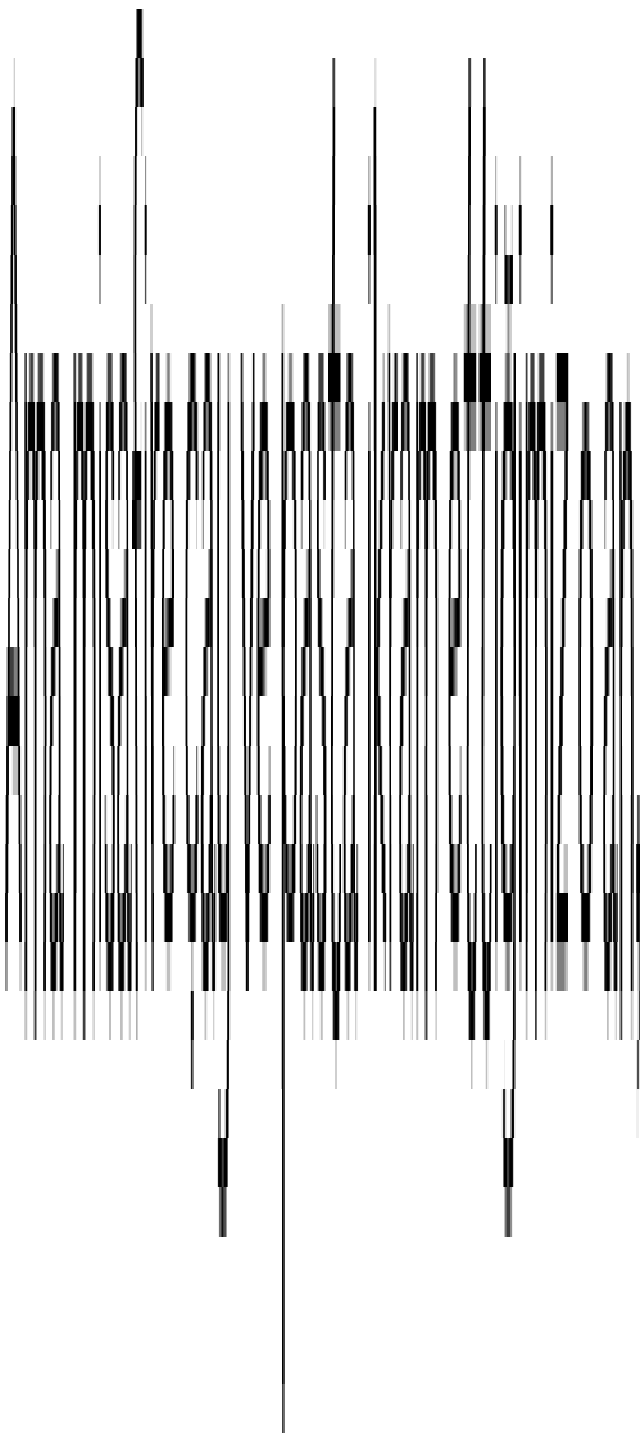


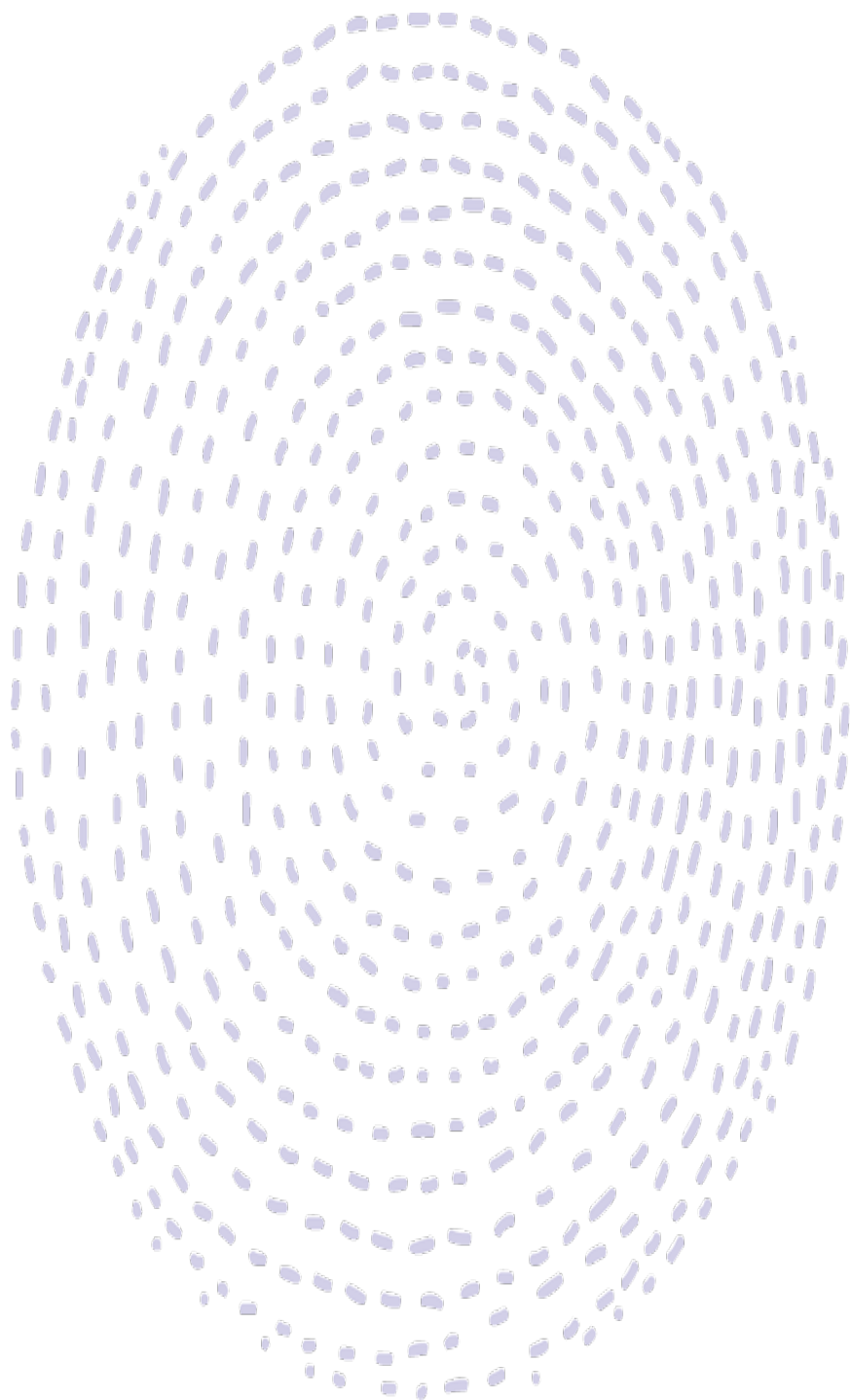


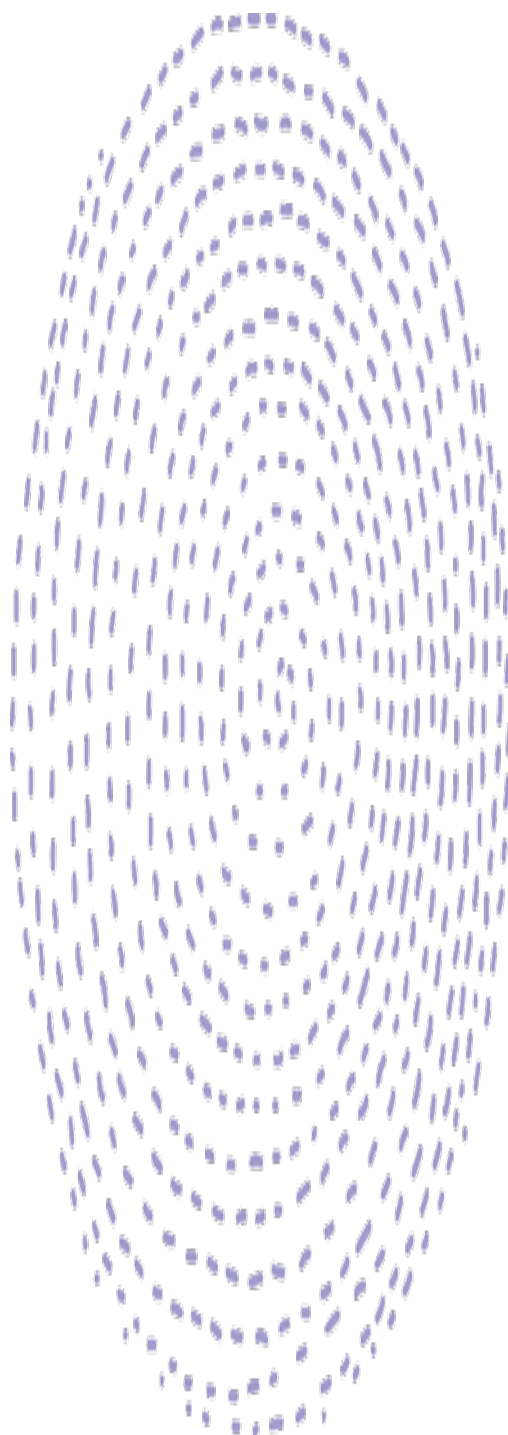




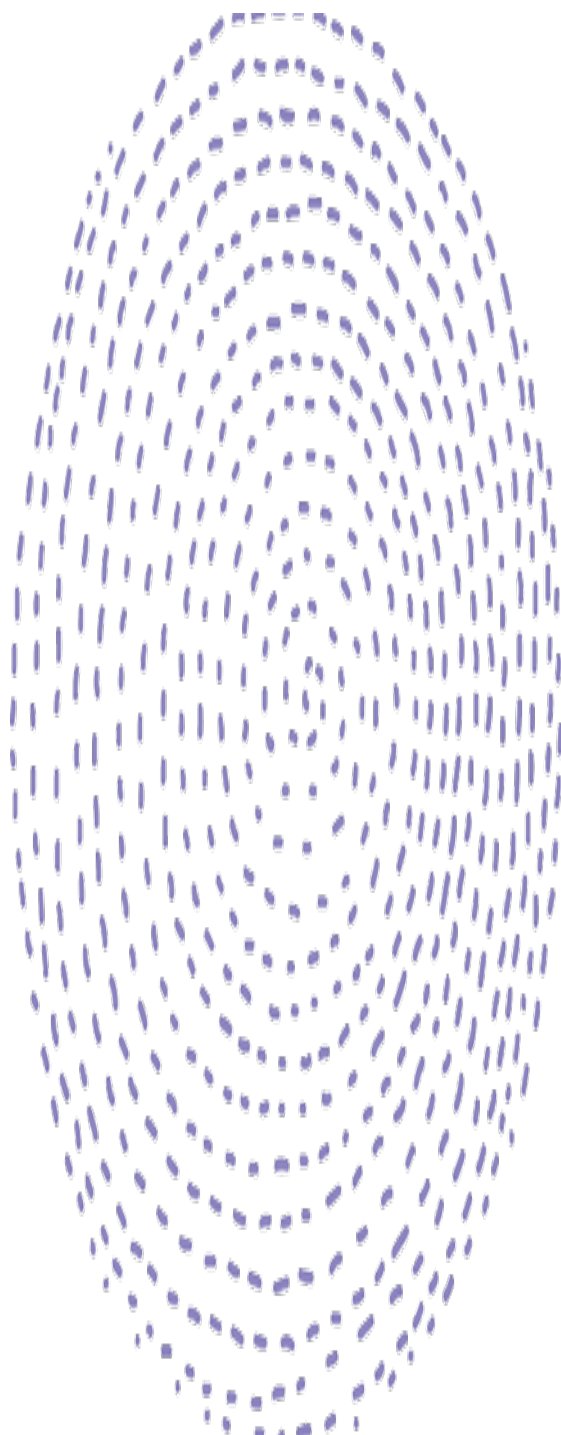








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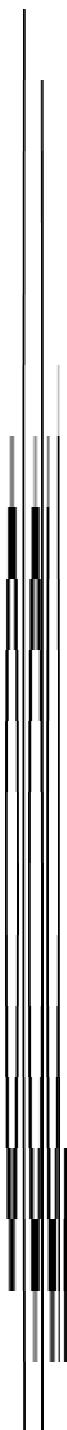
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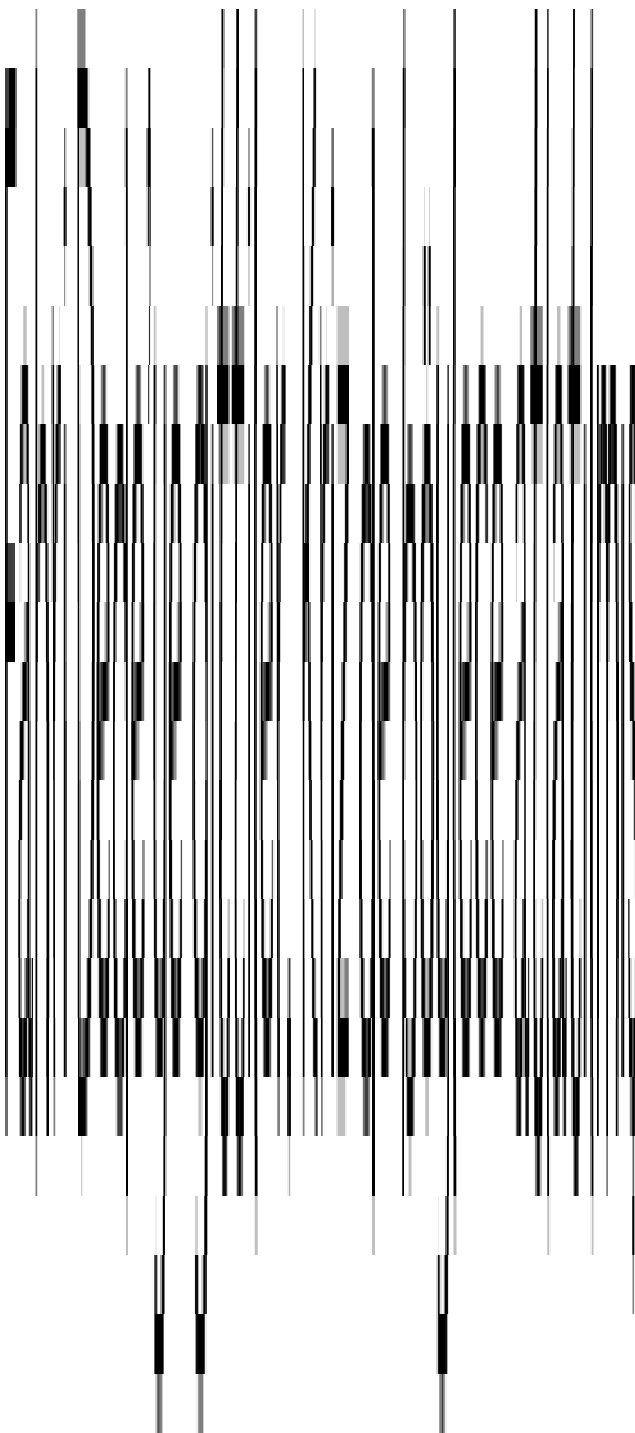
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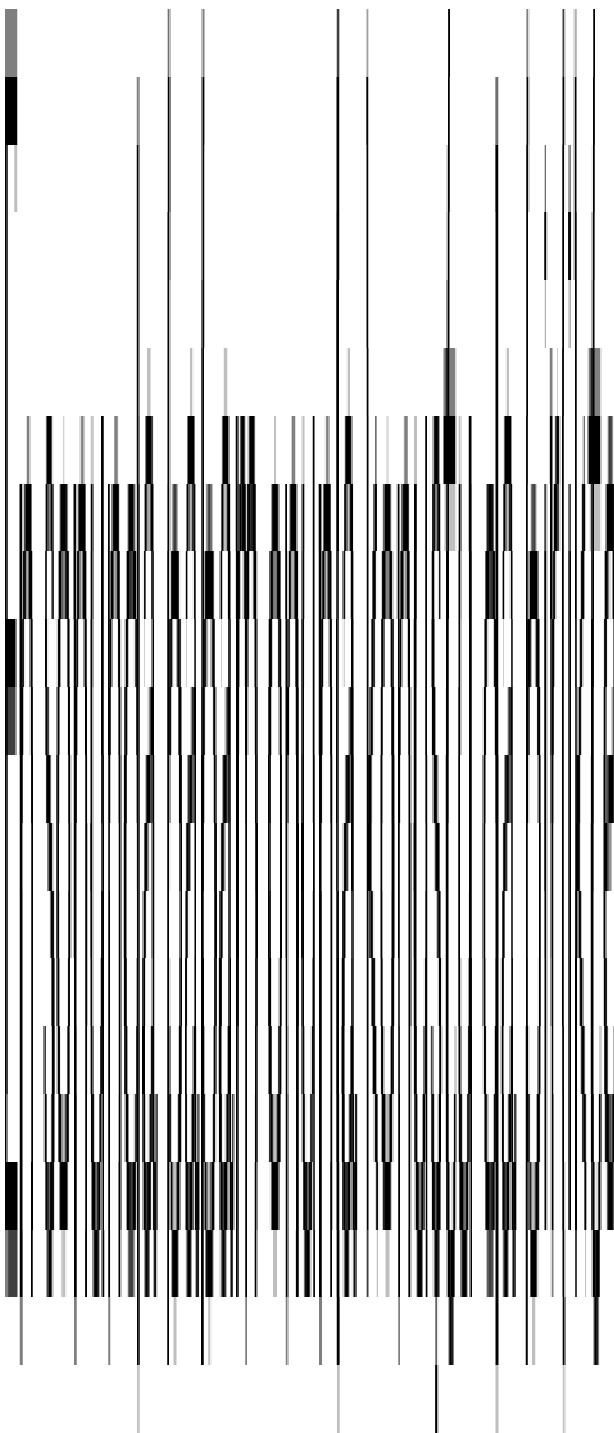
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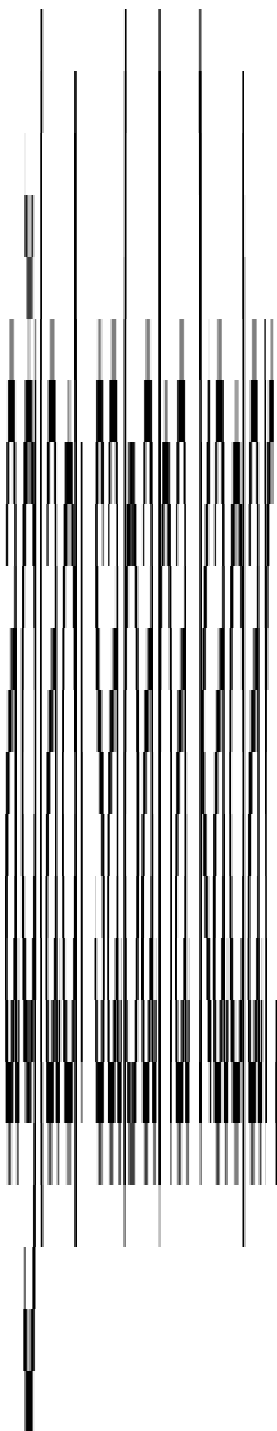
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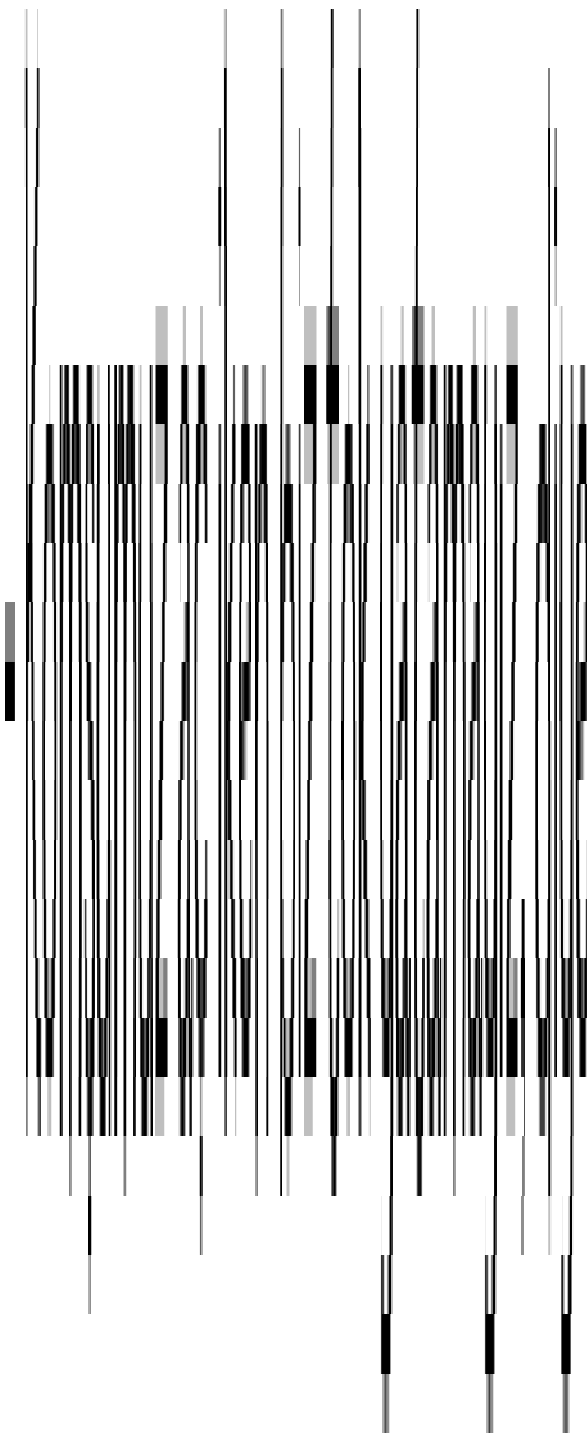
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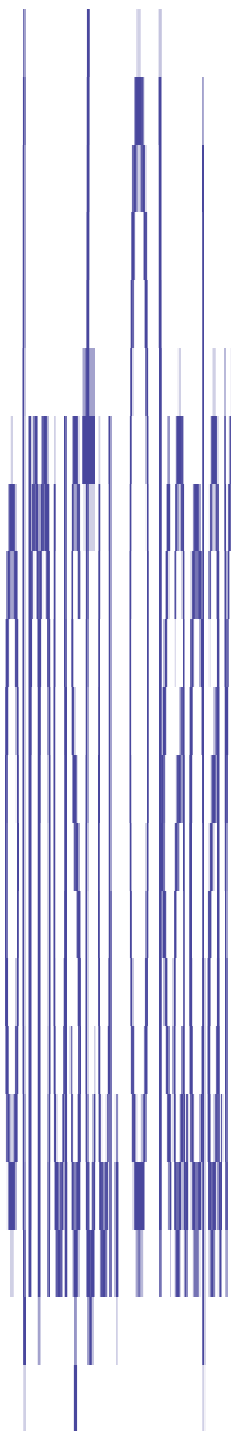
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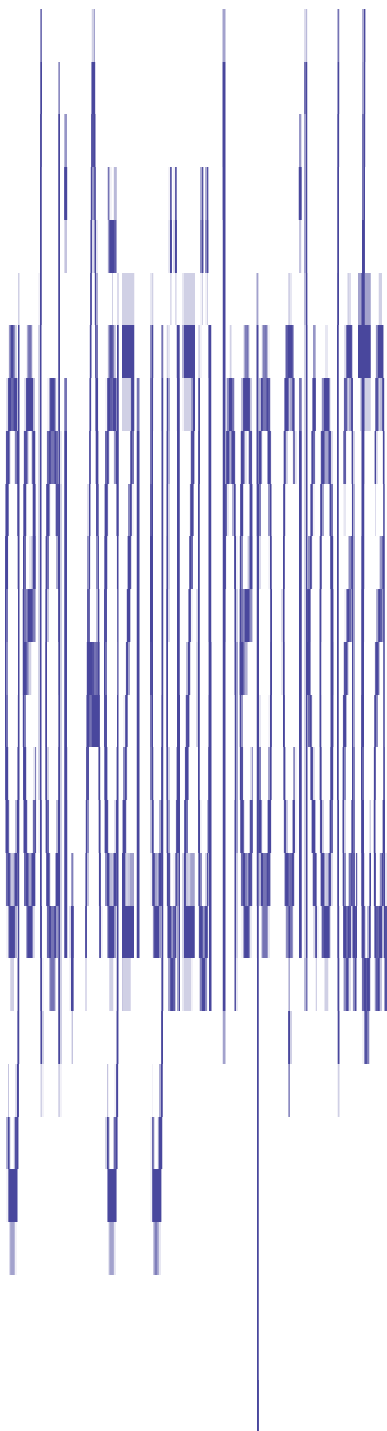
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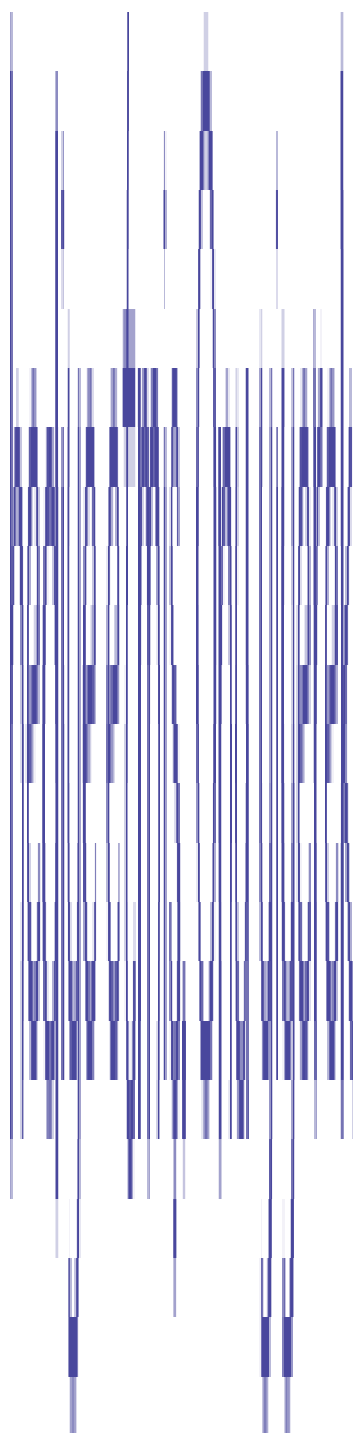
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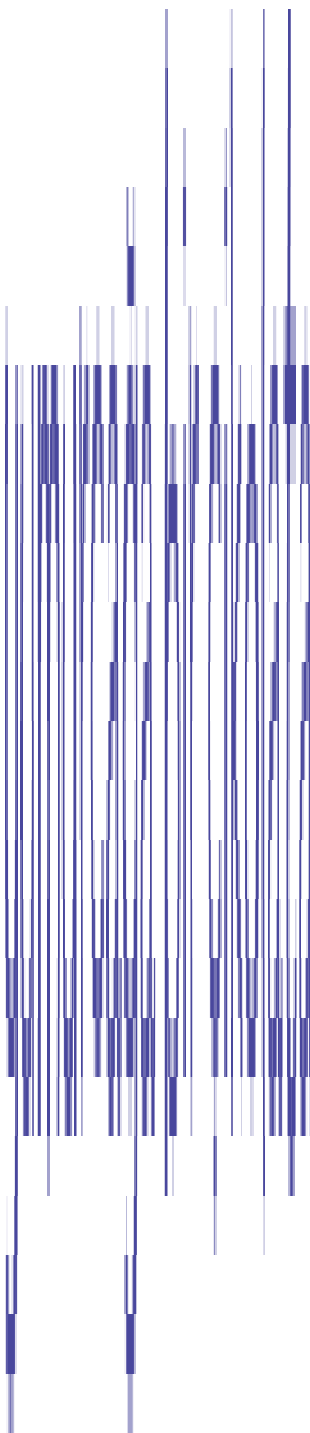
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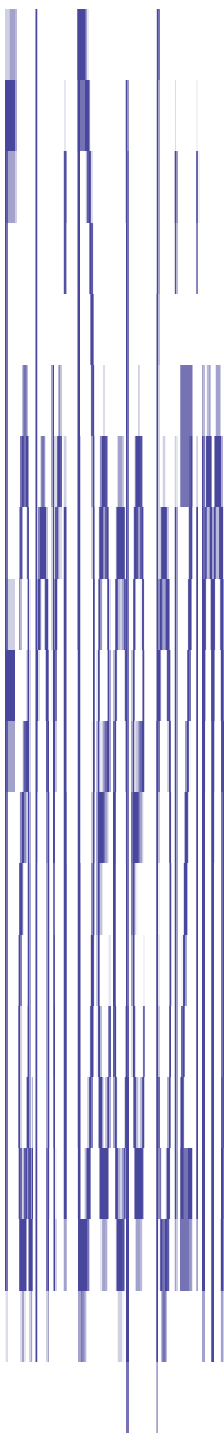
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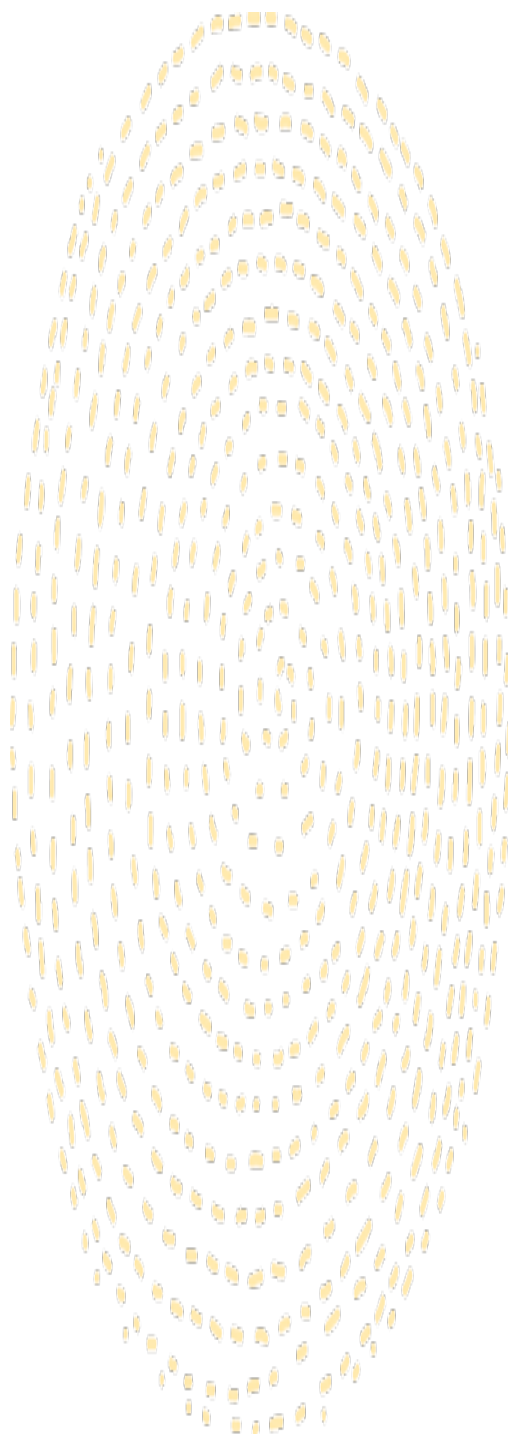




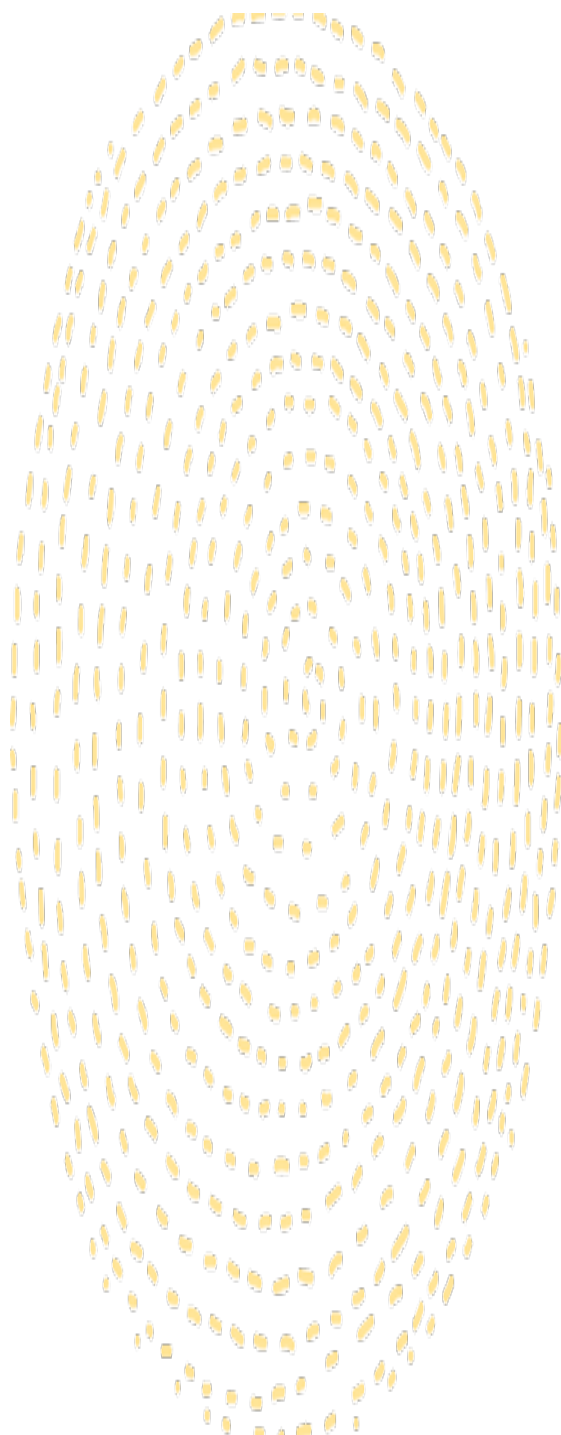


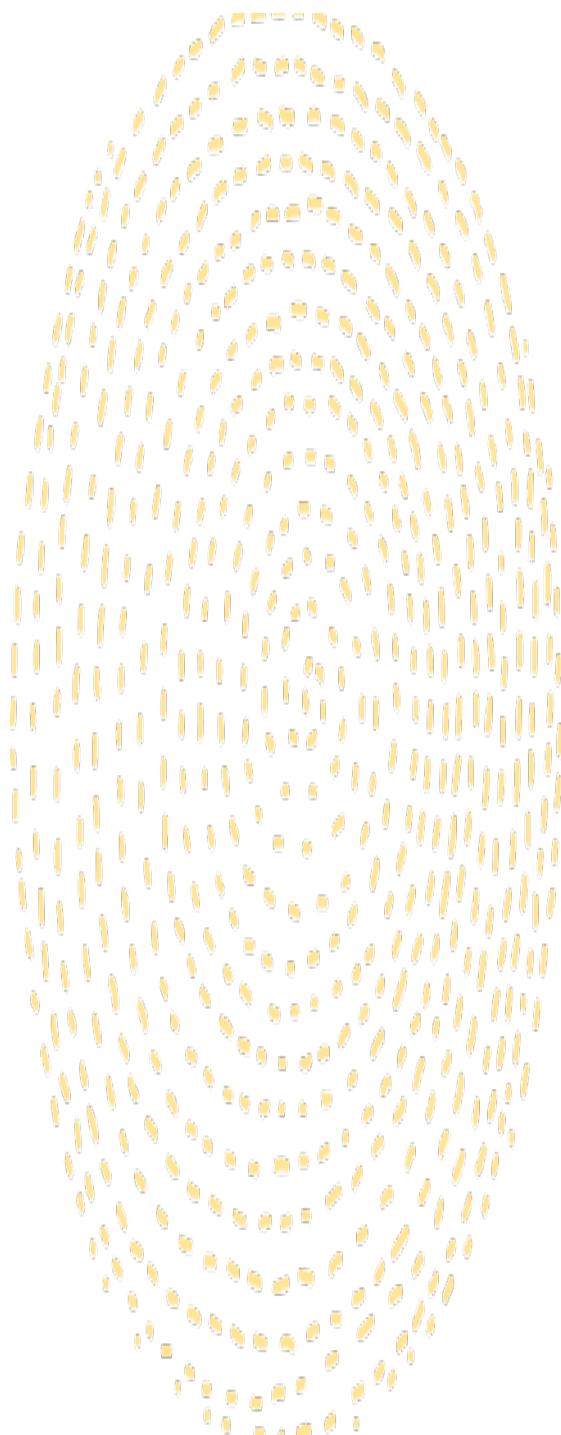


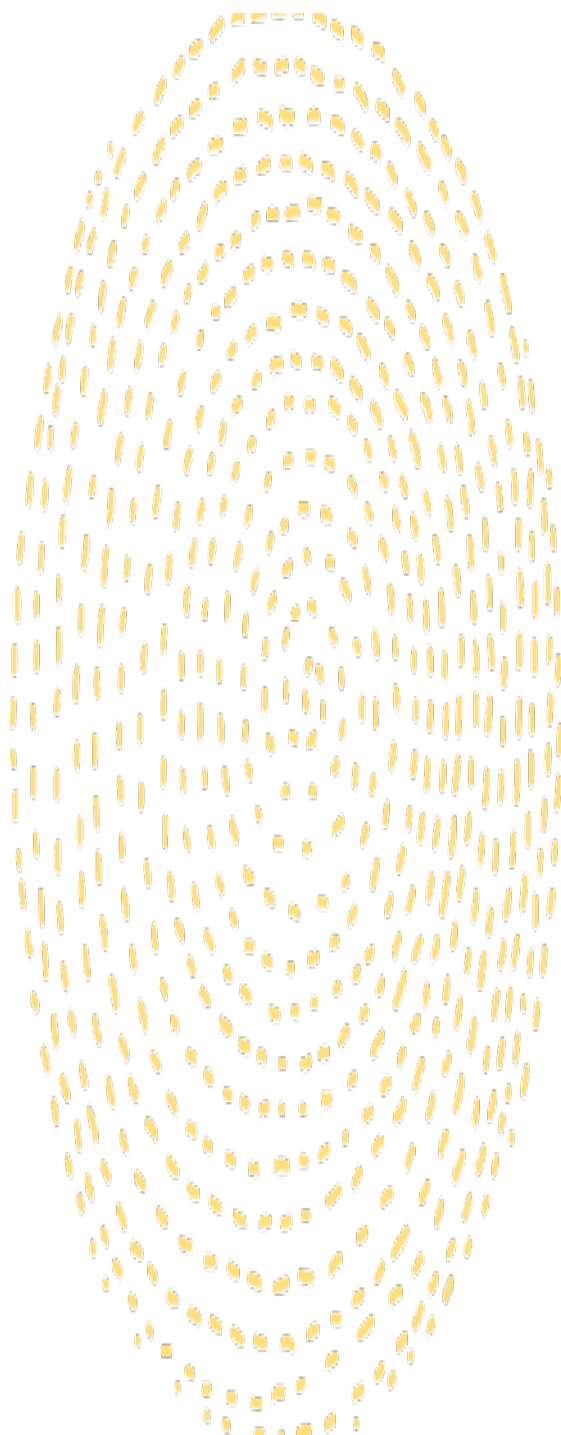


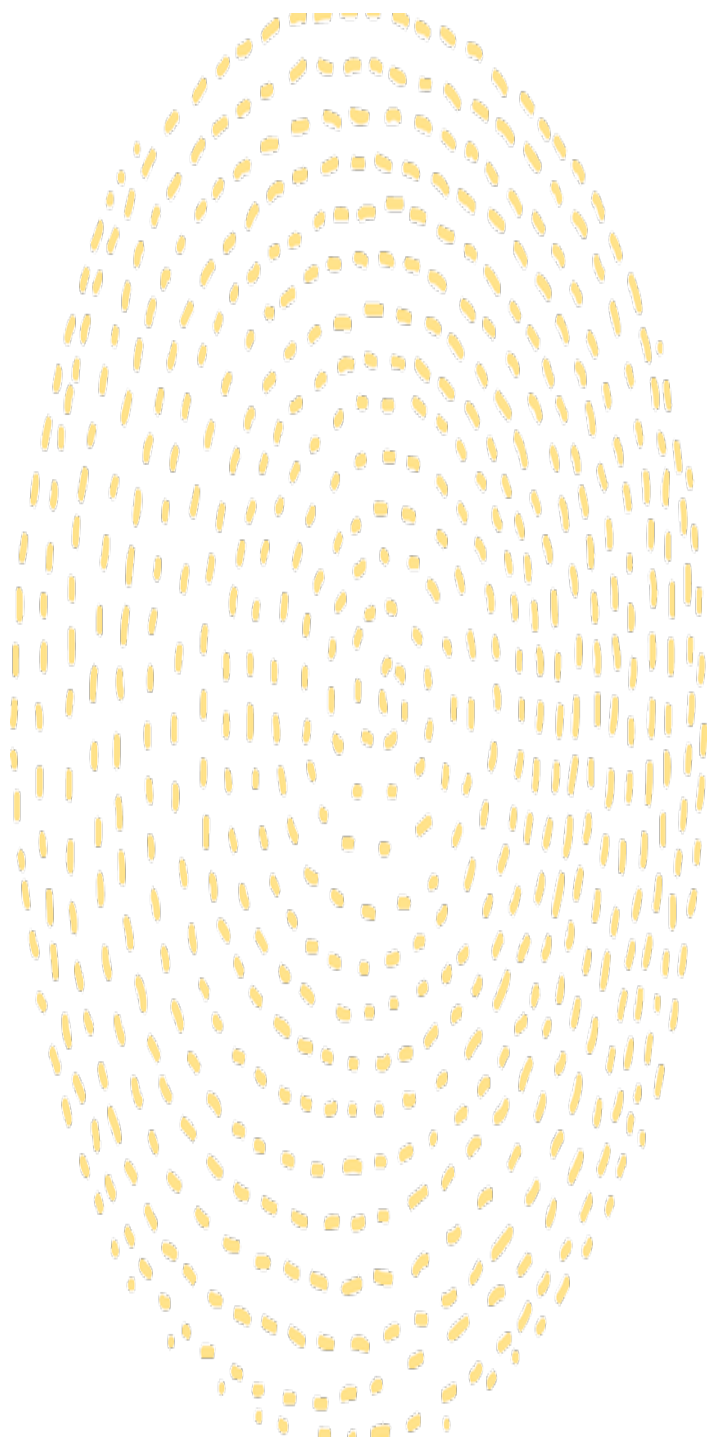












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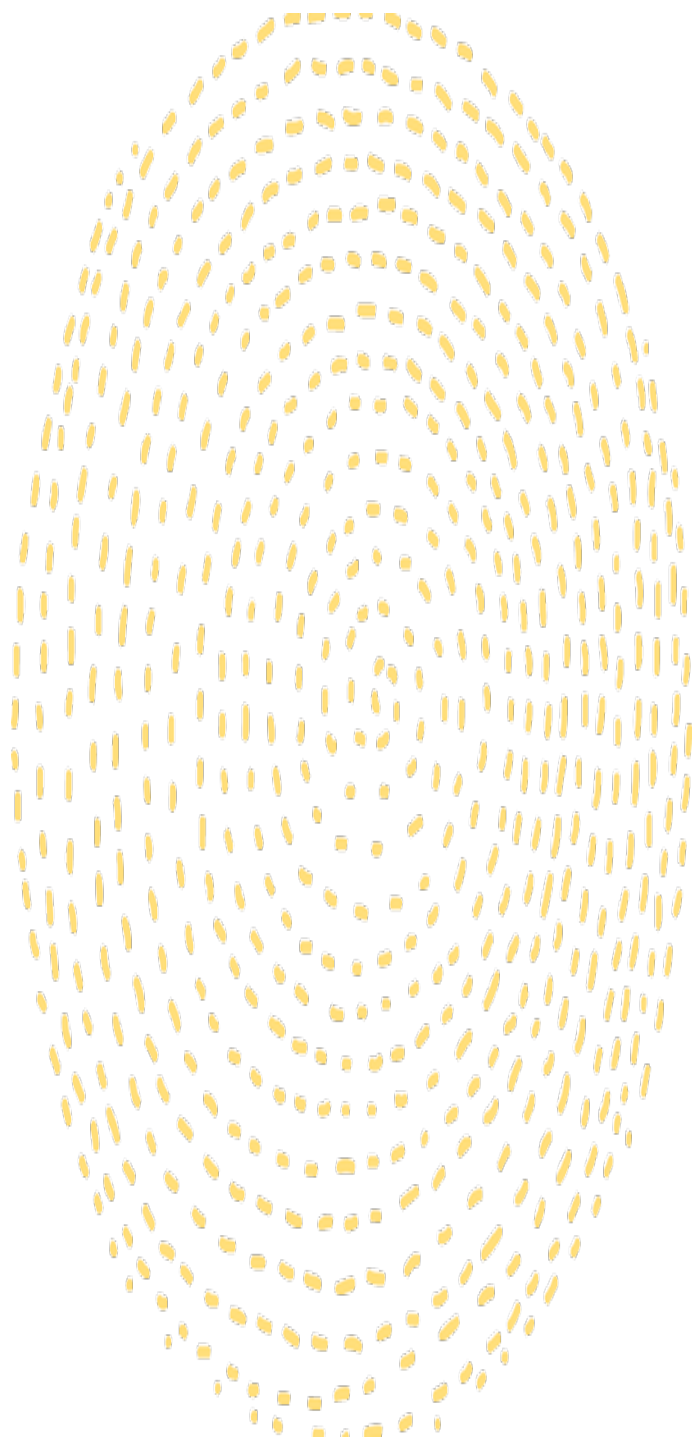
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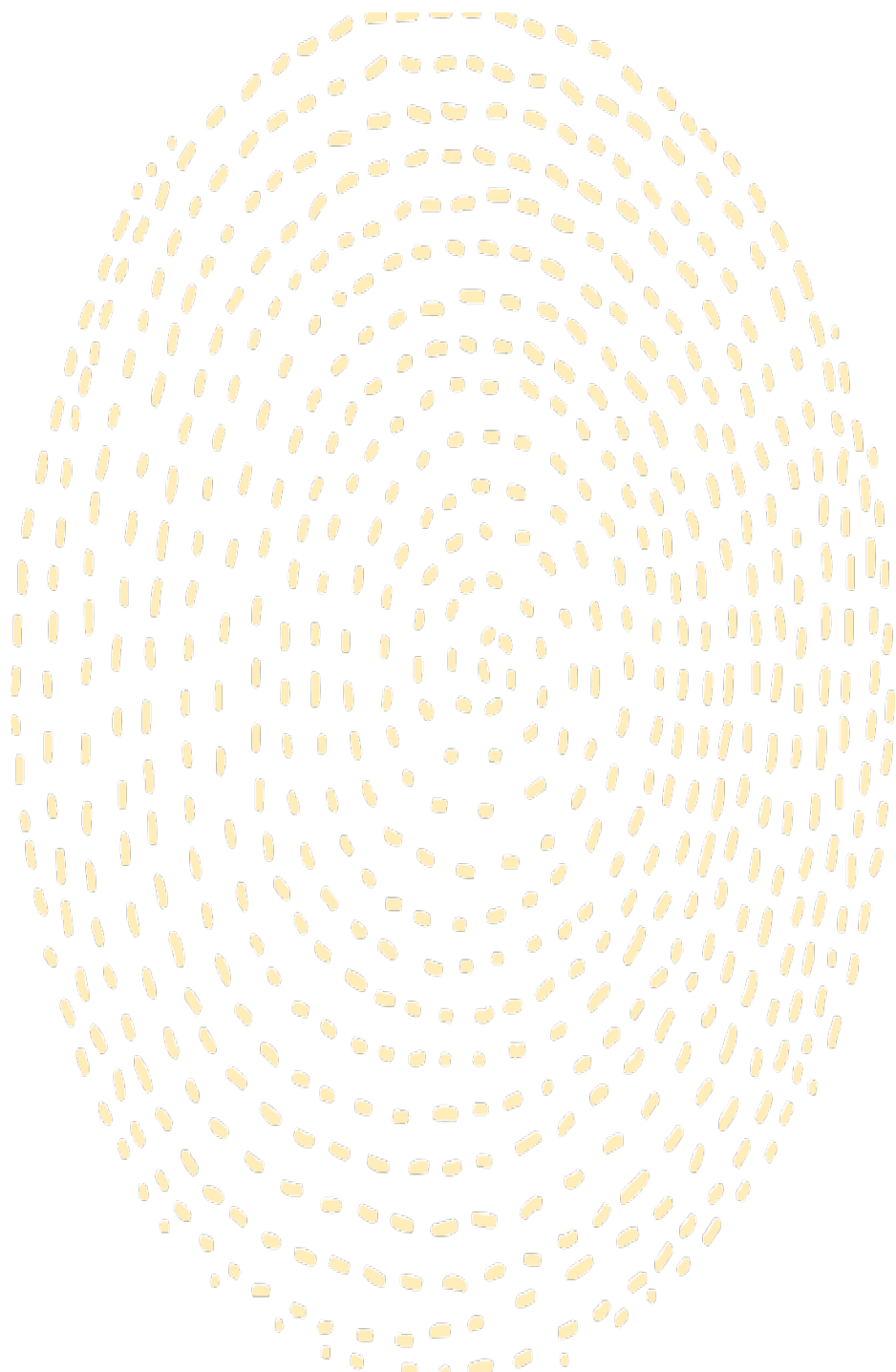
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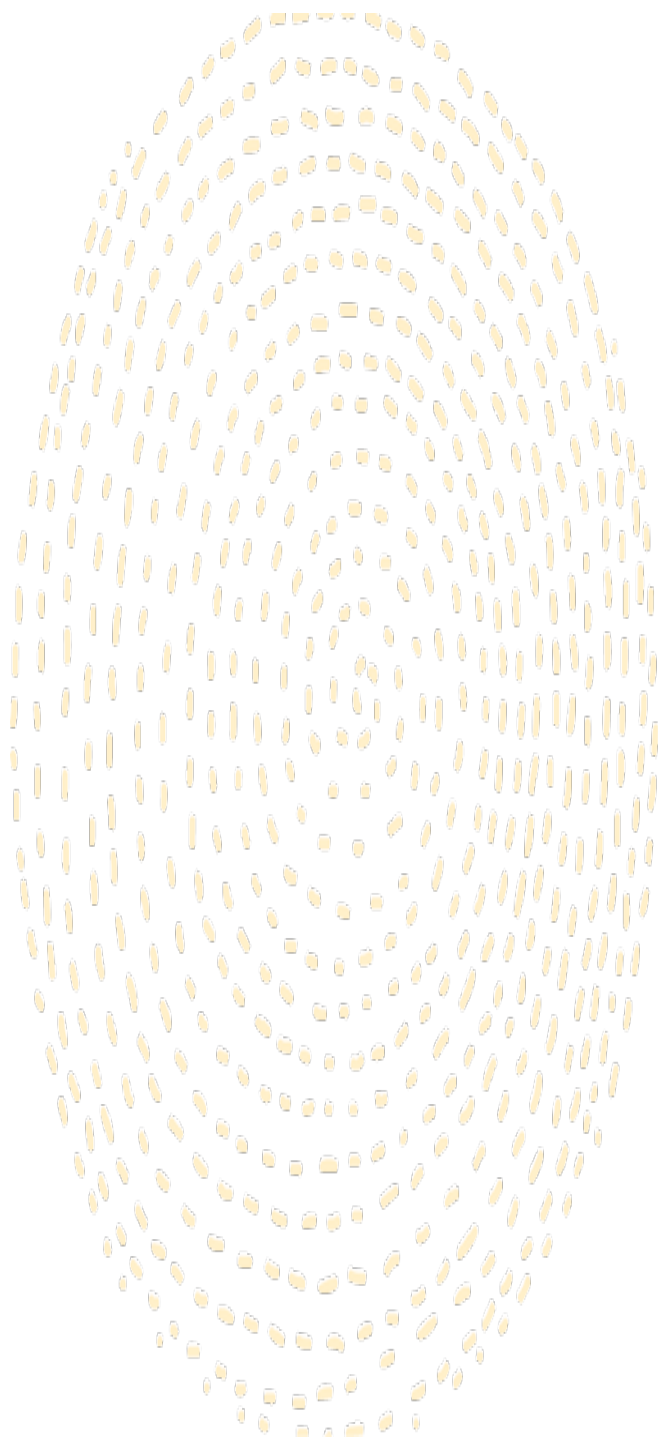
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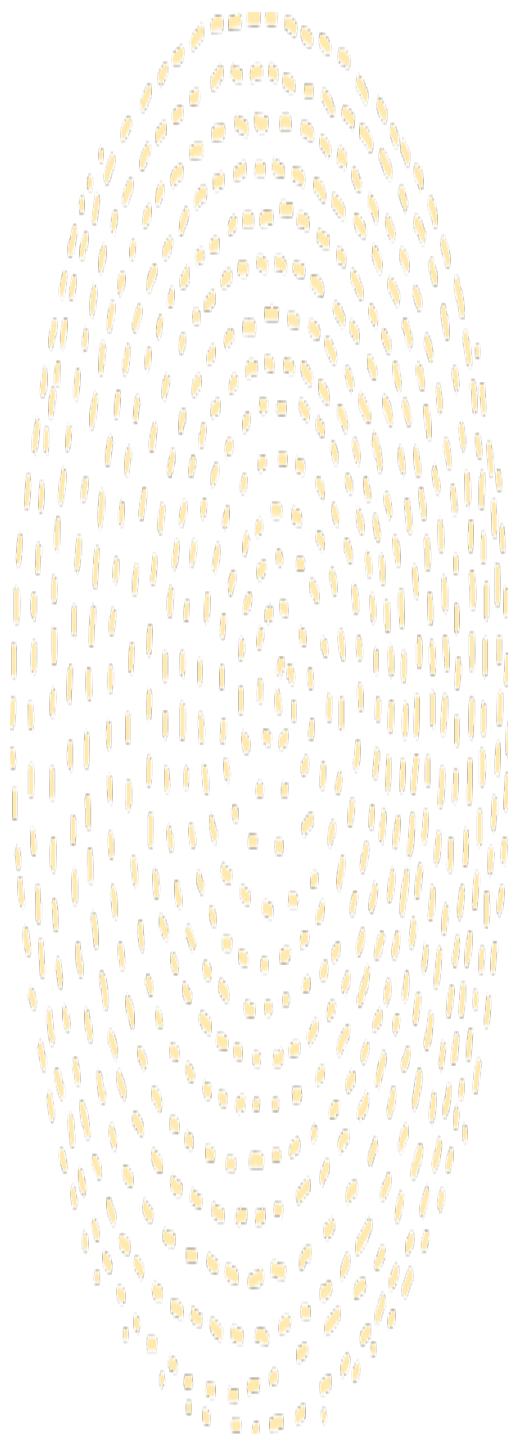




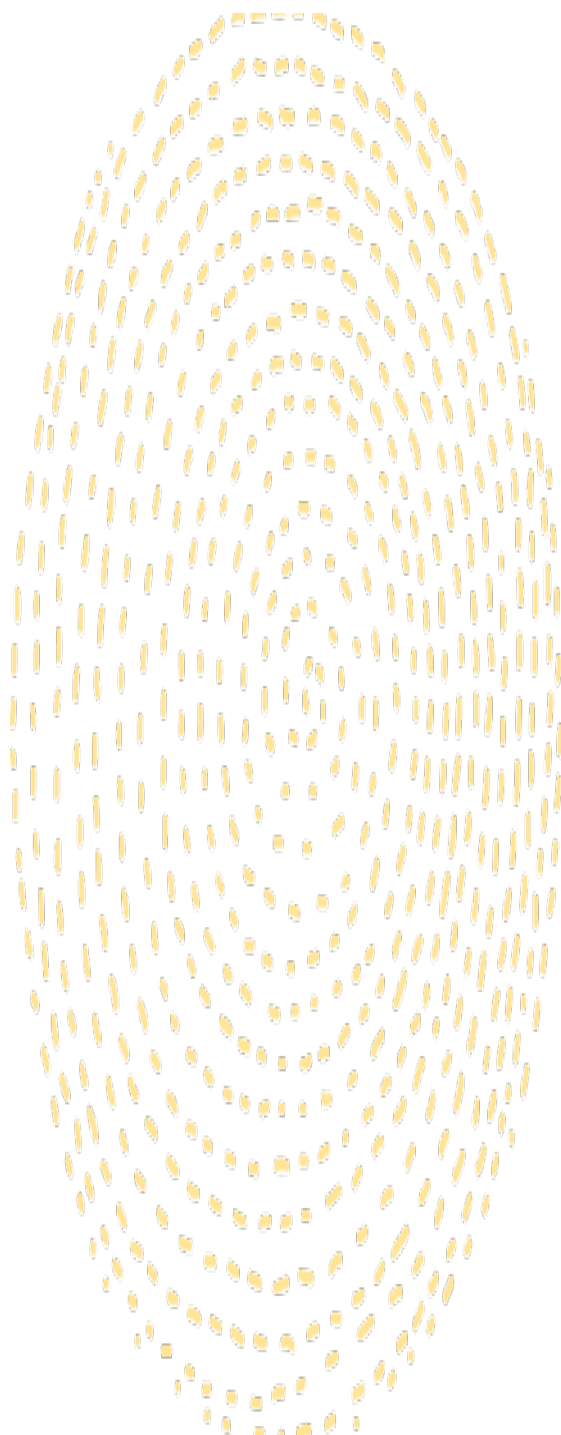


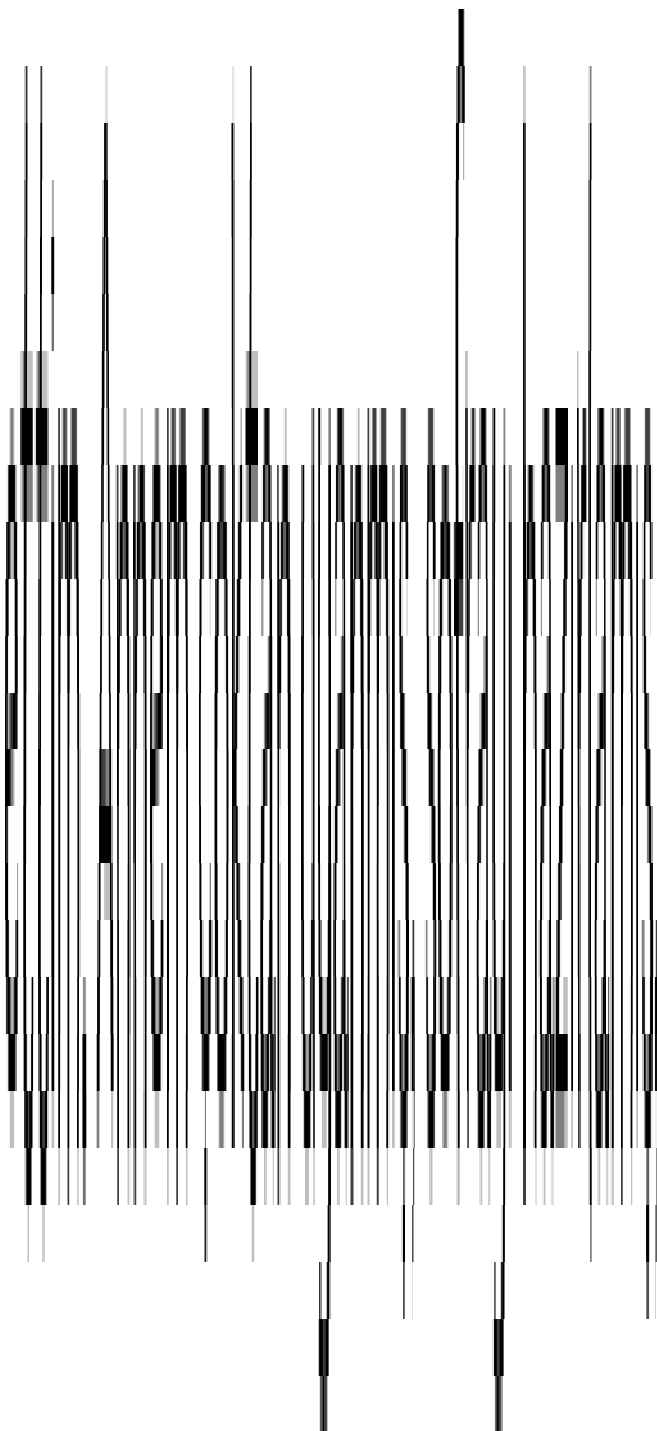


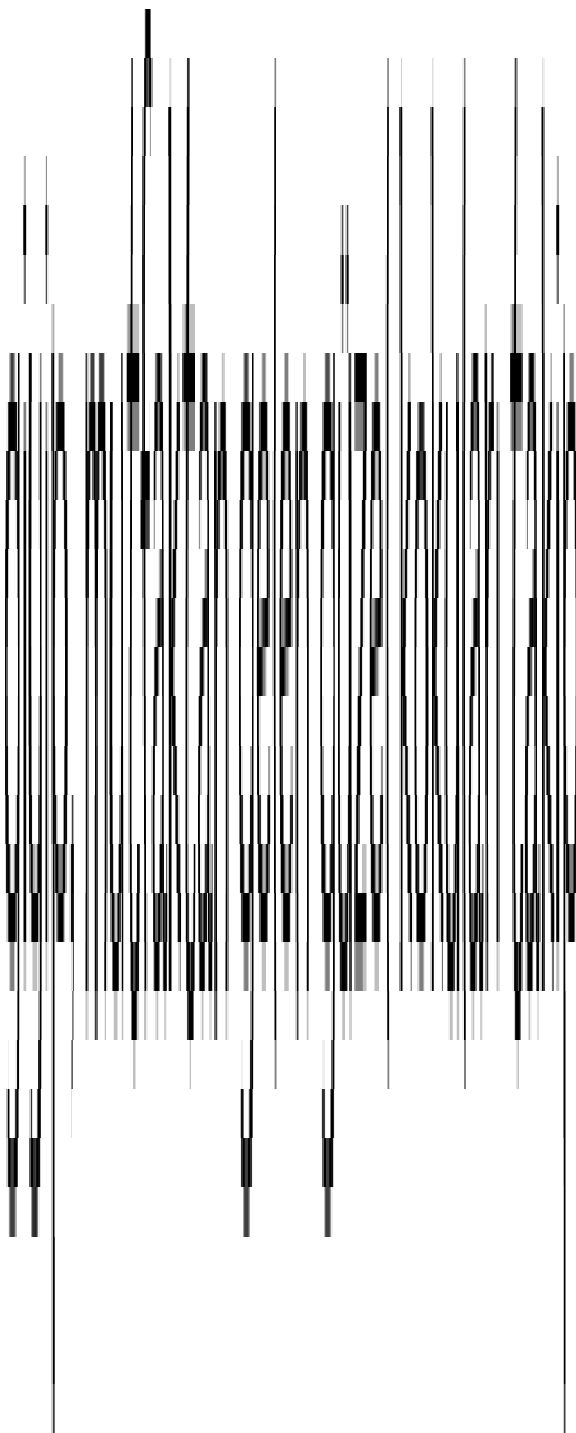


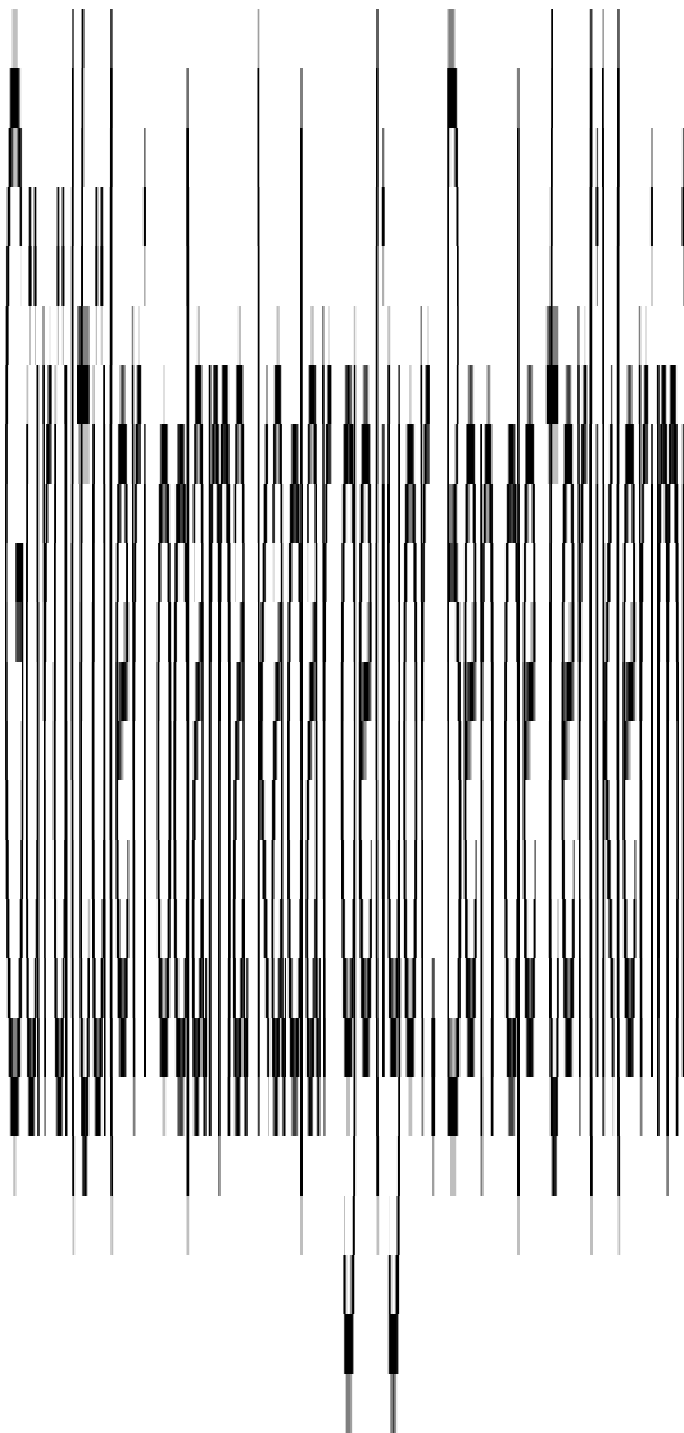


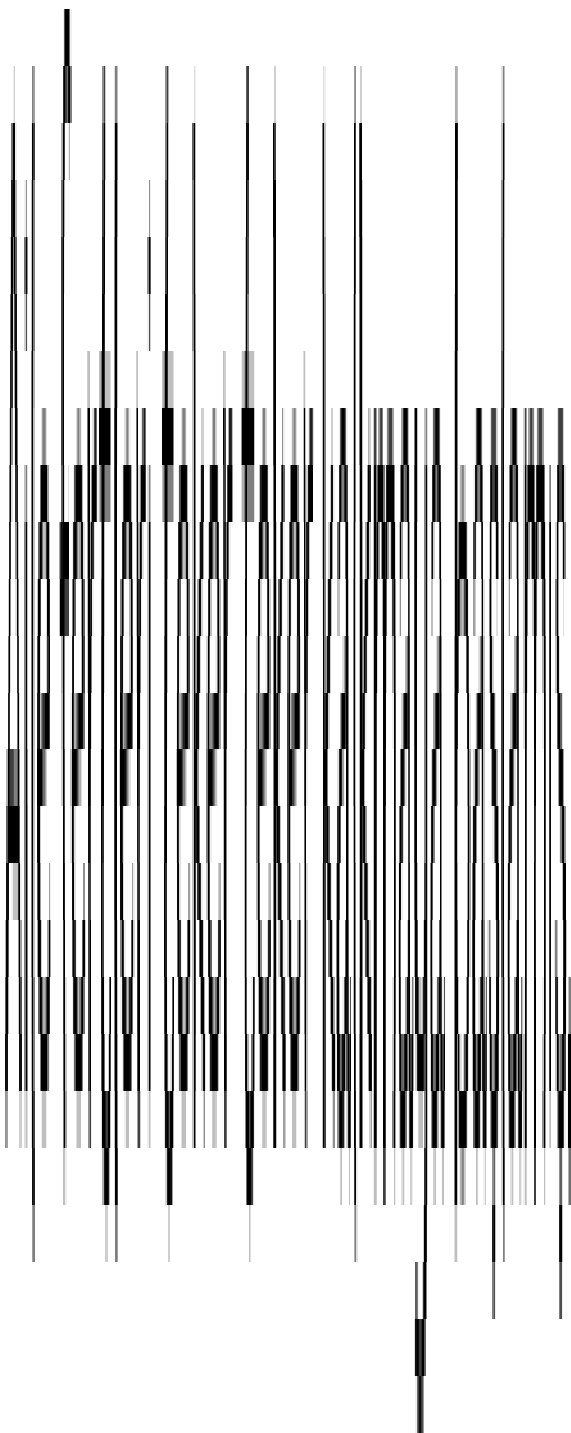


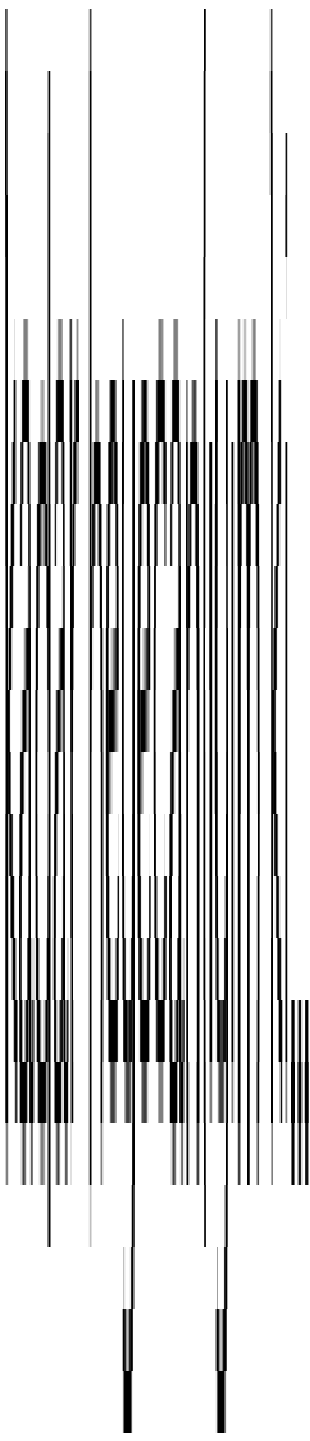


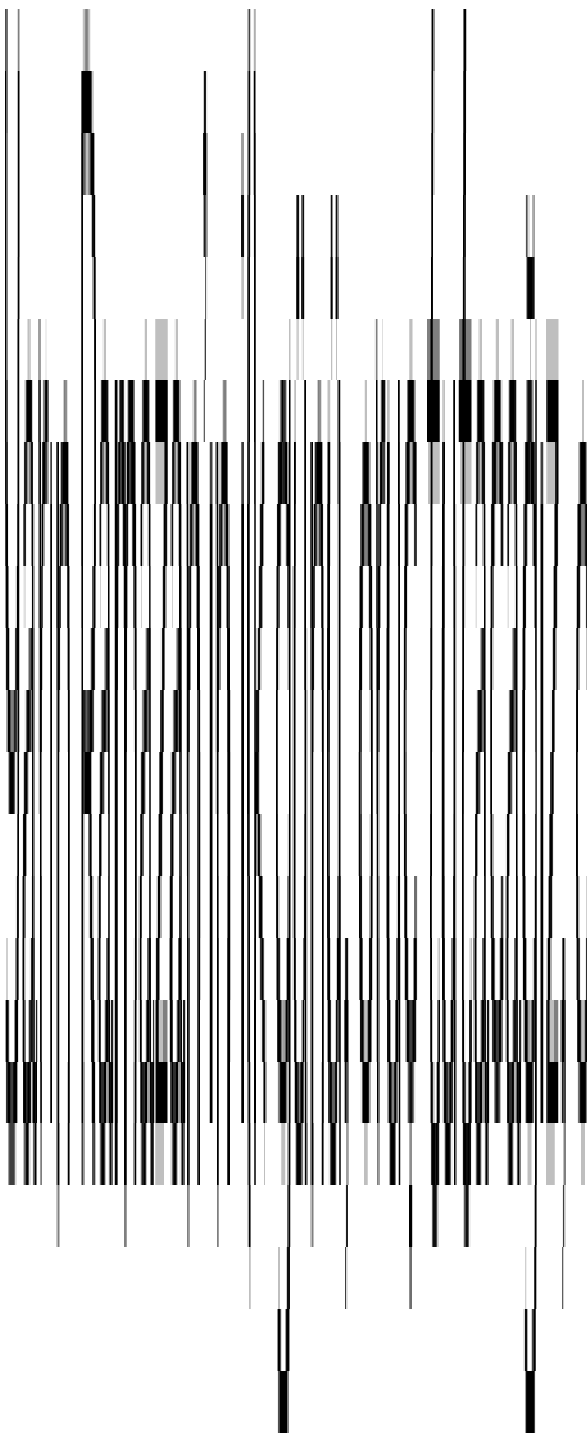


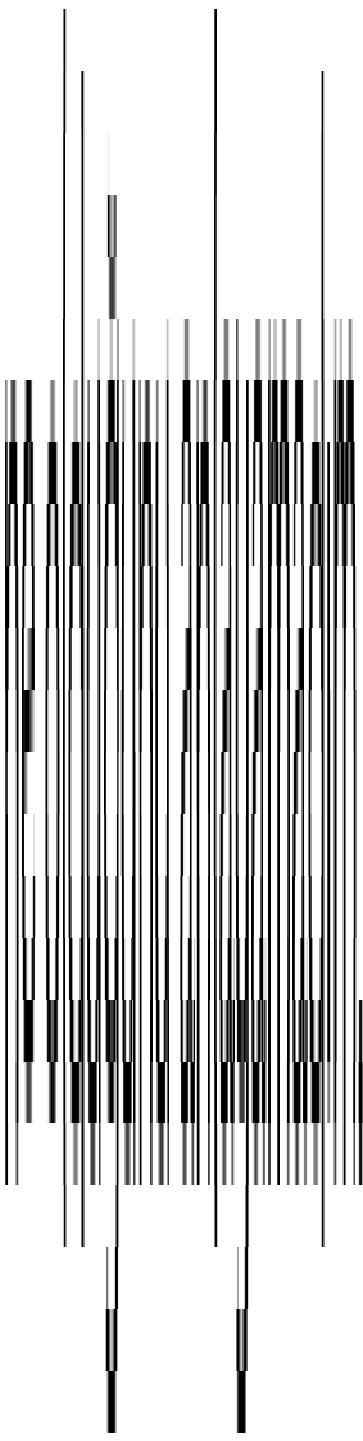


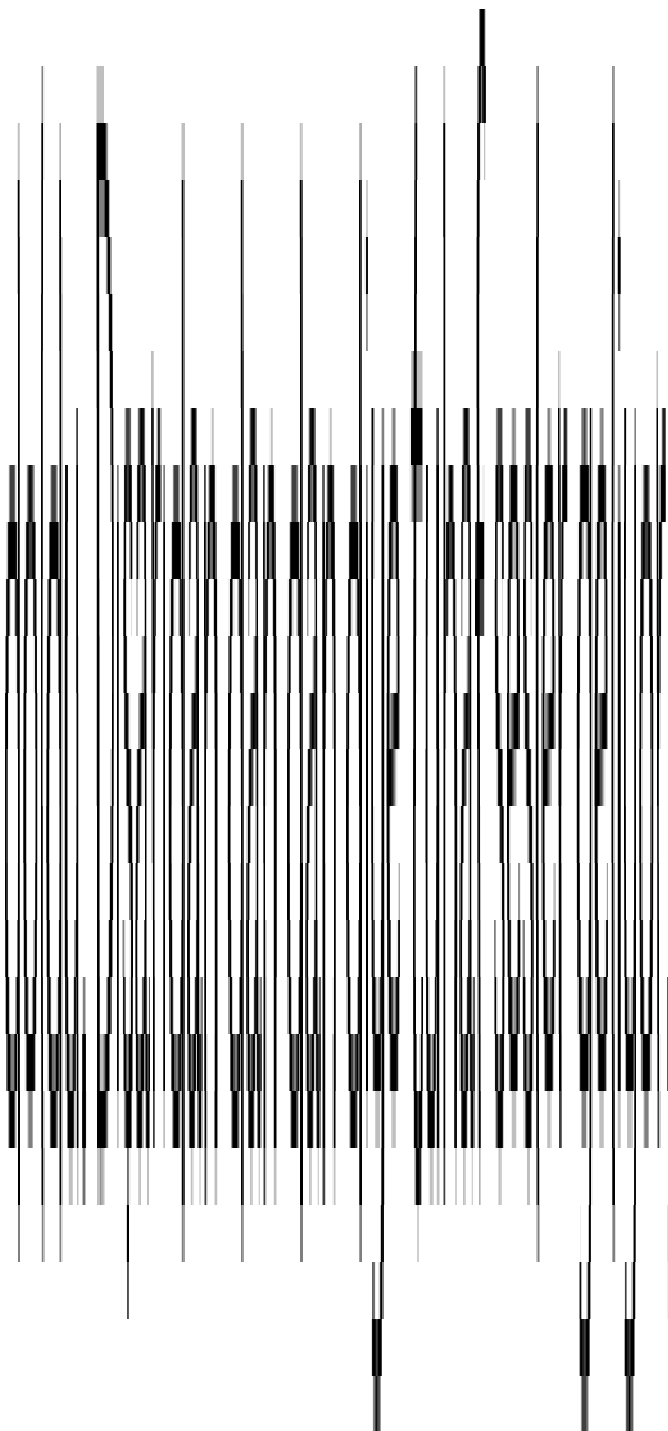


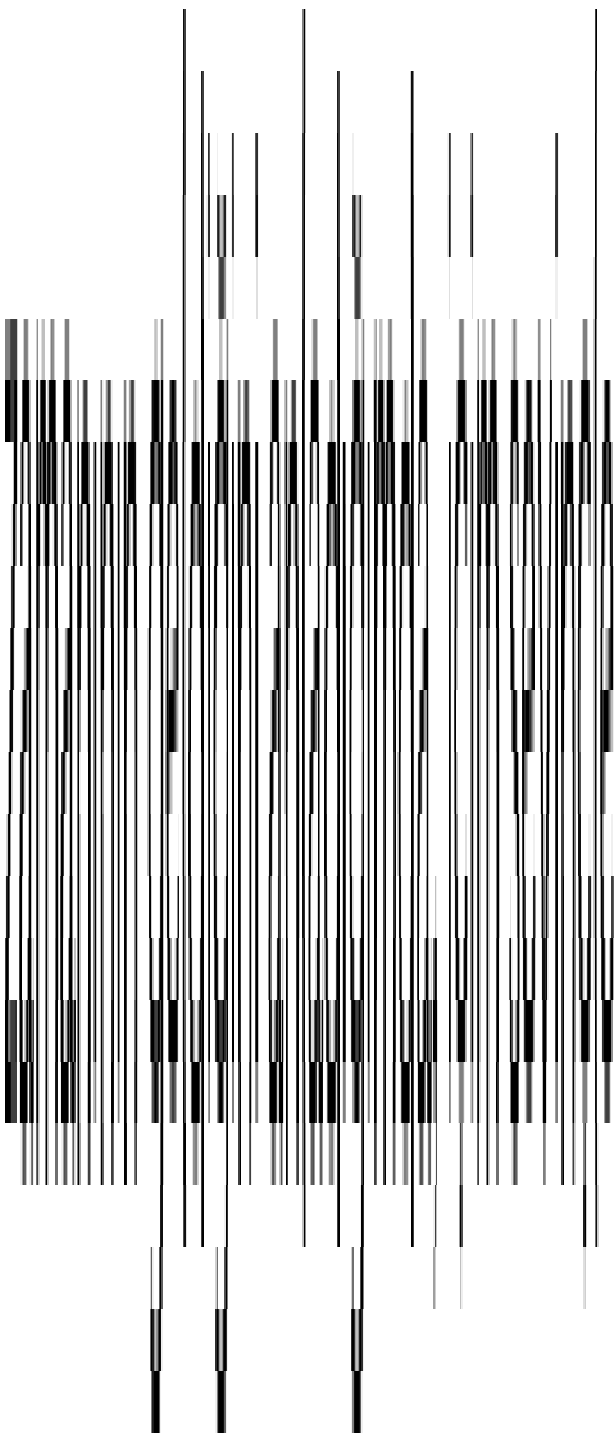


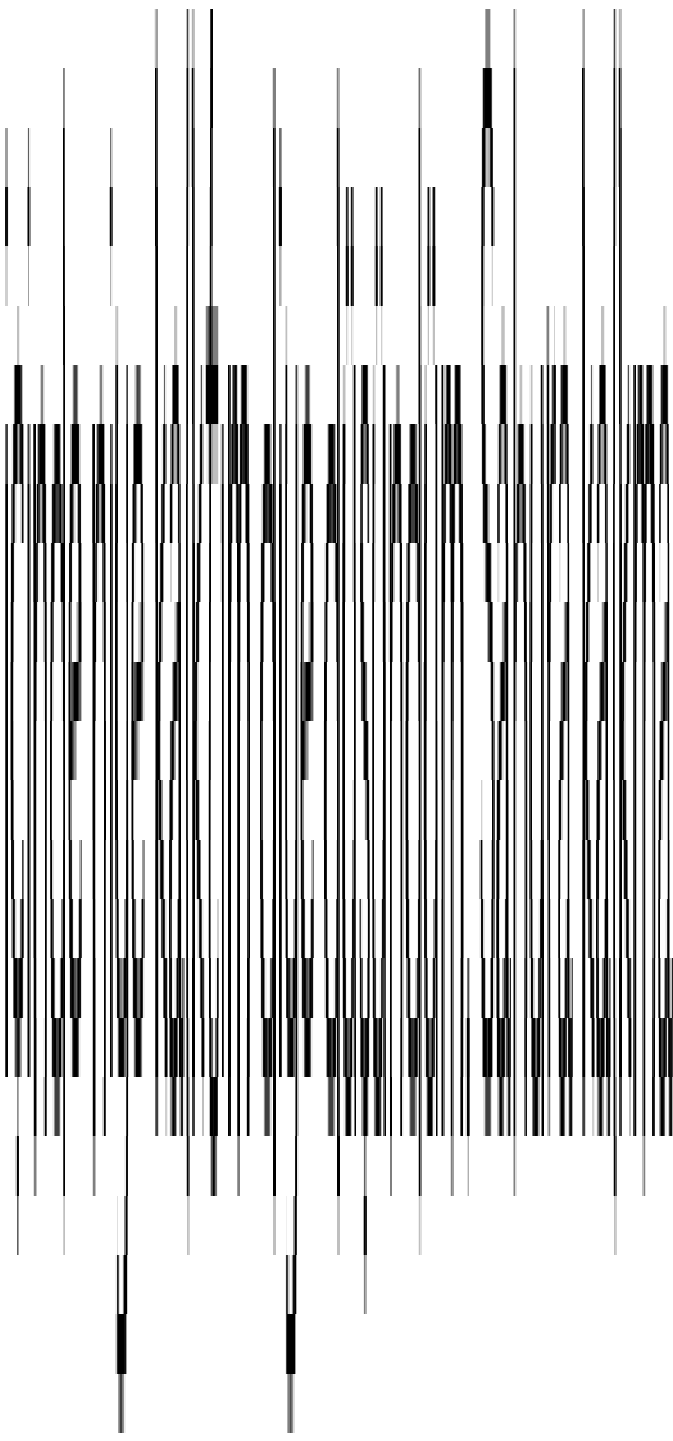


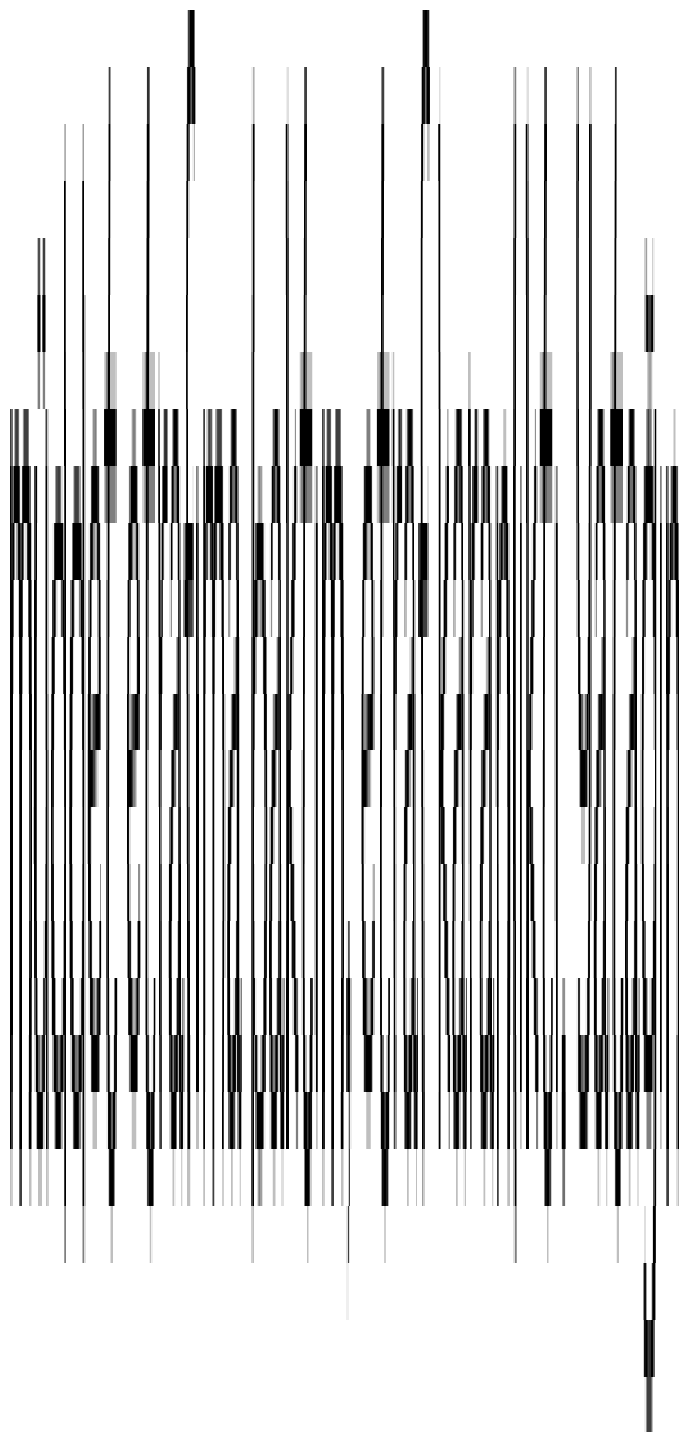


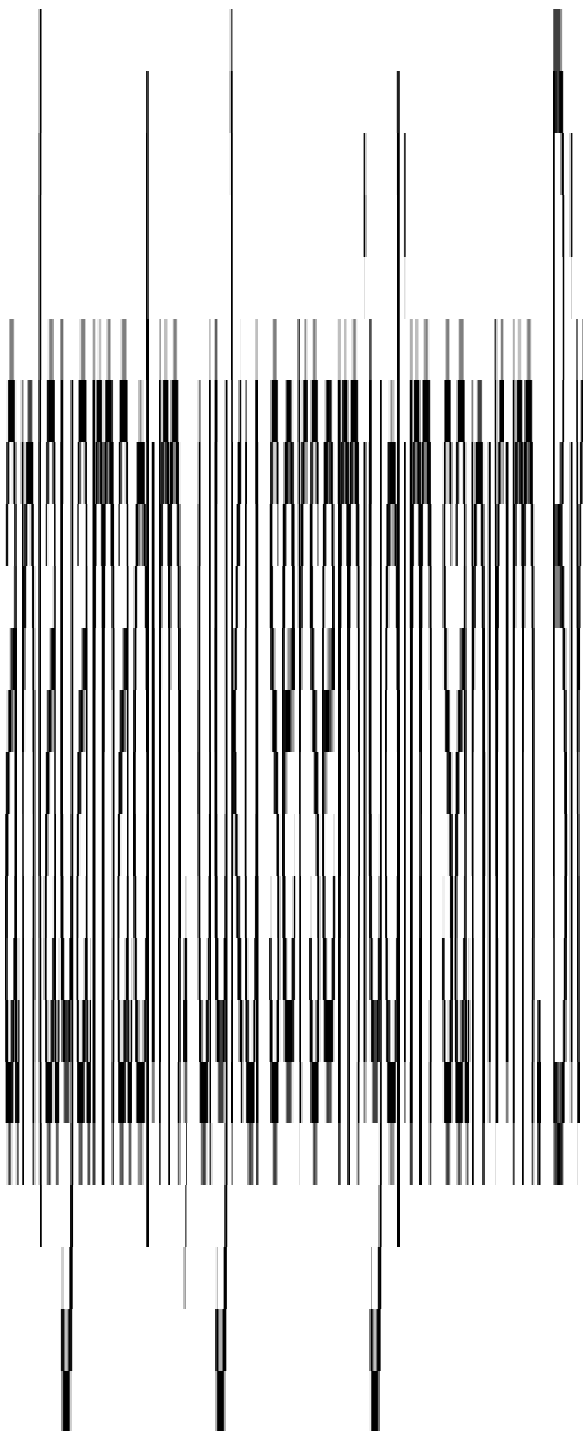


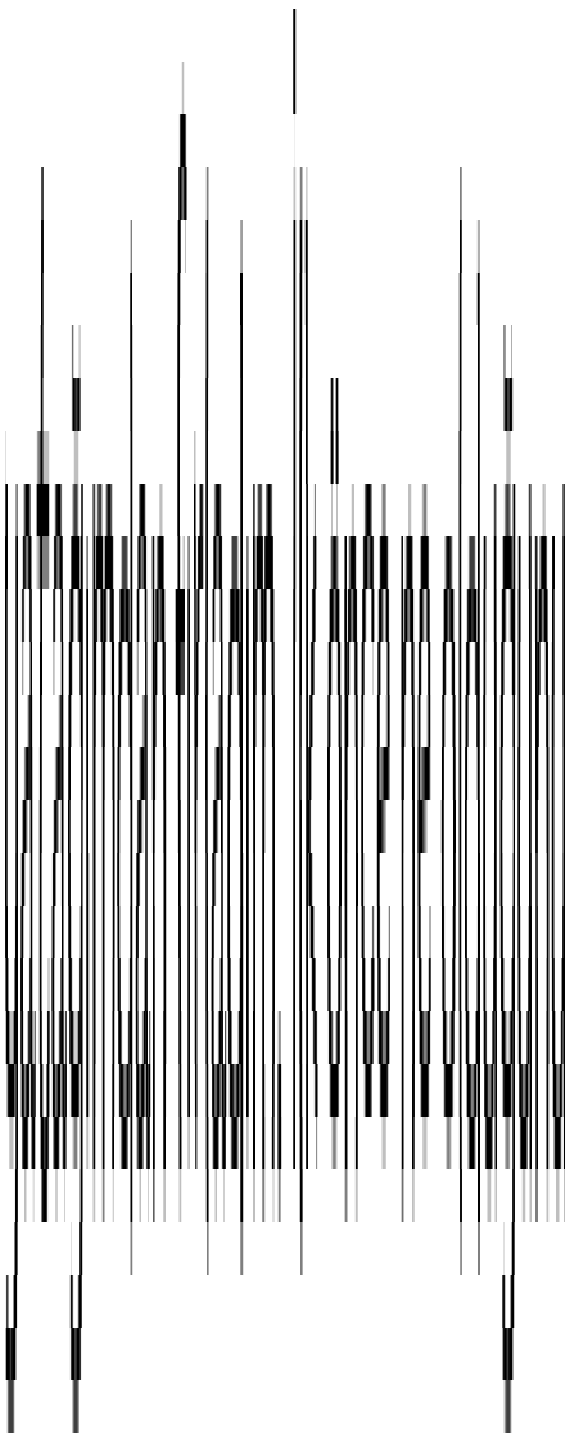


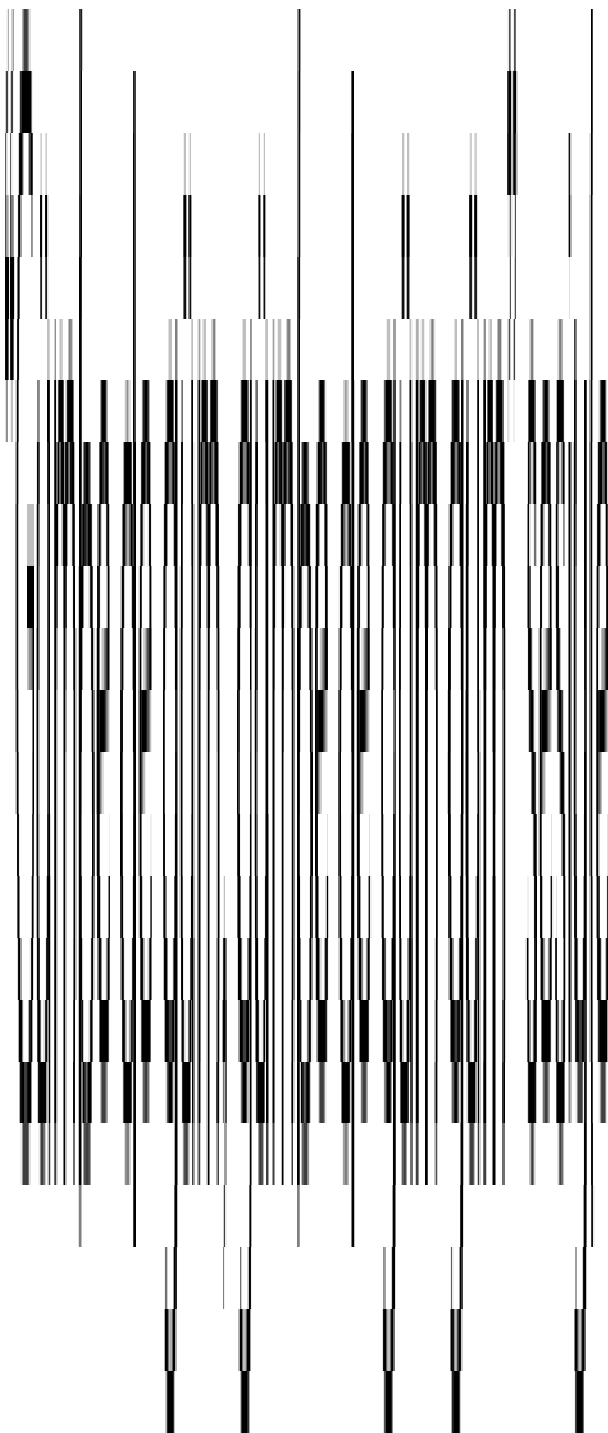


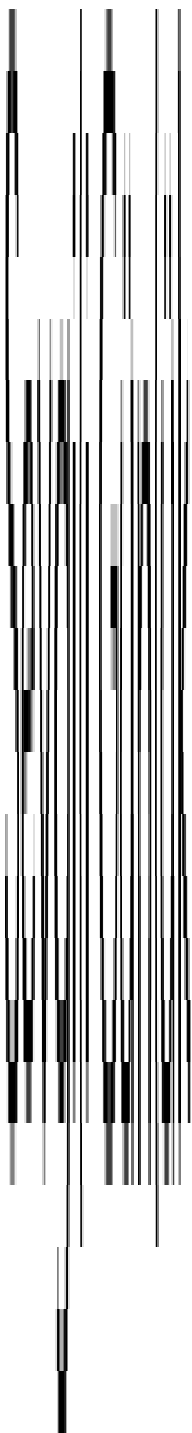


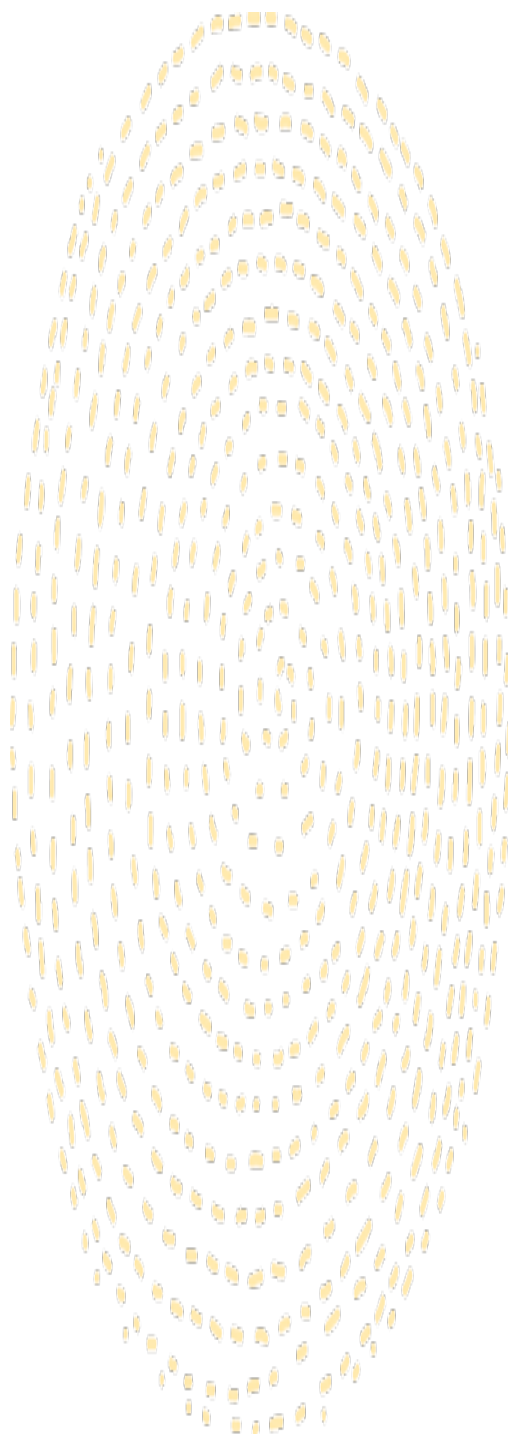




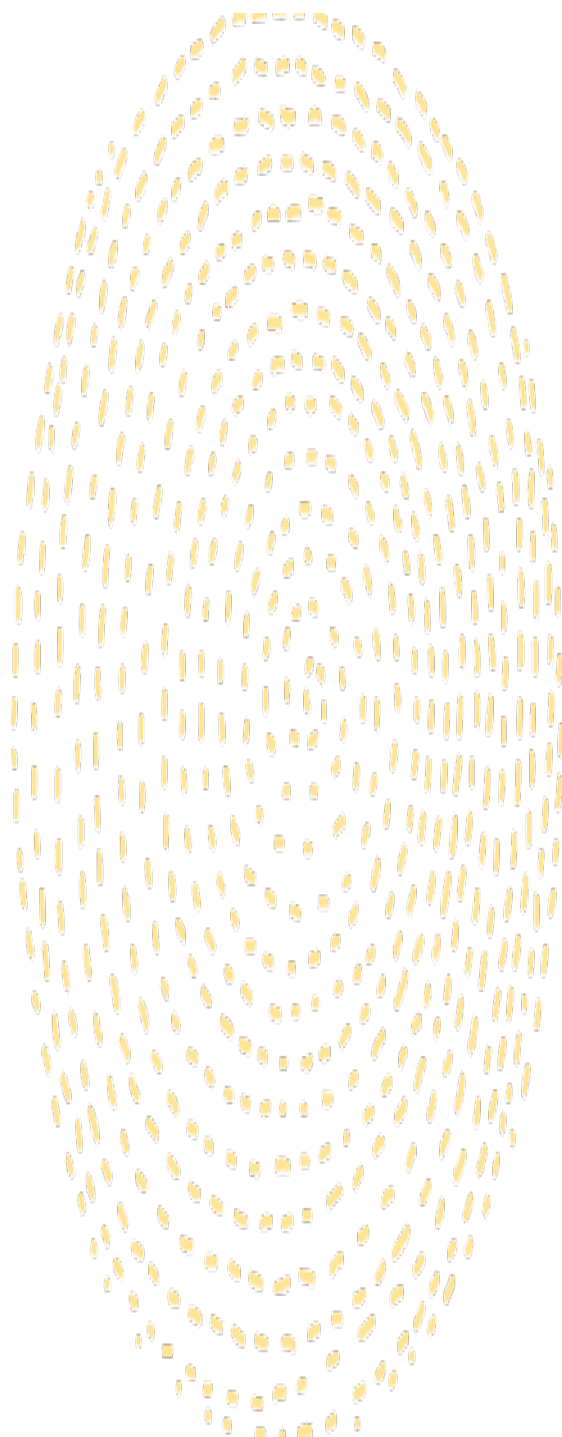




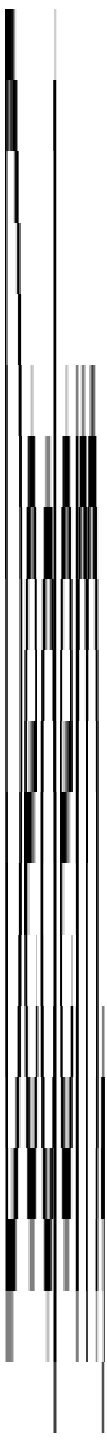


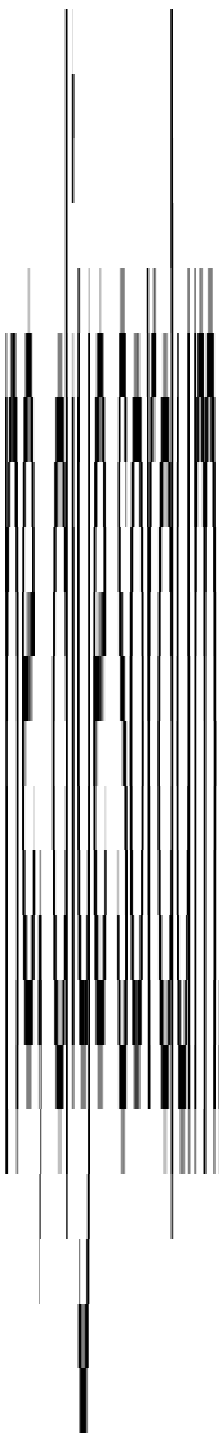


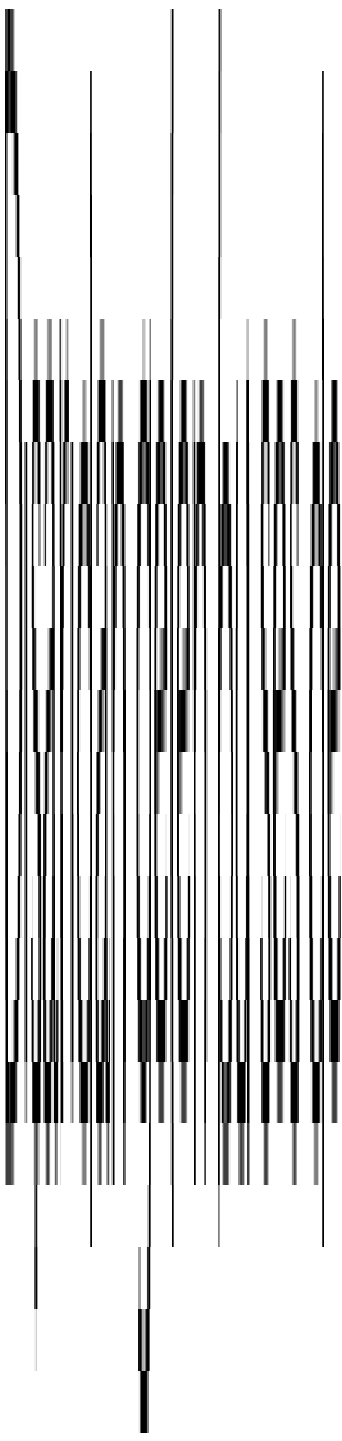


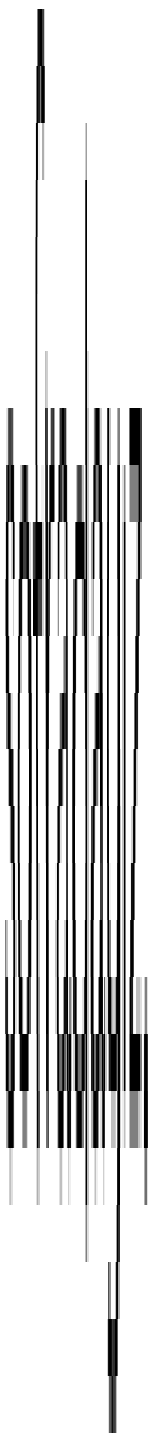


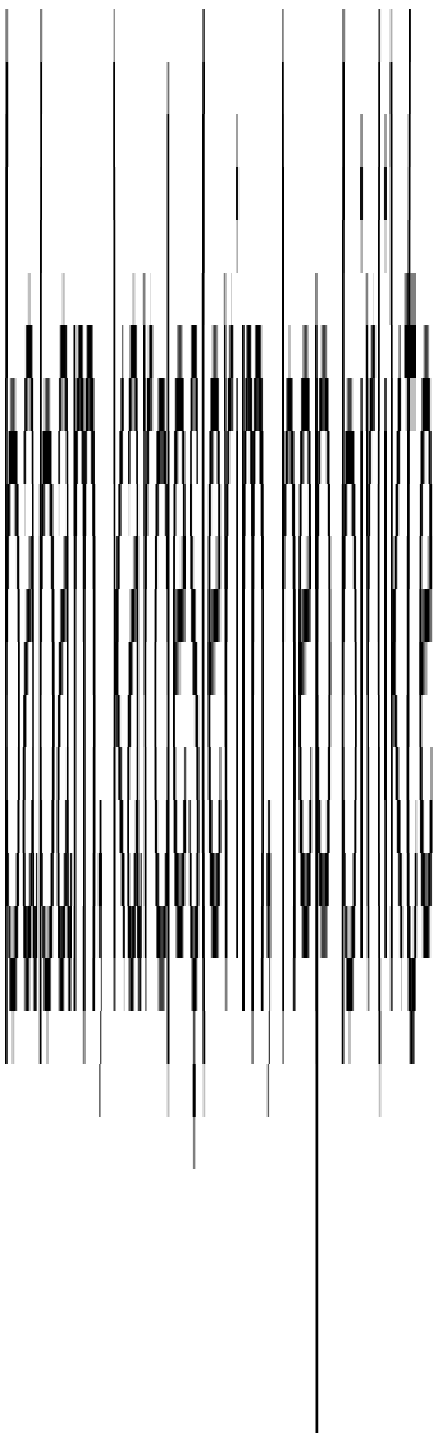


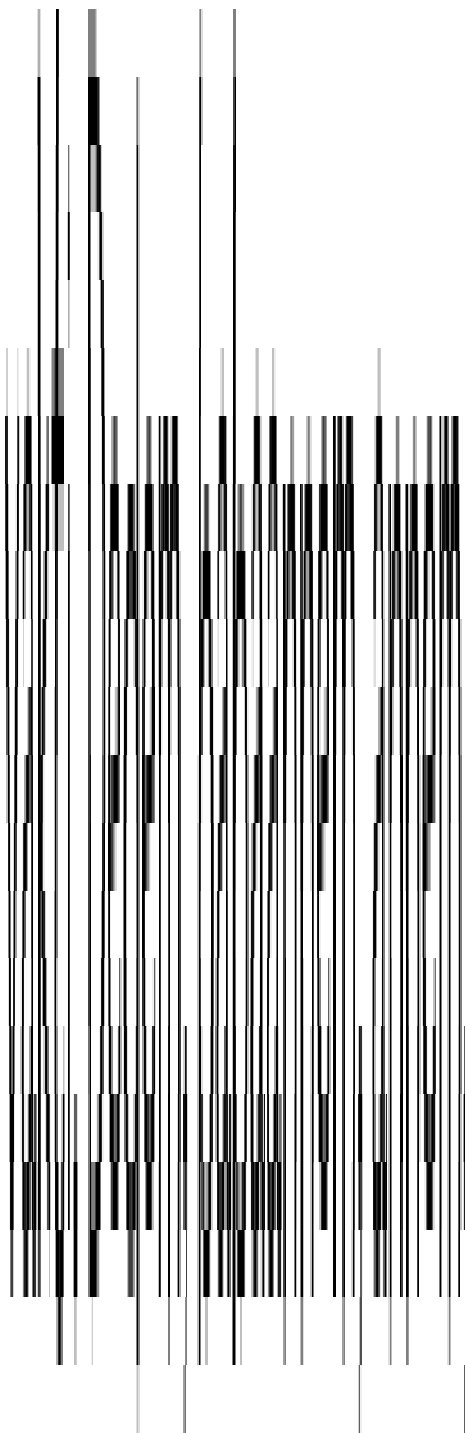


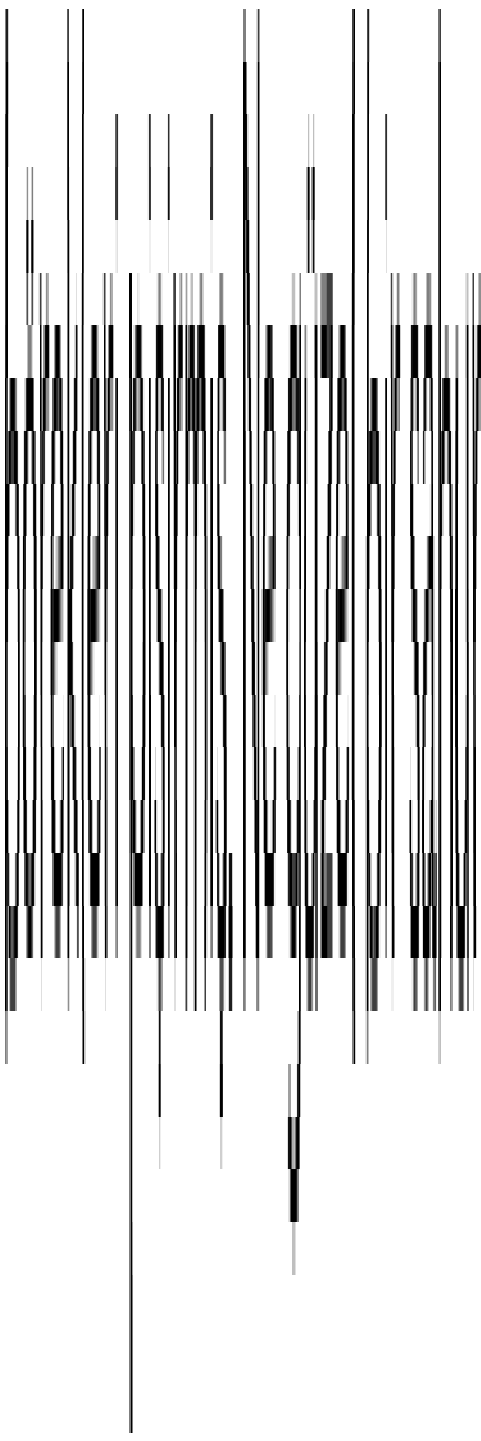


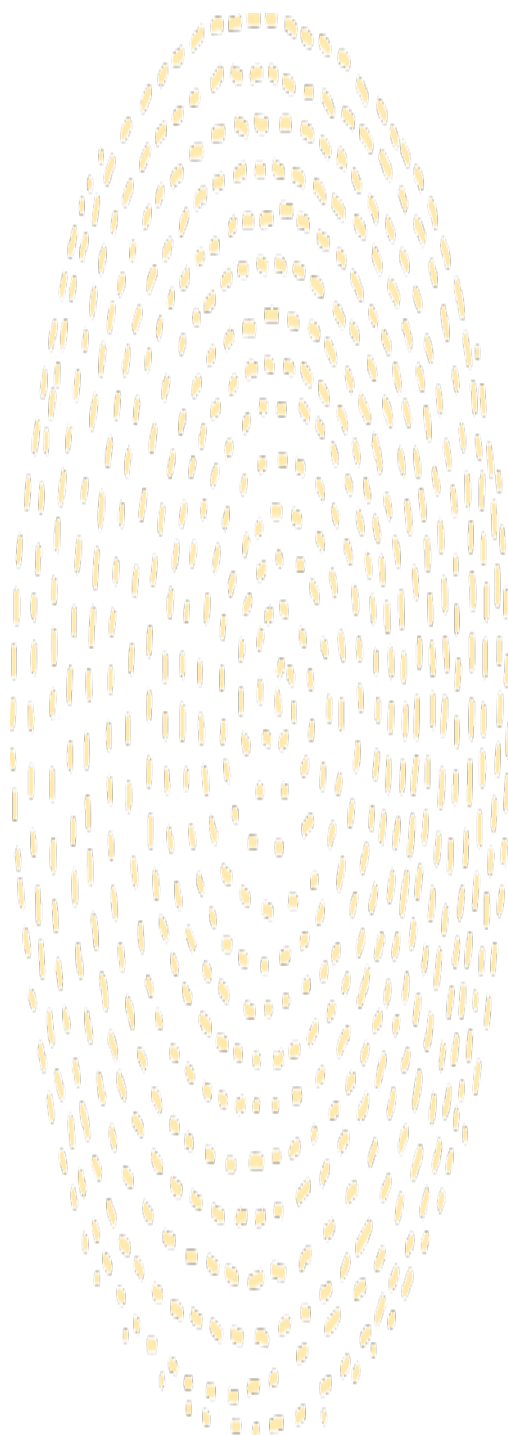




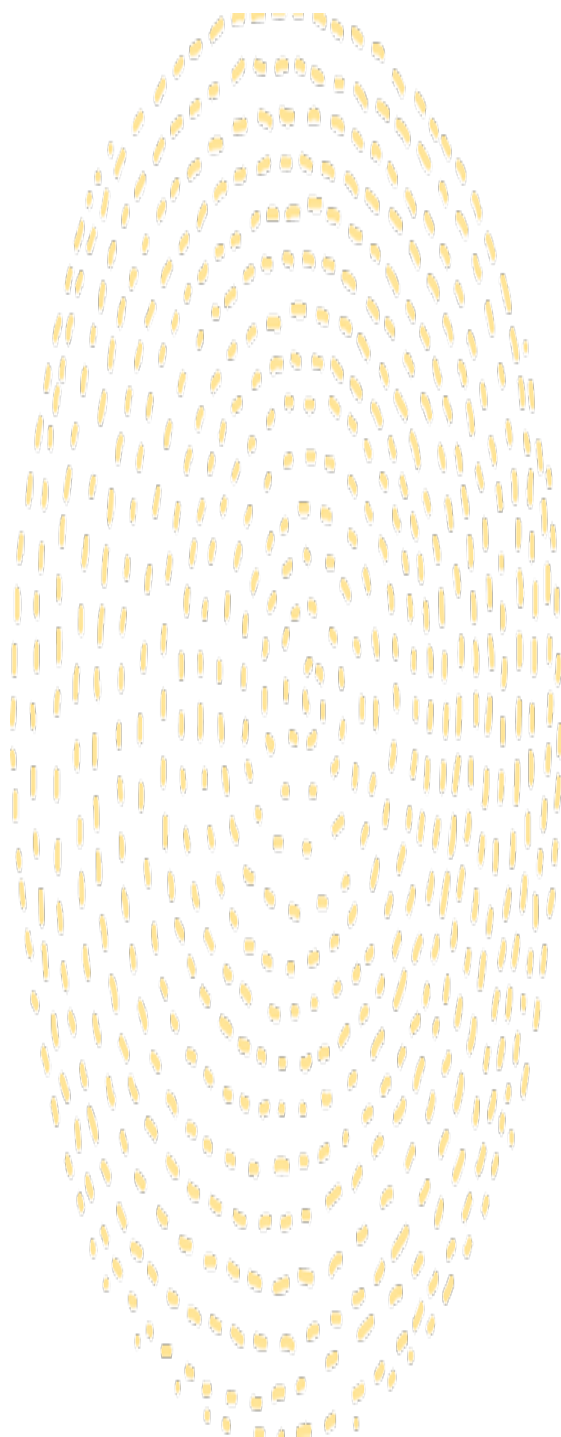




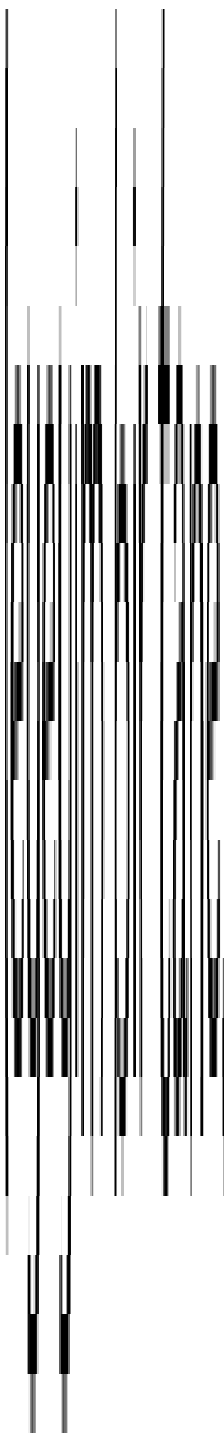


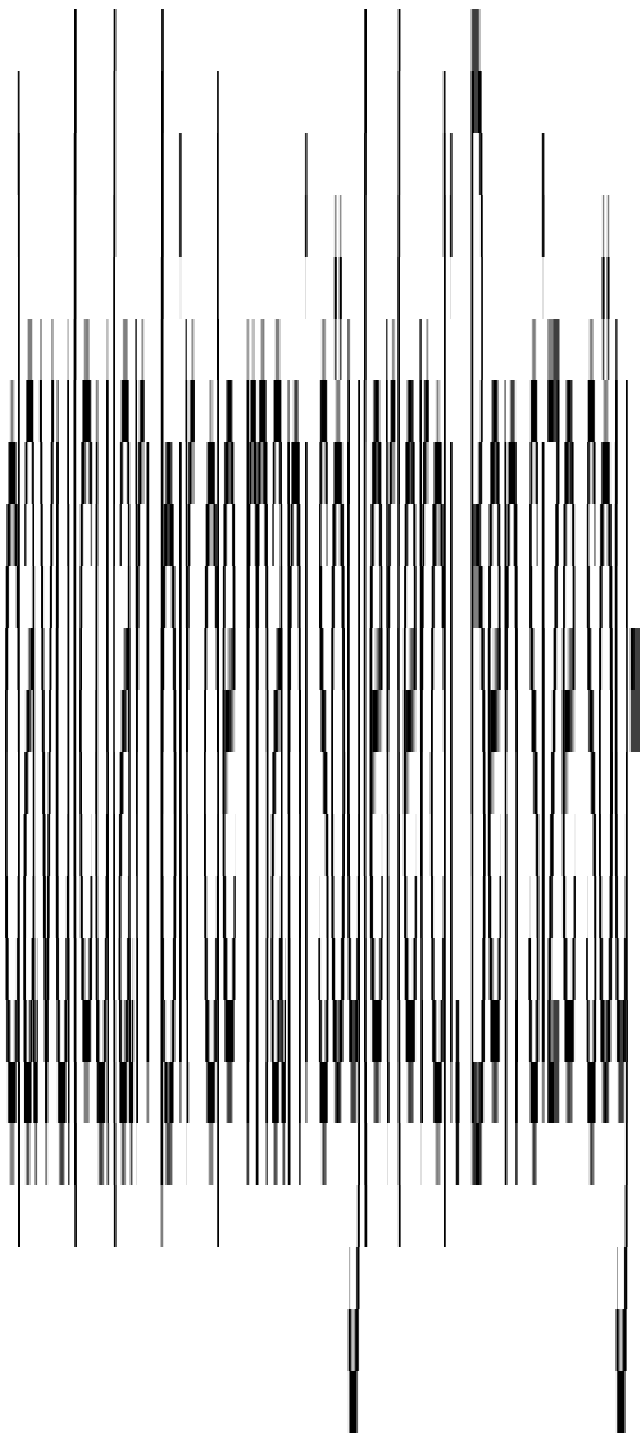


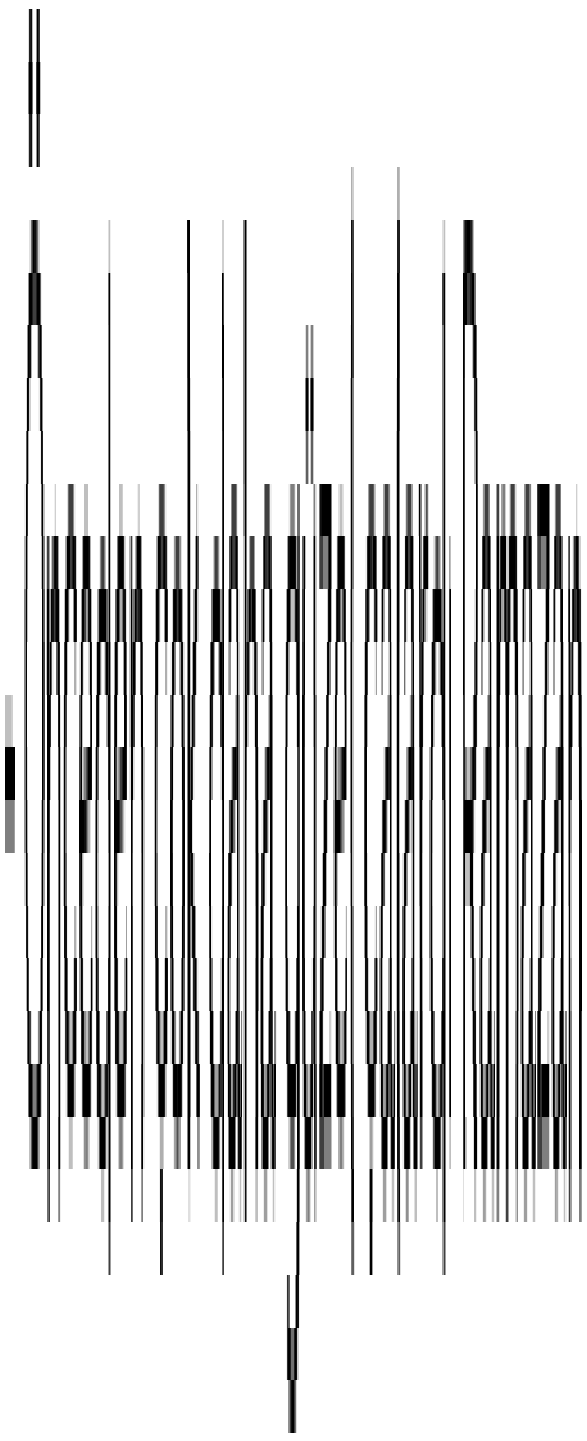


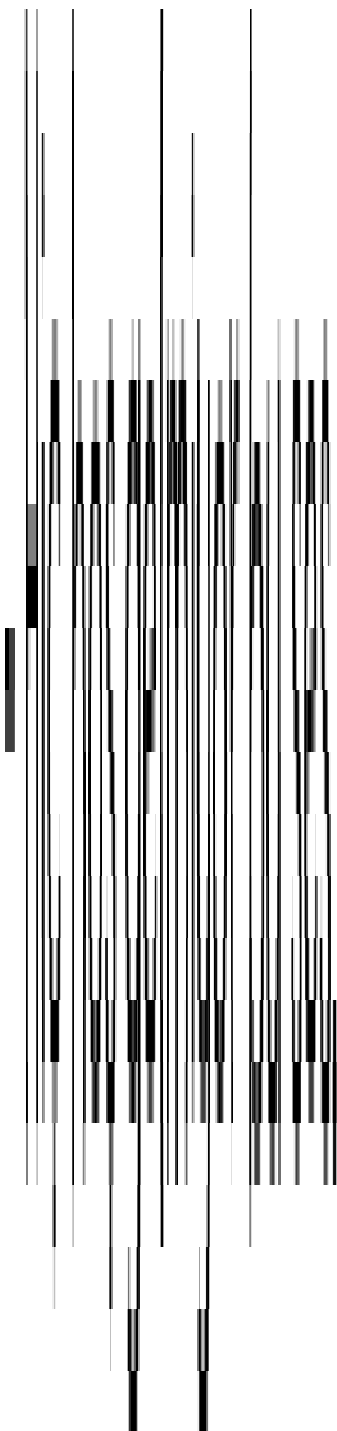




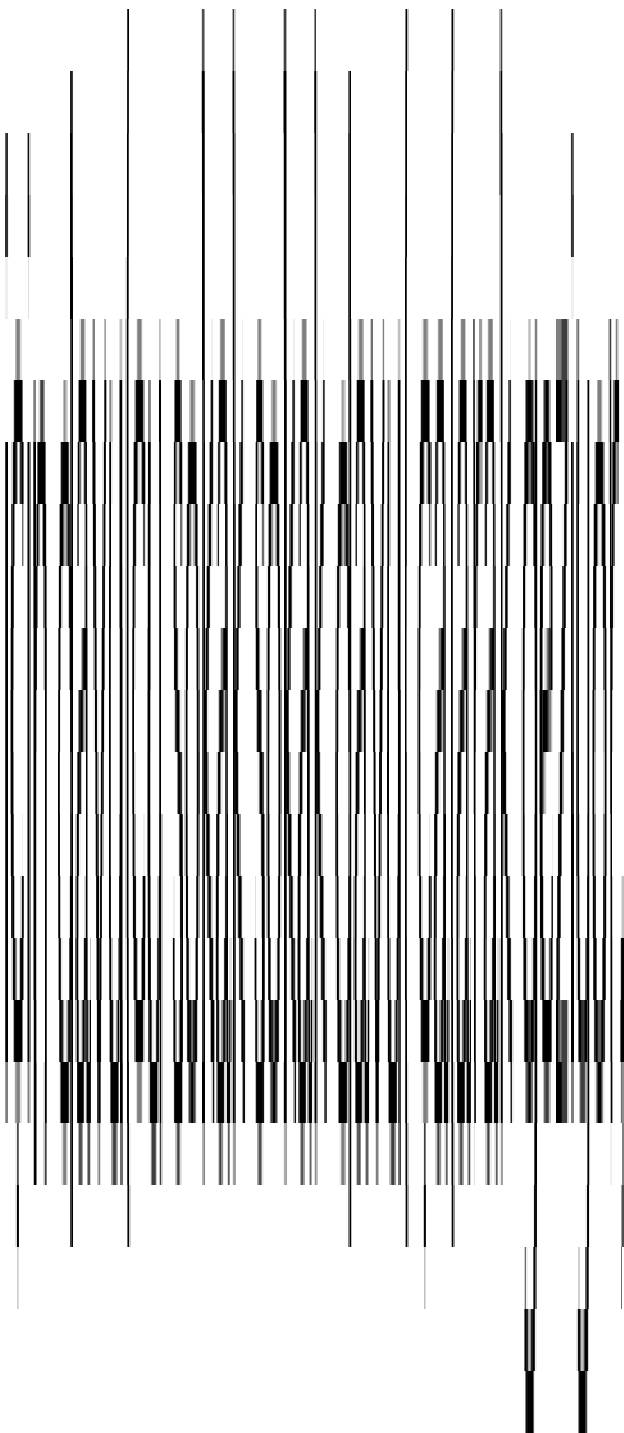


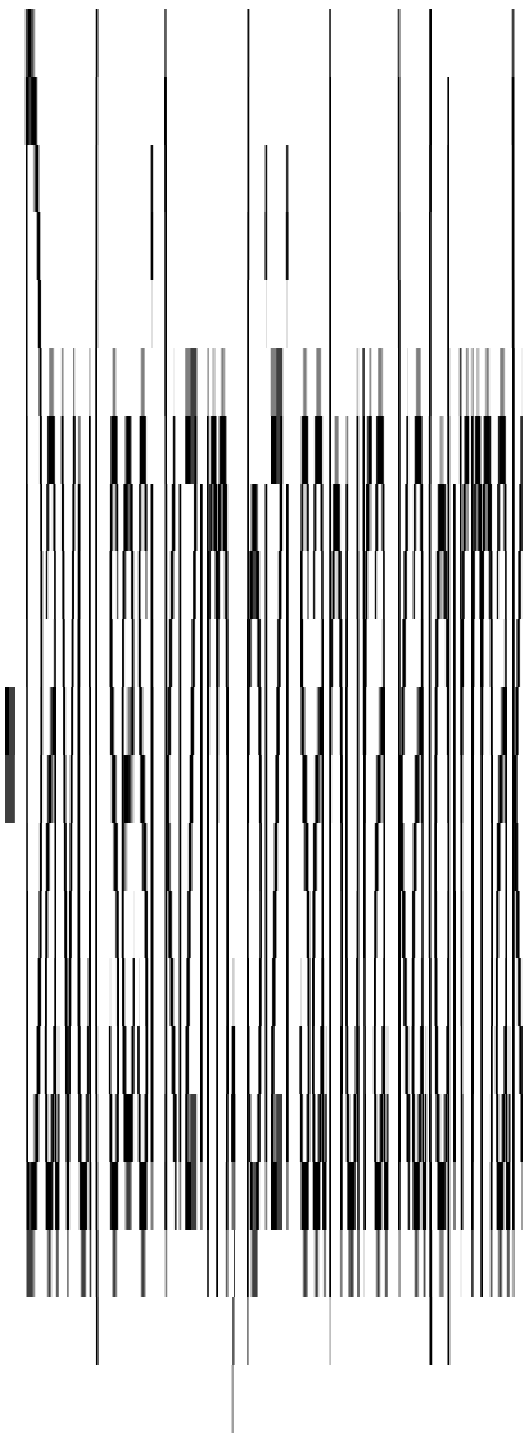


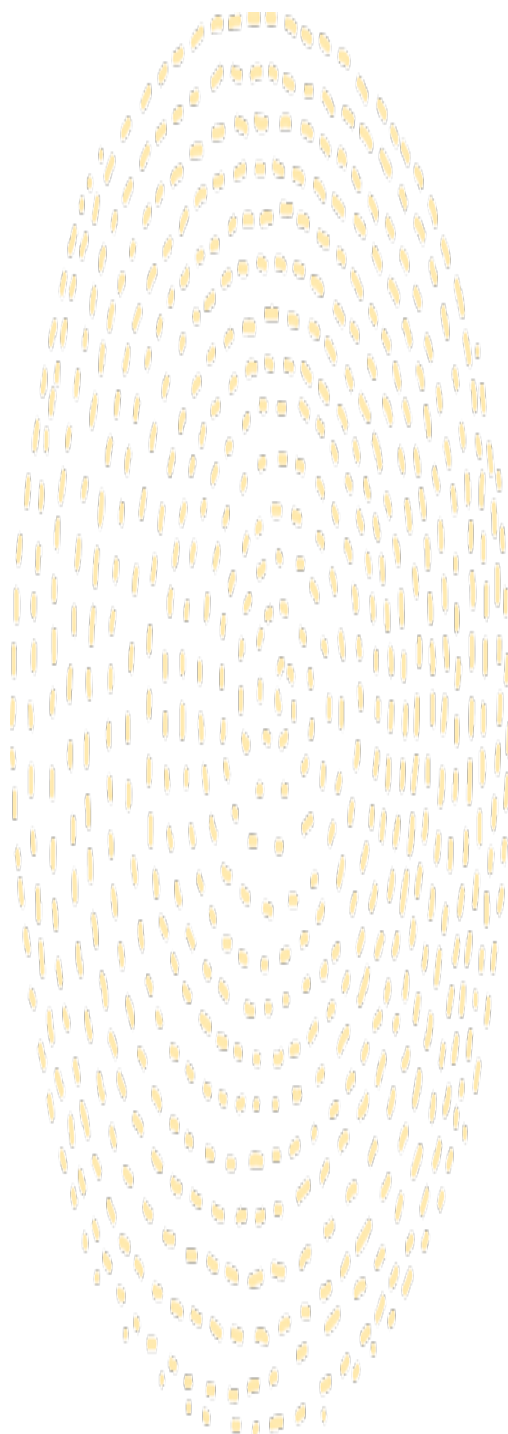




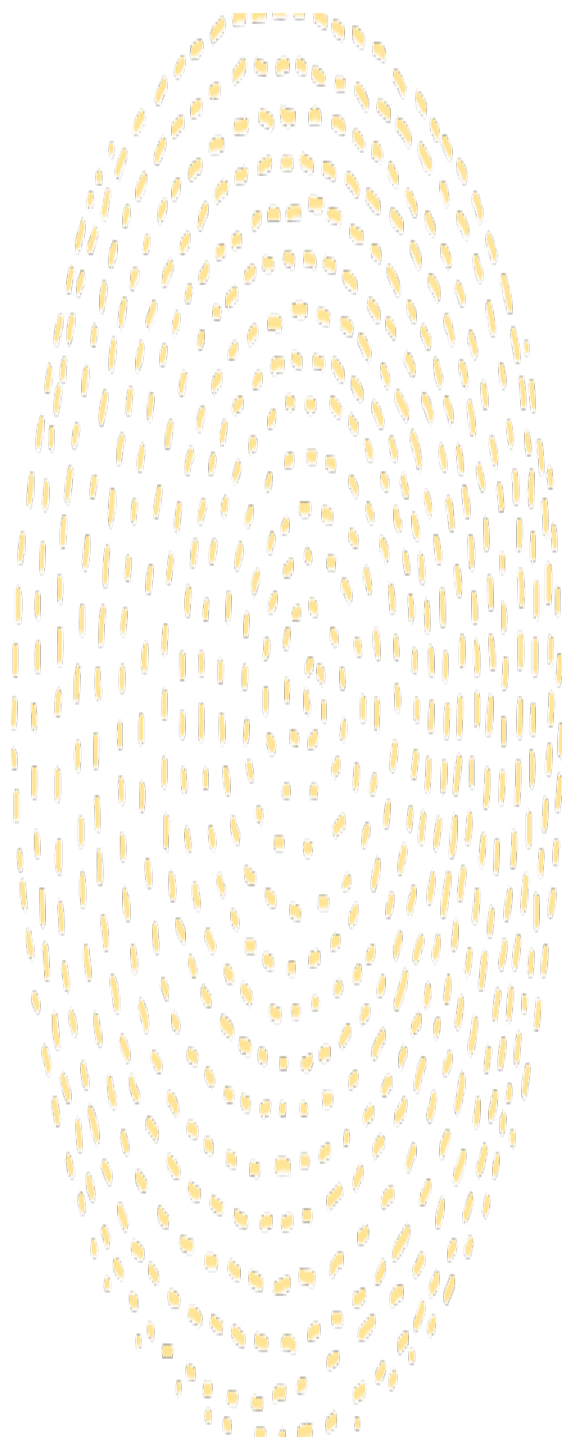


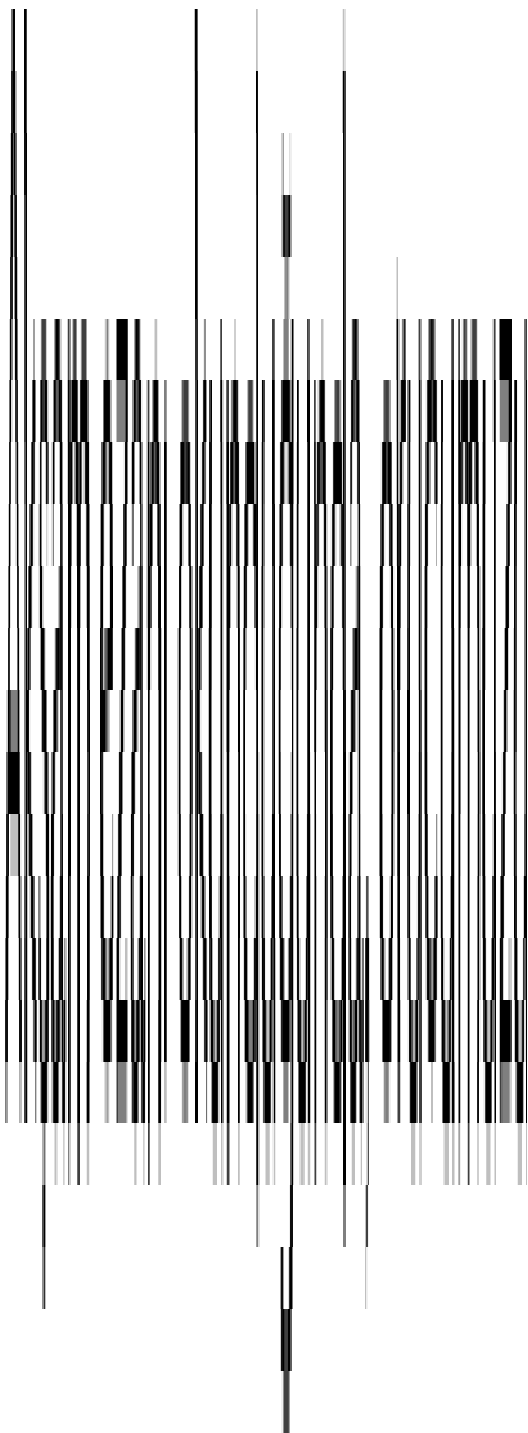


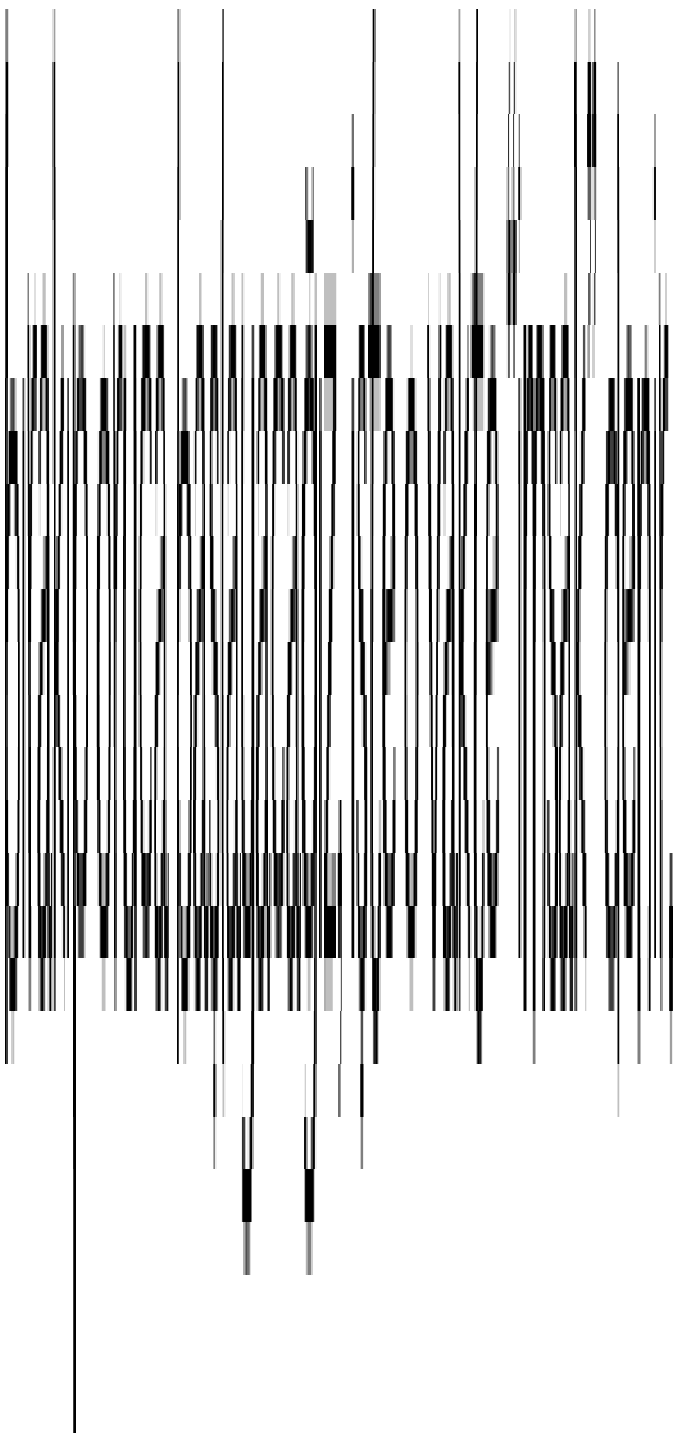


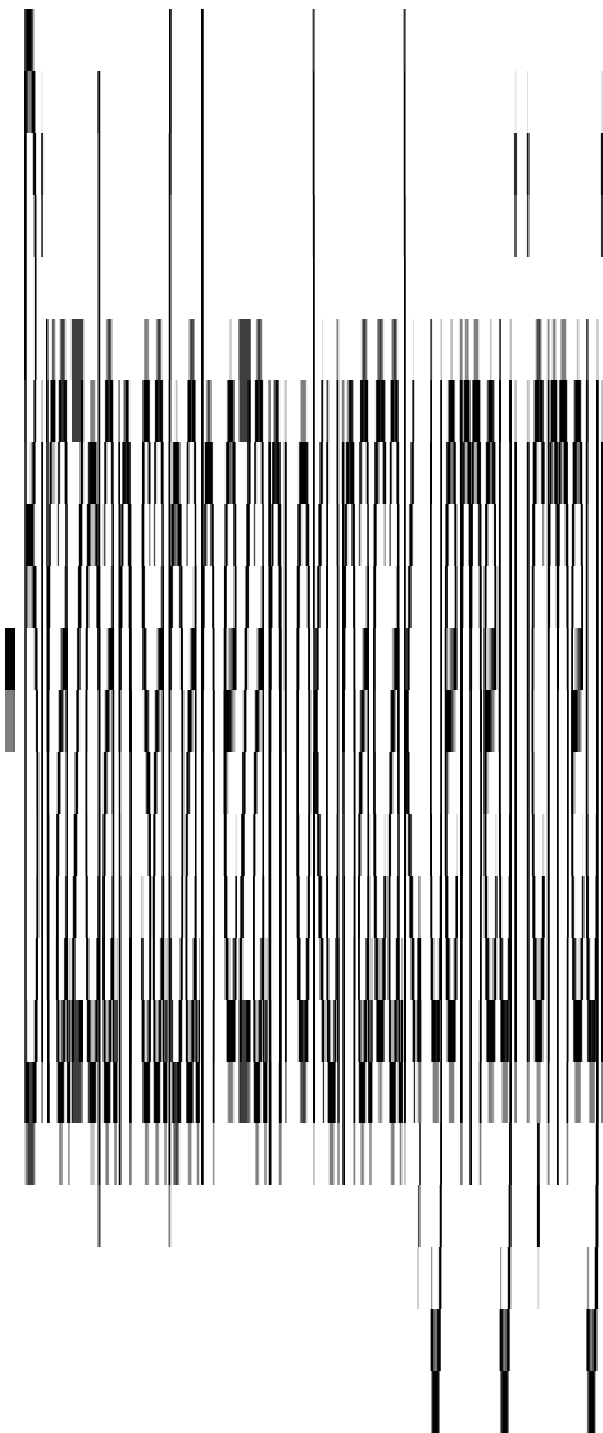


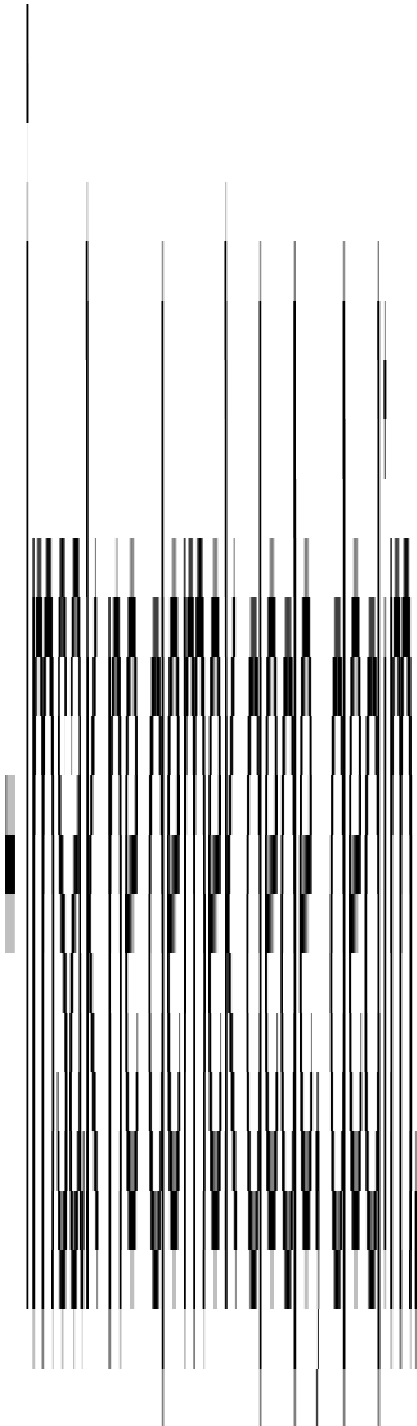


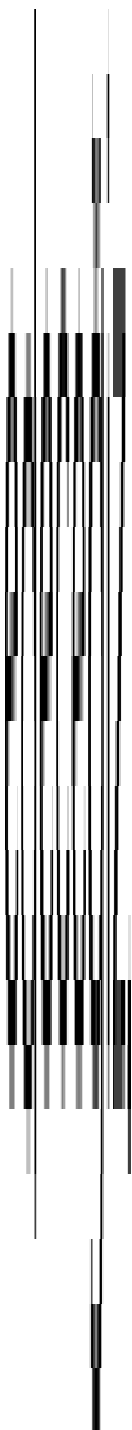


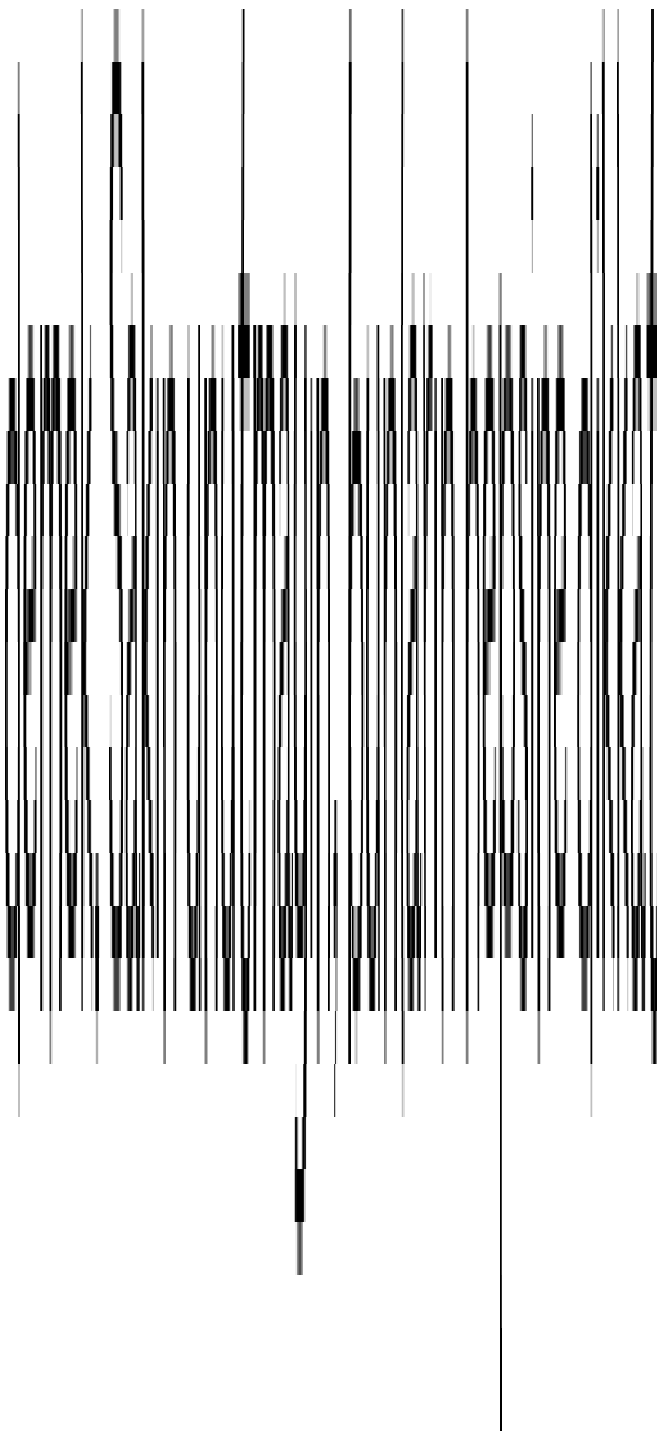


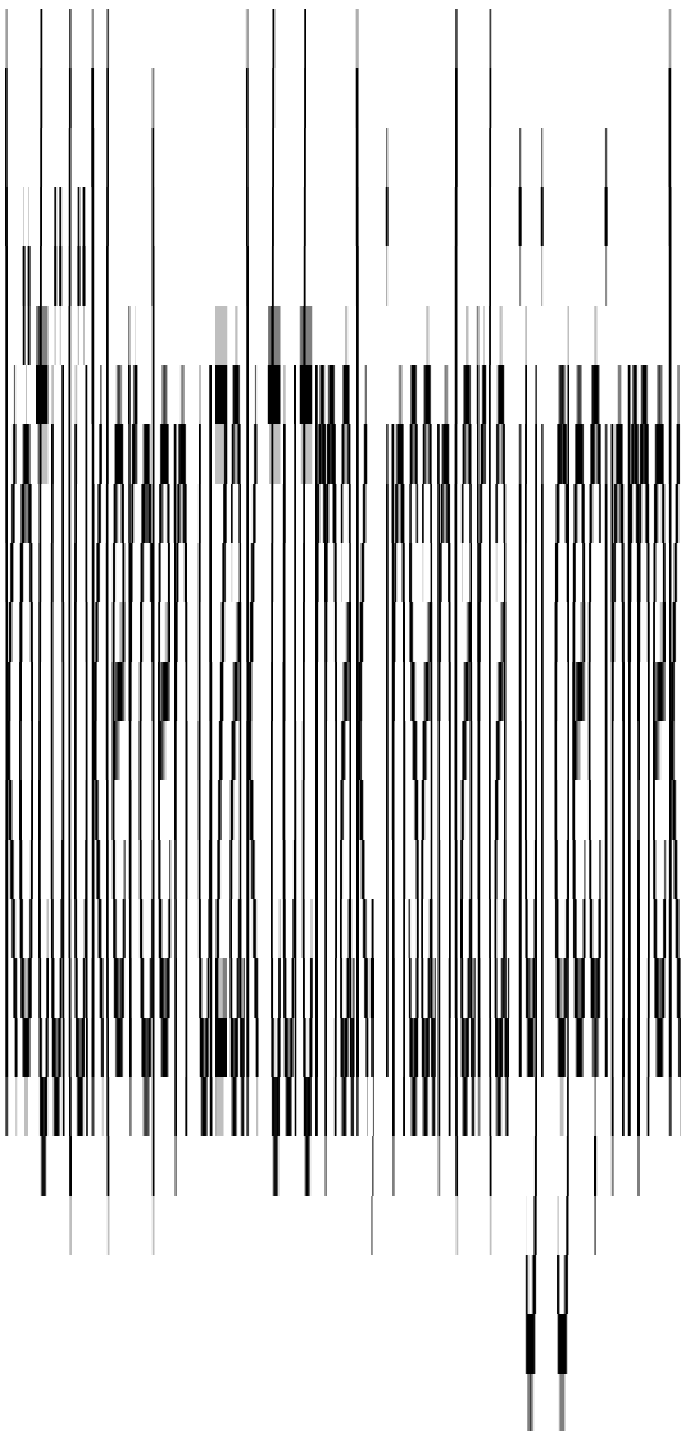


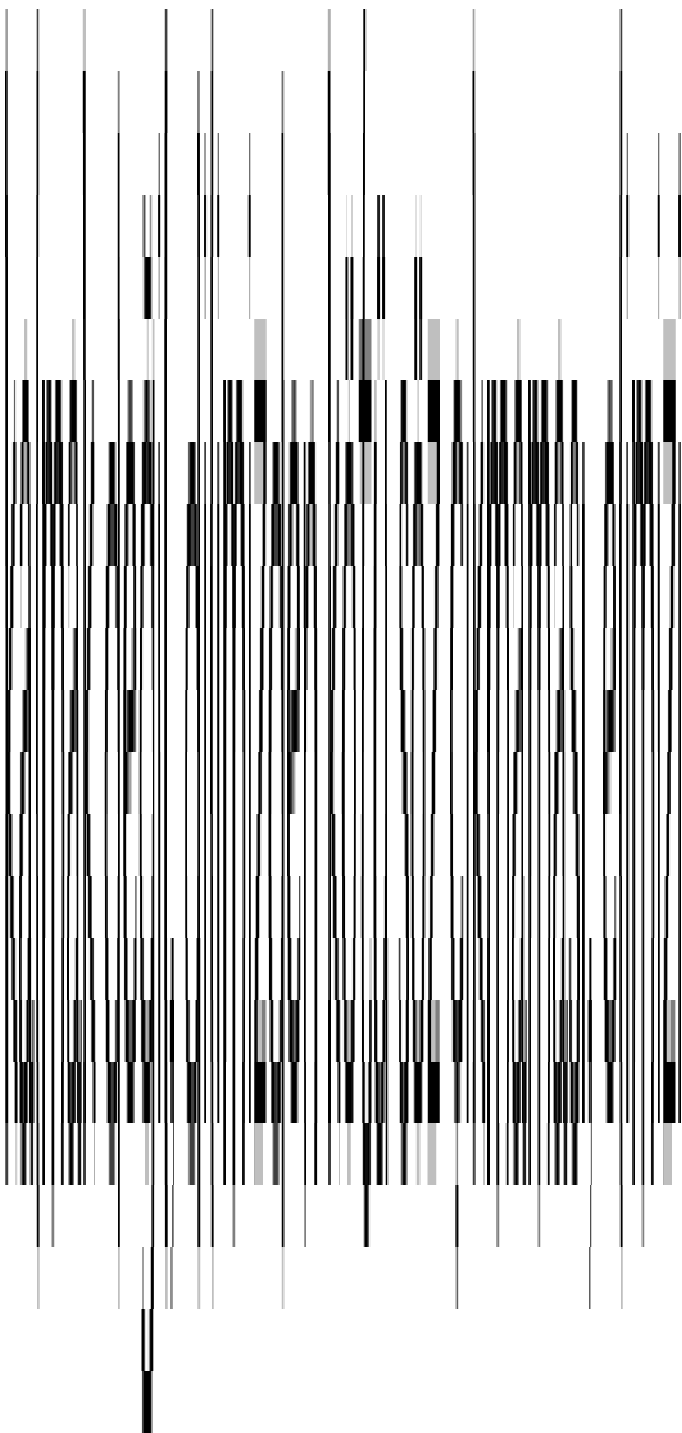


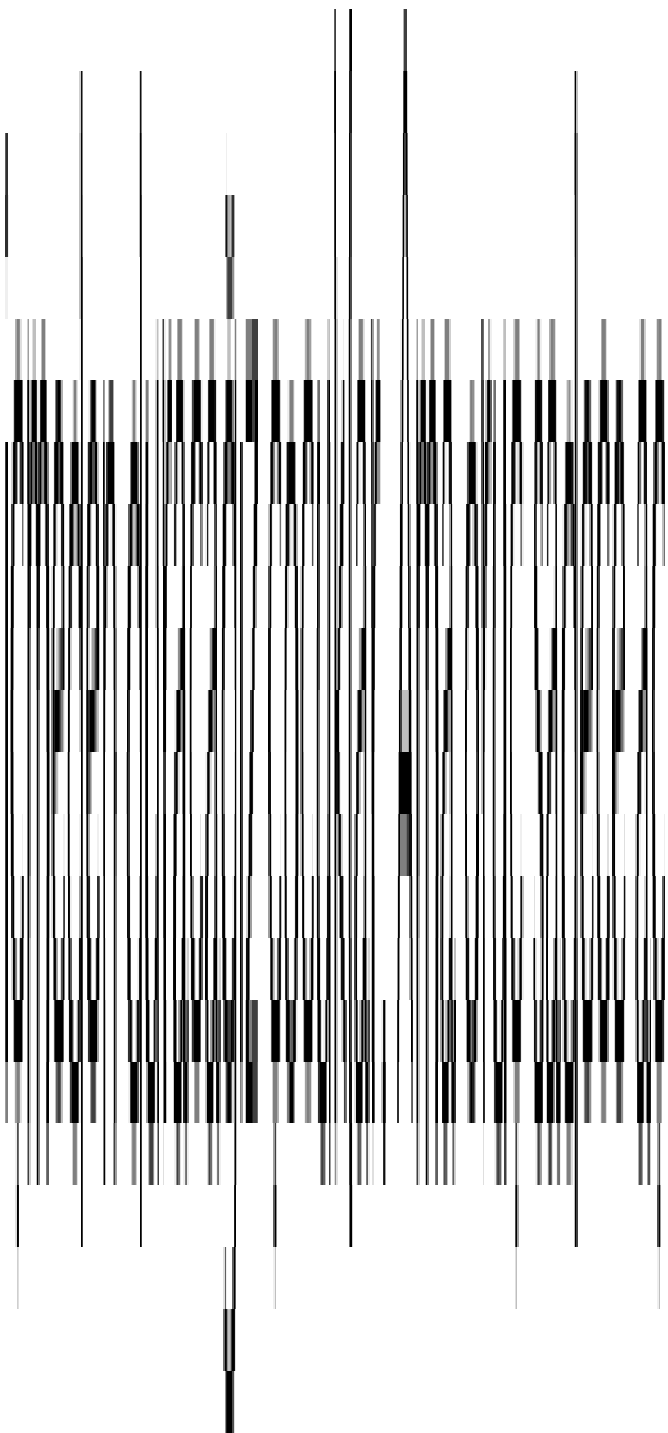


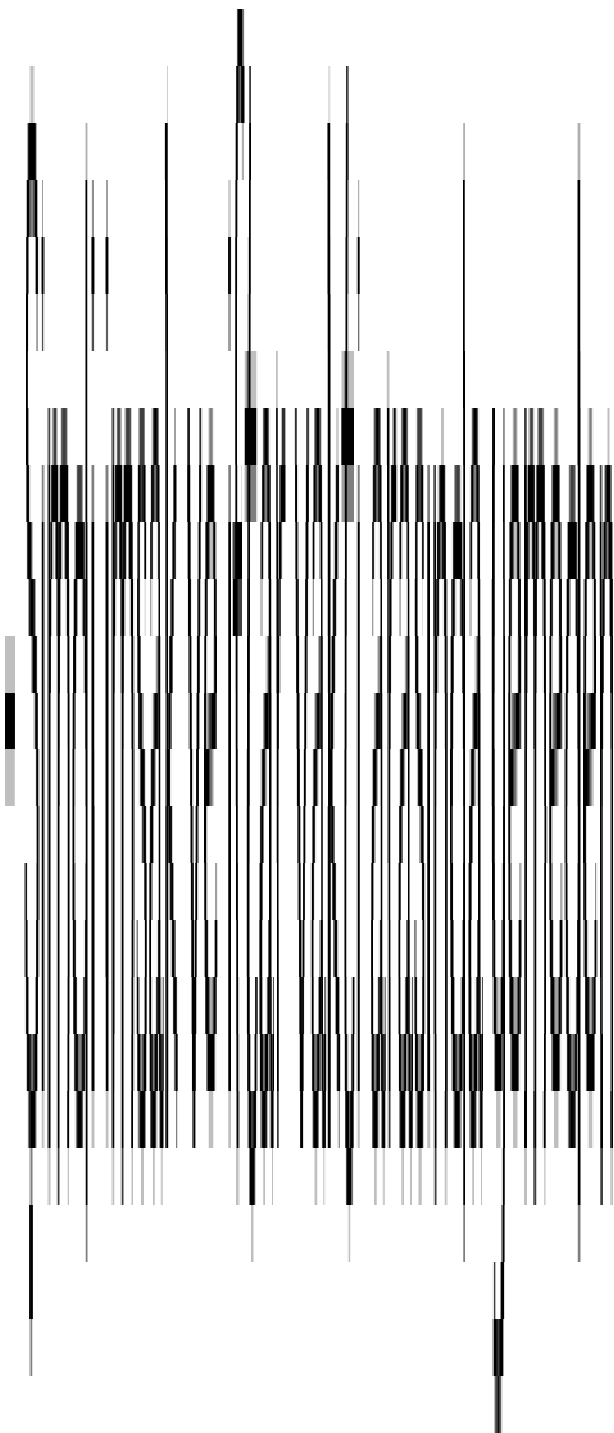


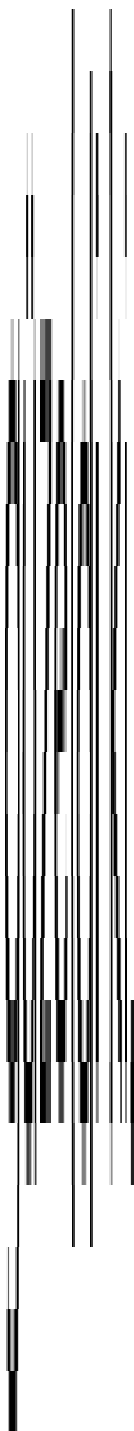


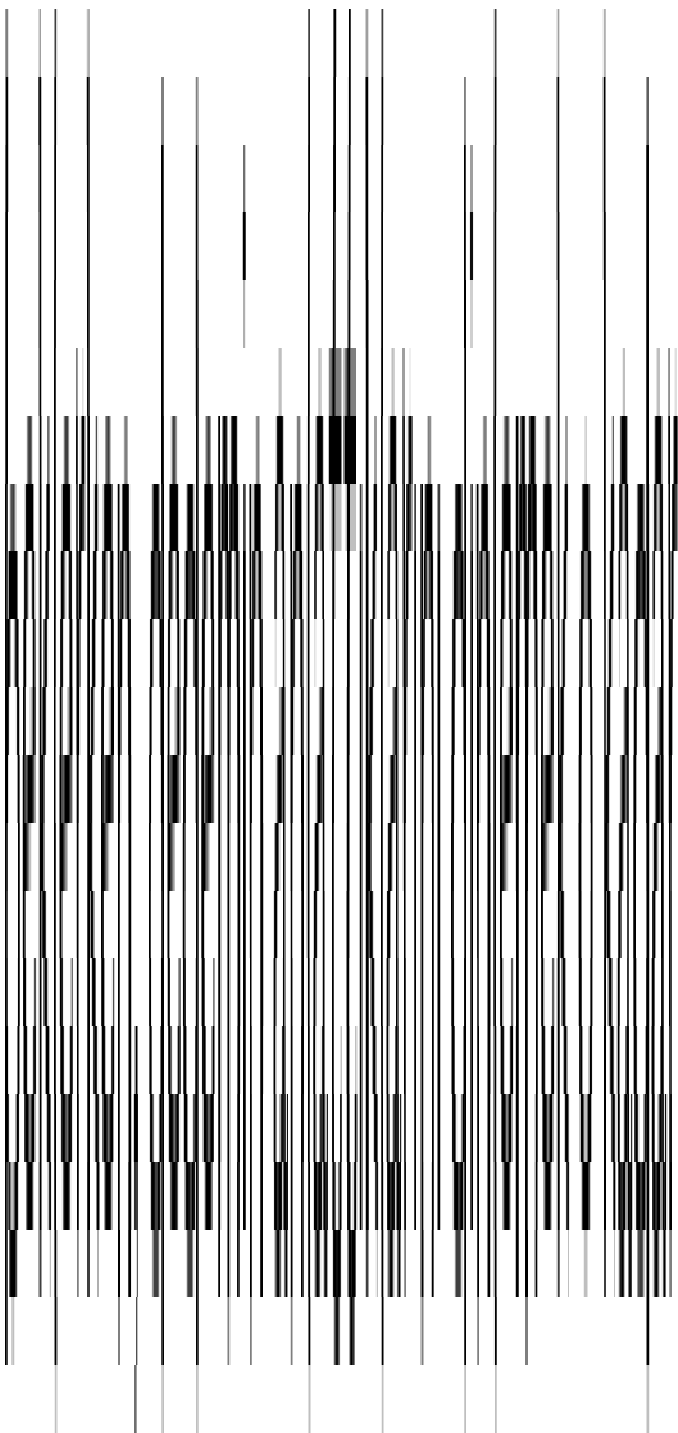


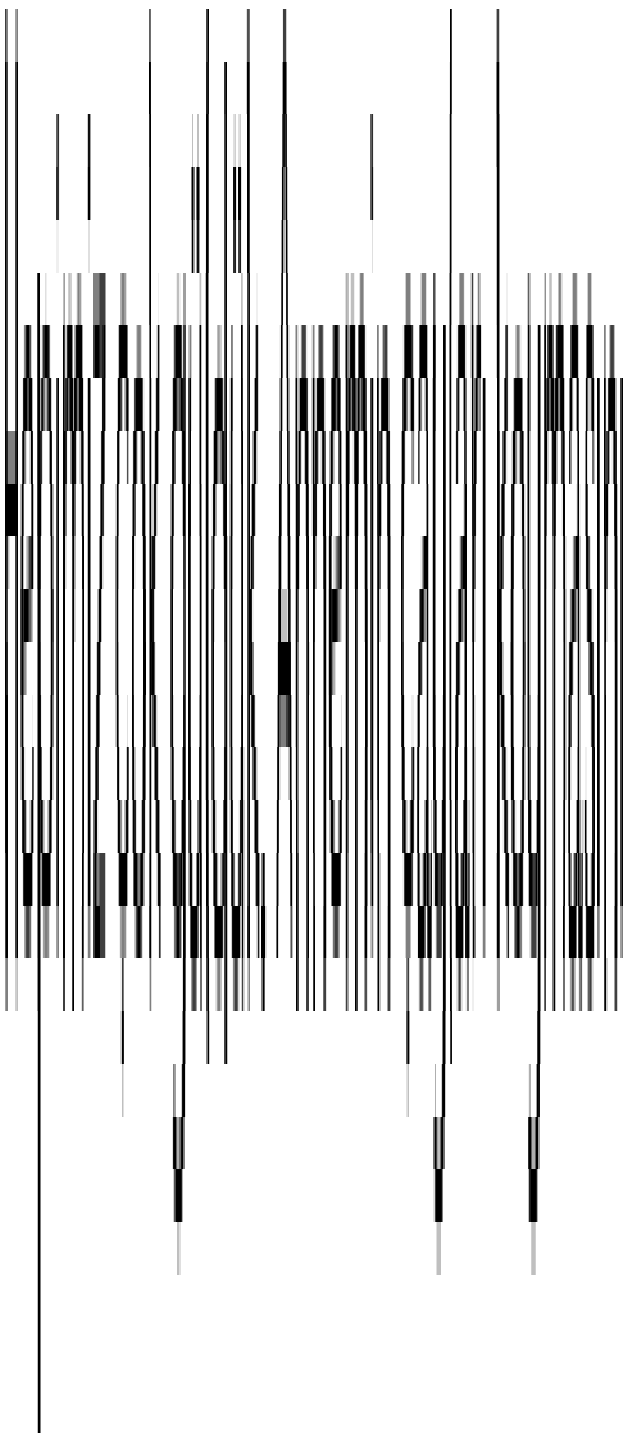


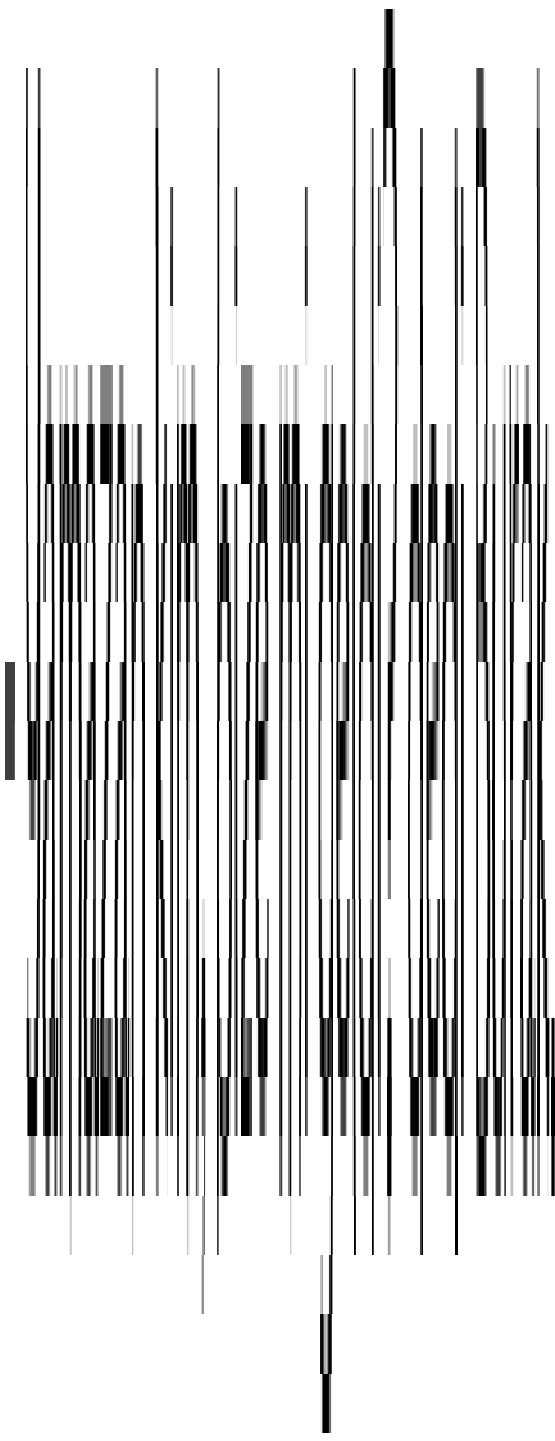


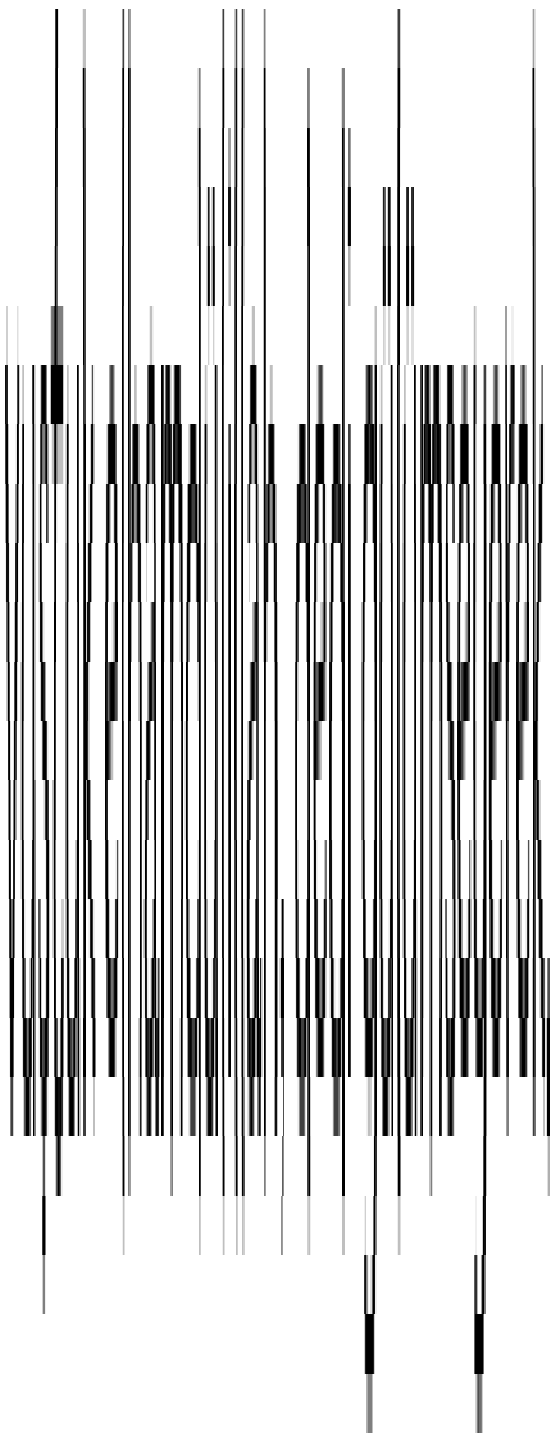


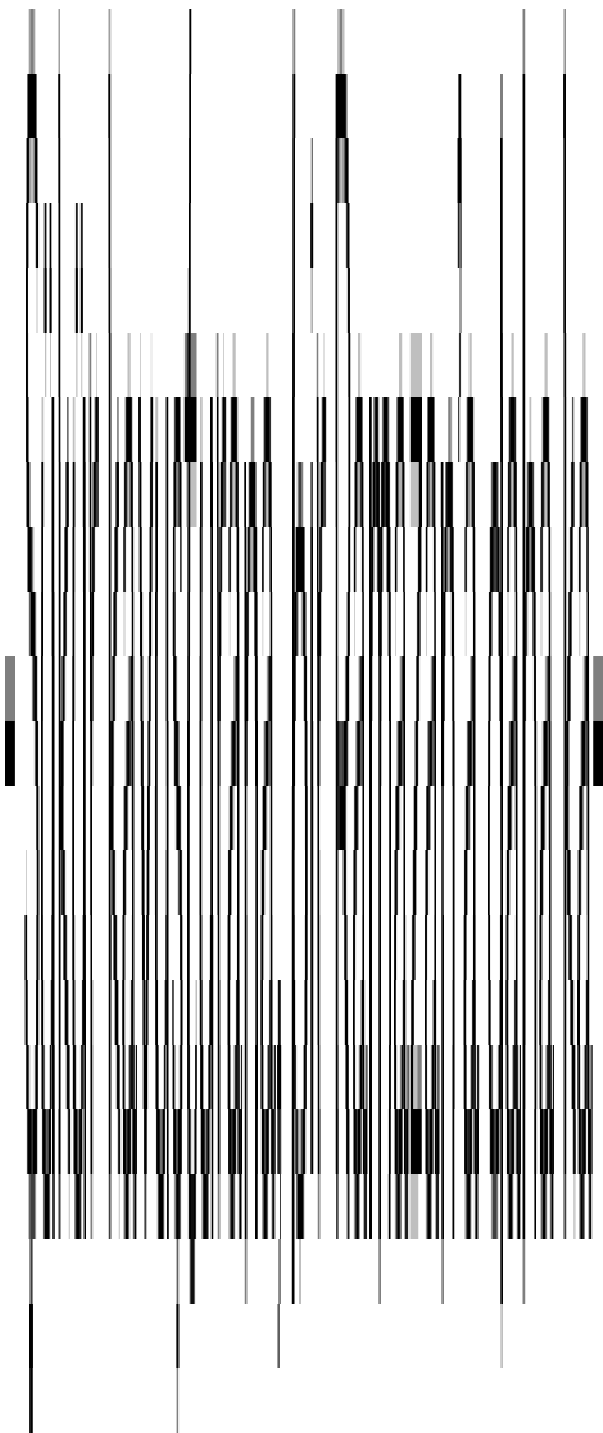


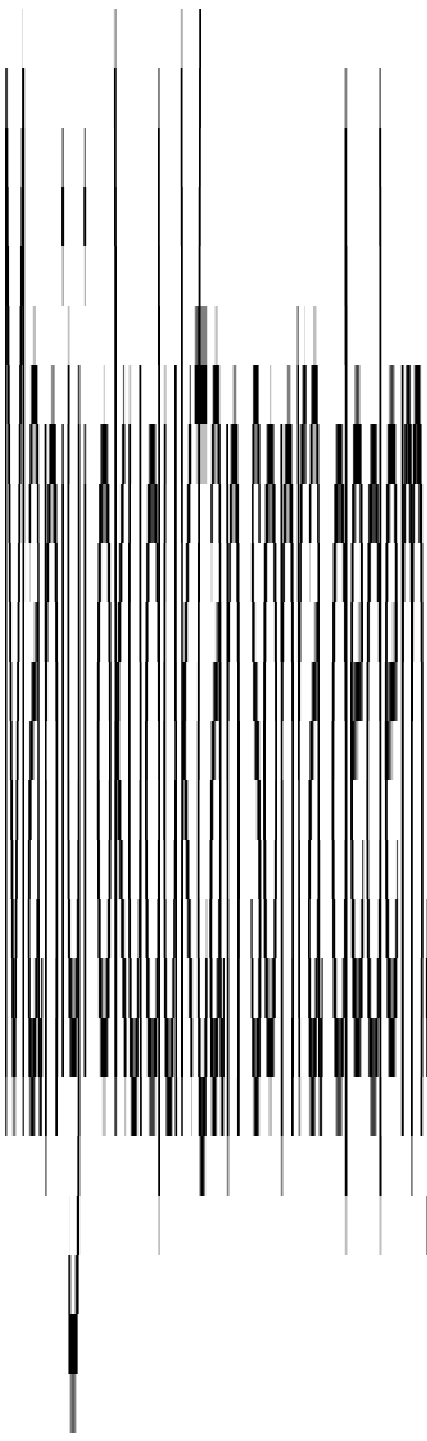


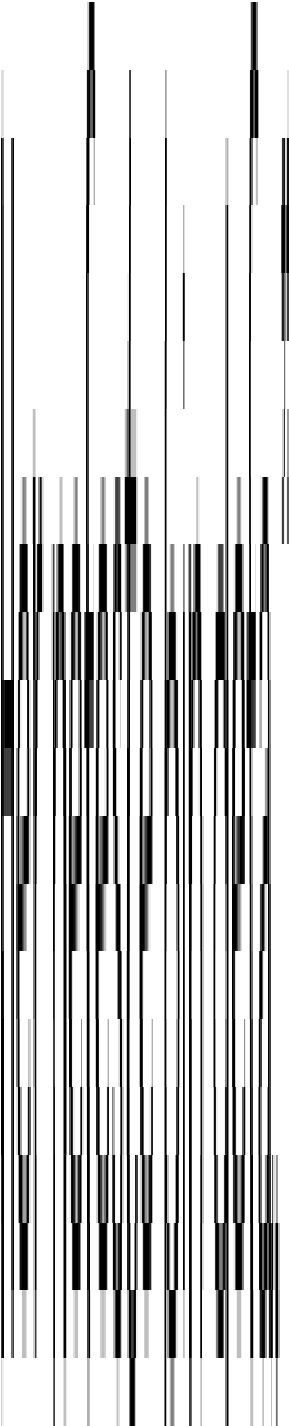


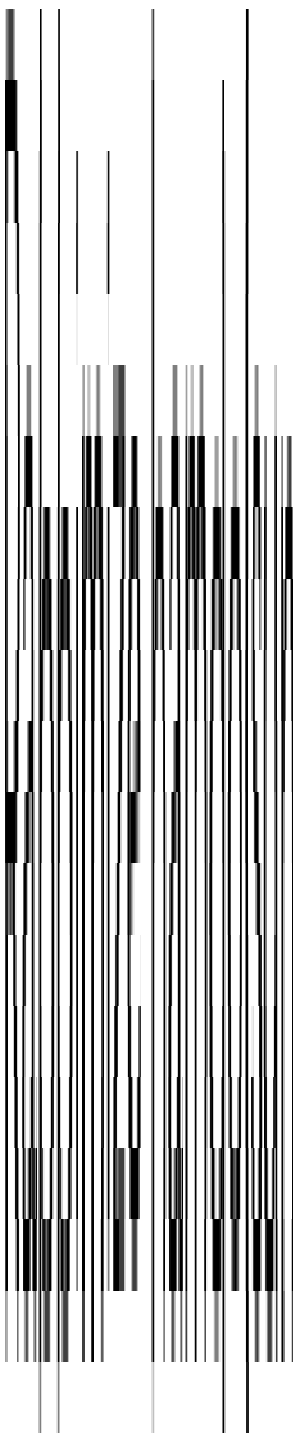


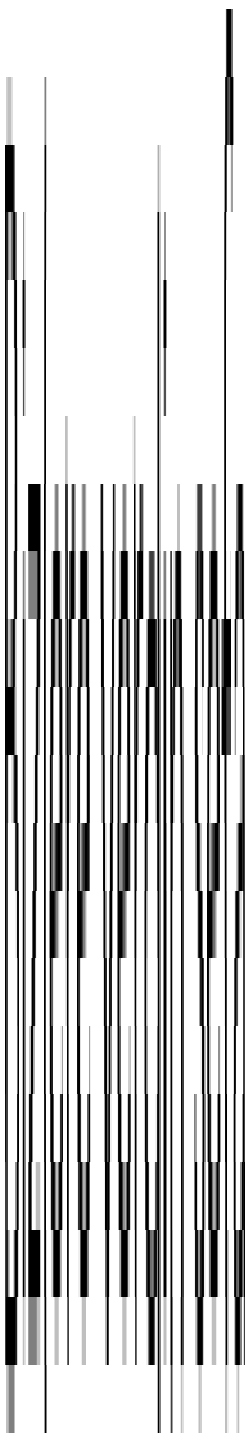


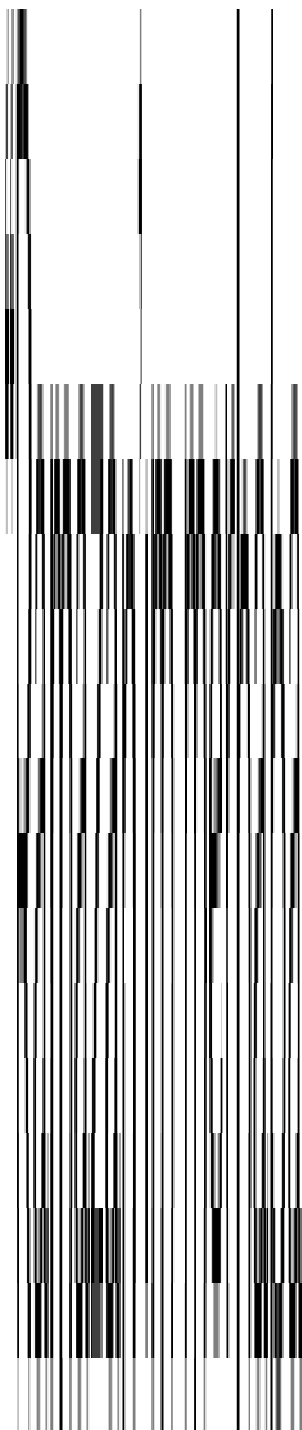


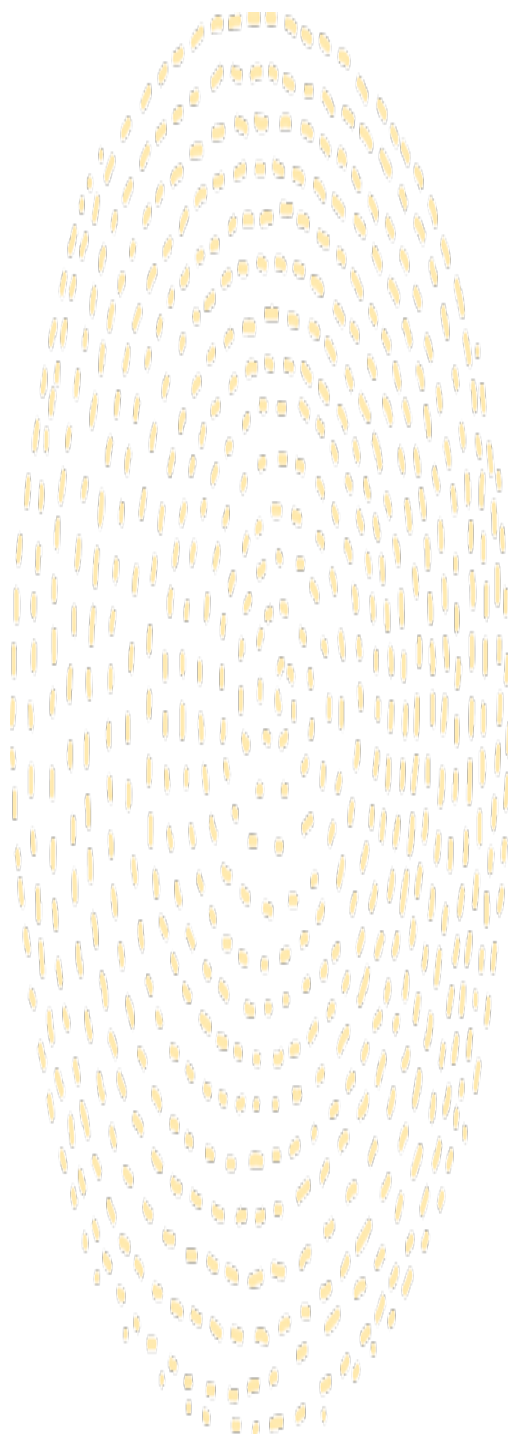




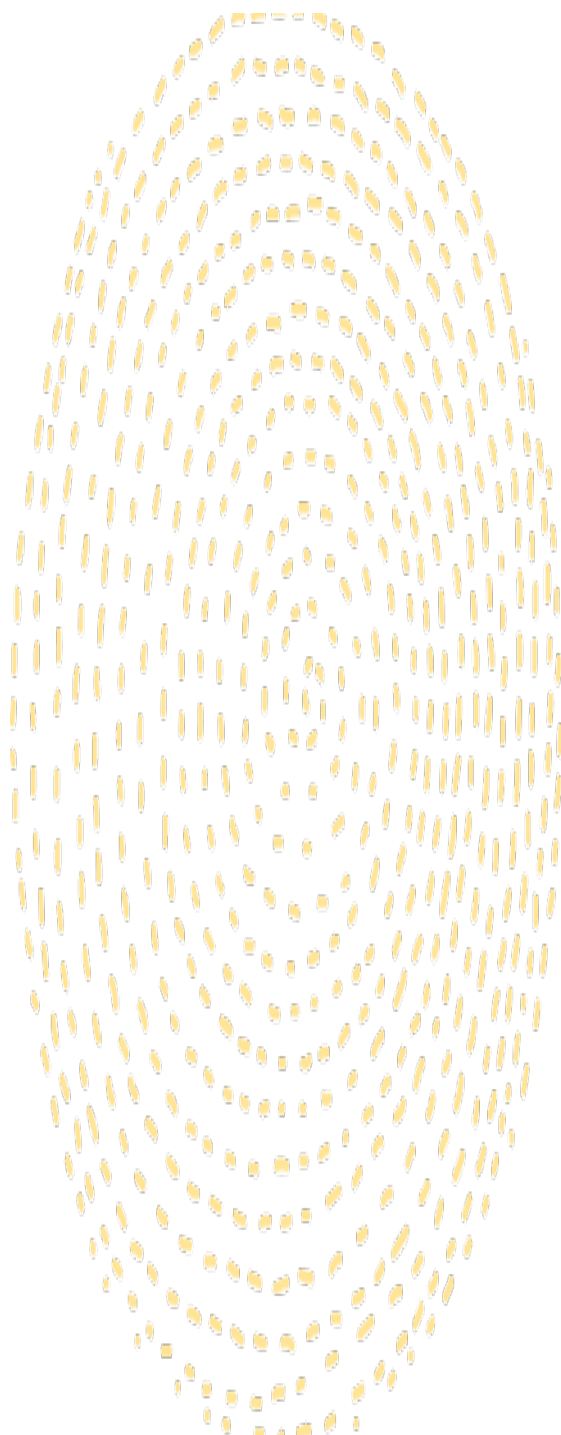


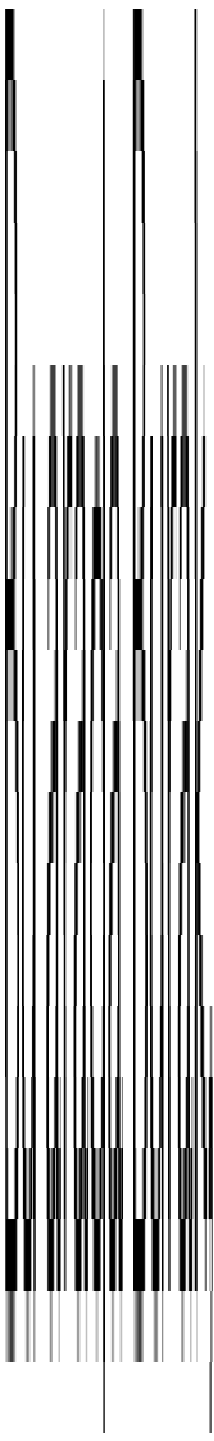


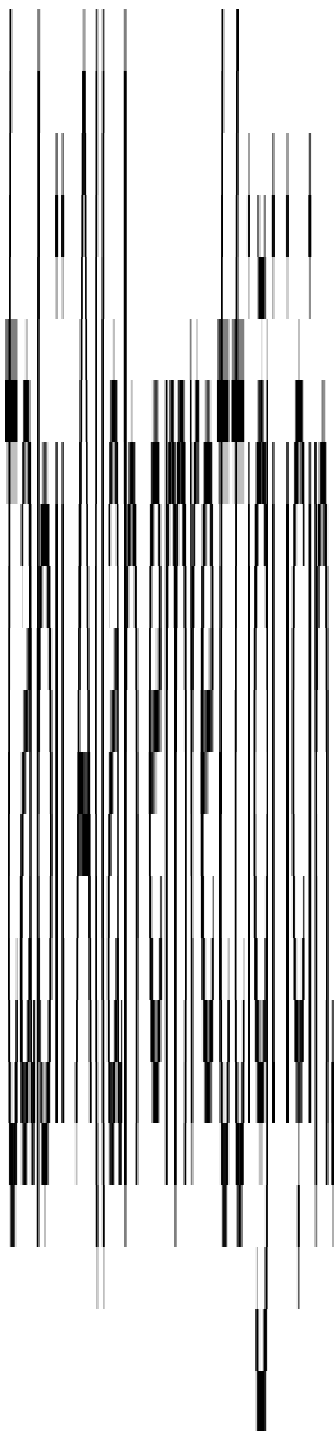


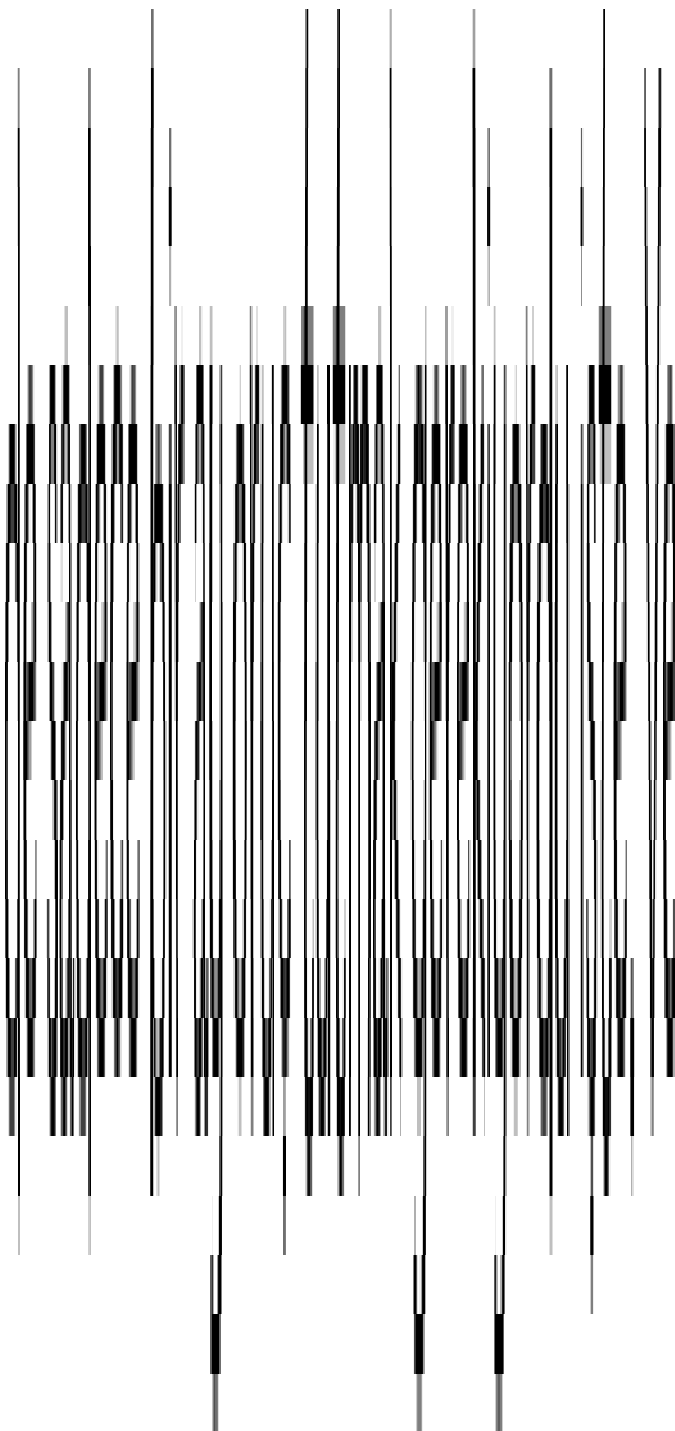


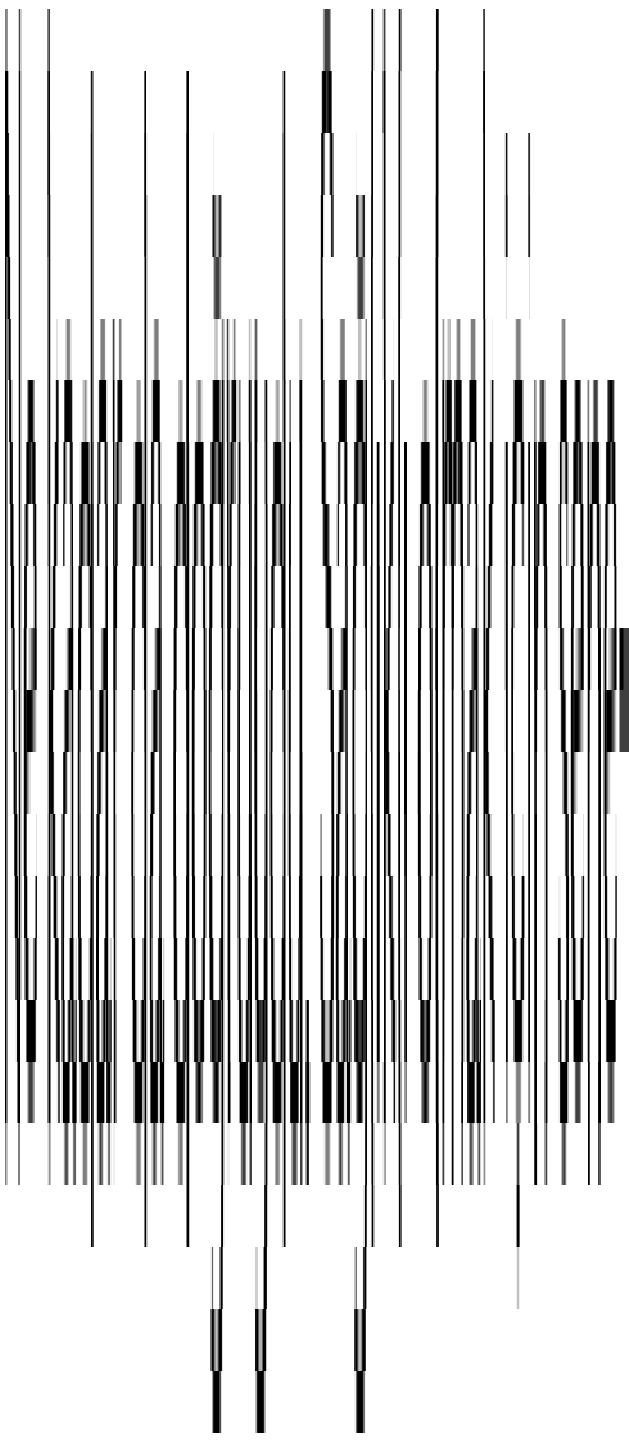


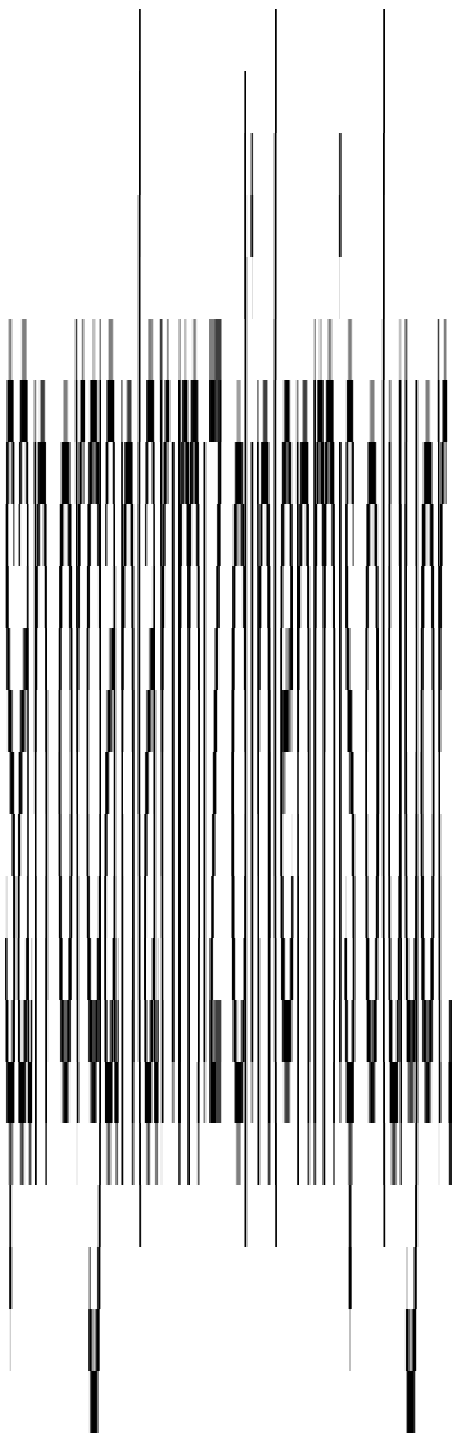


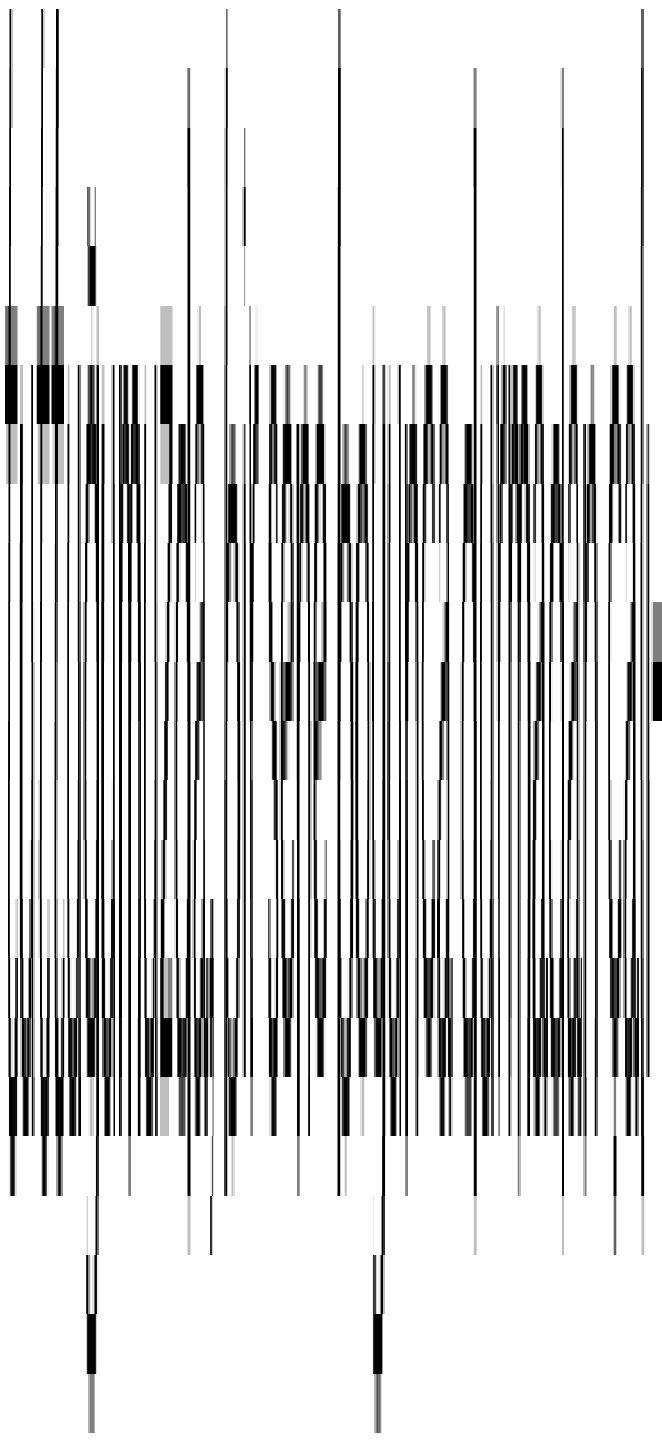


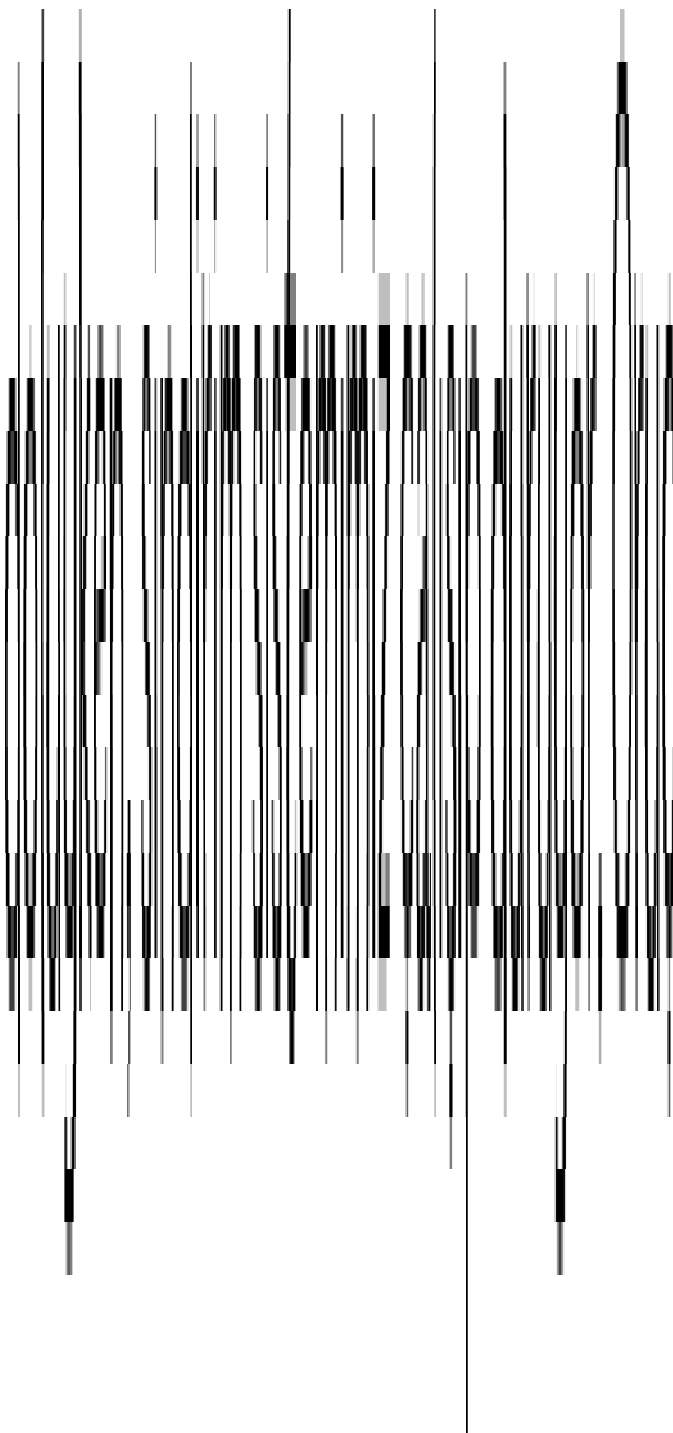


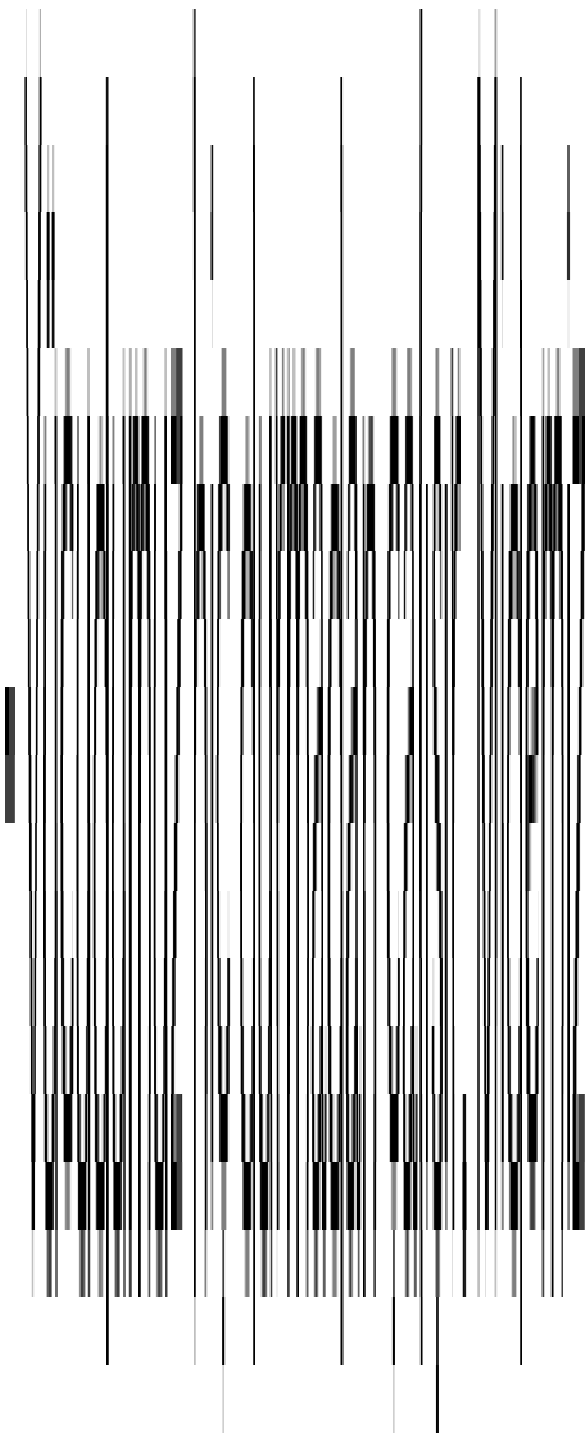


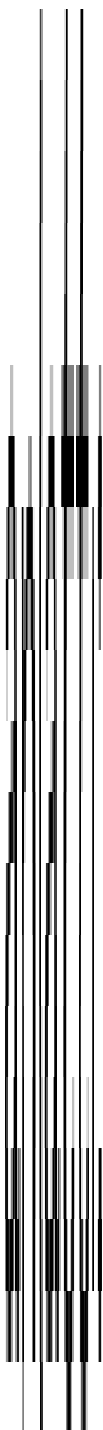


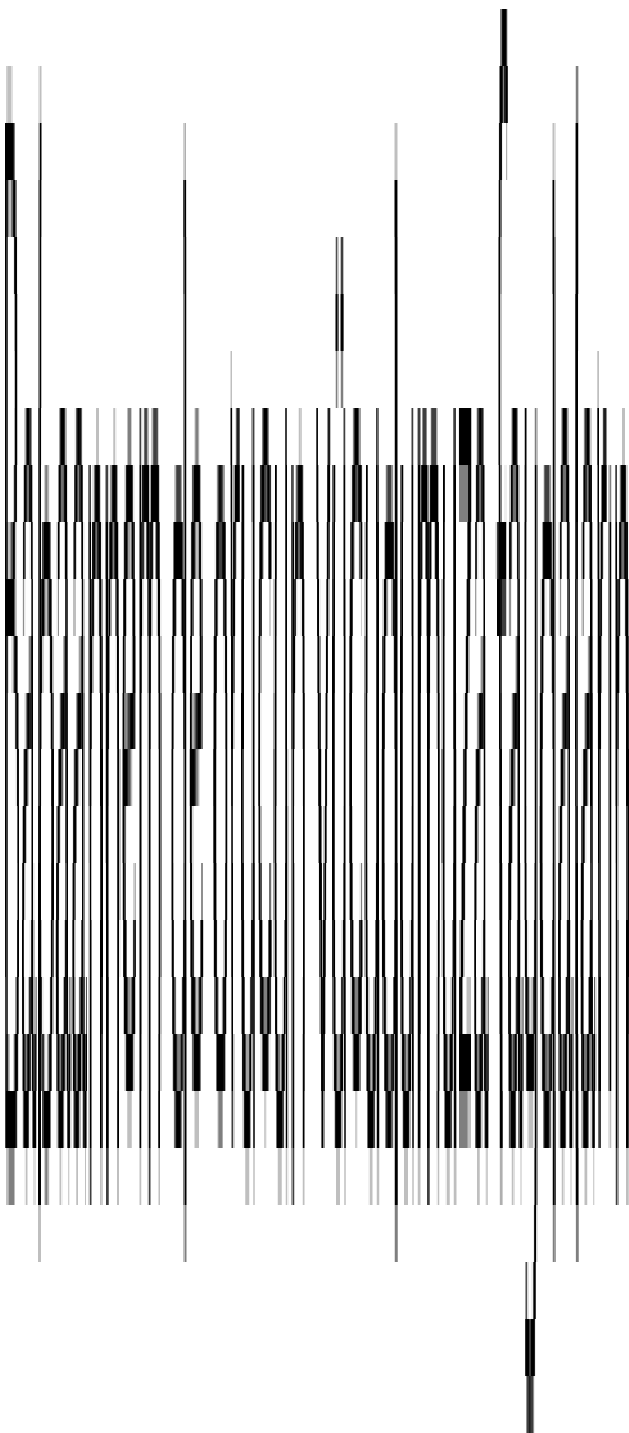


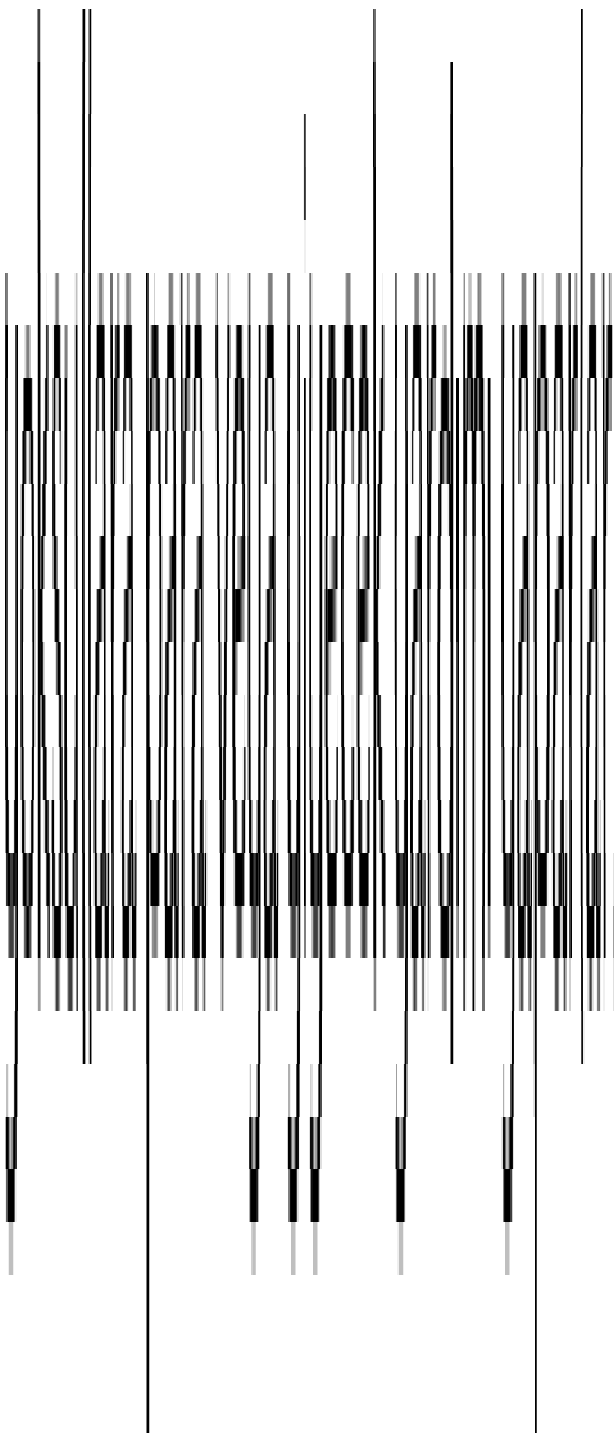


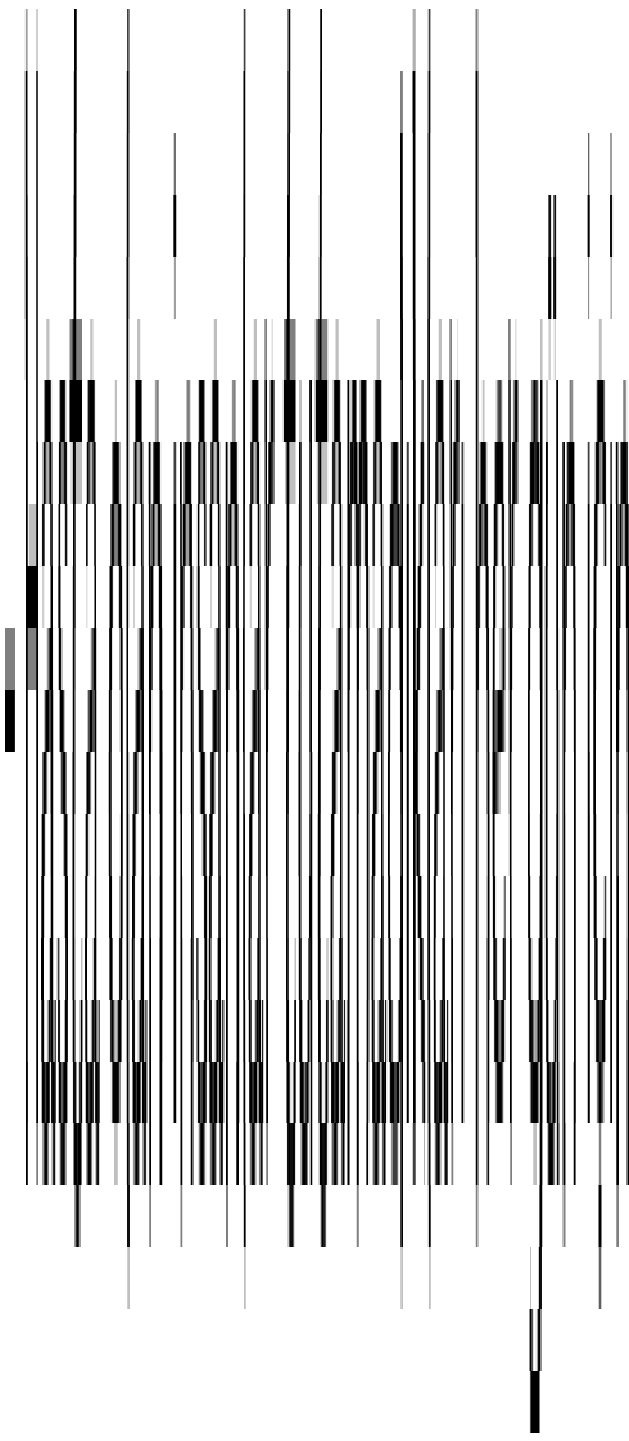


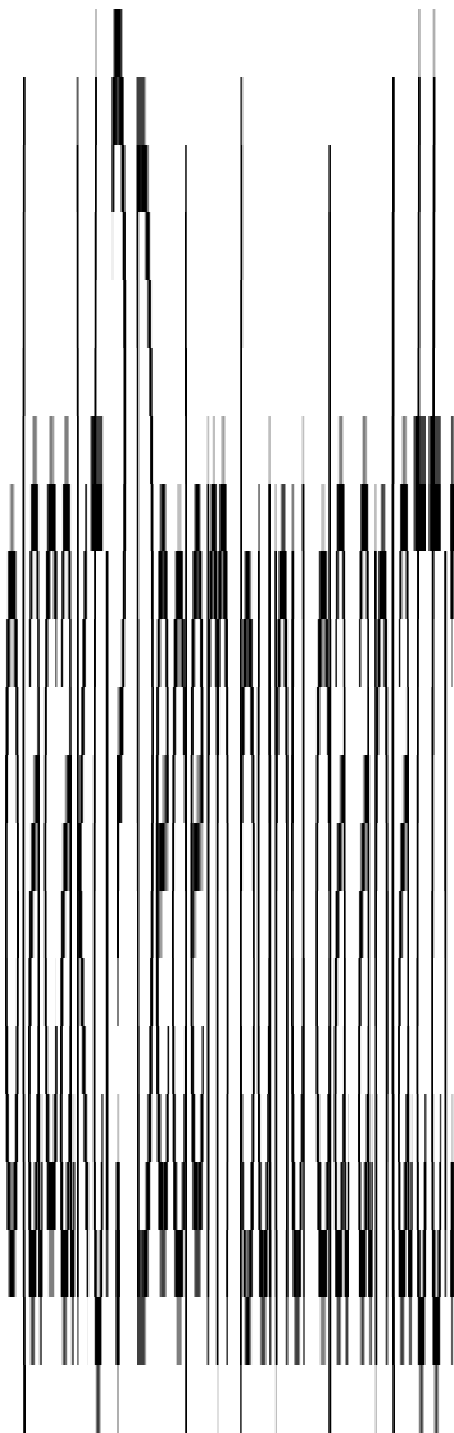


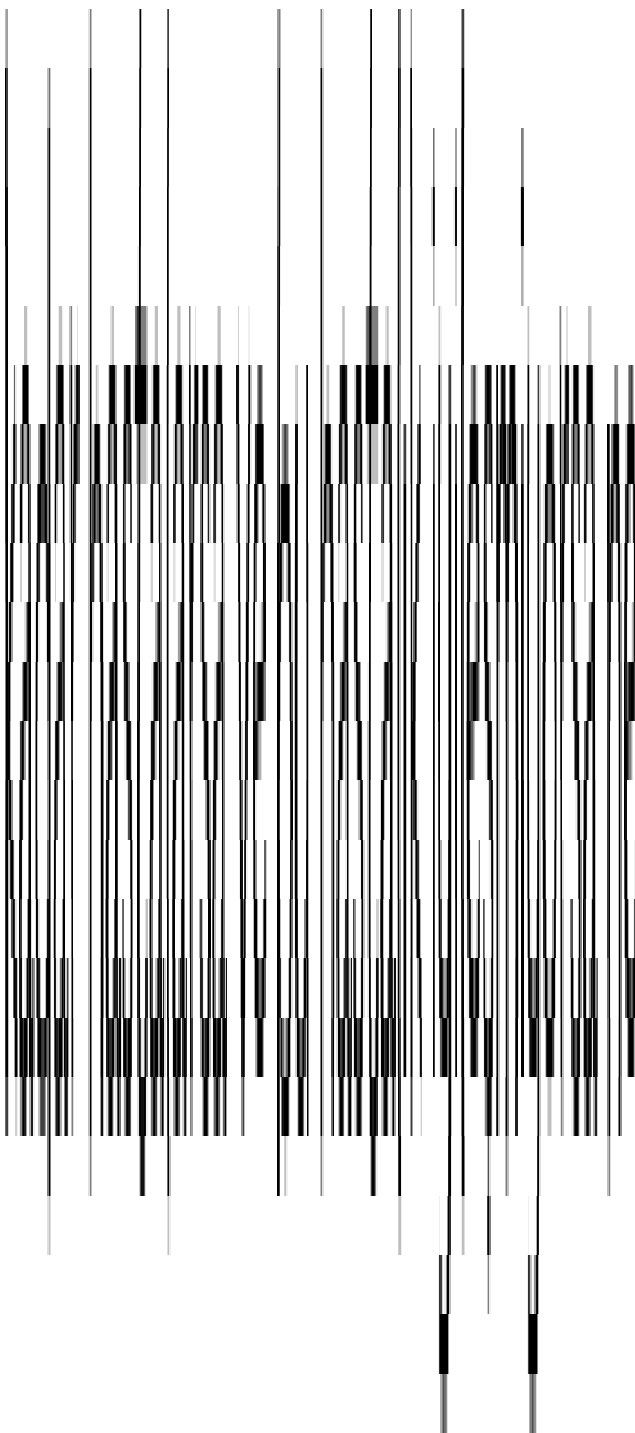


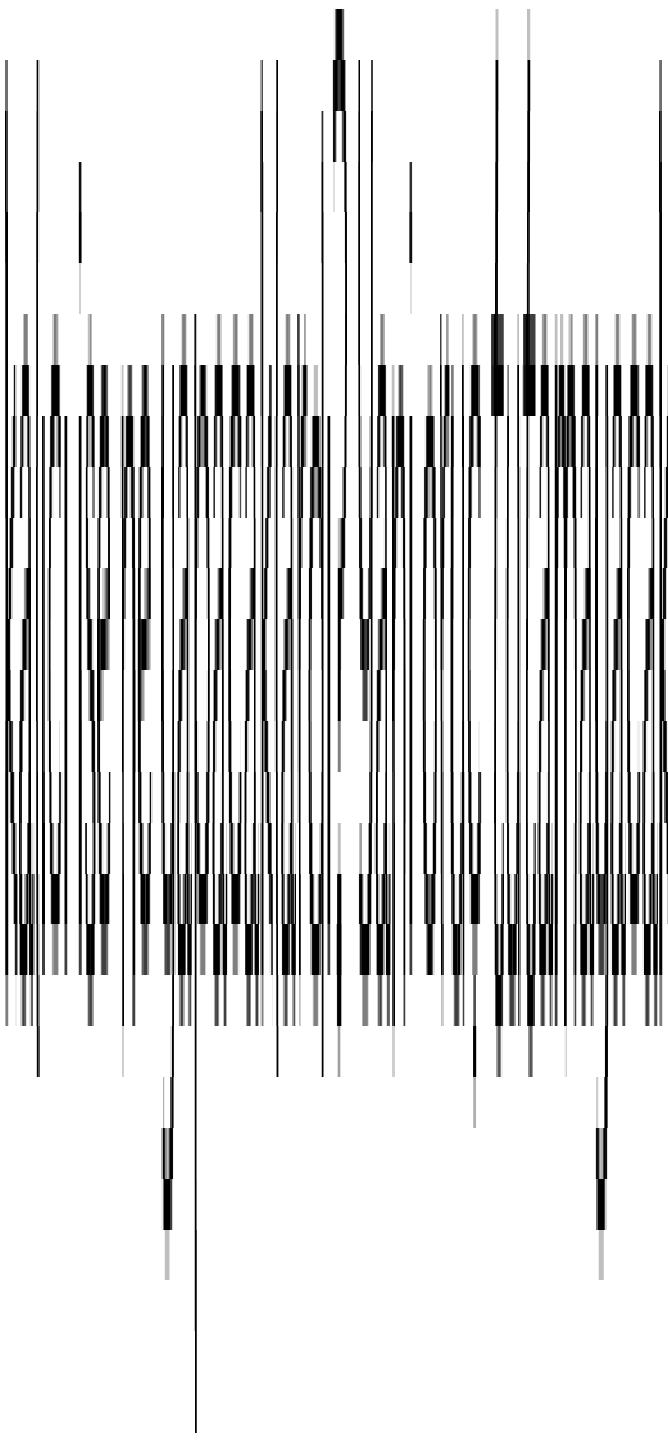


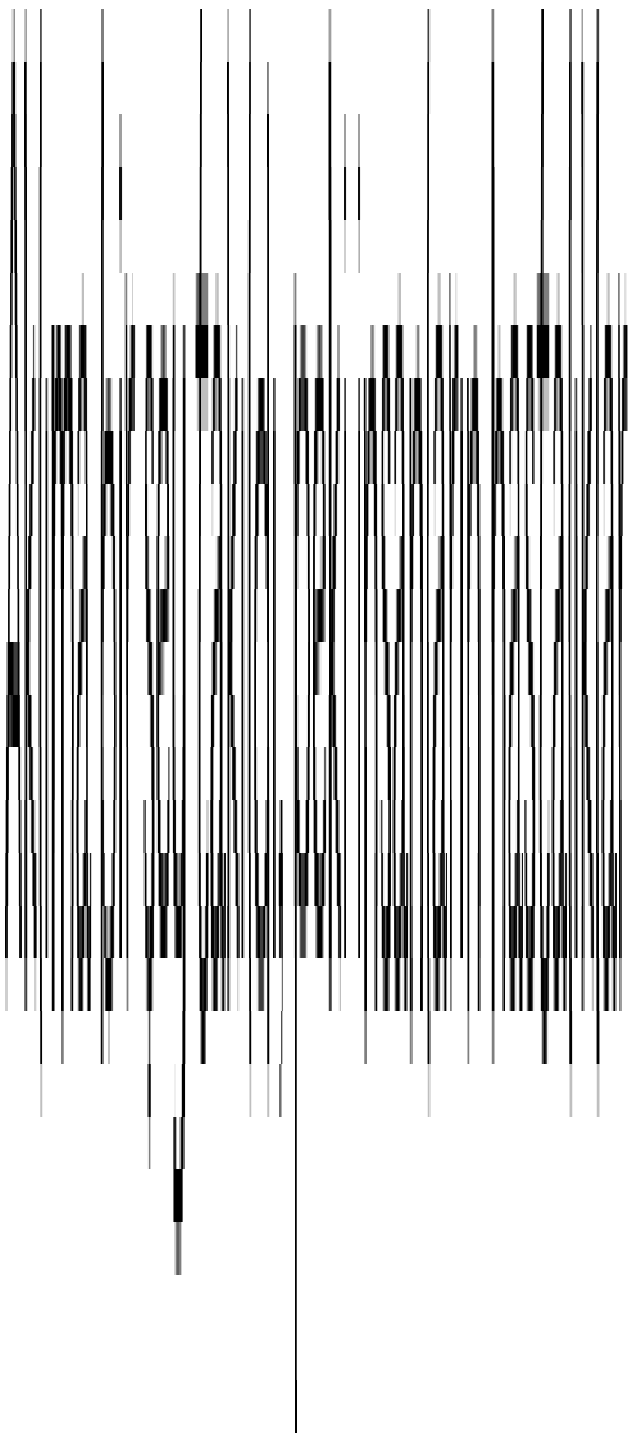


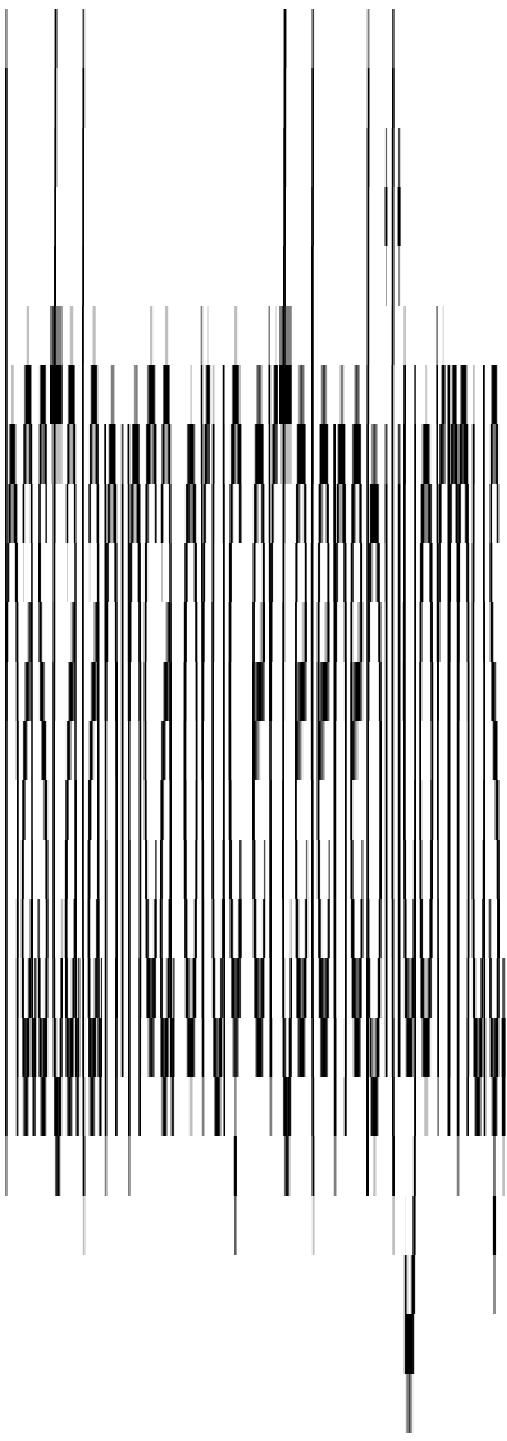


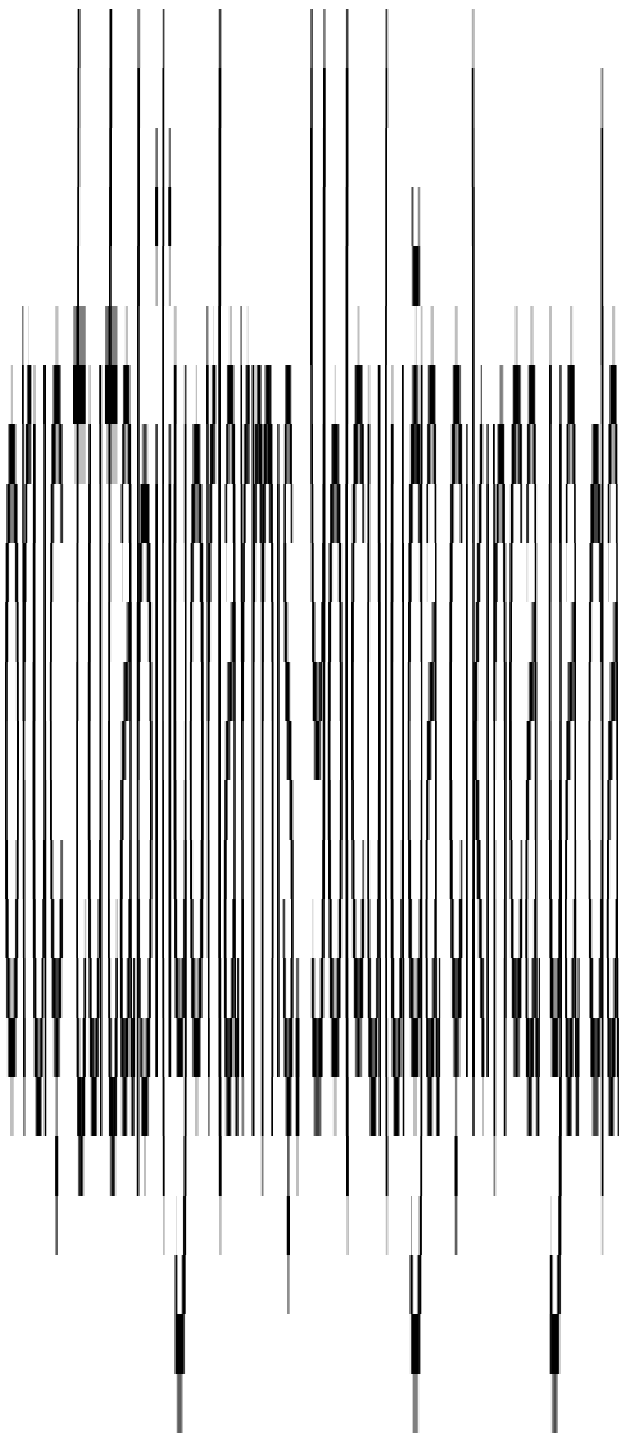


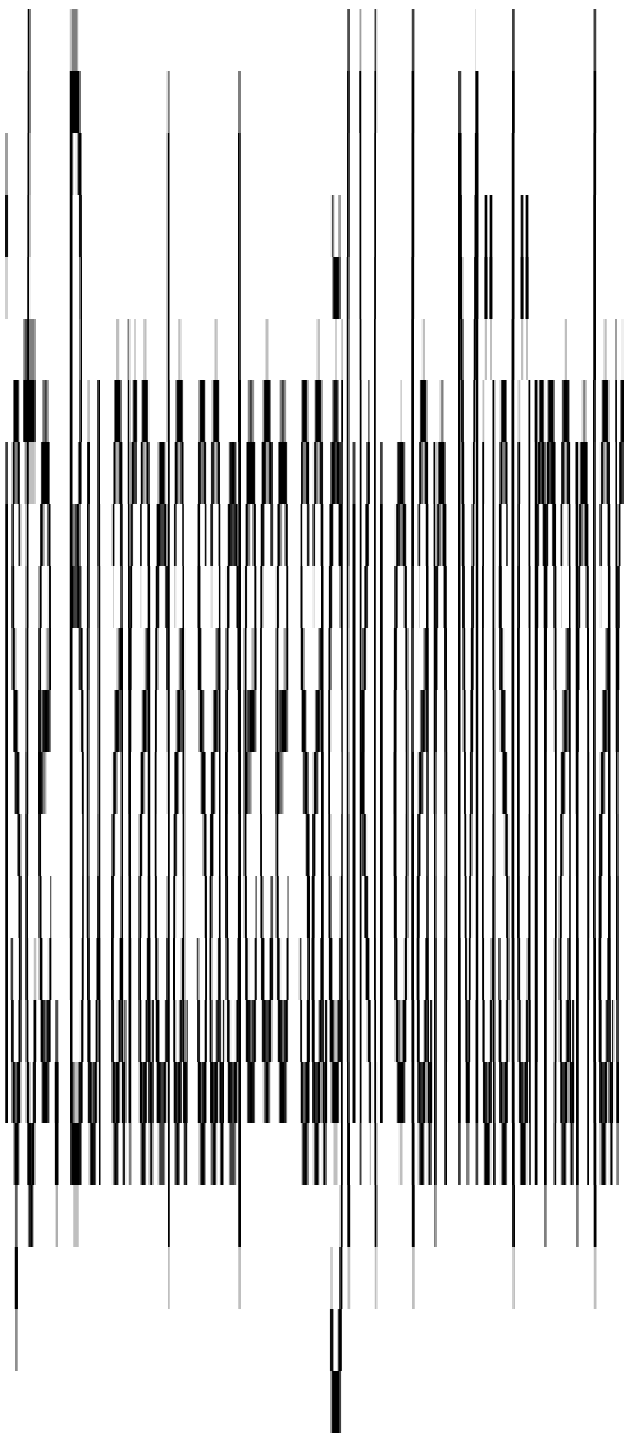


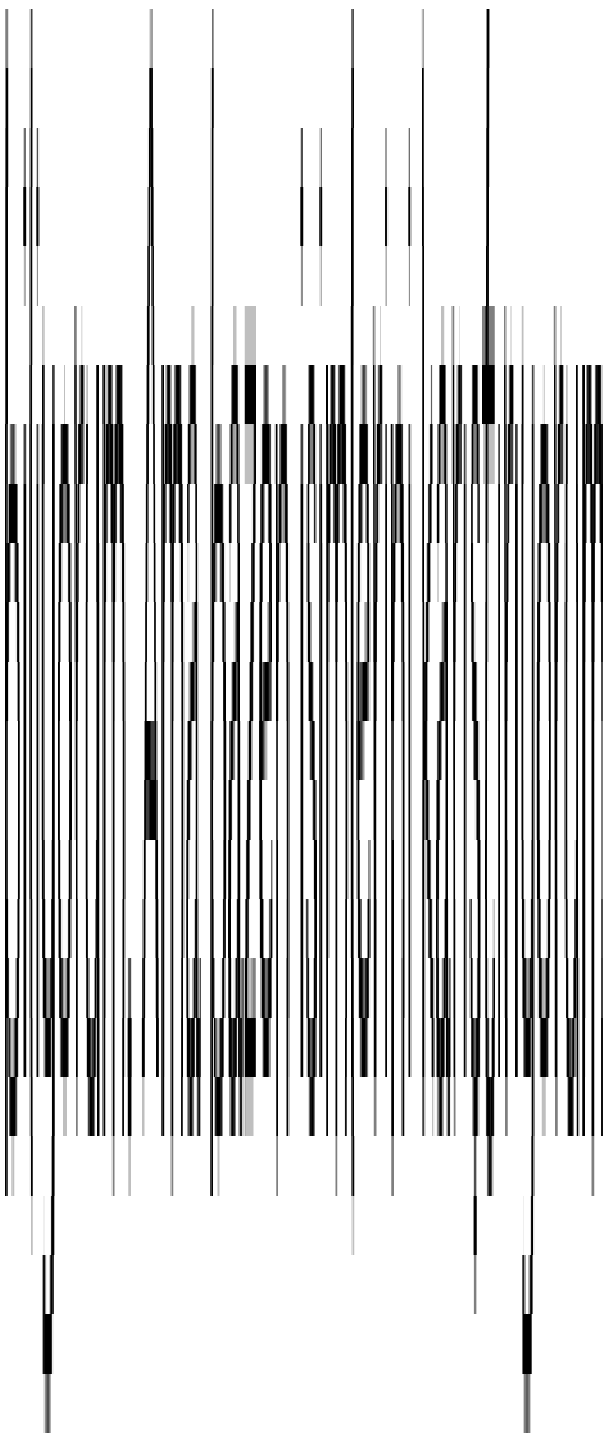


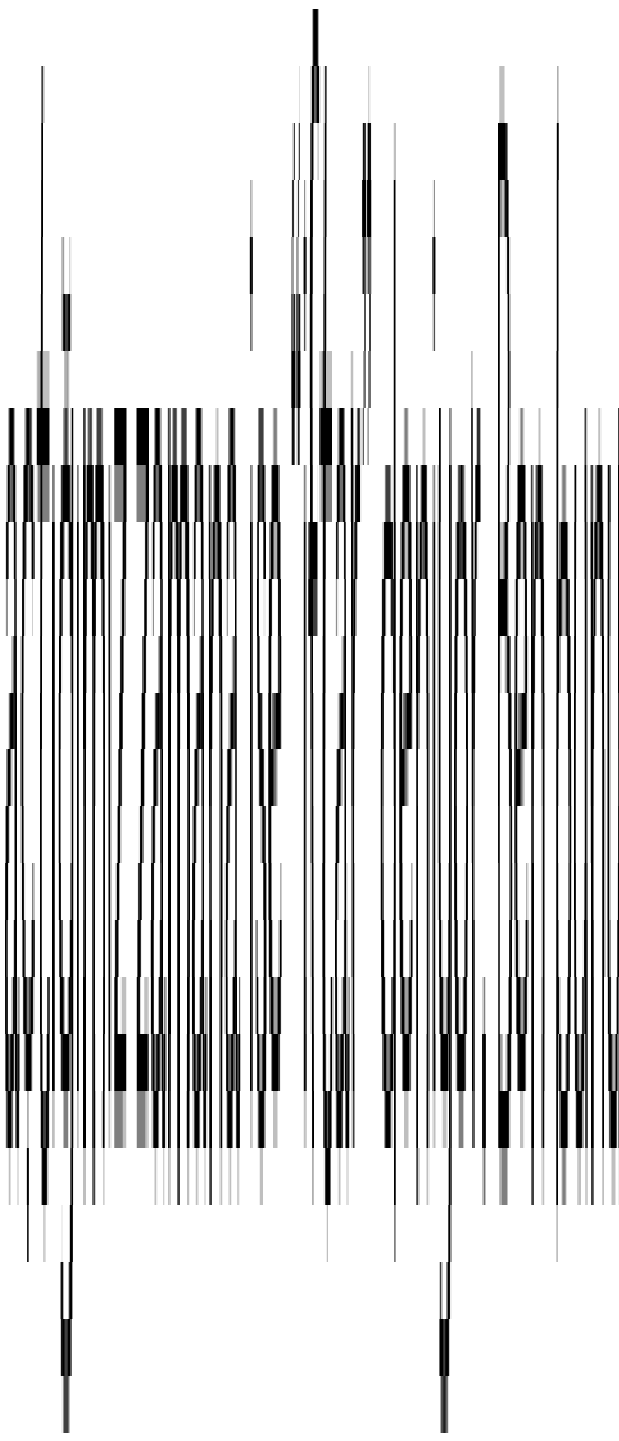


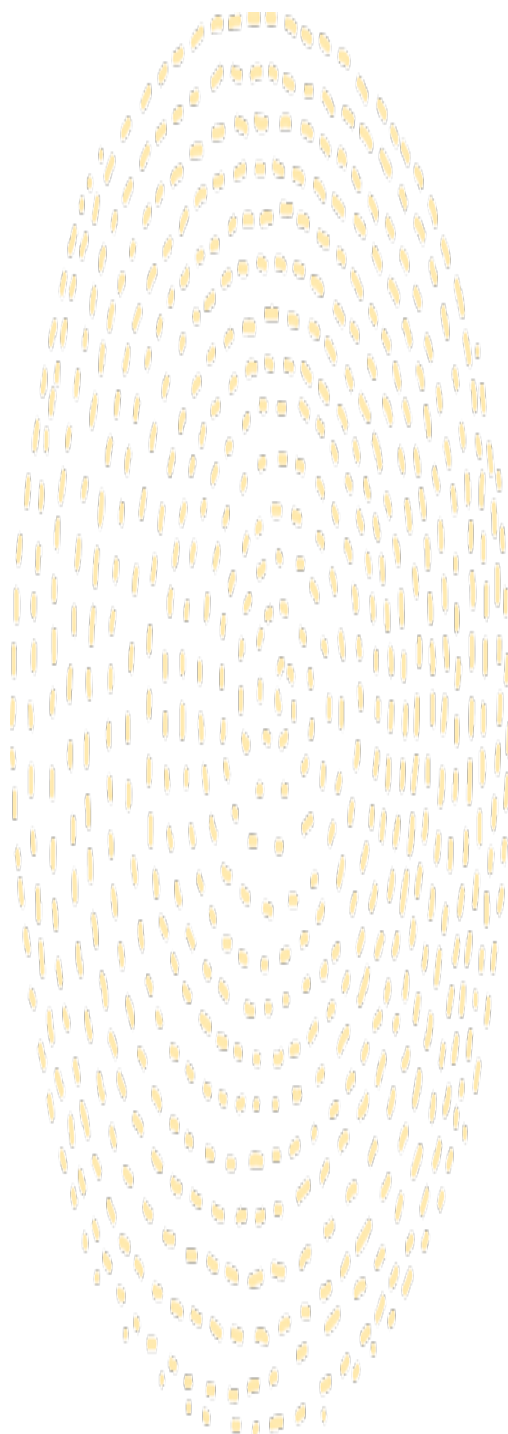




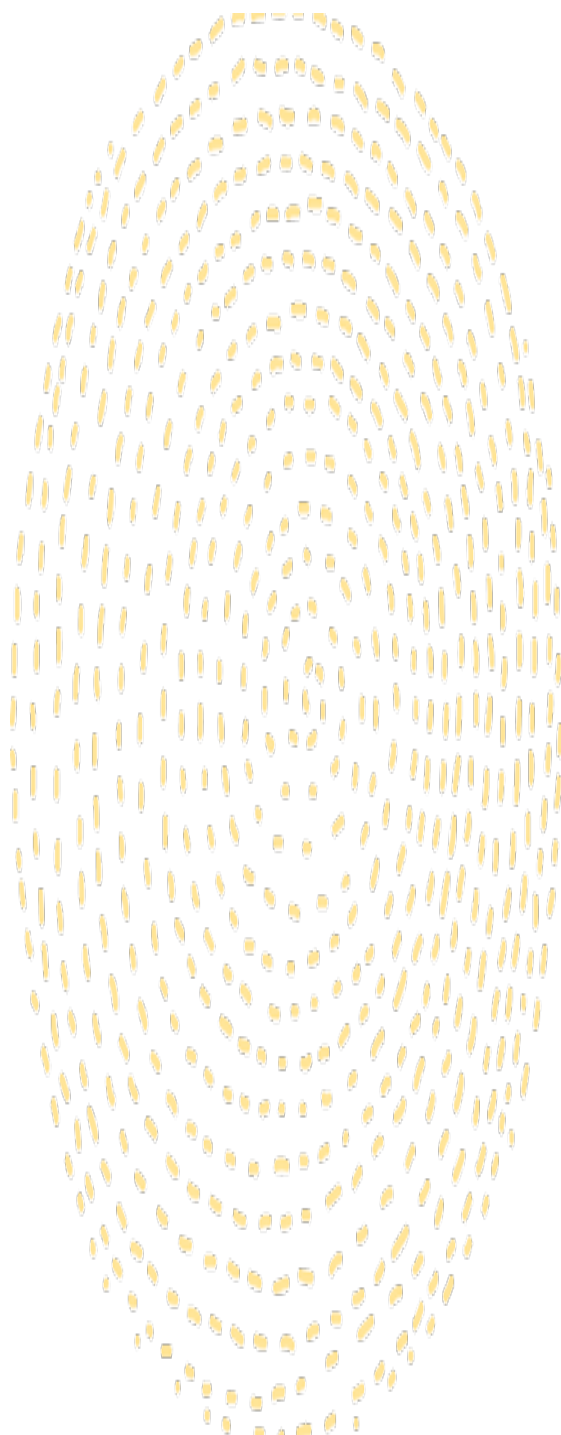


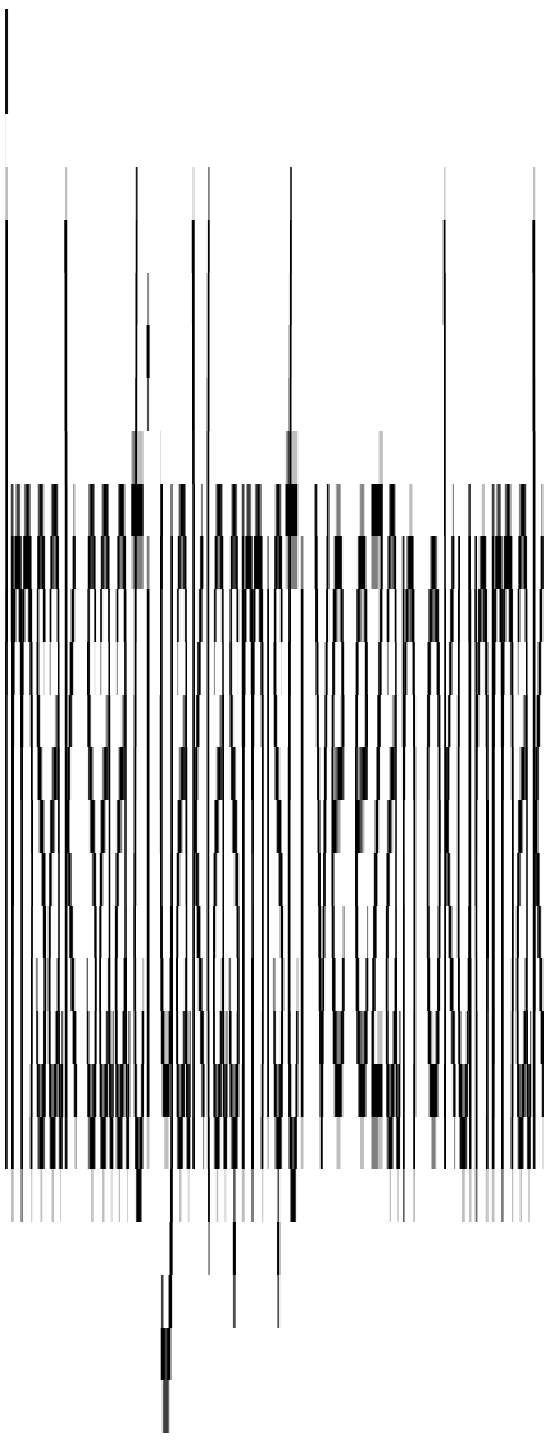


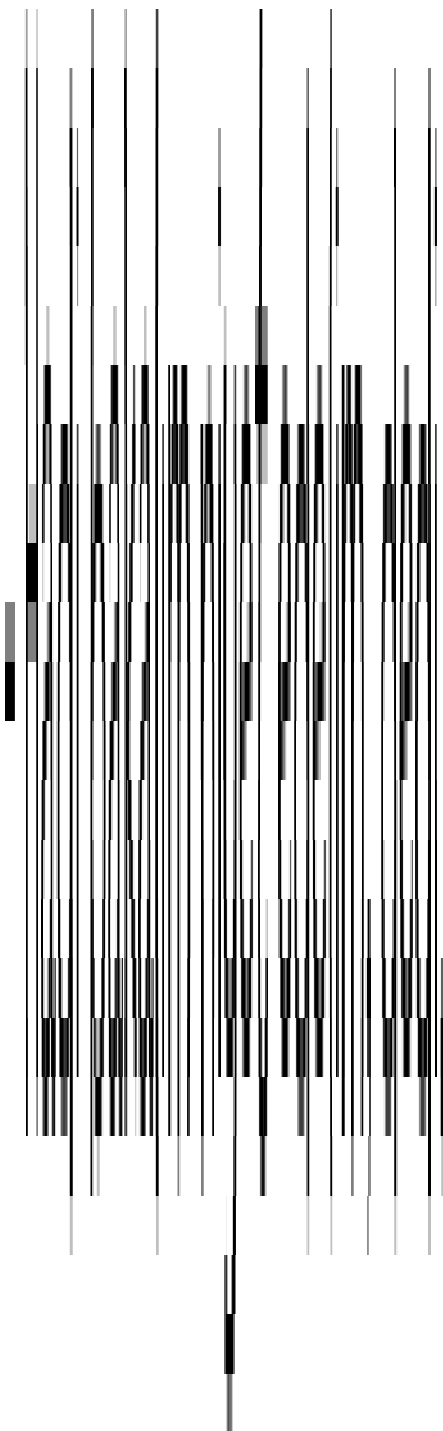


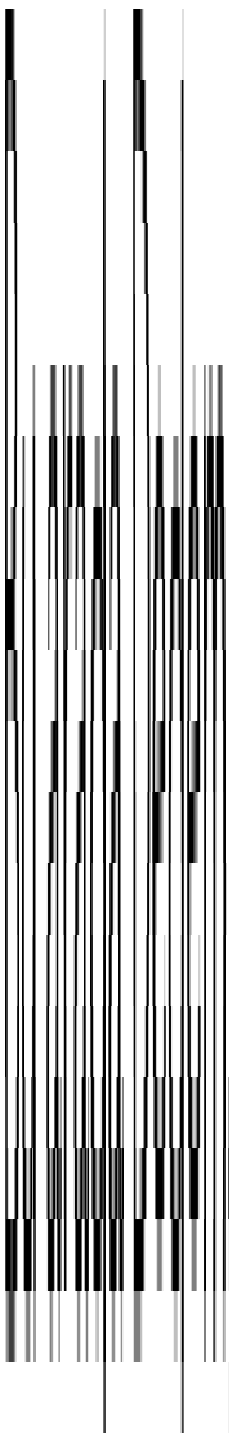


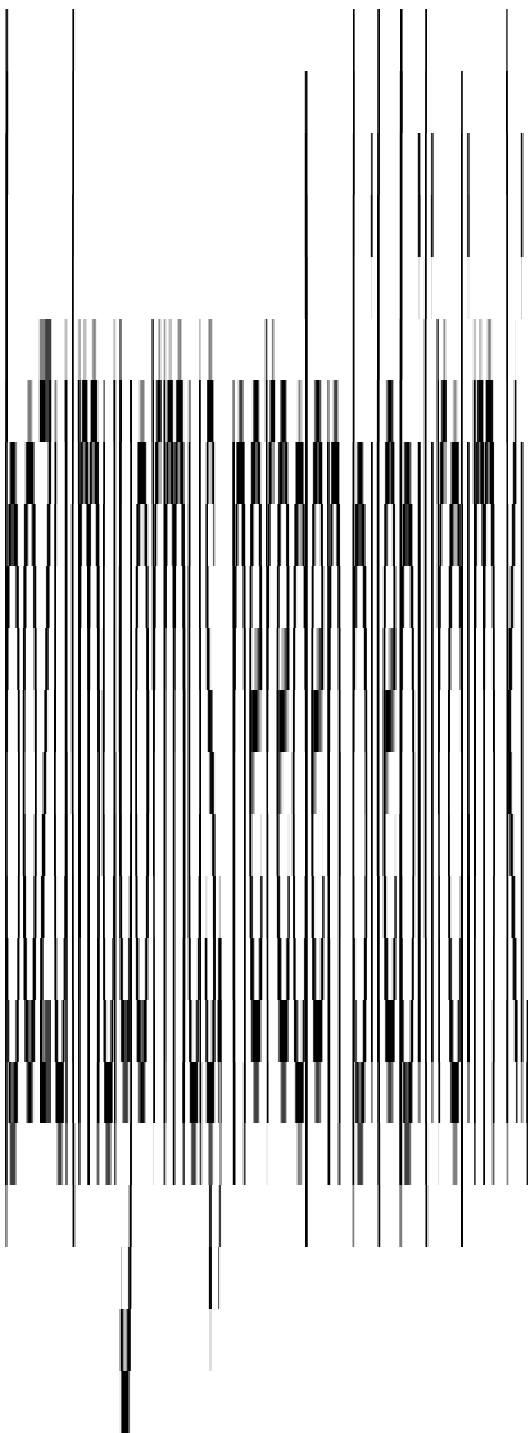


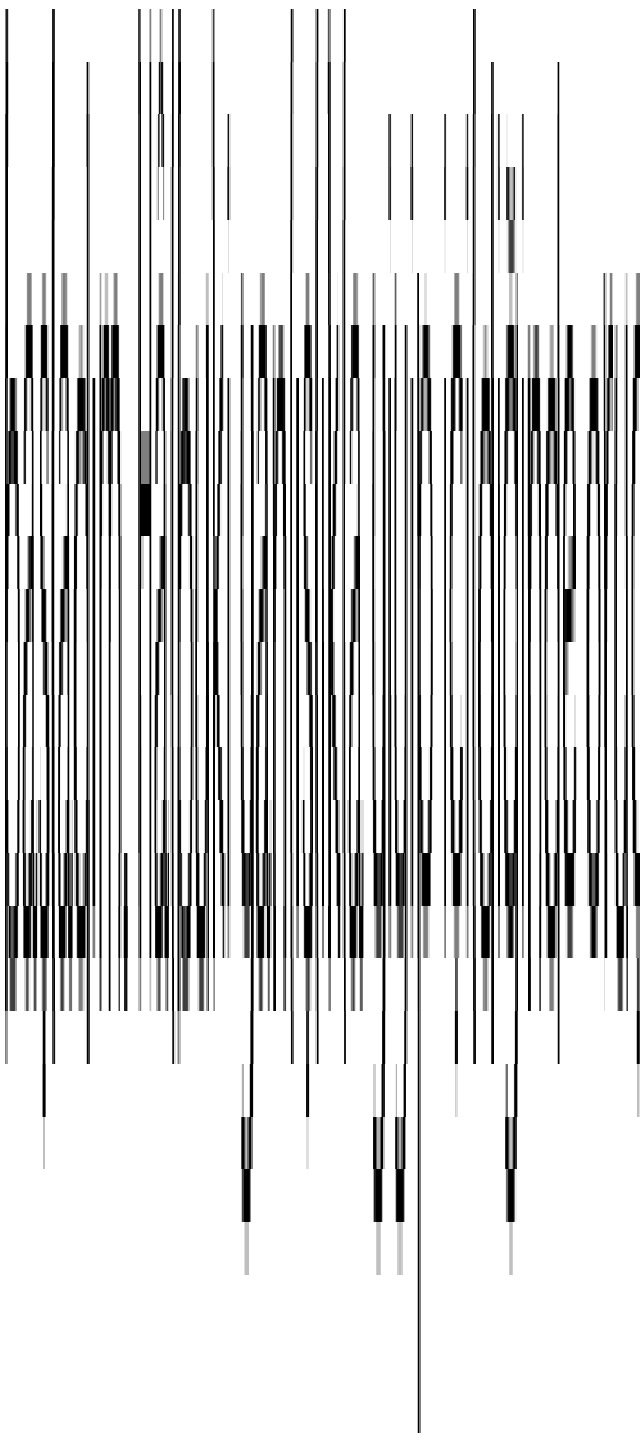


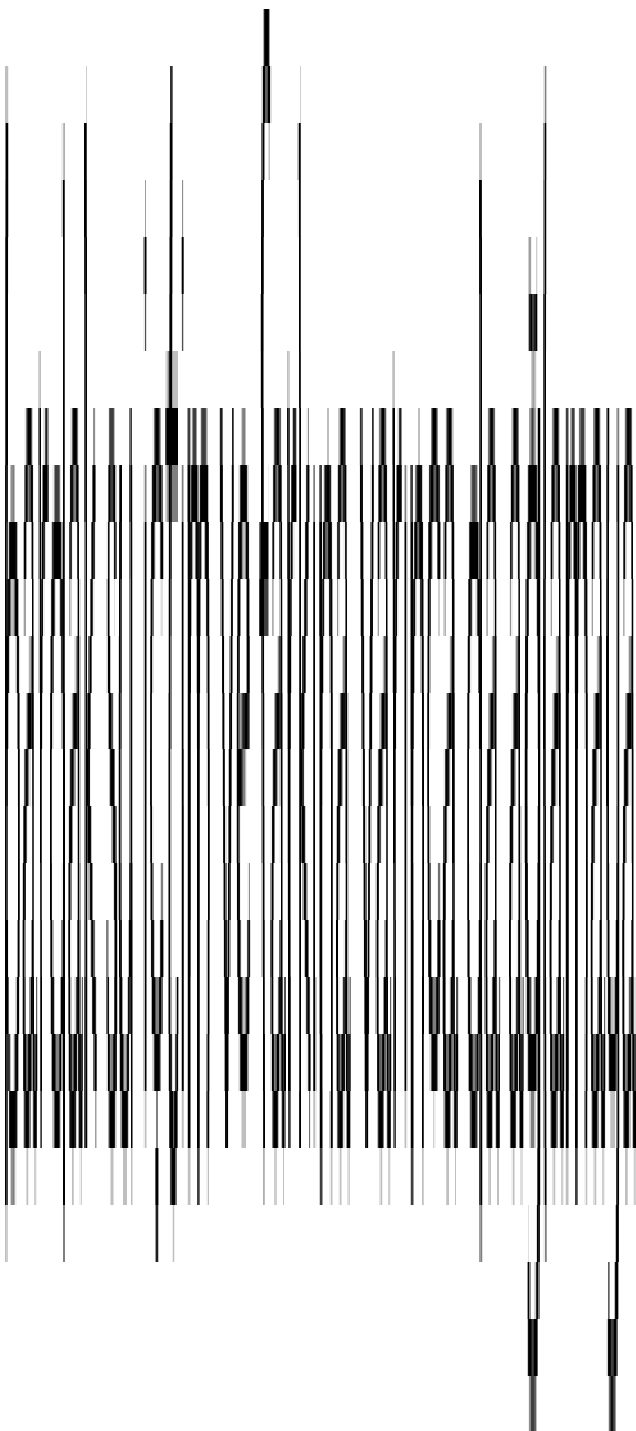


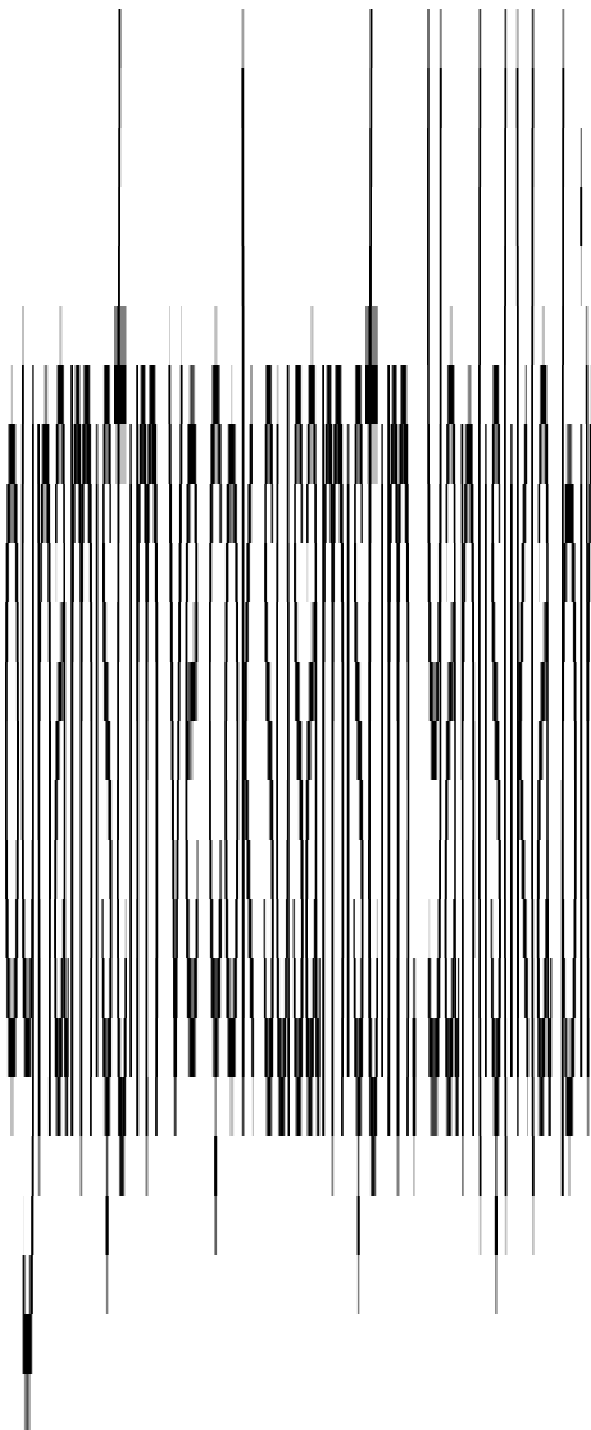


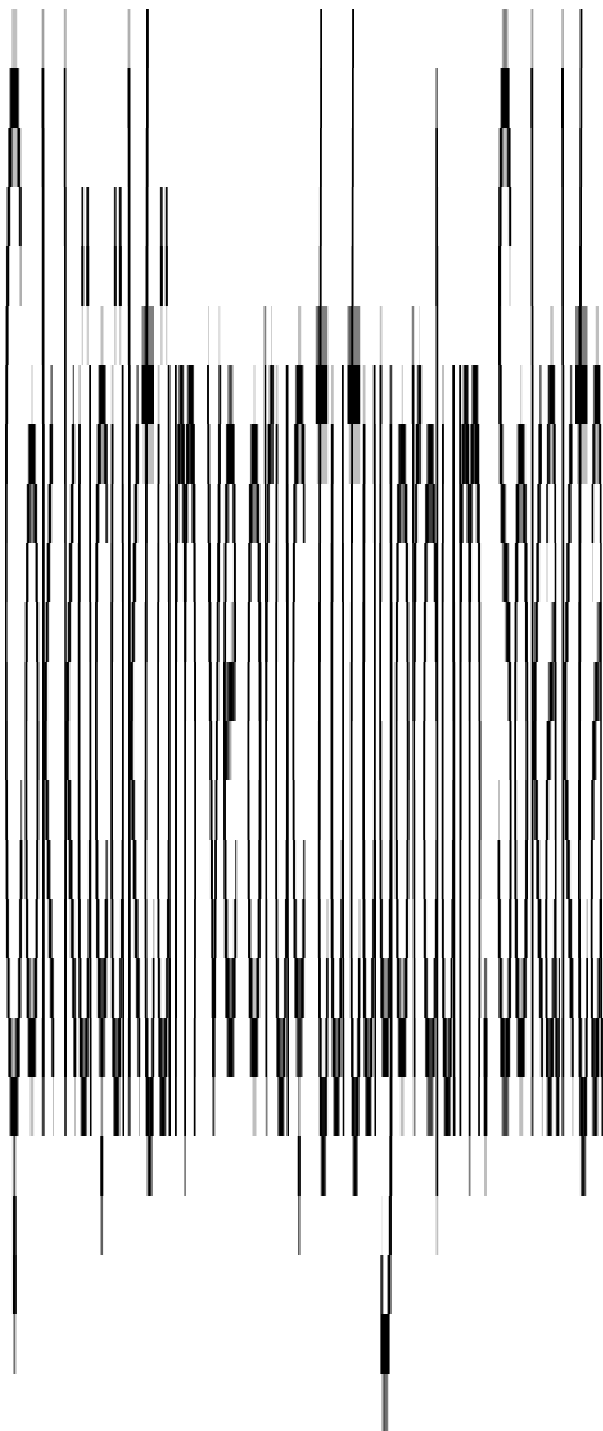


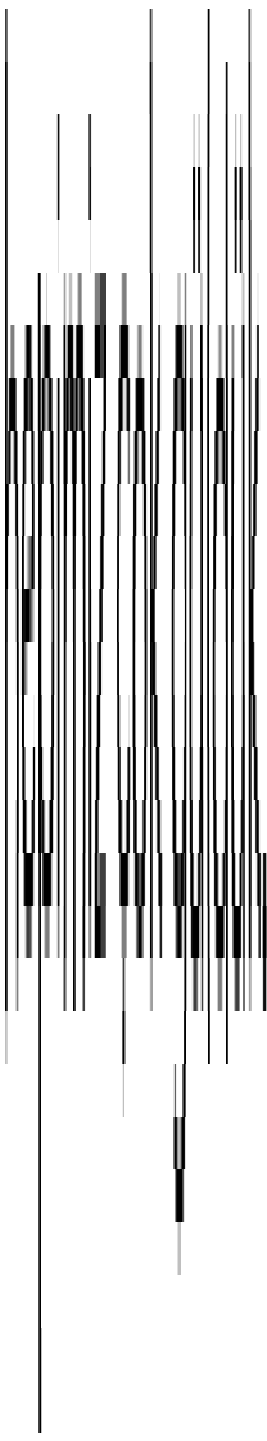


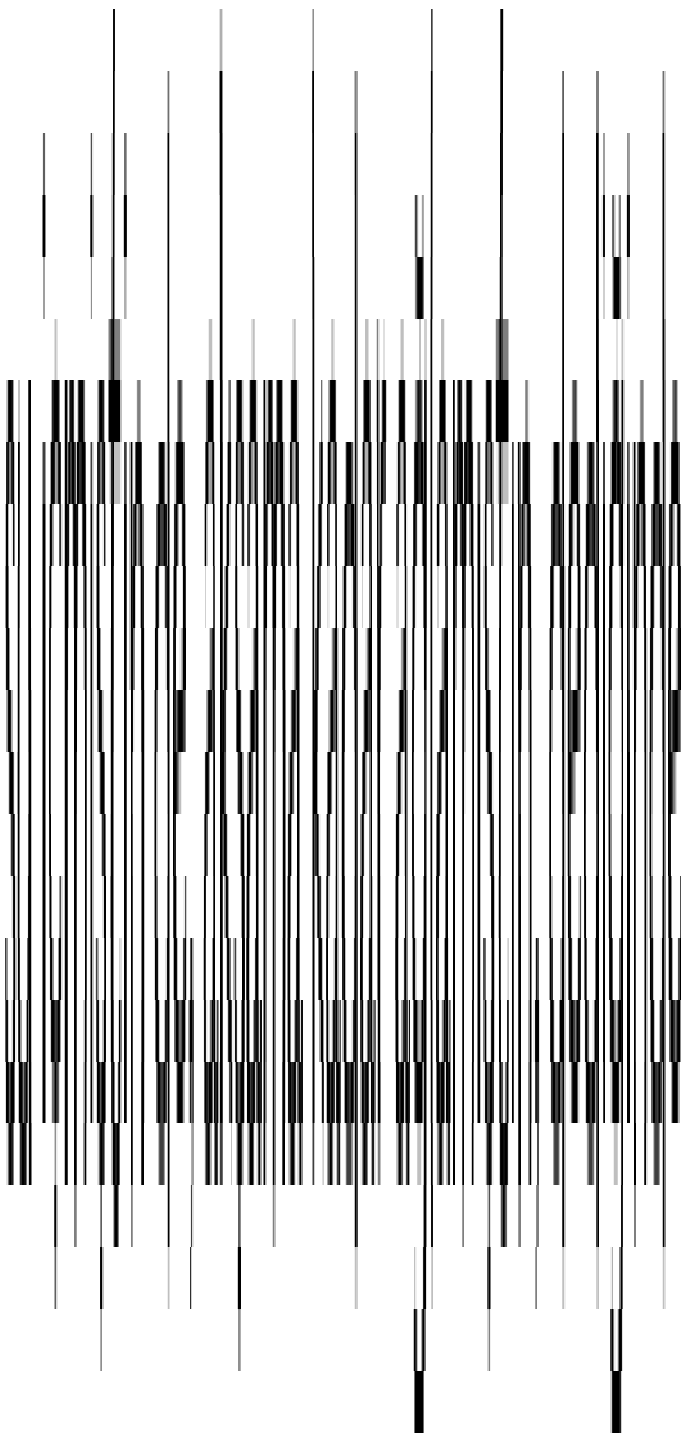


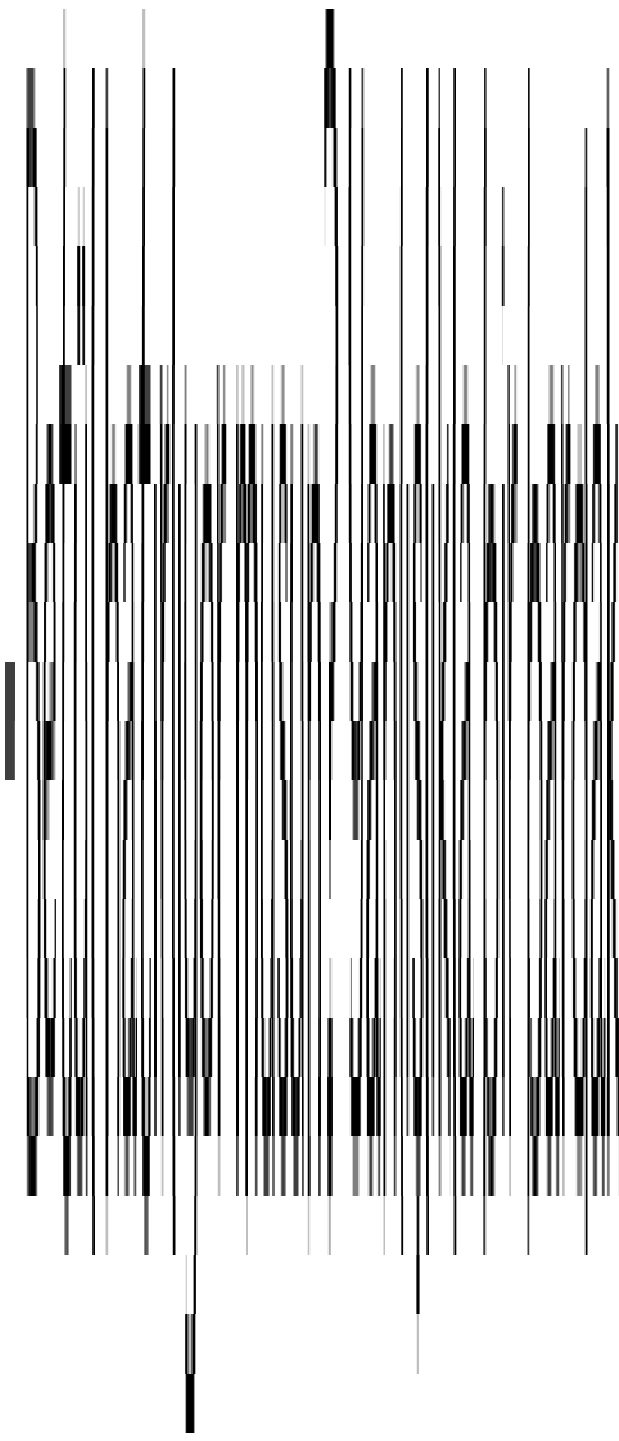


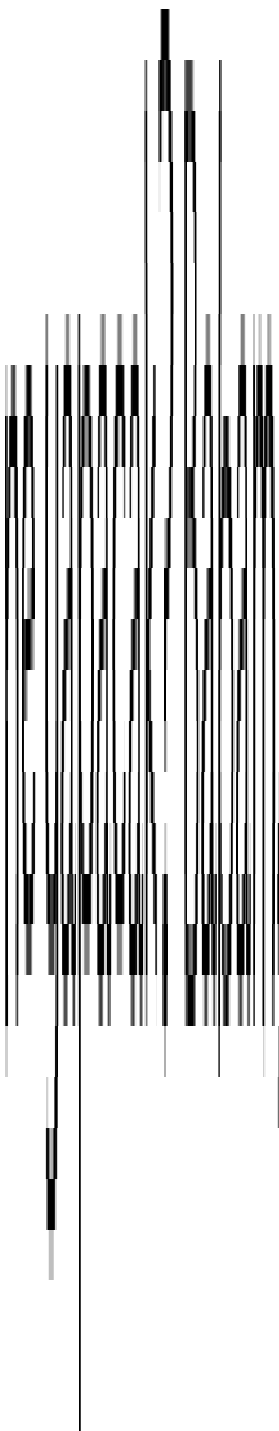


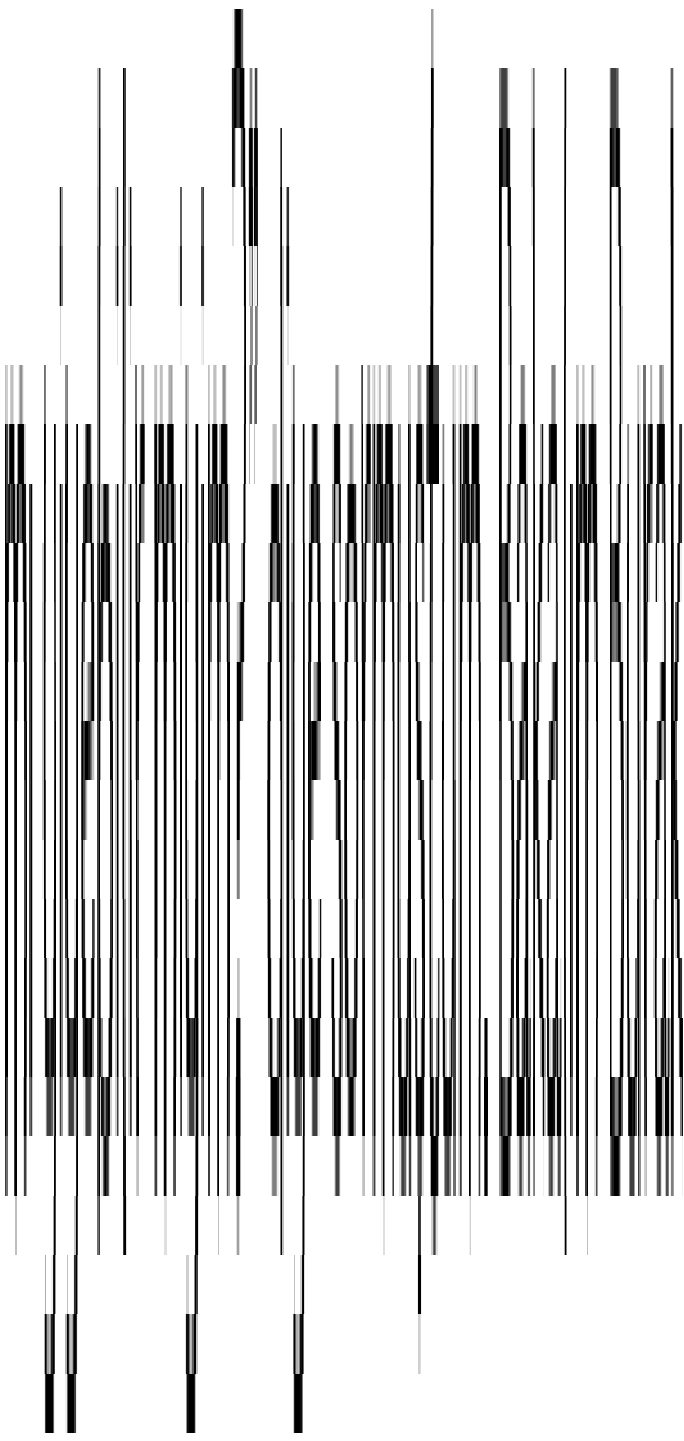


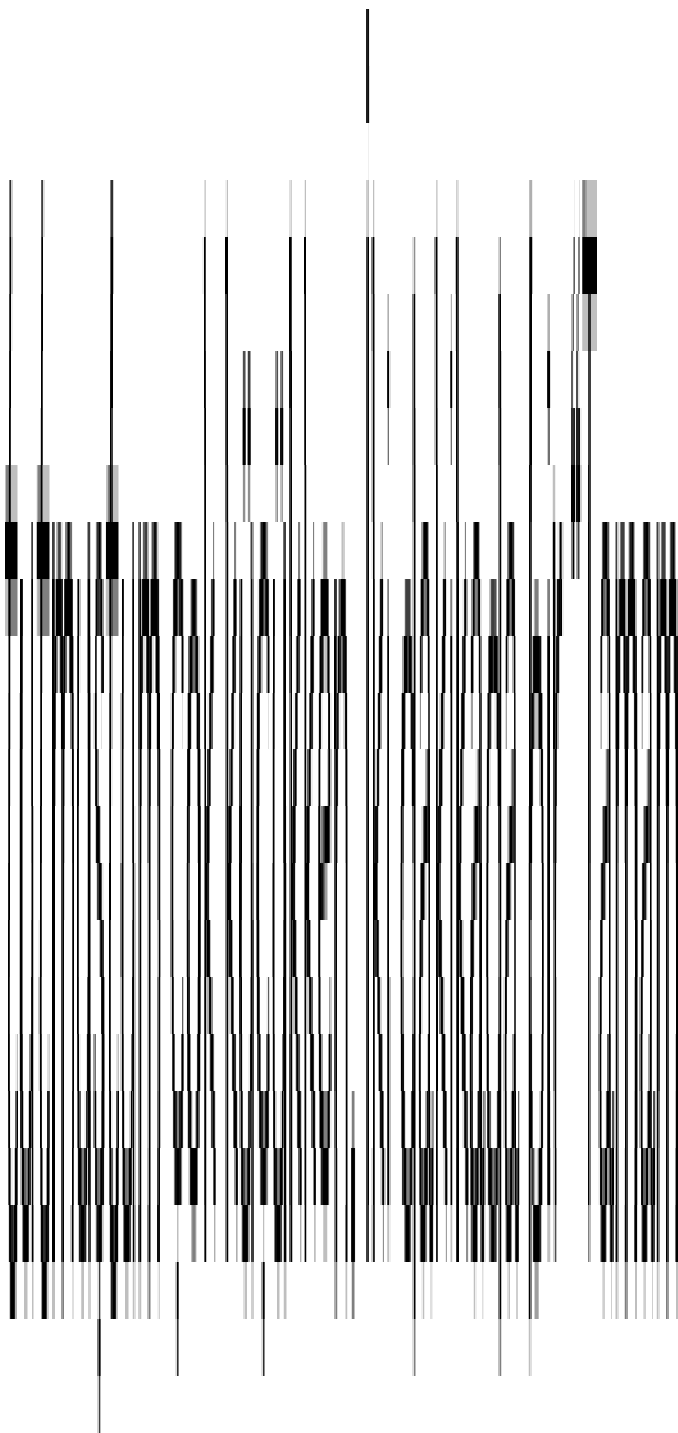


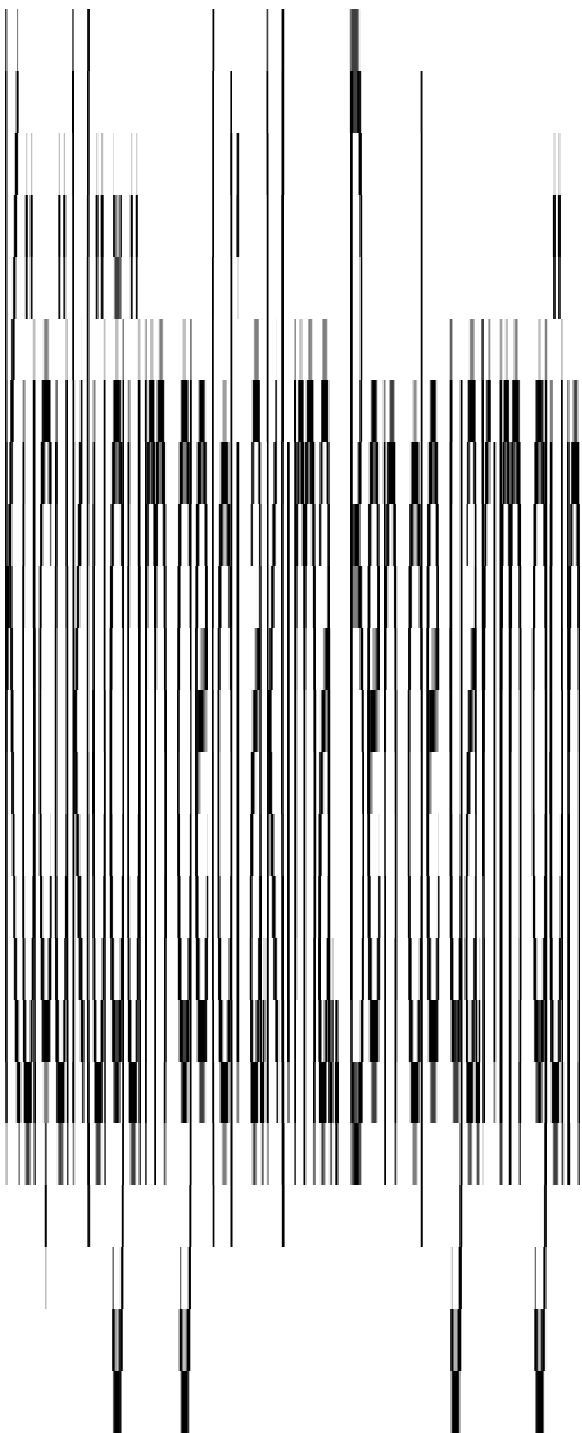


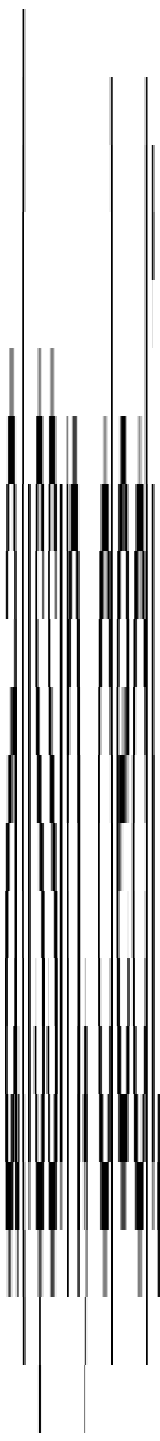


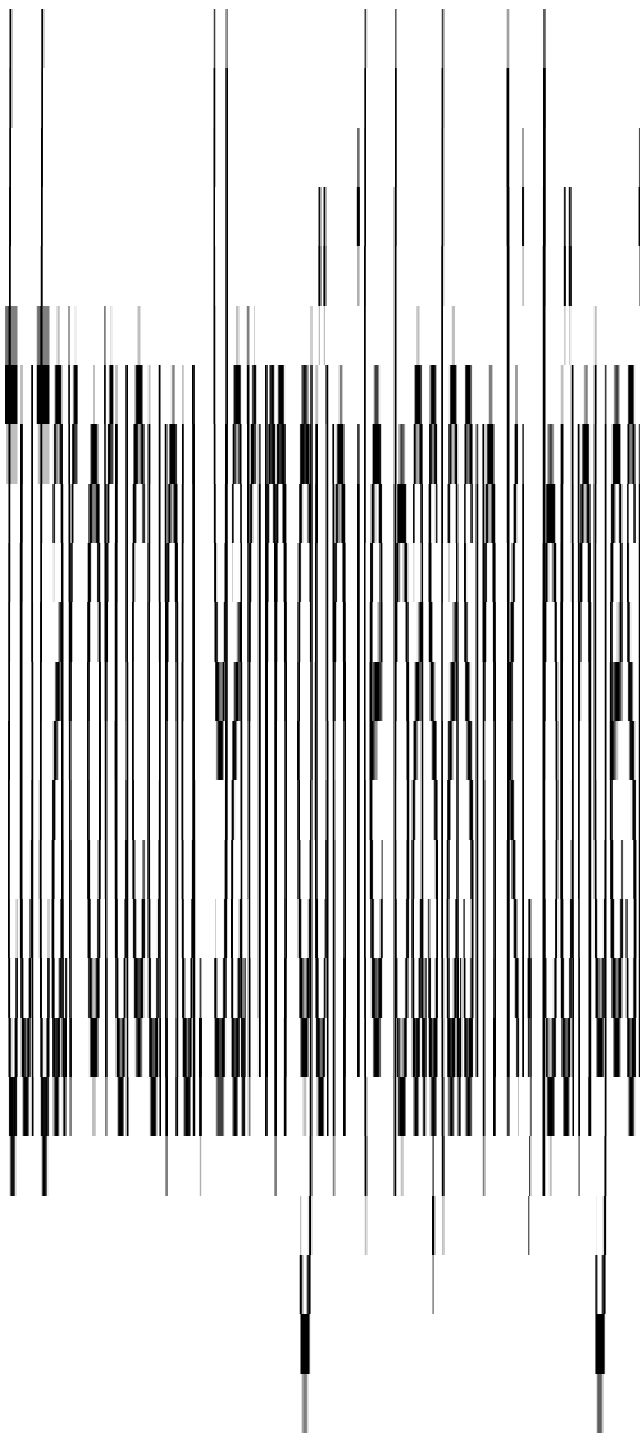


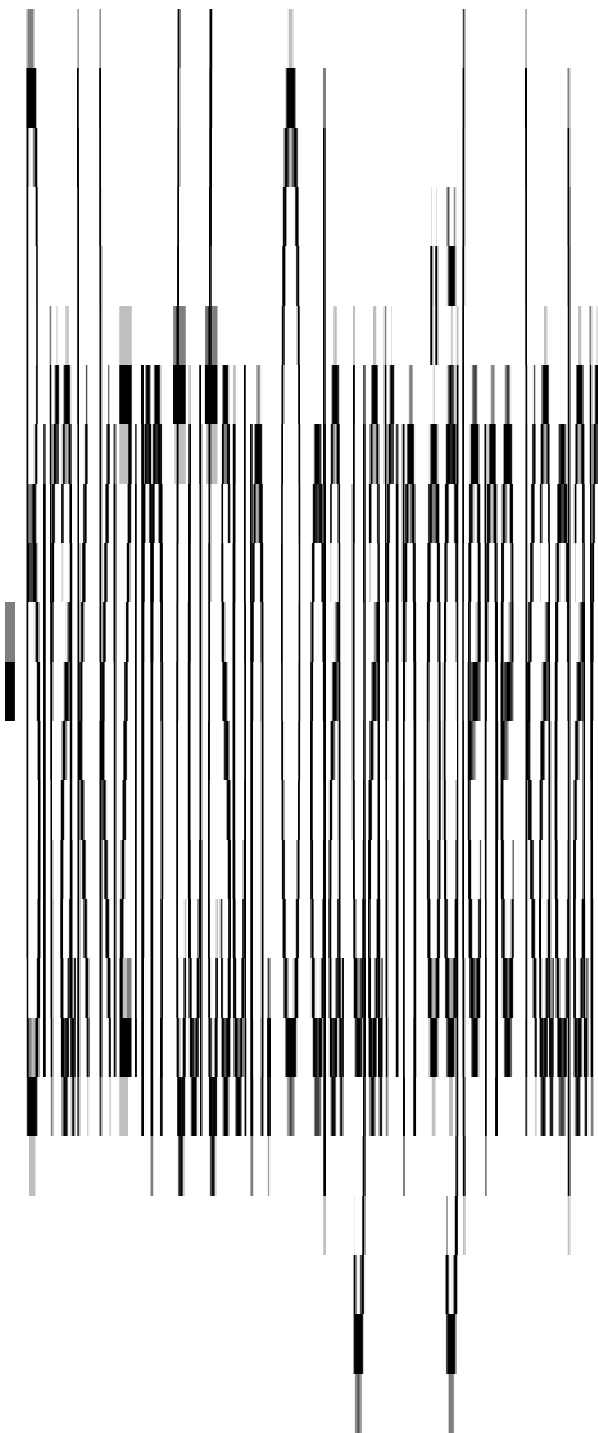


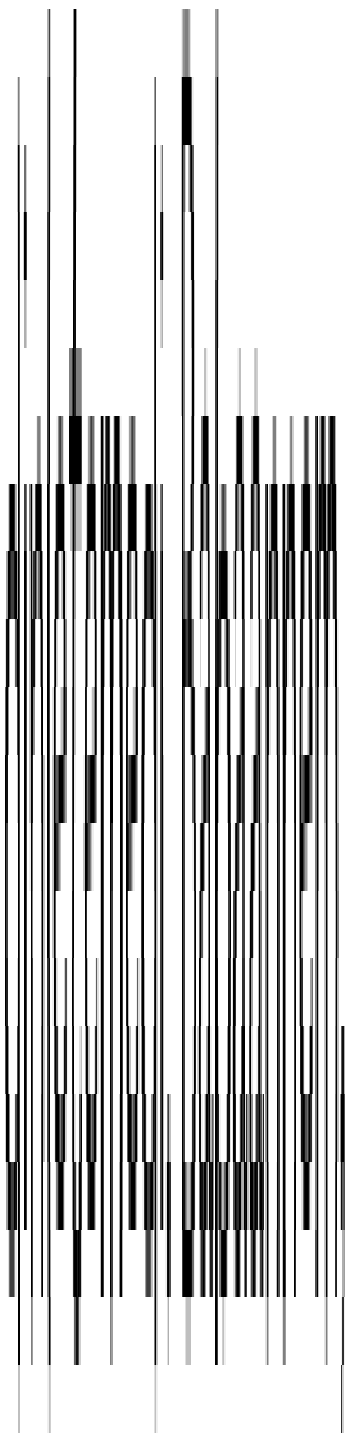


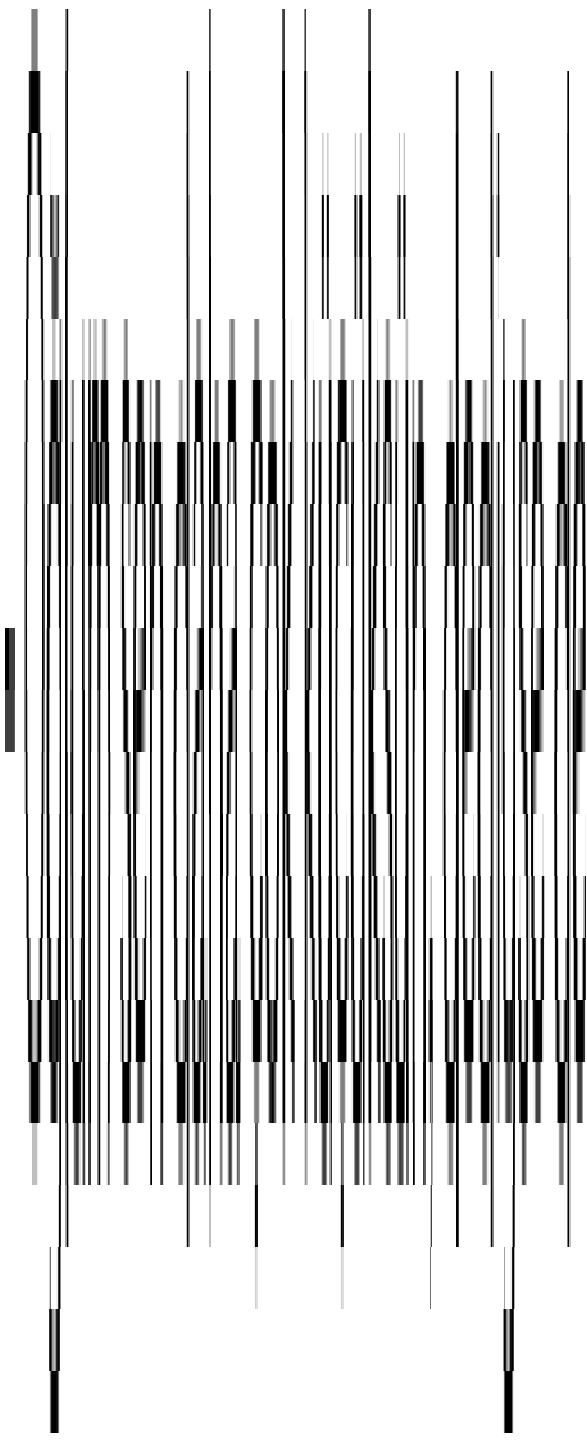


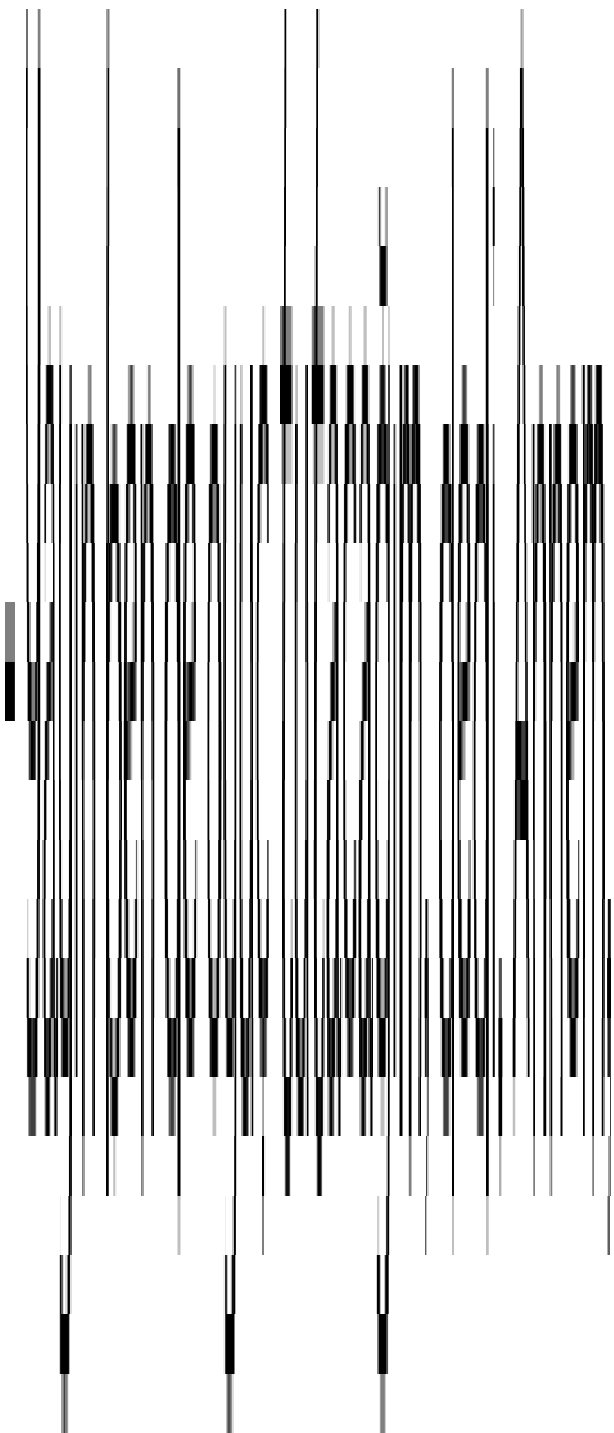


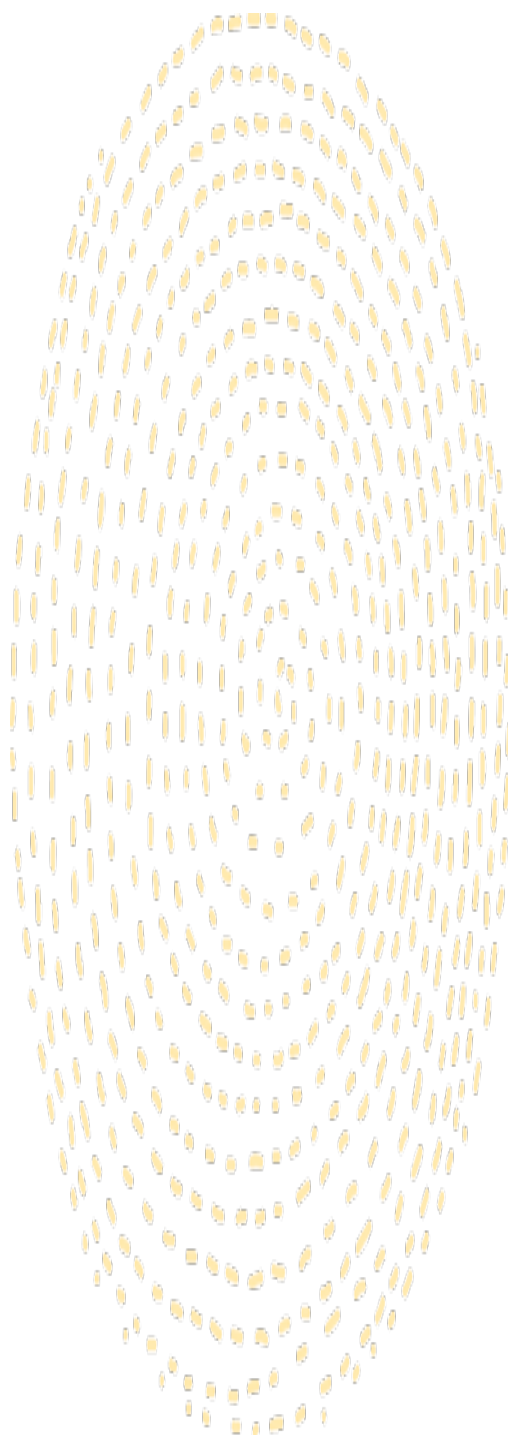




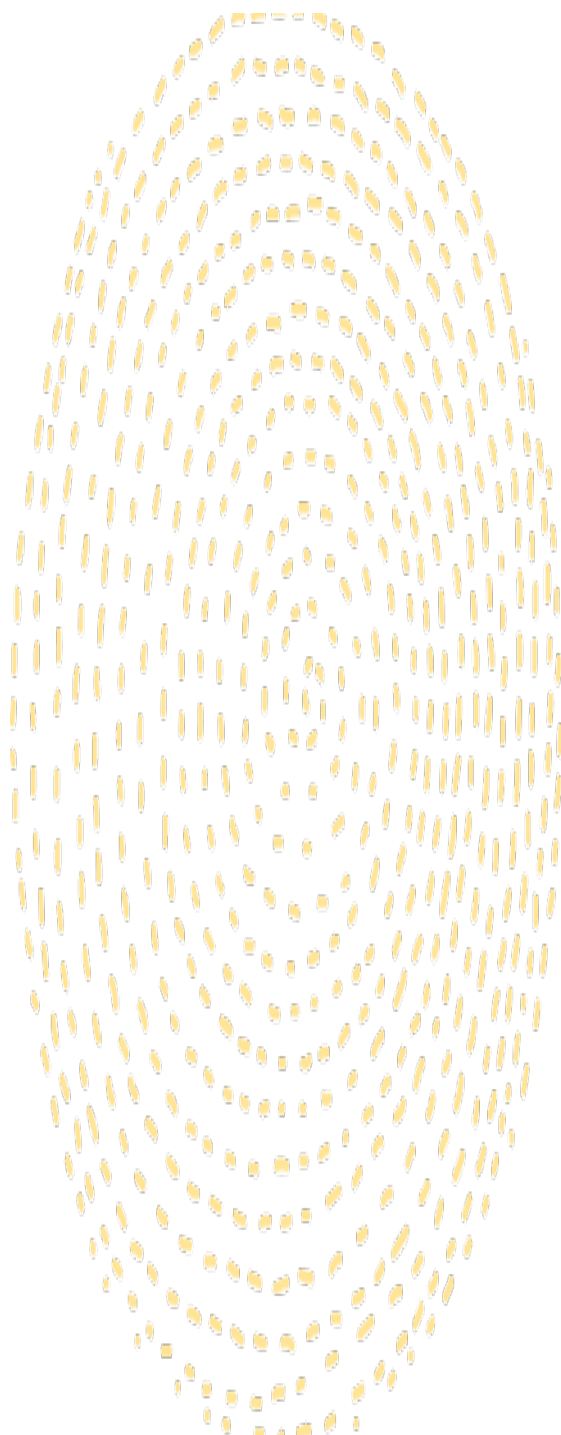


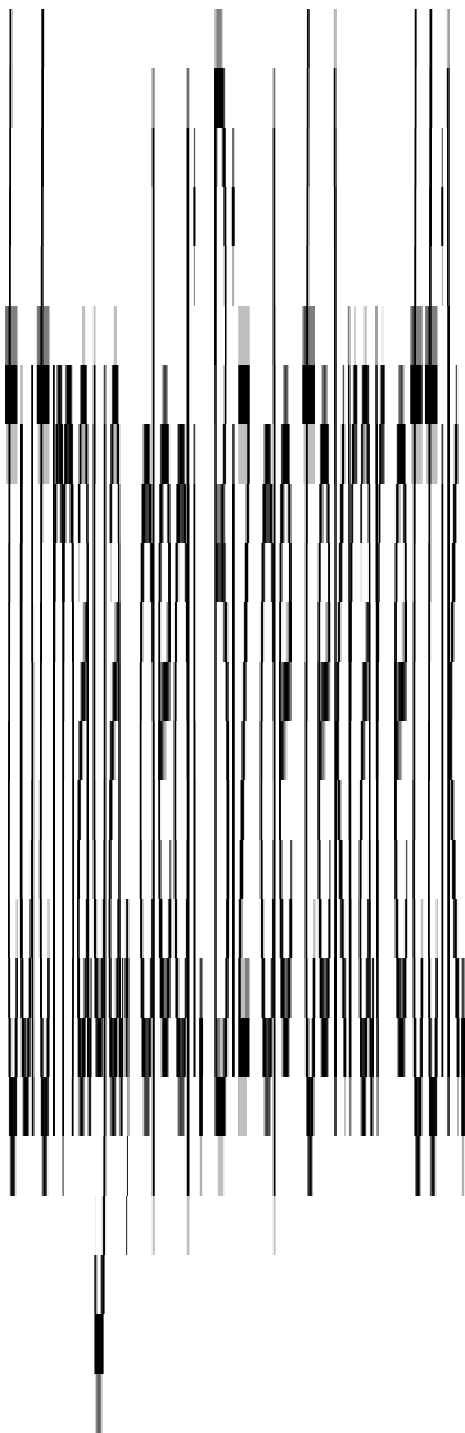


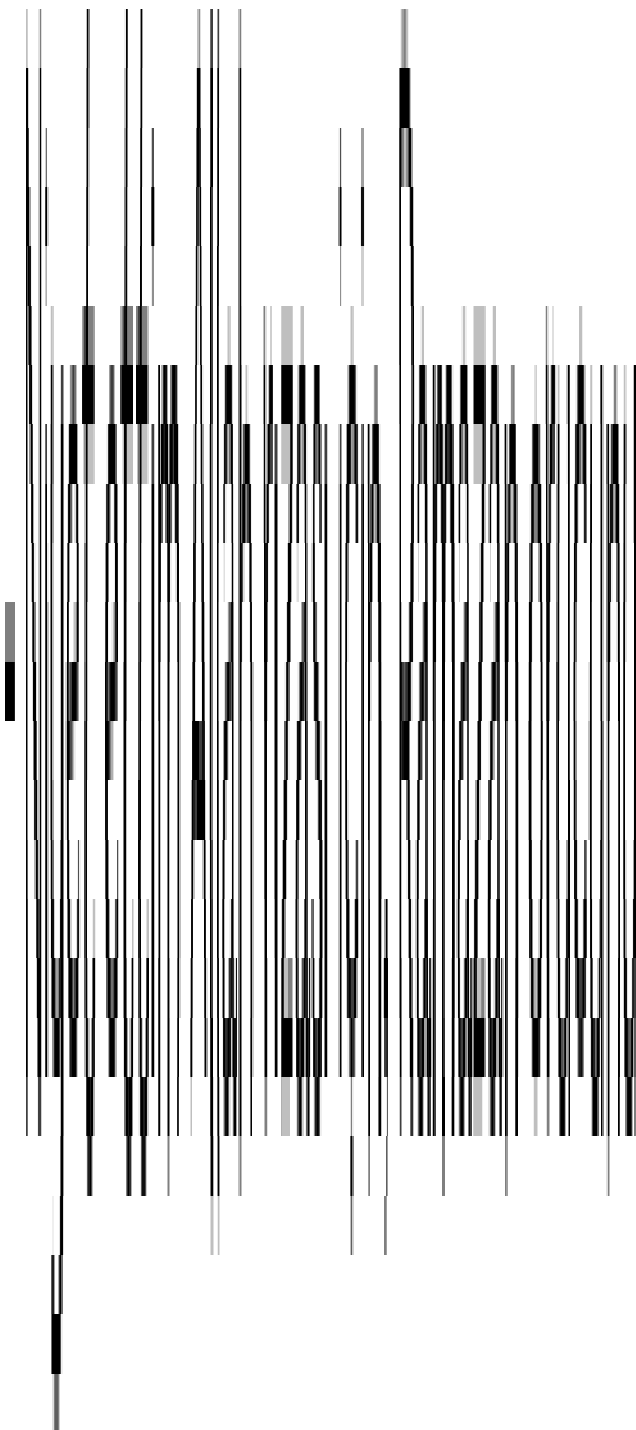


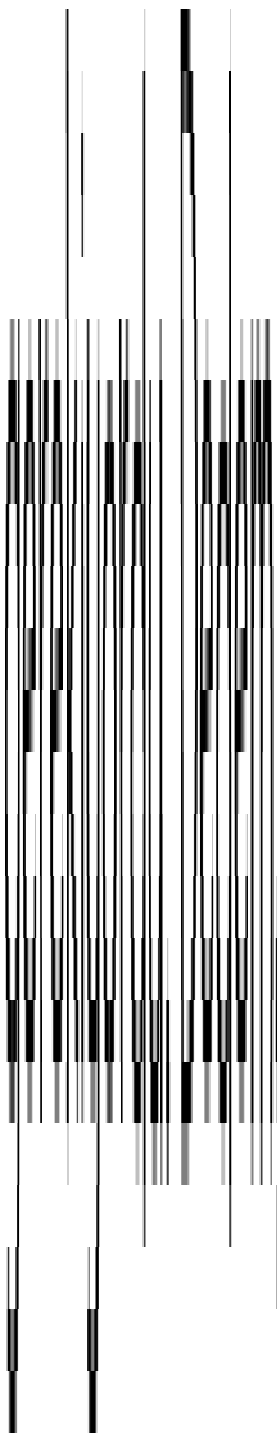


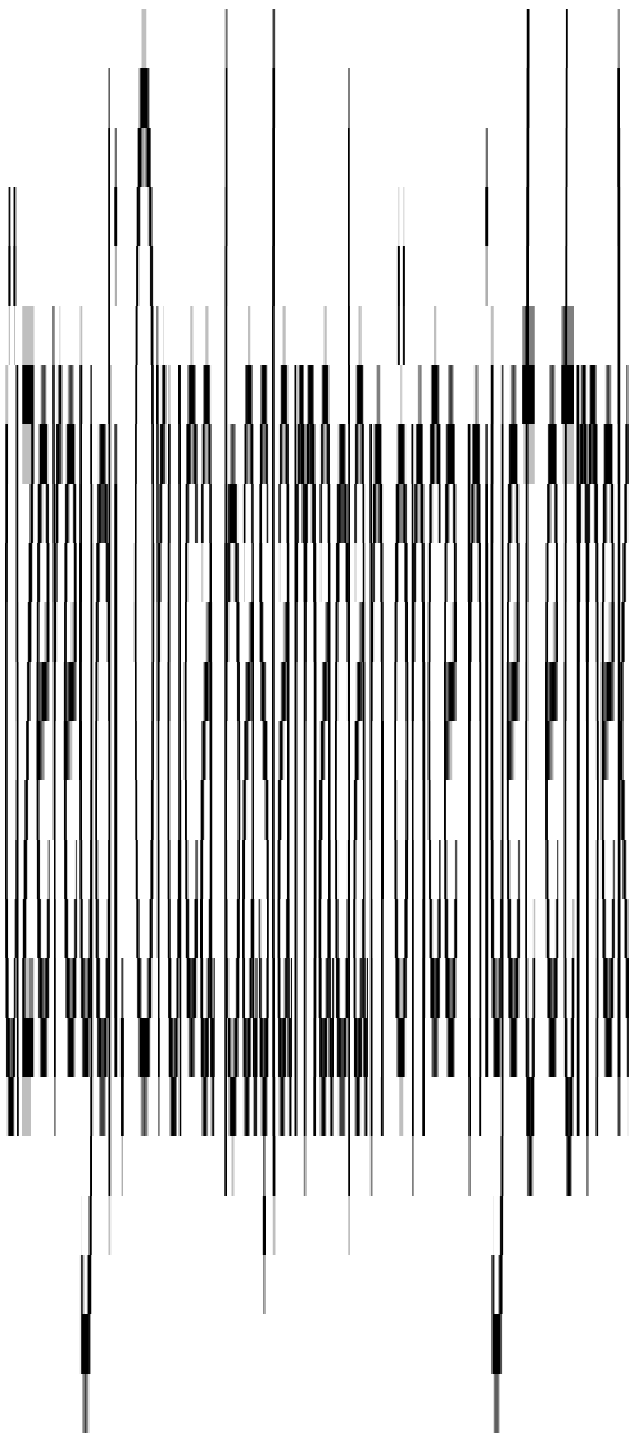


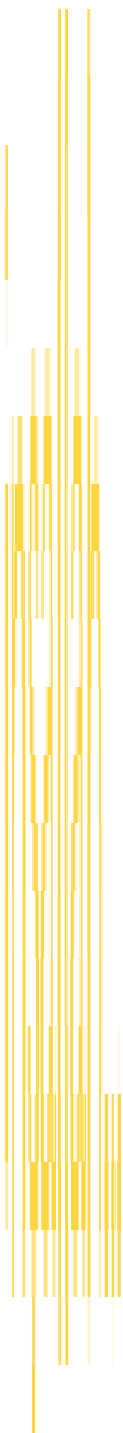


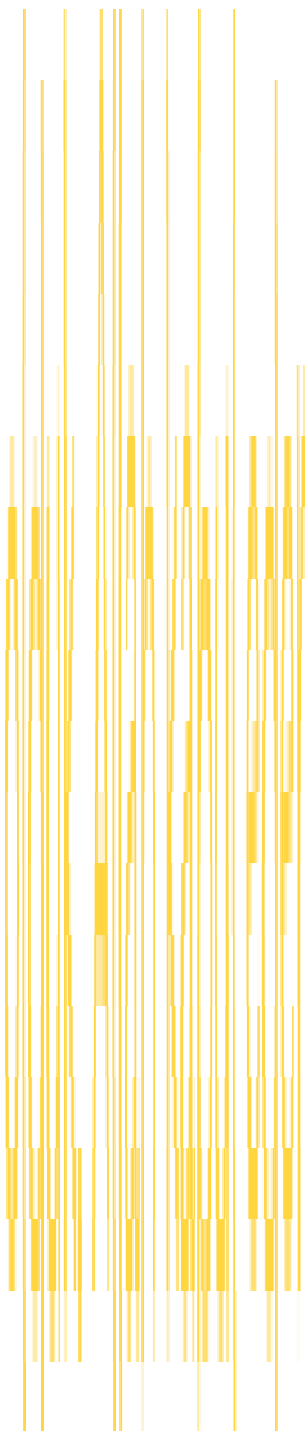










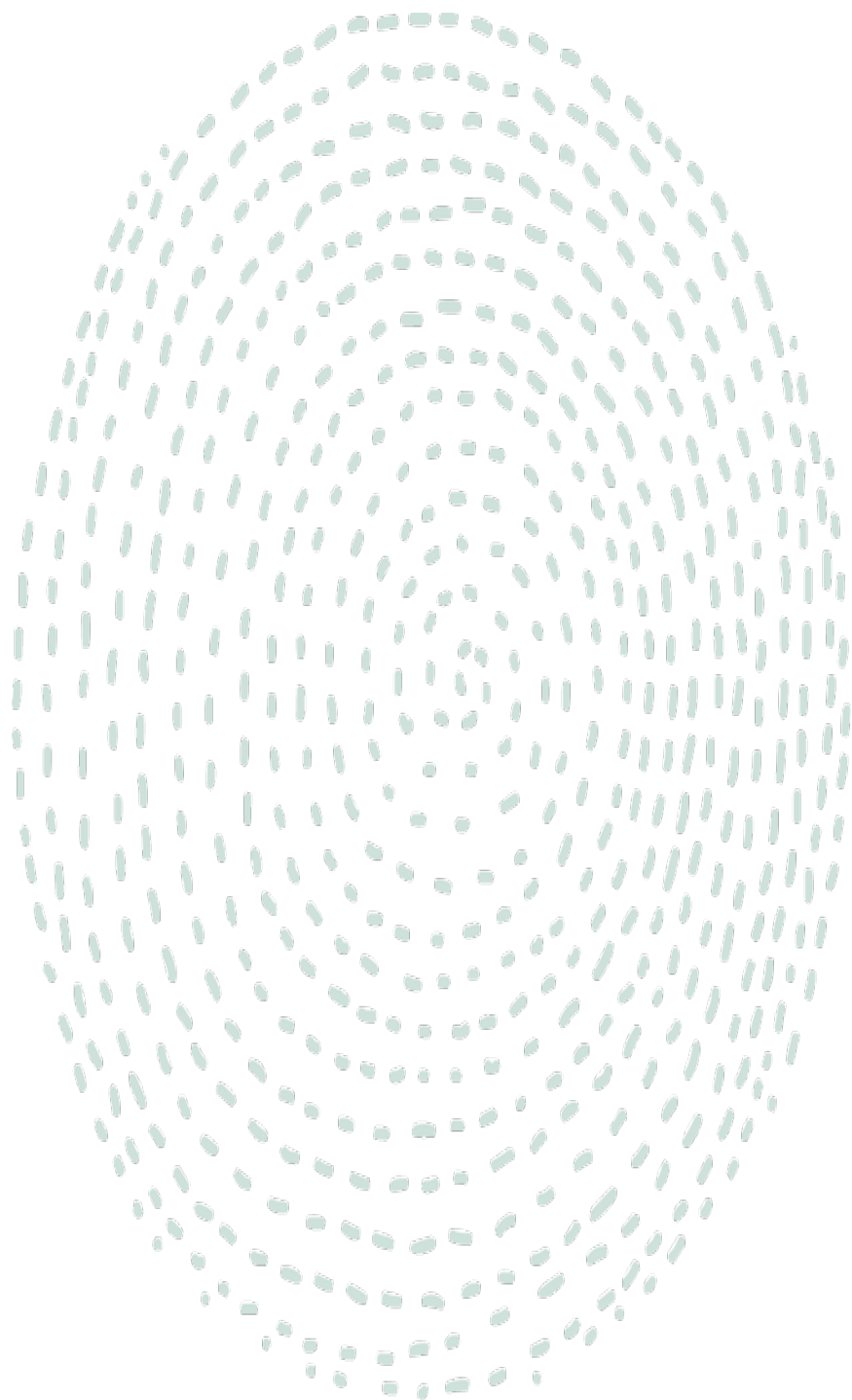


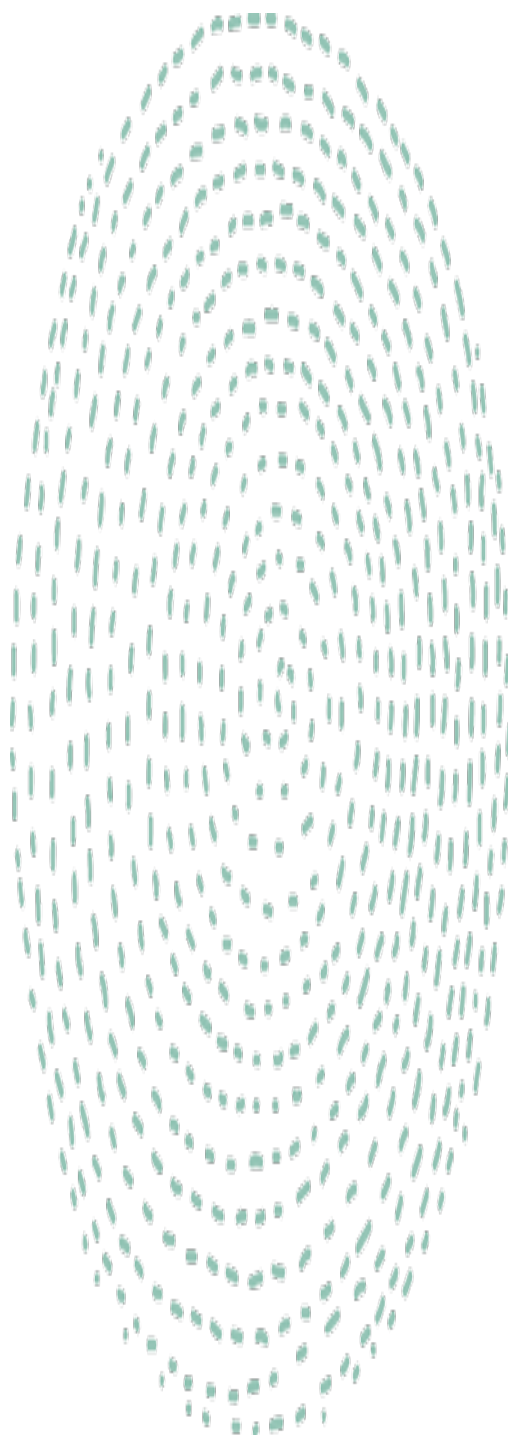












1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental setup and the procedures followed during the study.

3. The third part of the document presents the results of the study, showing the data collected and the analysis performed. It includes a series of tables and graphs that illustrate the findings of the research.

4. The fourth part of the document discusses the implications of the study and the conclusions drawn from the results. It highlights the significance of the findings and their potential applications in the field of research.

5. The fifth part of the document provides a summary of the key points discussed throughout the document. It reiterates the main findings and the conclusions drawn from the study.

6. The sixth part of the document includes a list of references and a list of figures. The references list the sources of information used in the study, and the figures list the various charts and graphs included in the document.

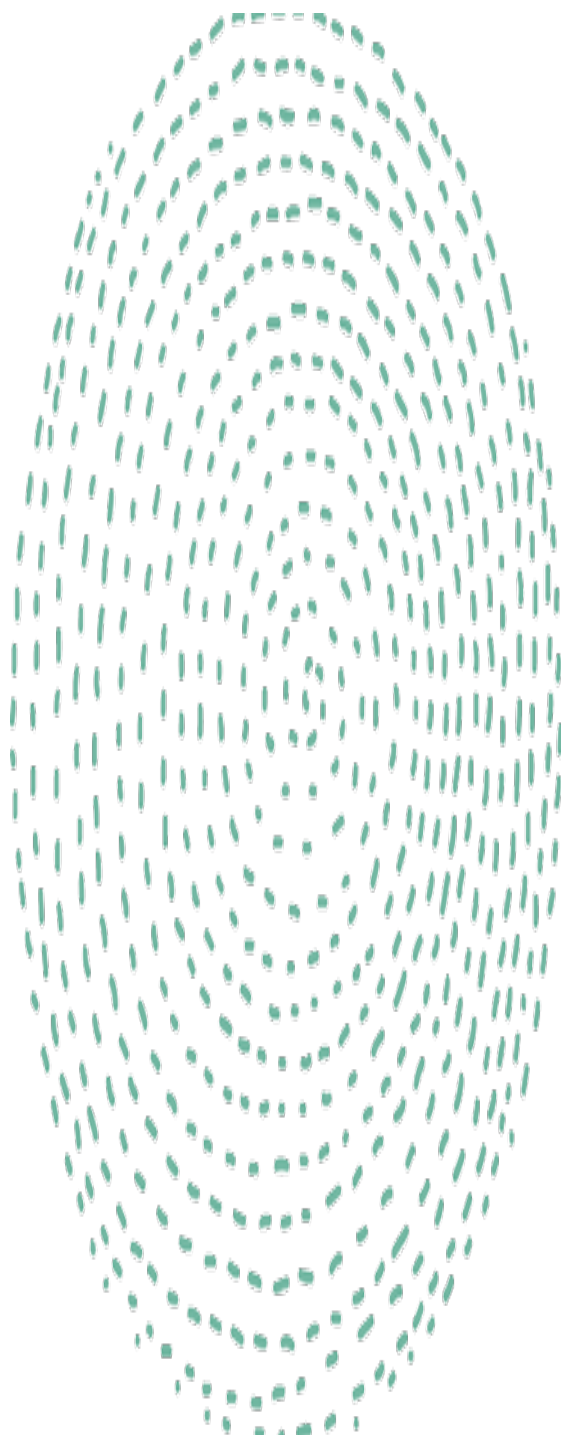
7. The seventh part of the document is a list of appendices, which include additional information and data related to the study. These appendices provide a more detailed look at the research and its findings.

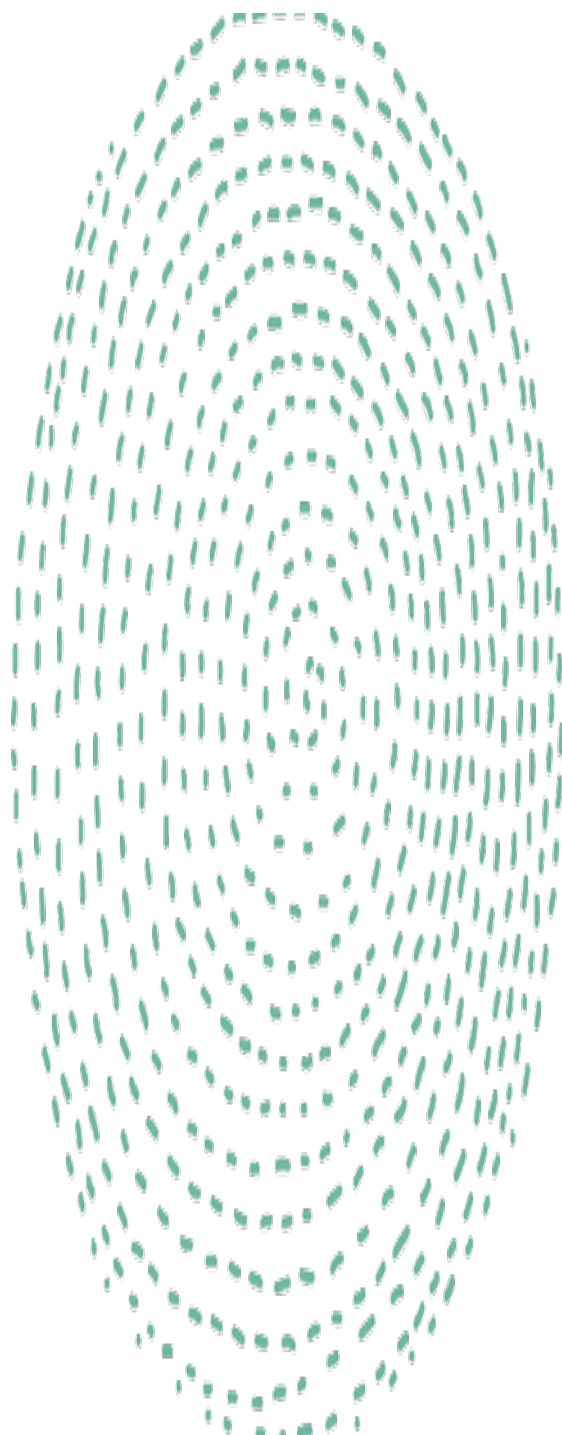
8. The eighth part of the document is a list of acknowledgments, where the author expresses their gratitude to the individuals and organizations that supported the study. This section is a personal note from the author, acknowledging the help and support received during the research process.

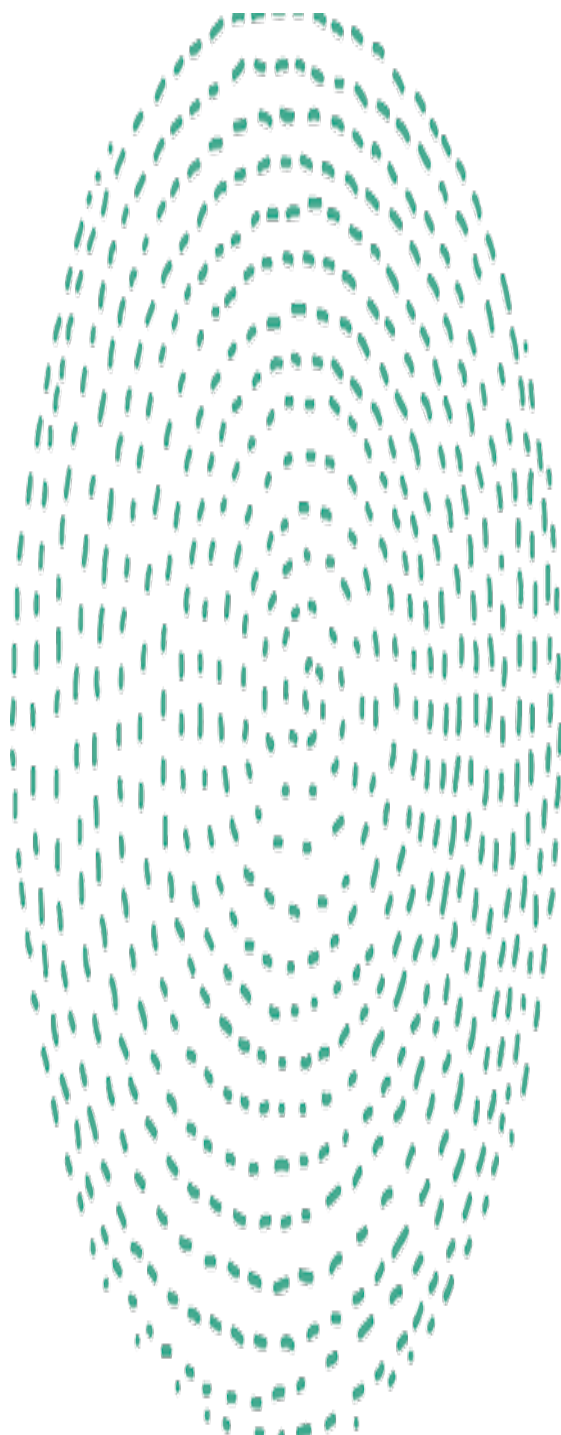
9. The ninth part of the document is a list of footnotes, which provide additional information and references for the reader. These footnotes are used to provide more detail on specific points mentioned in the main text.

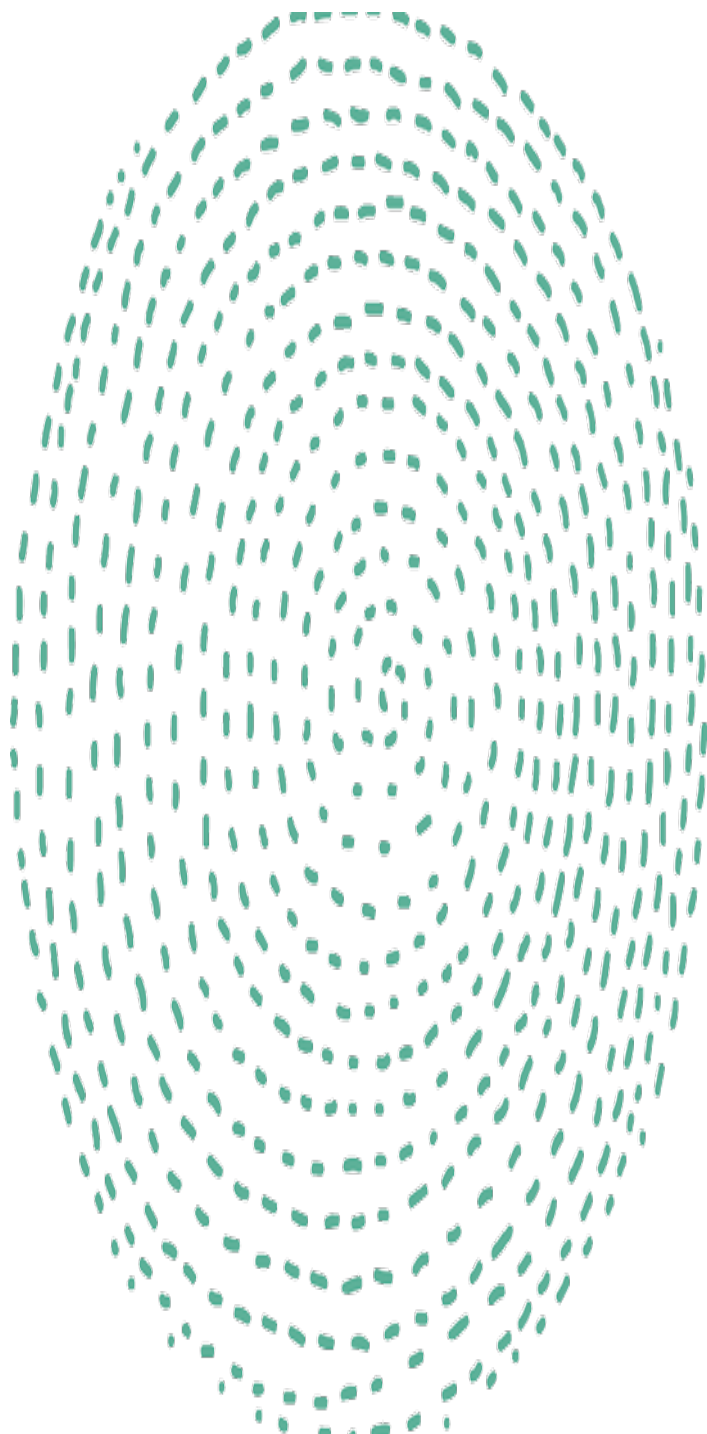
10. The tenth part of the document is a list of references, which are the sources of information used in the study. These references are listed at the end of the document to provide a complete list of the sources used in the research.

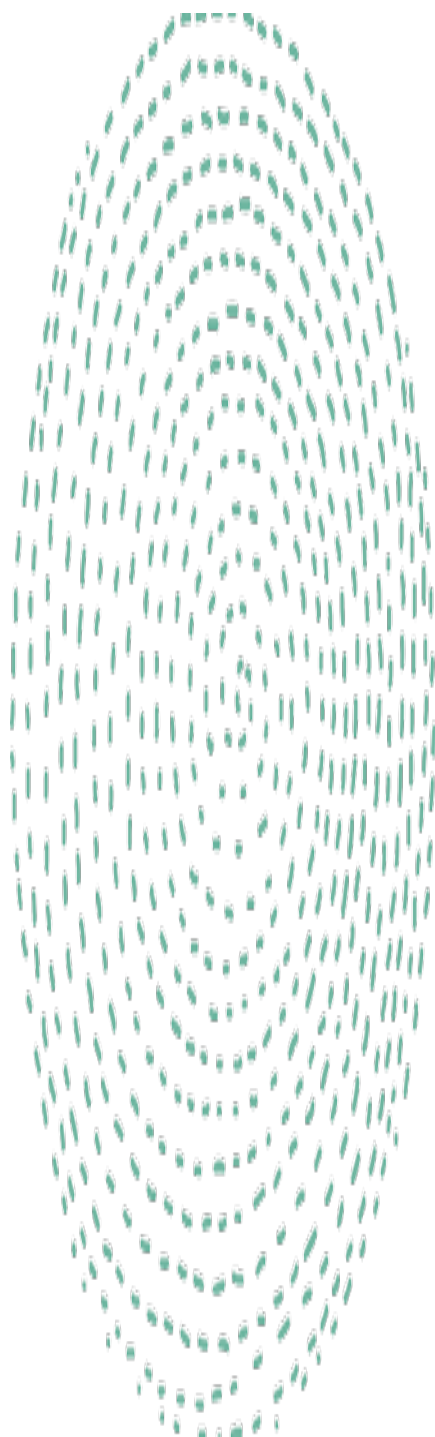
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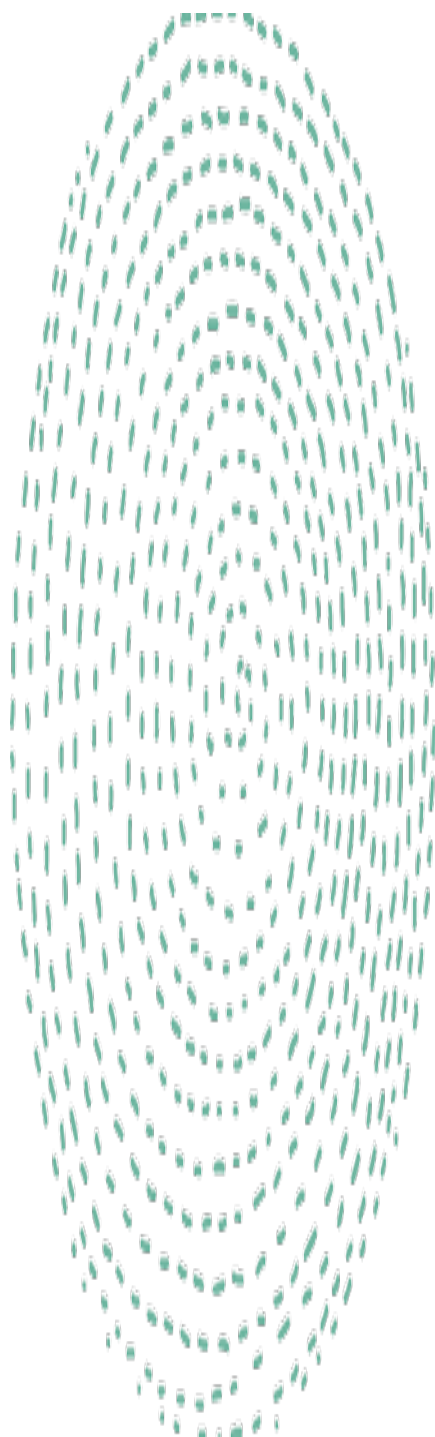


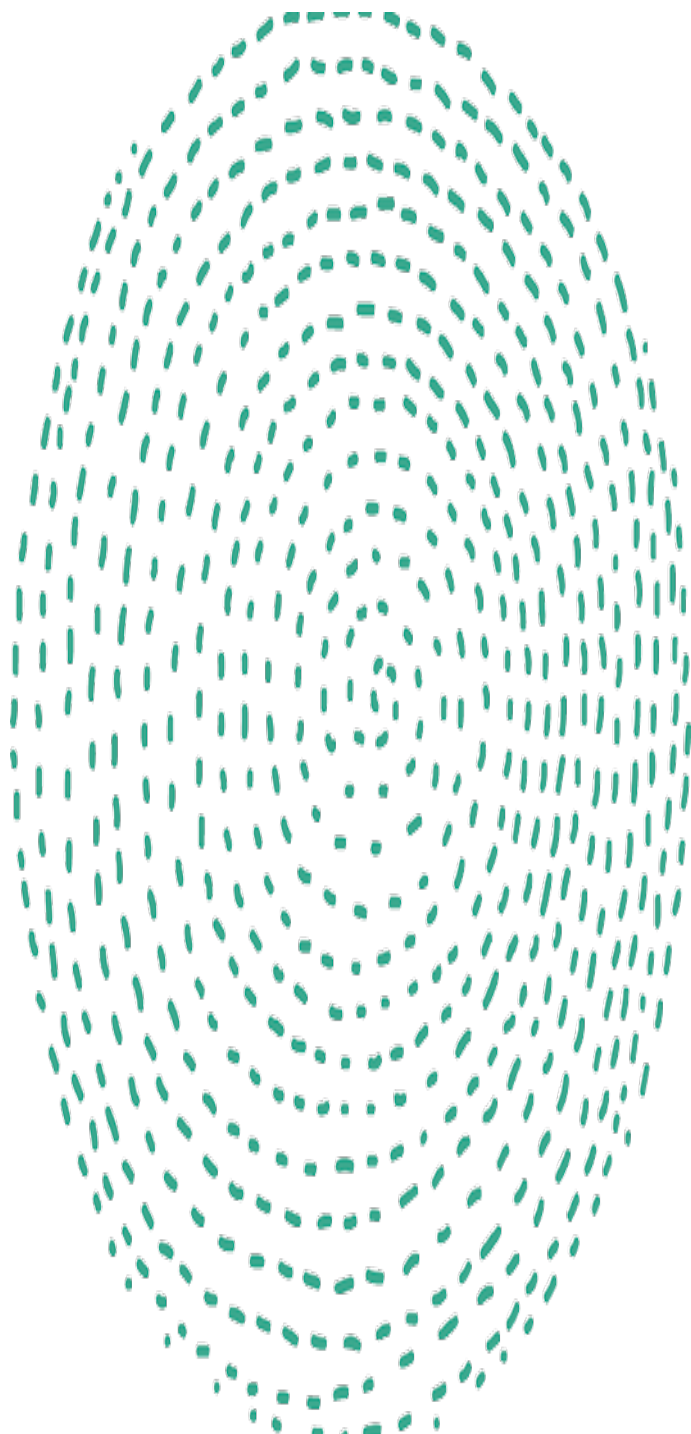


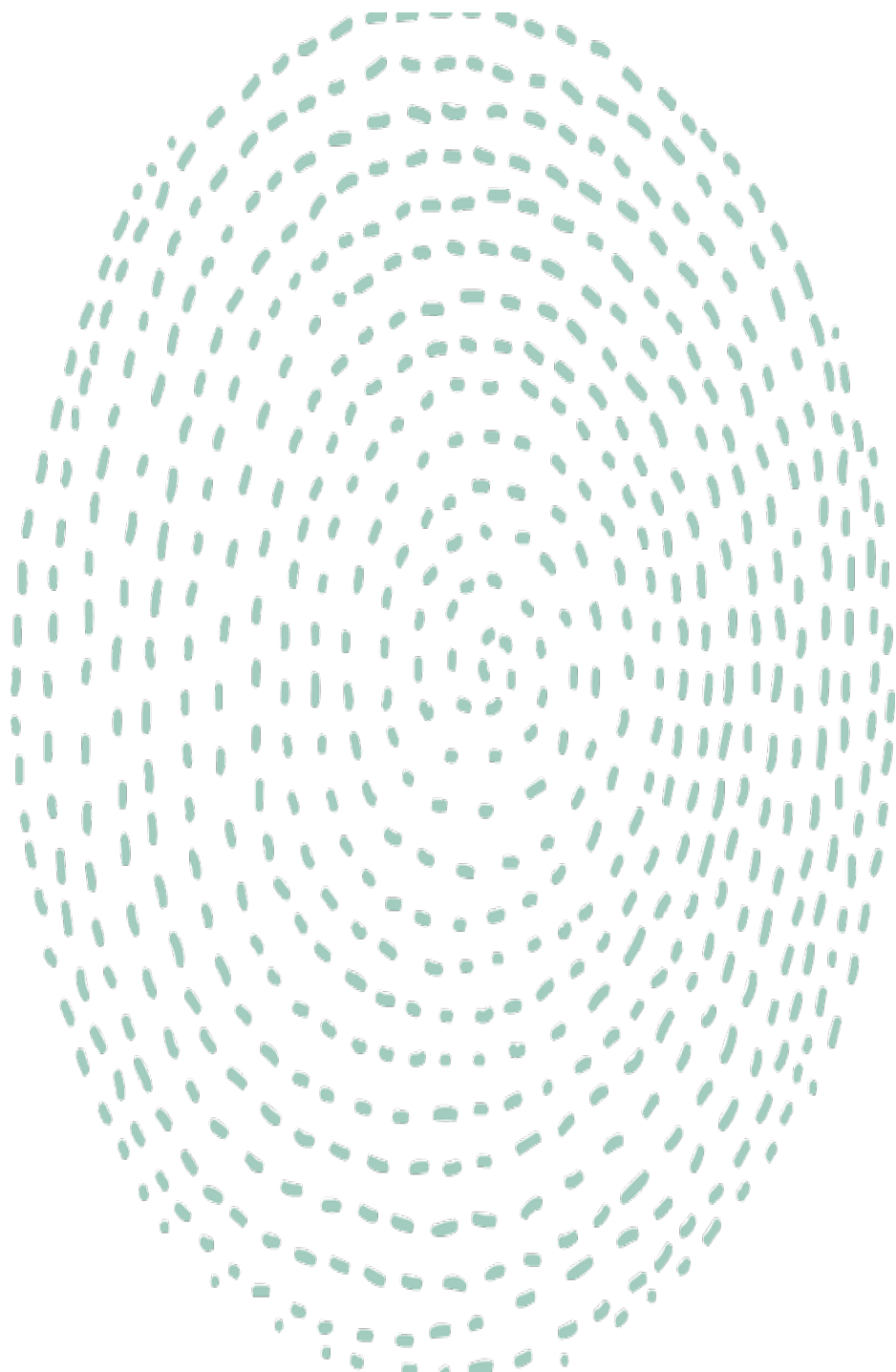


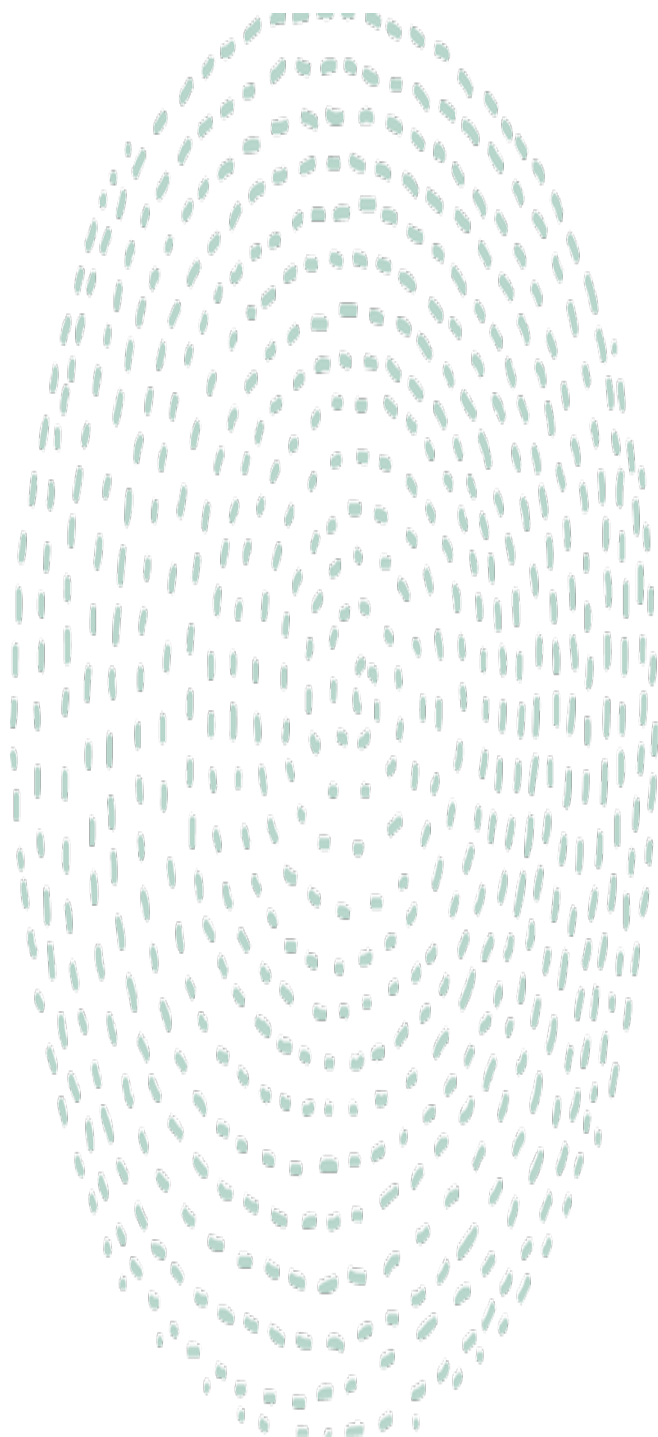


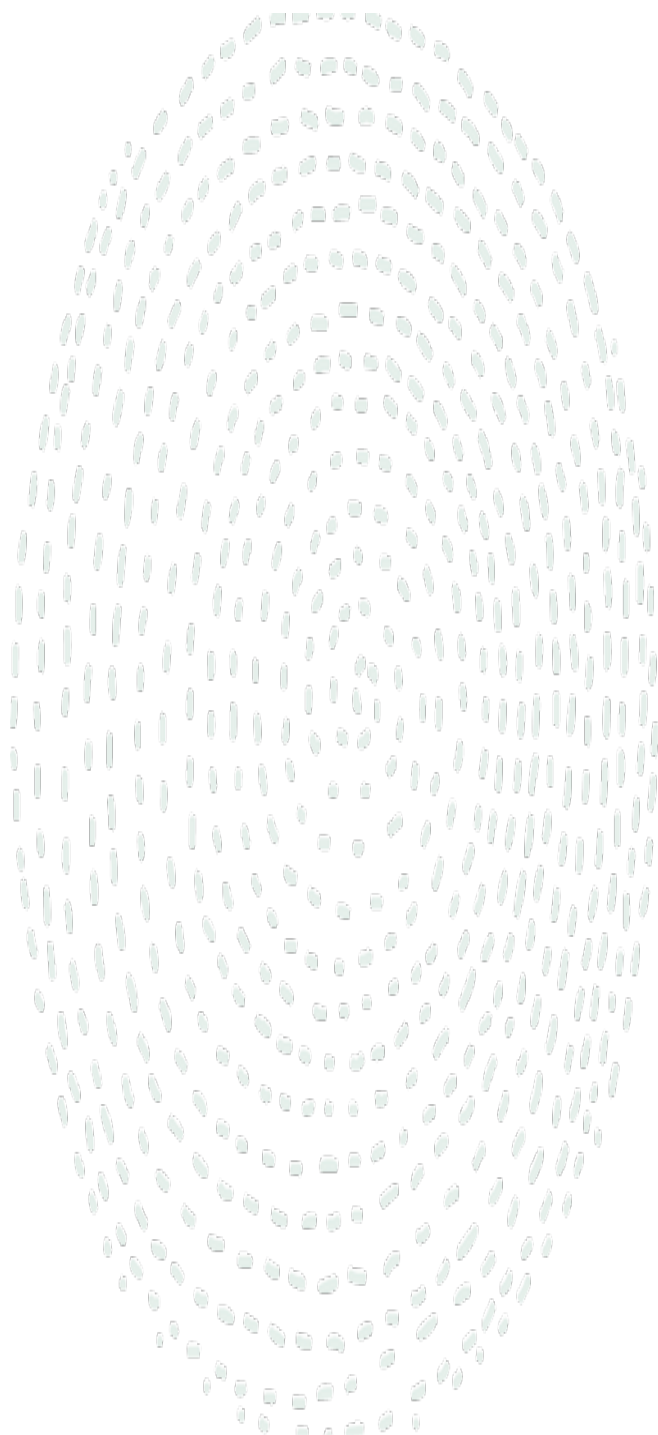


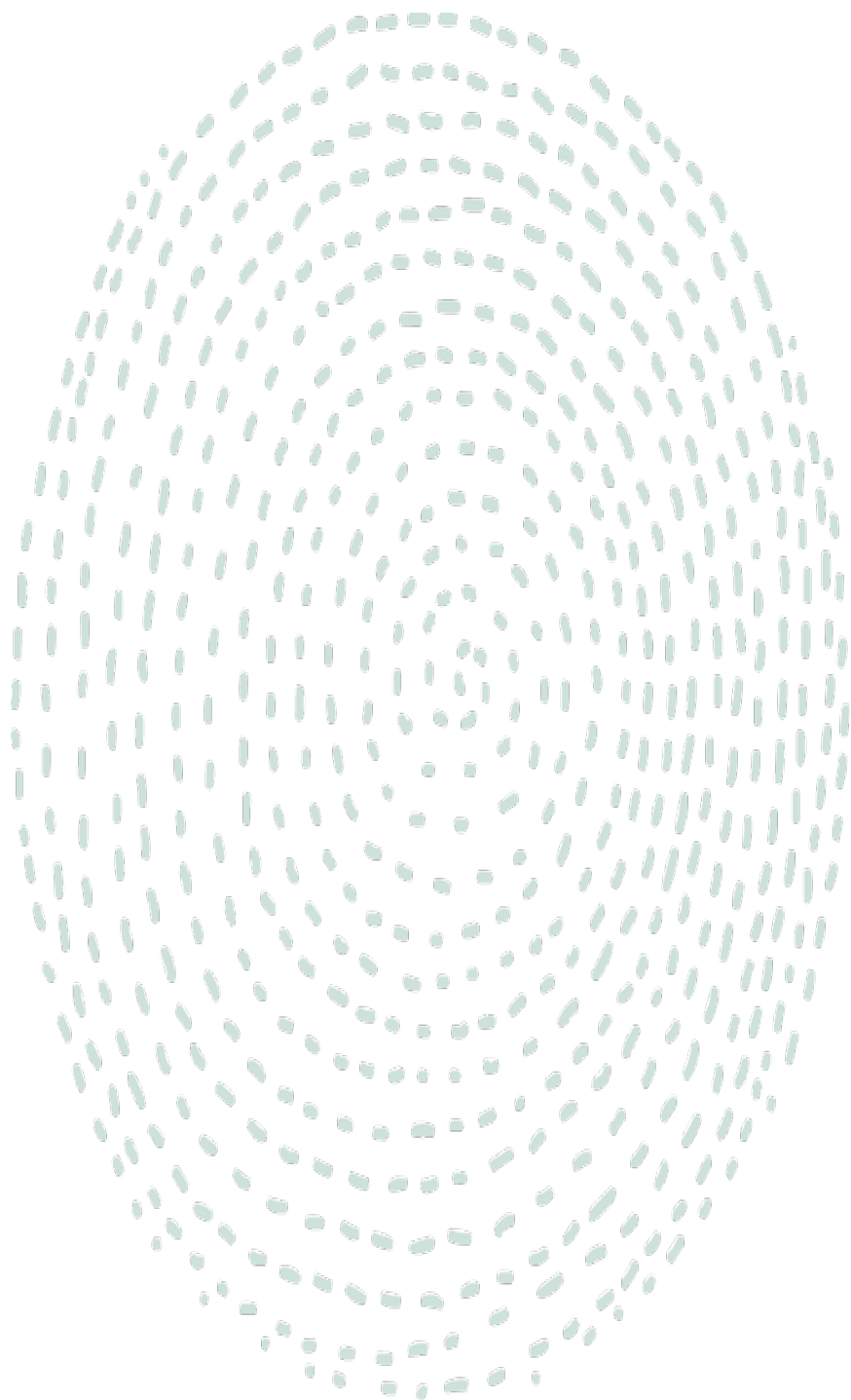


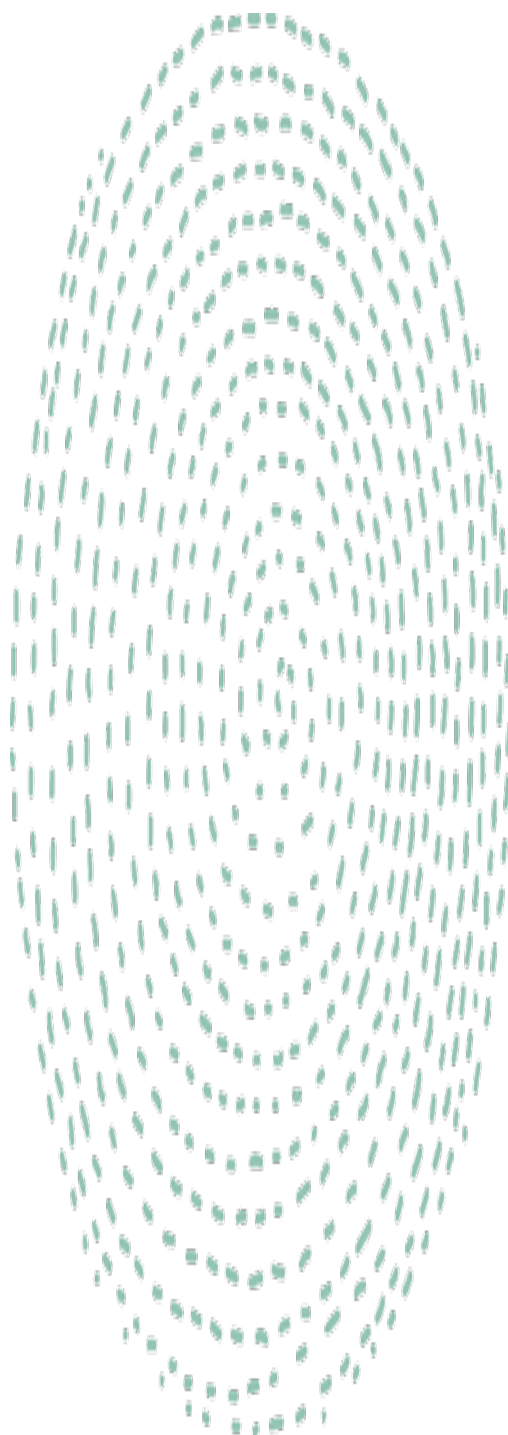




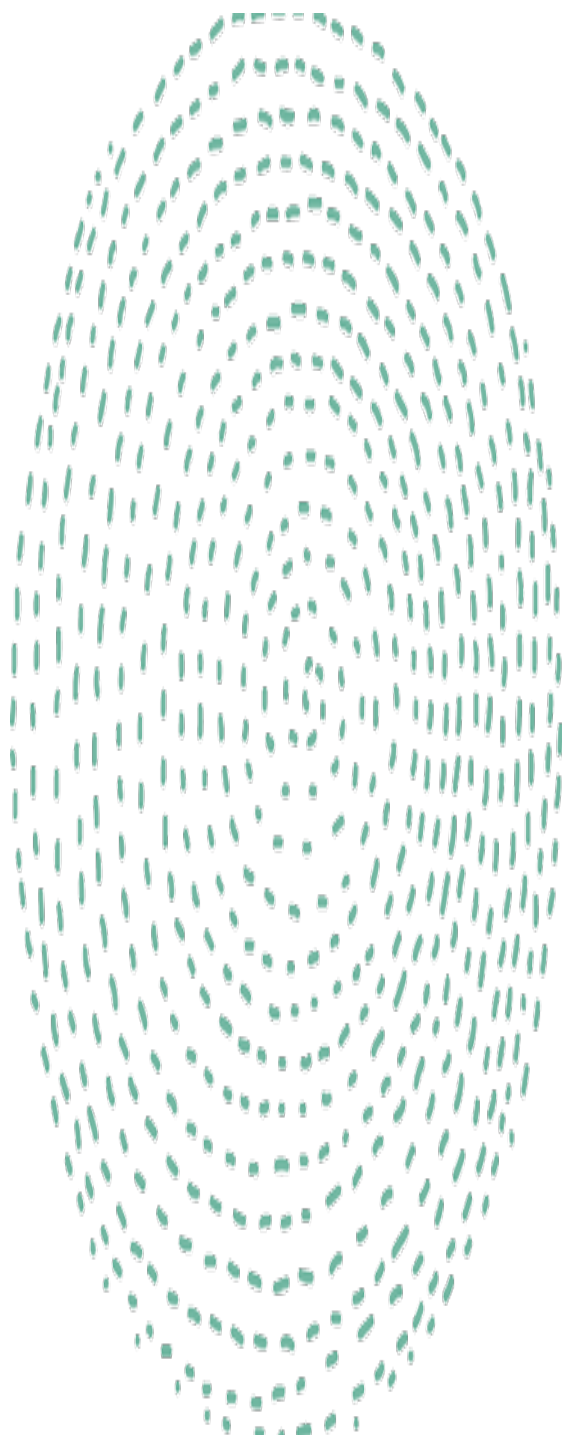


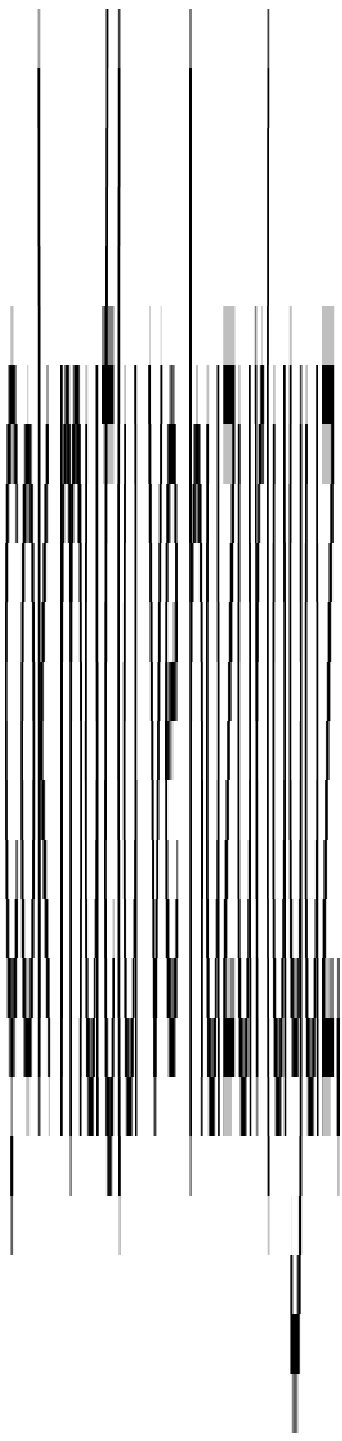


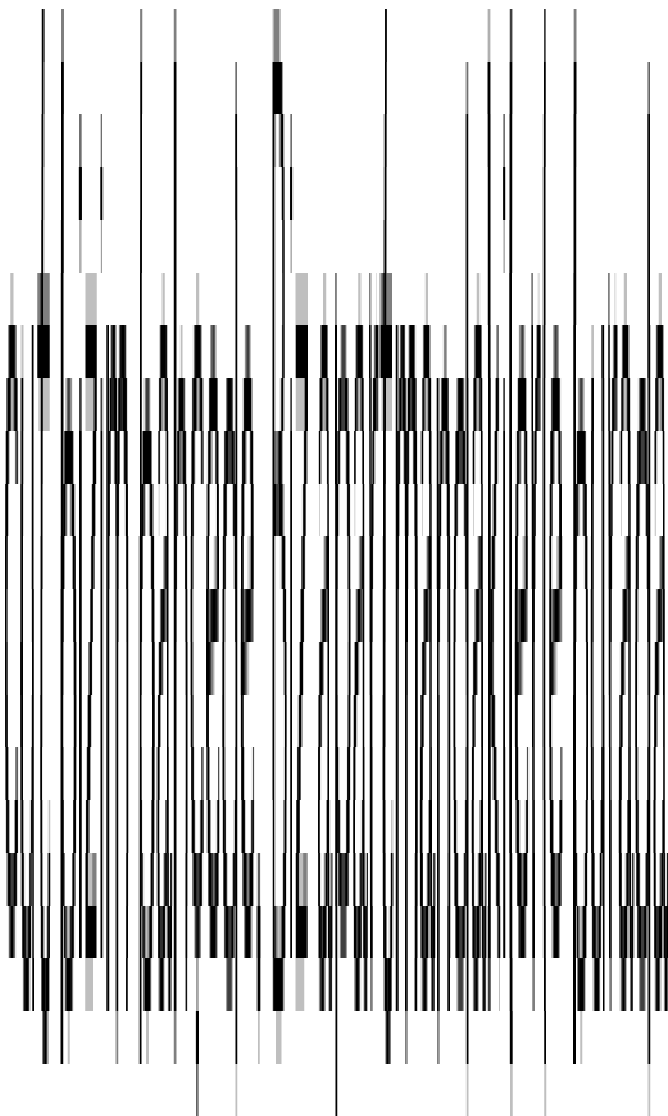


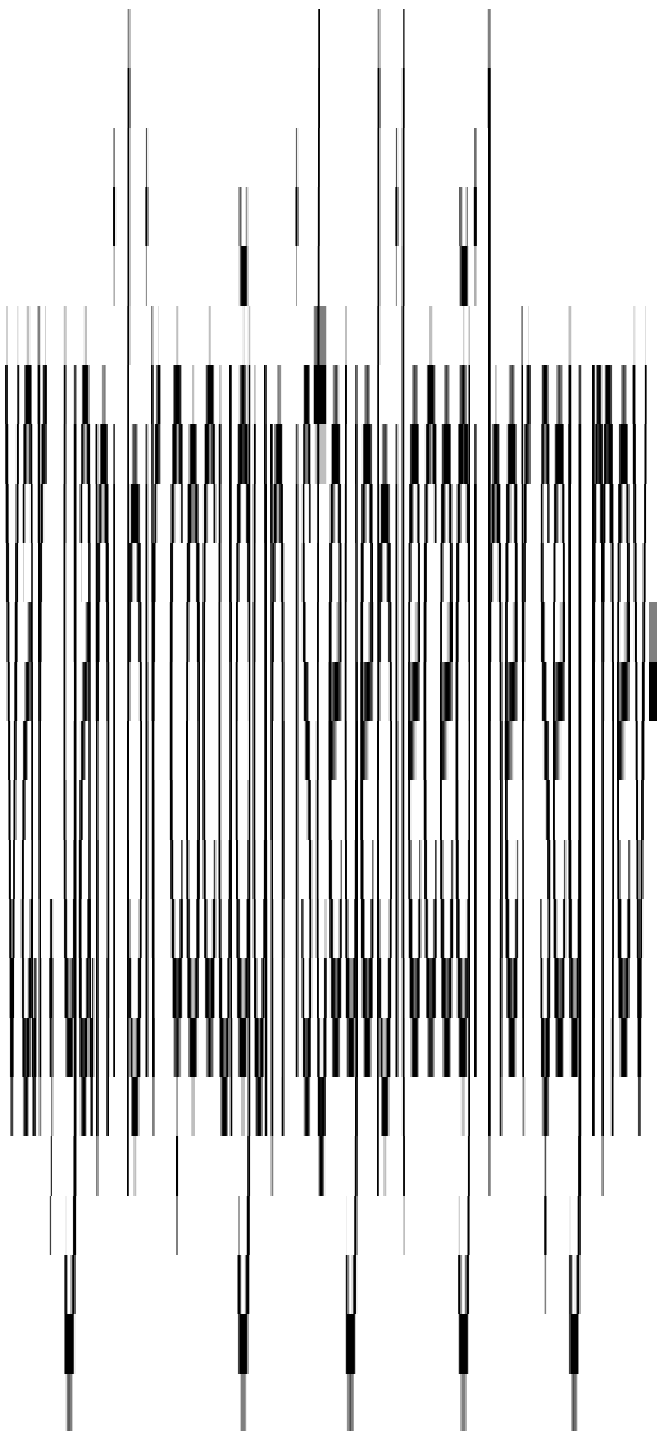


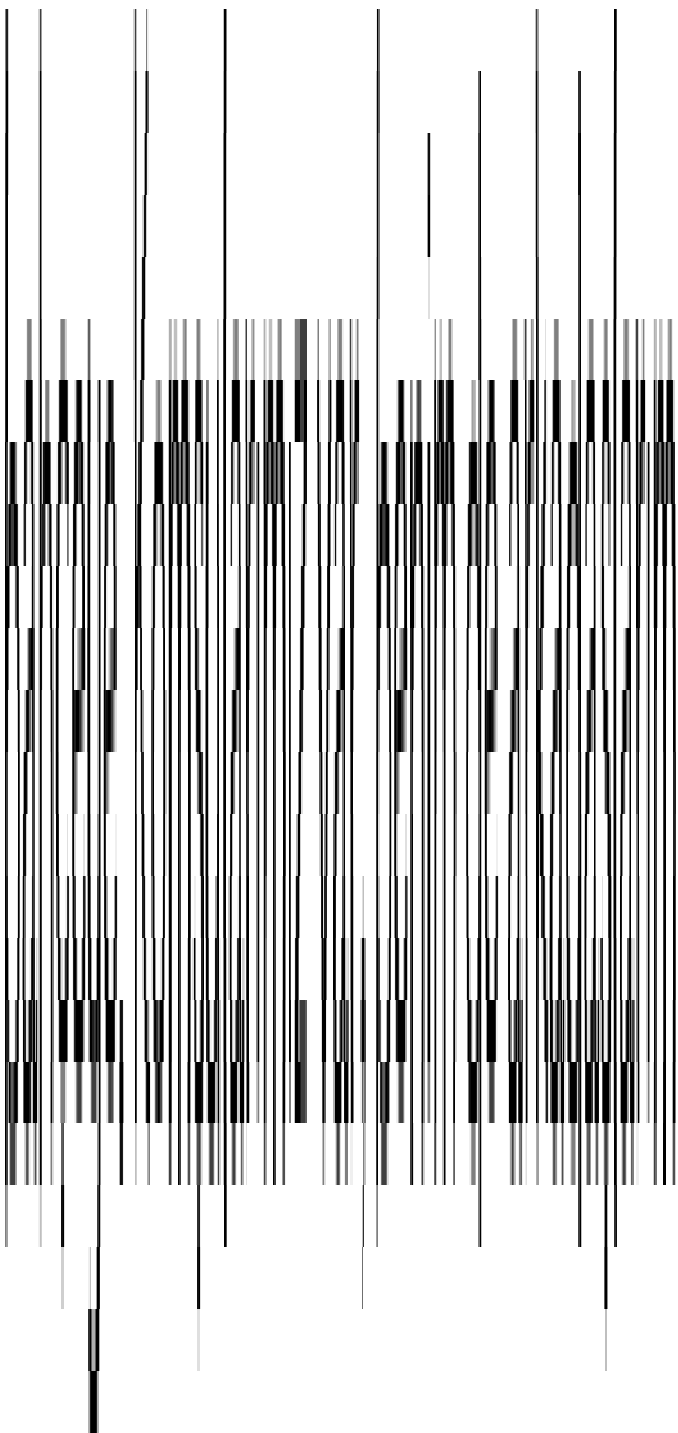
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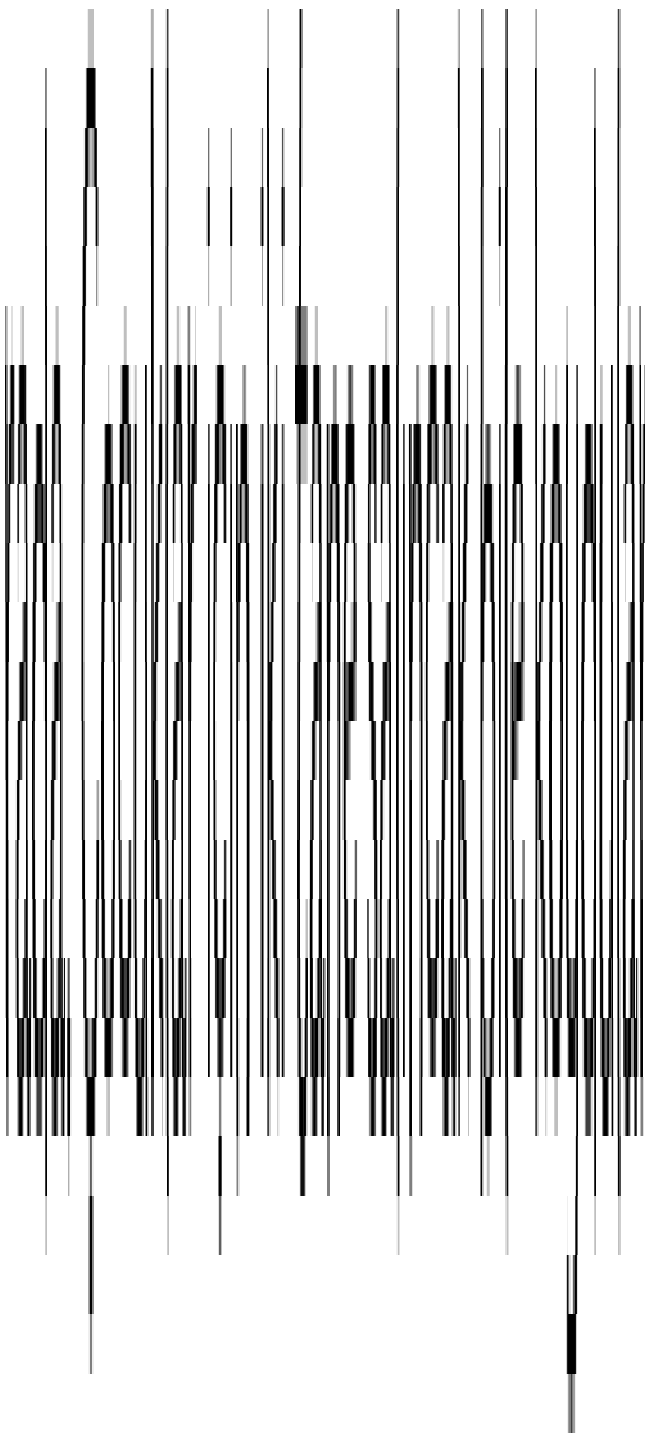


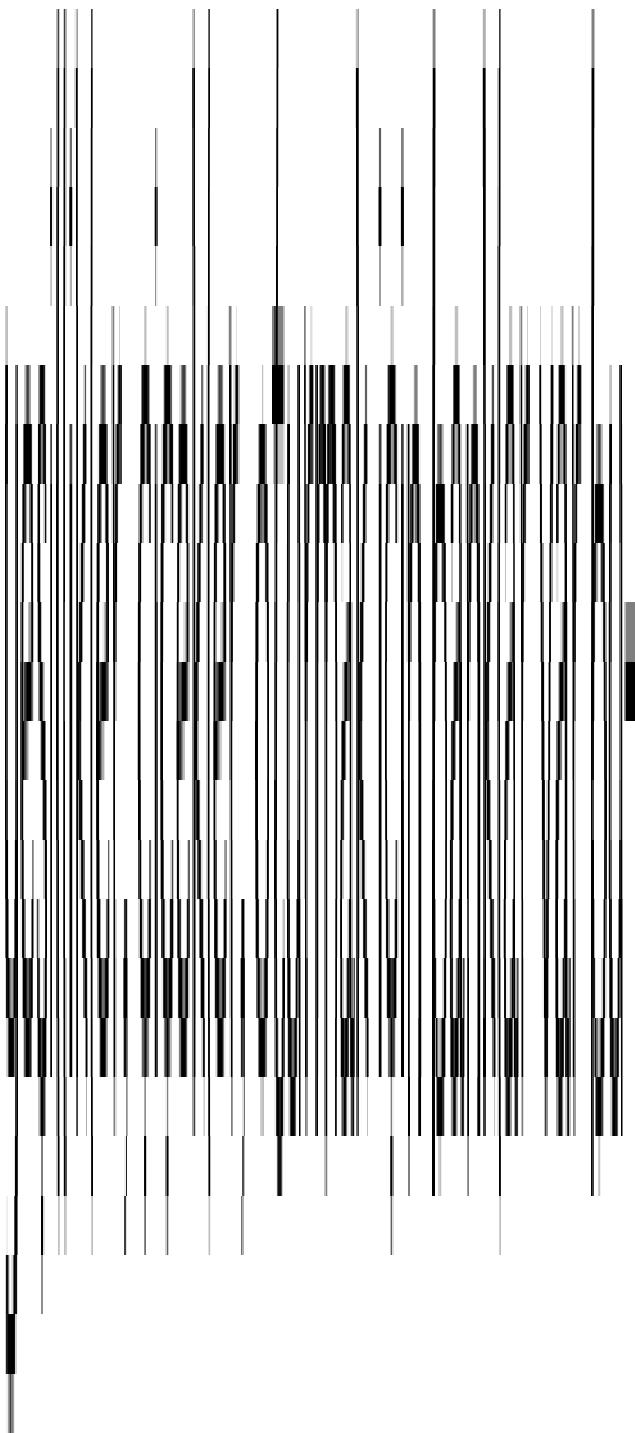


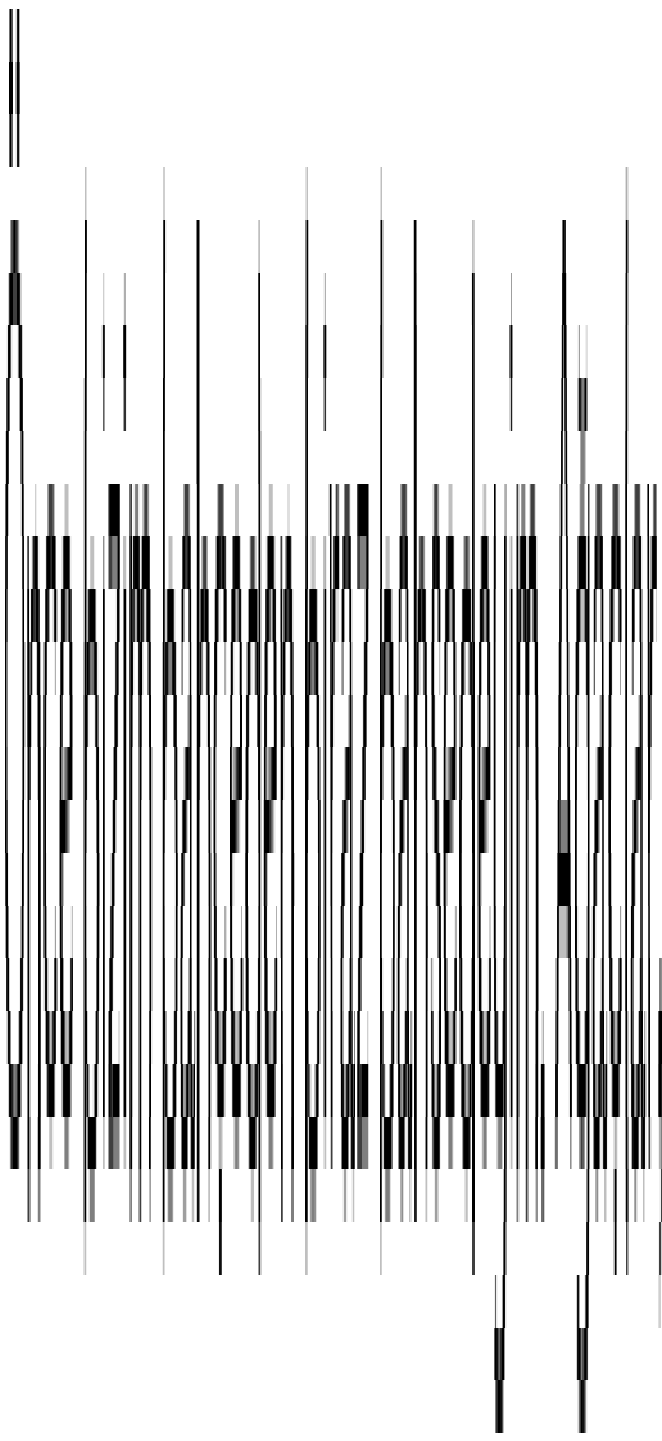


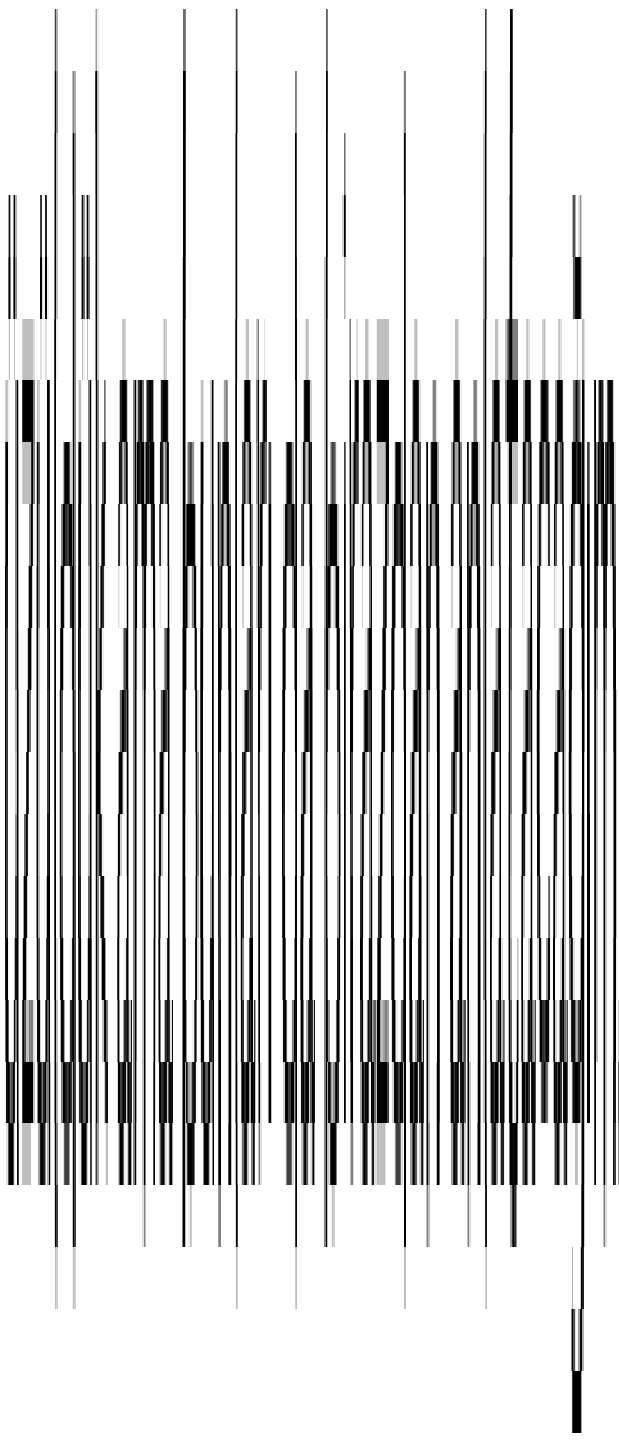


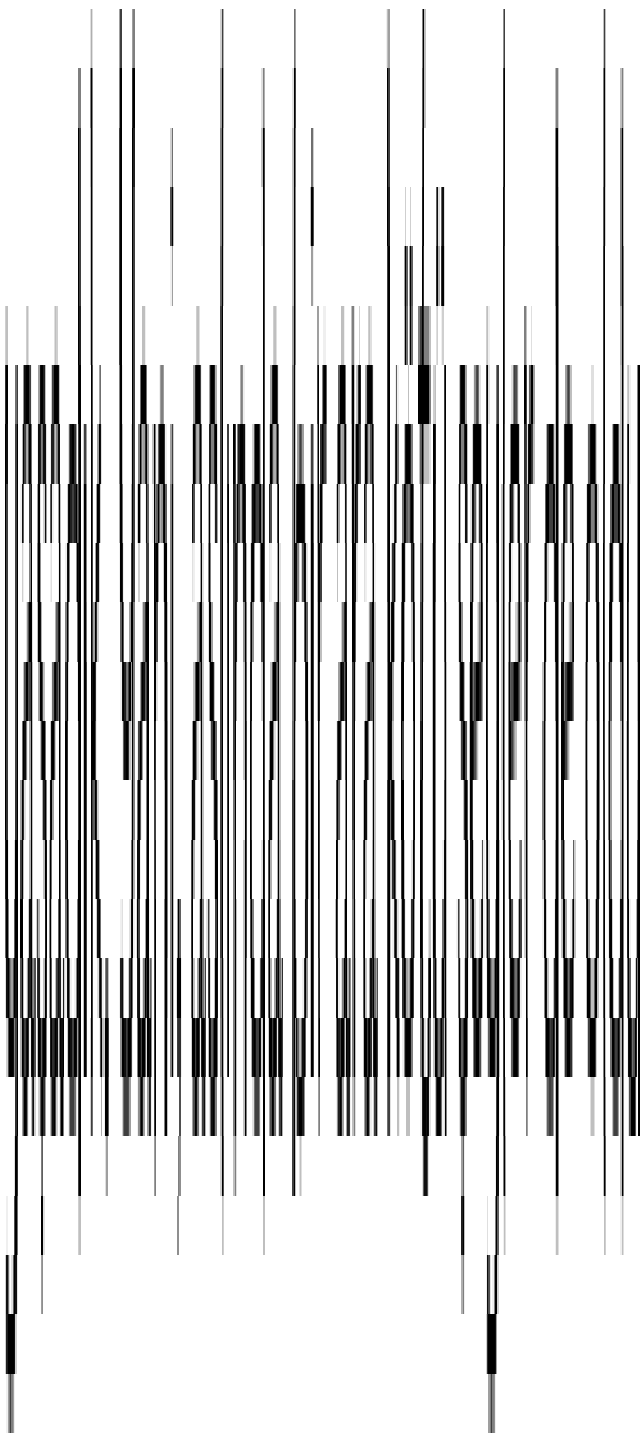


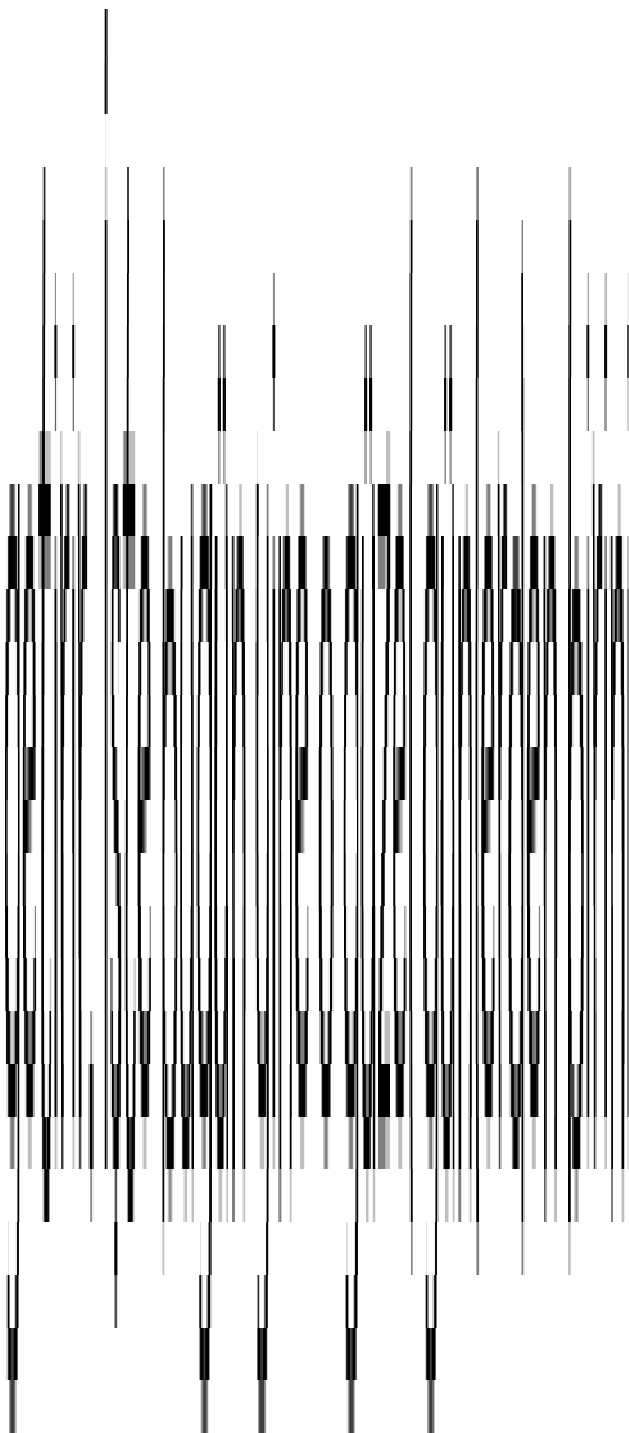


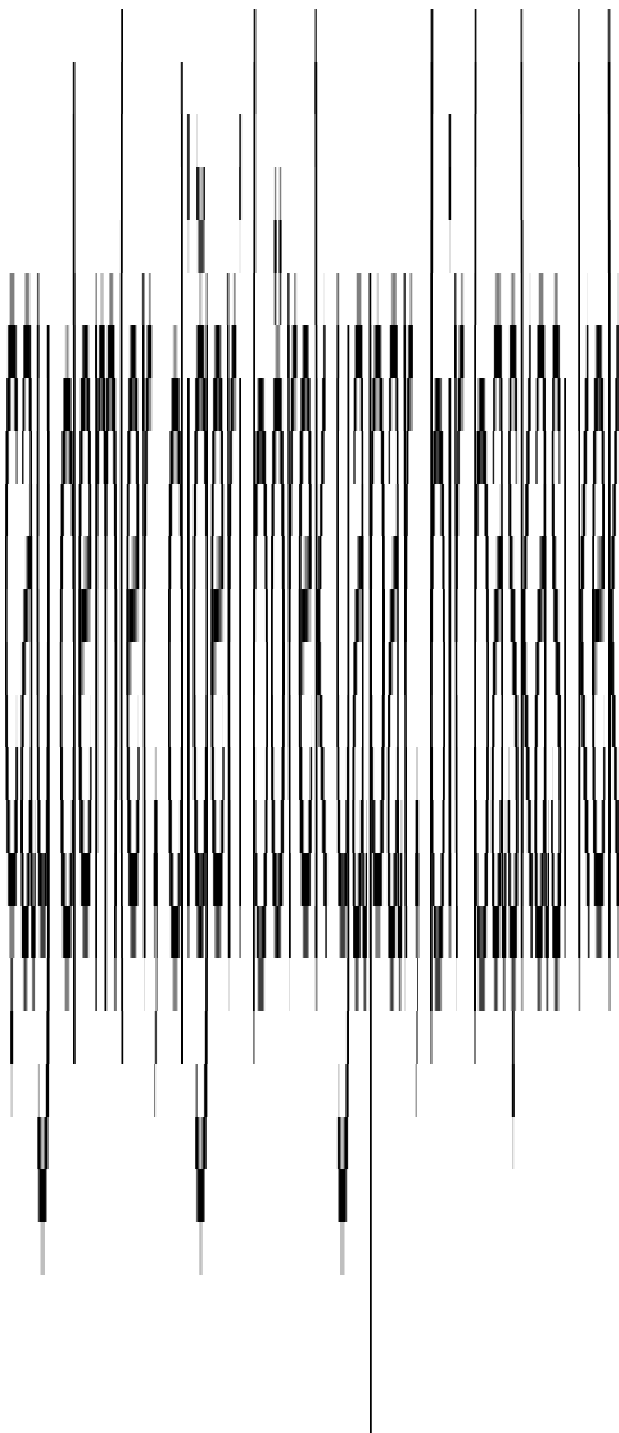


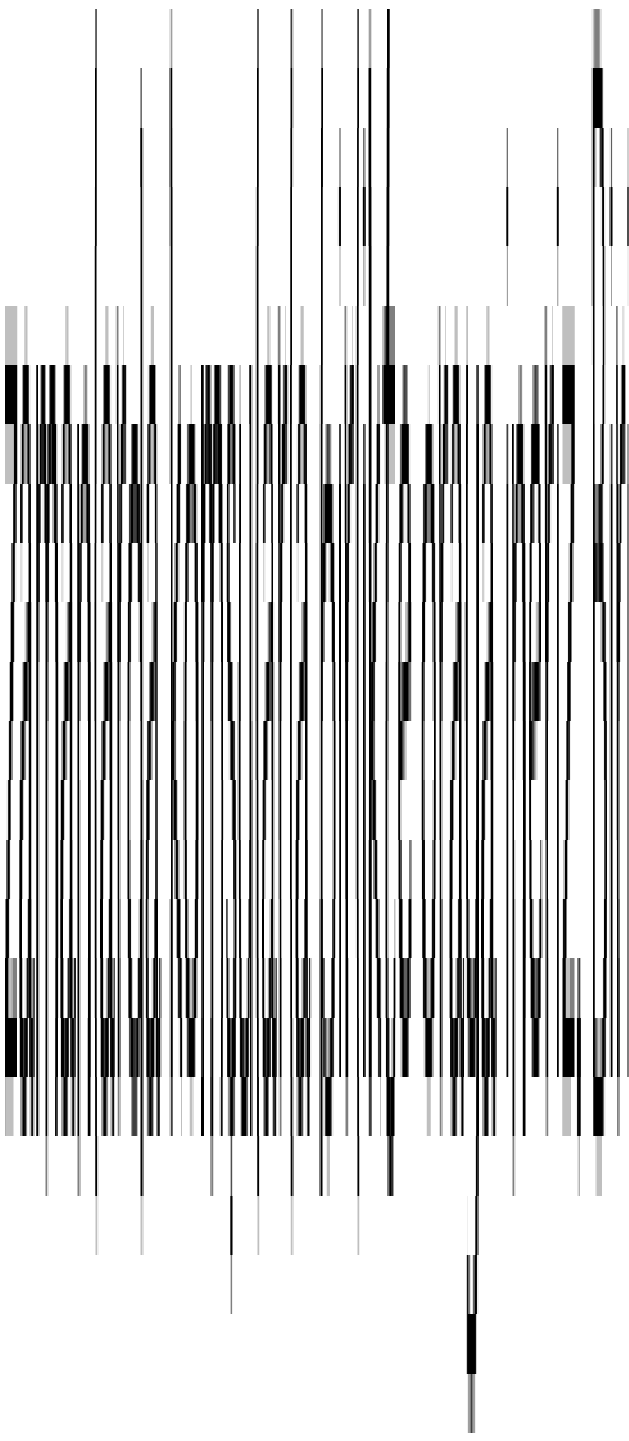


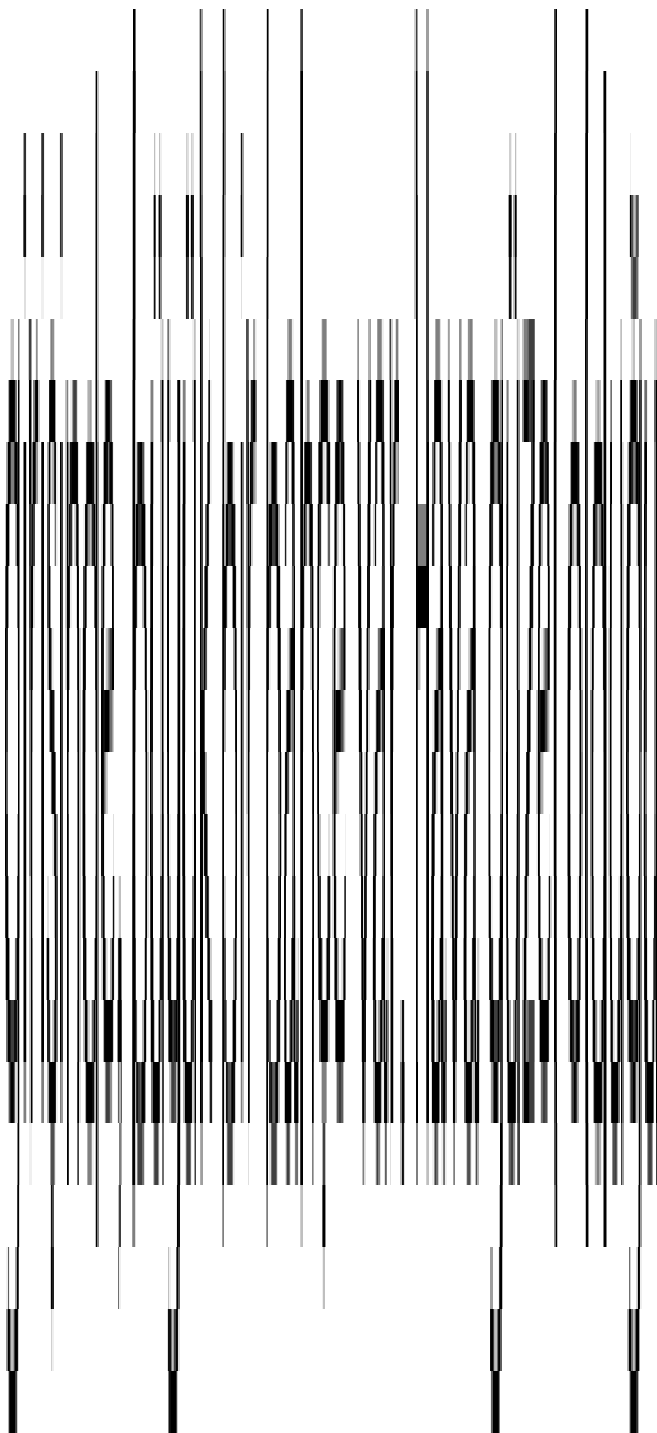


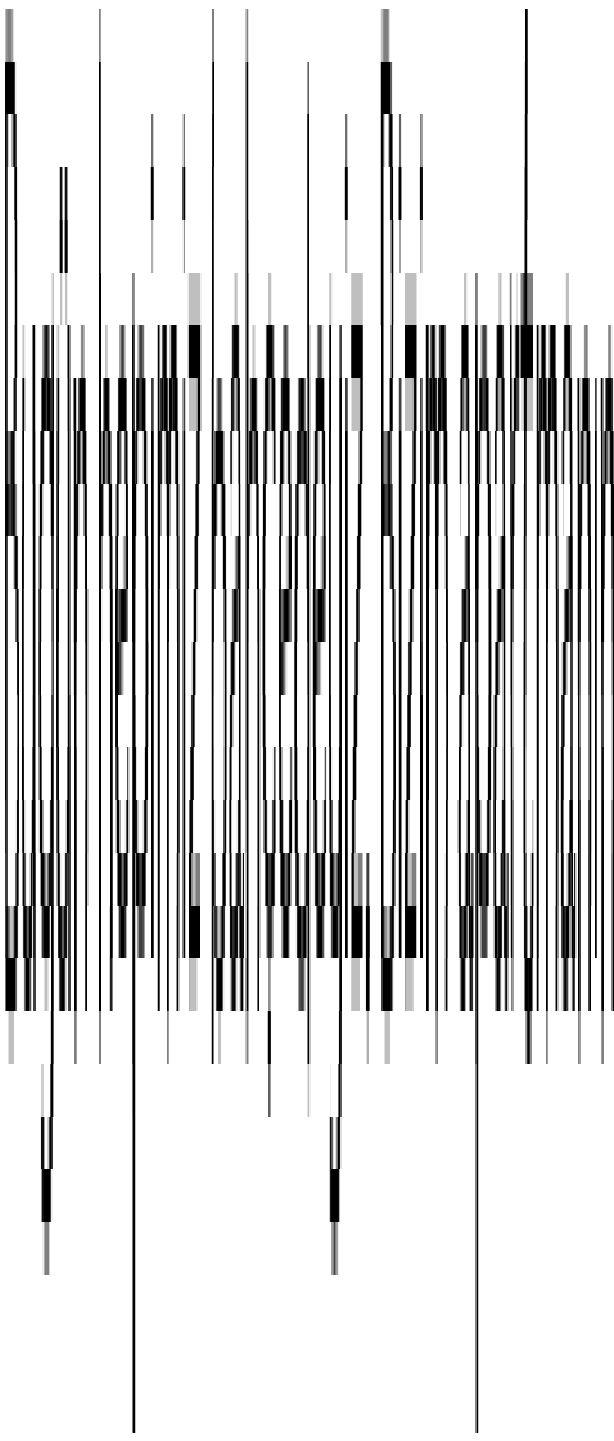


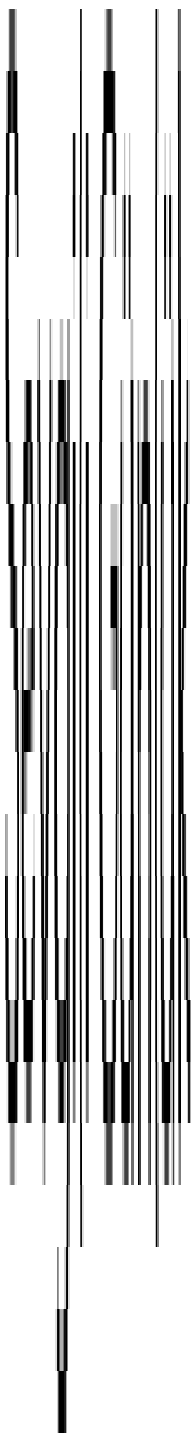


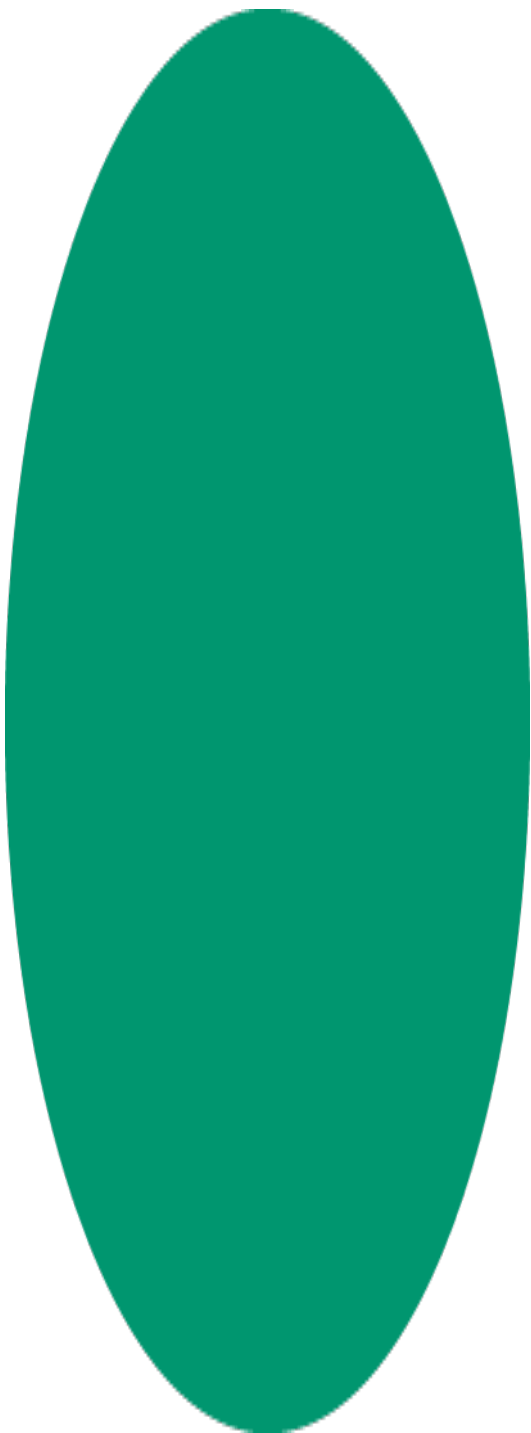


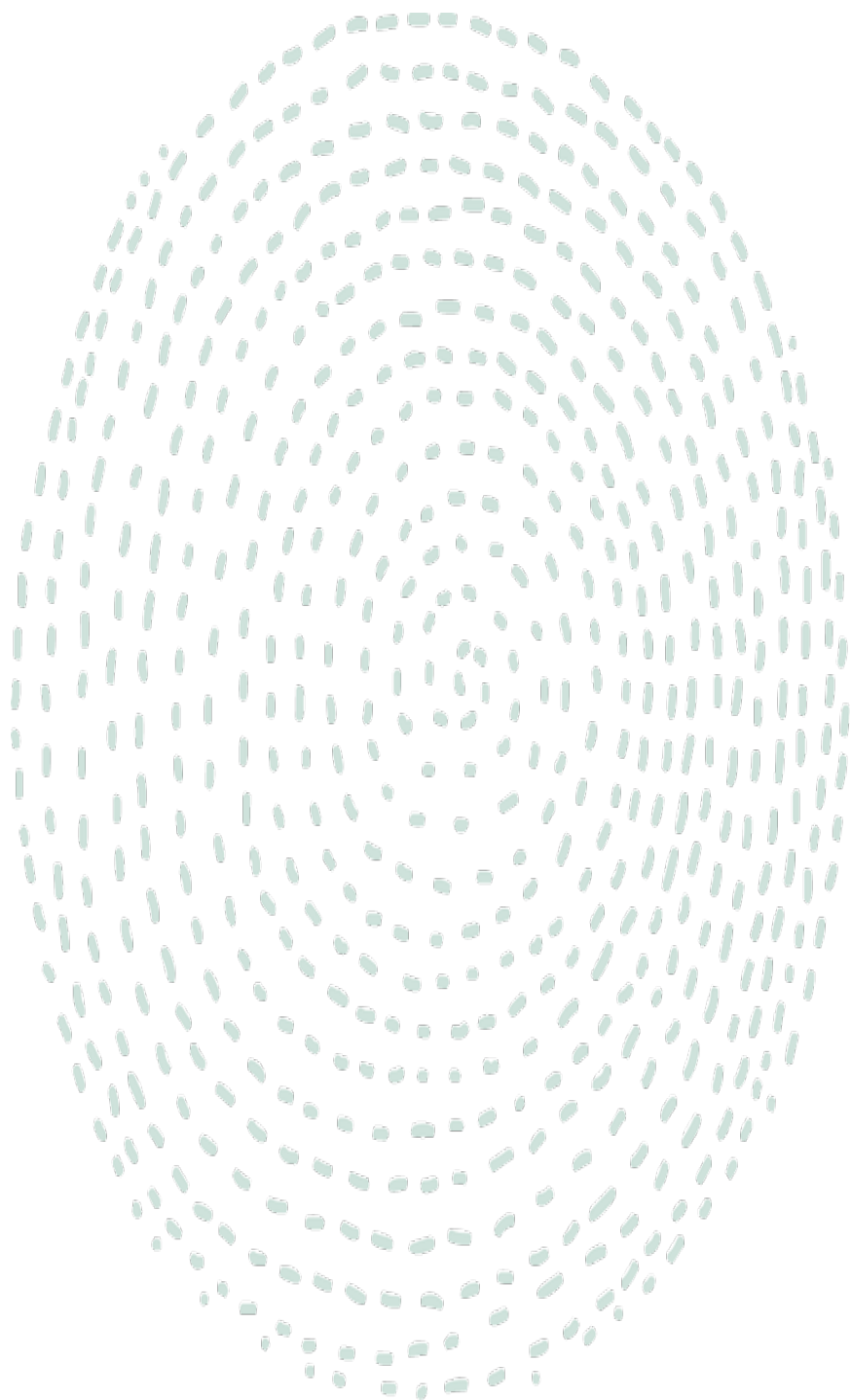


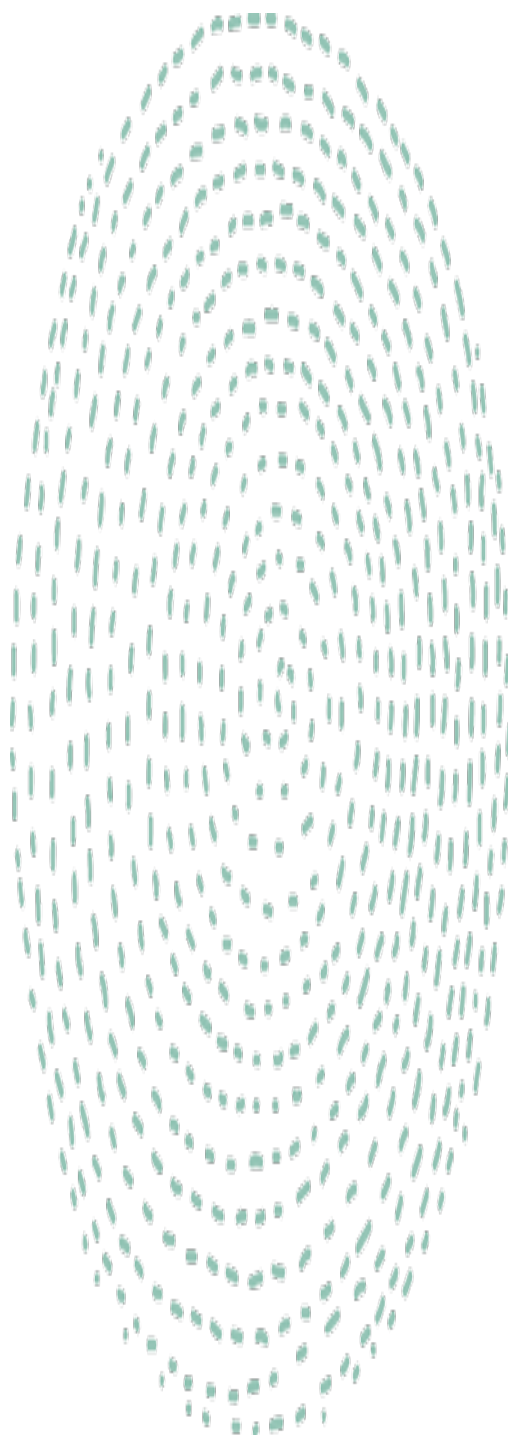




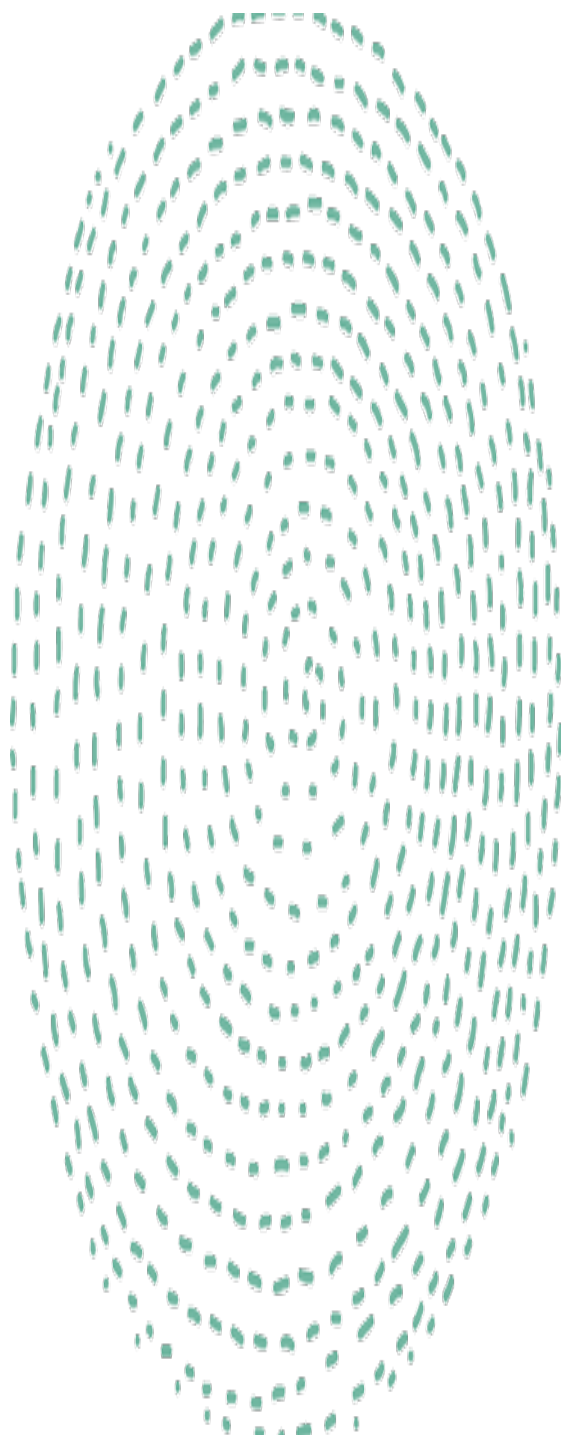


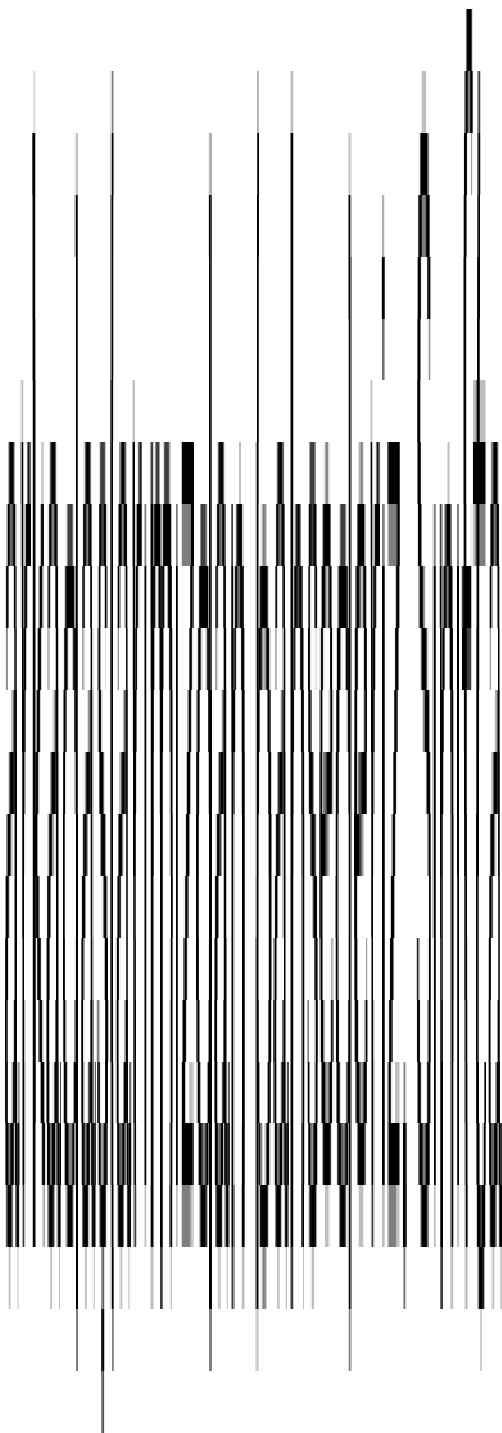


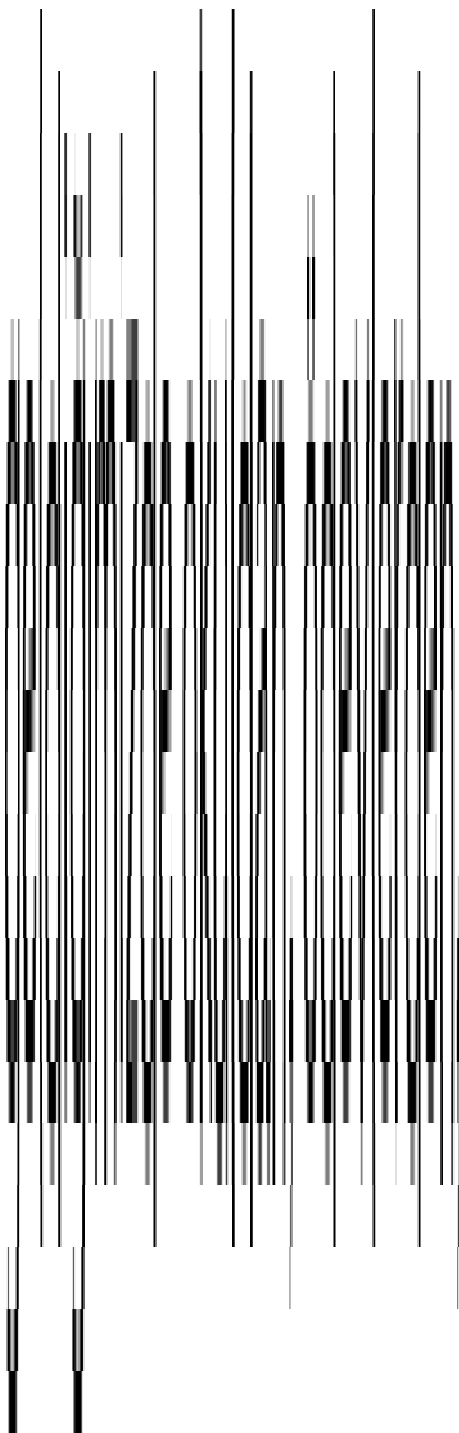


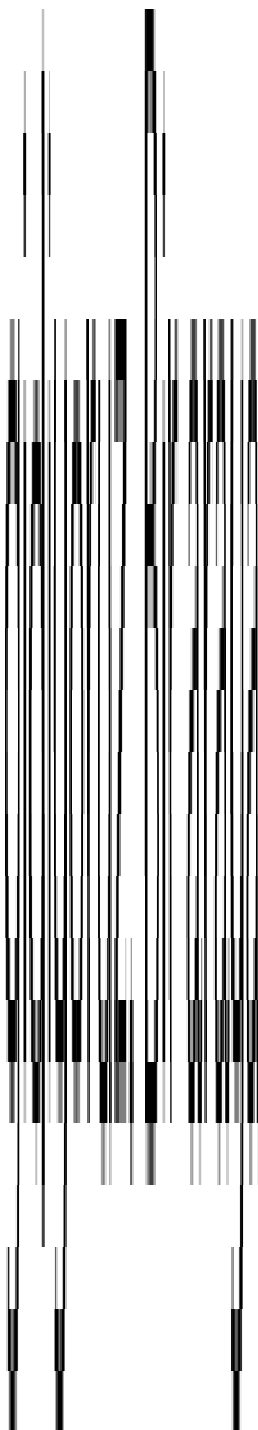


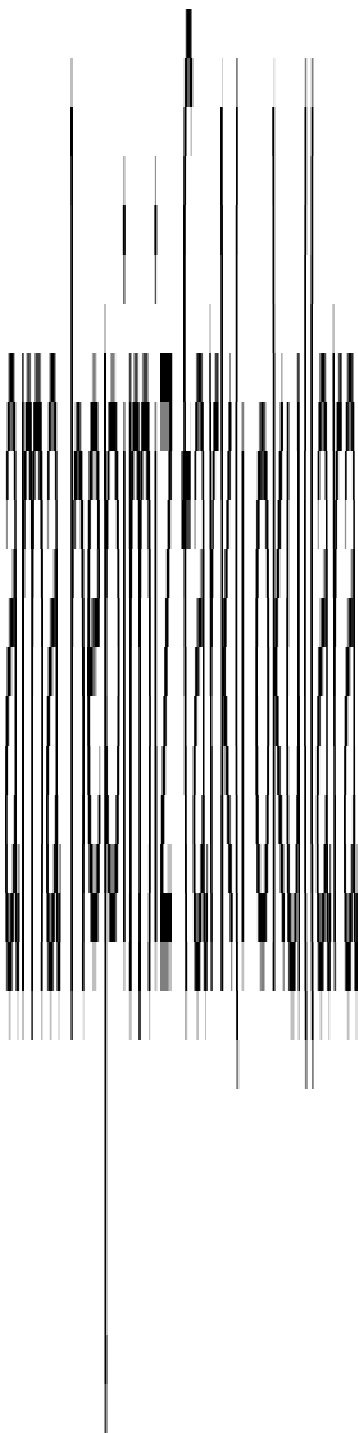
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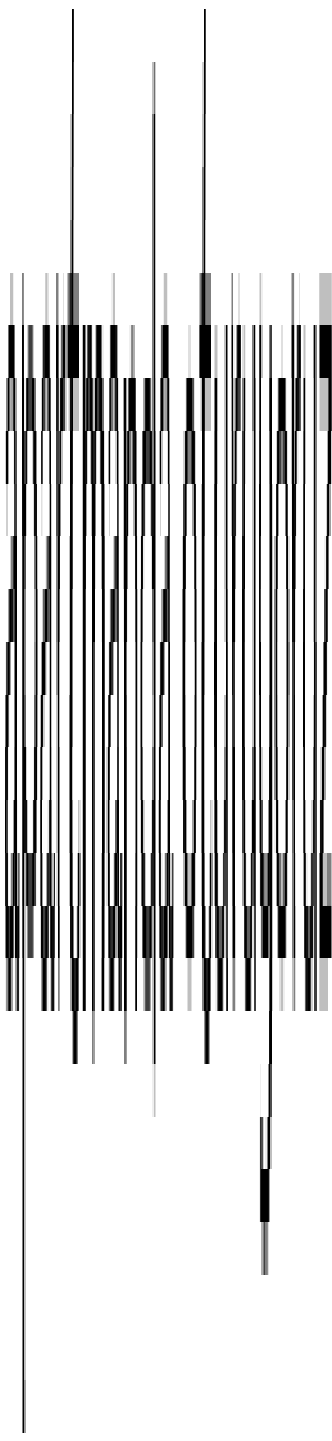


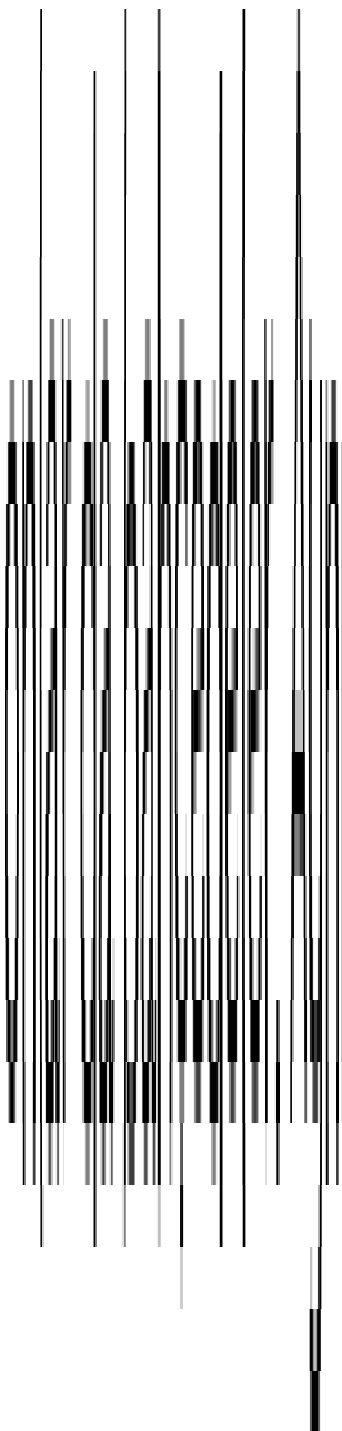


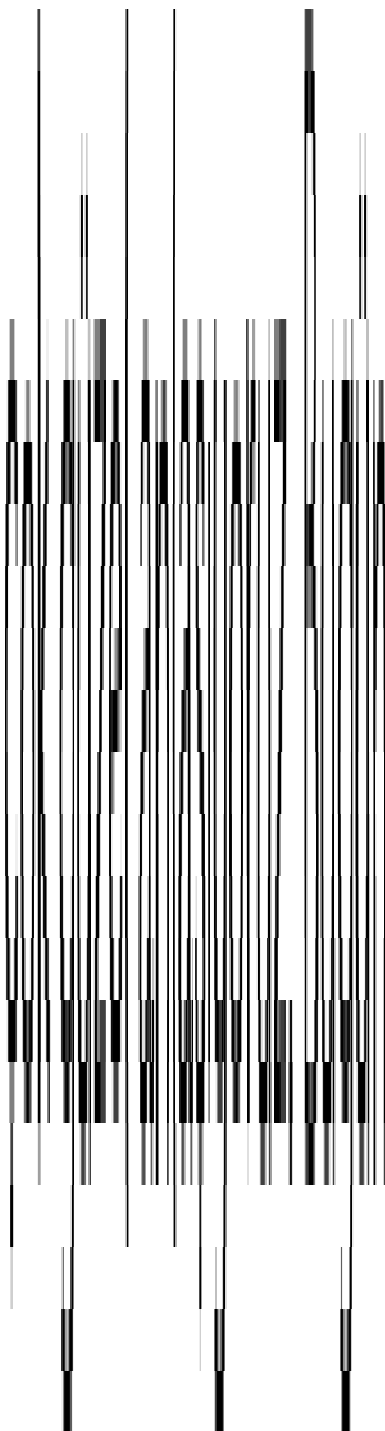


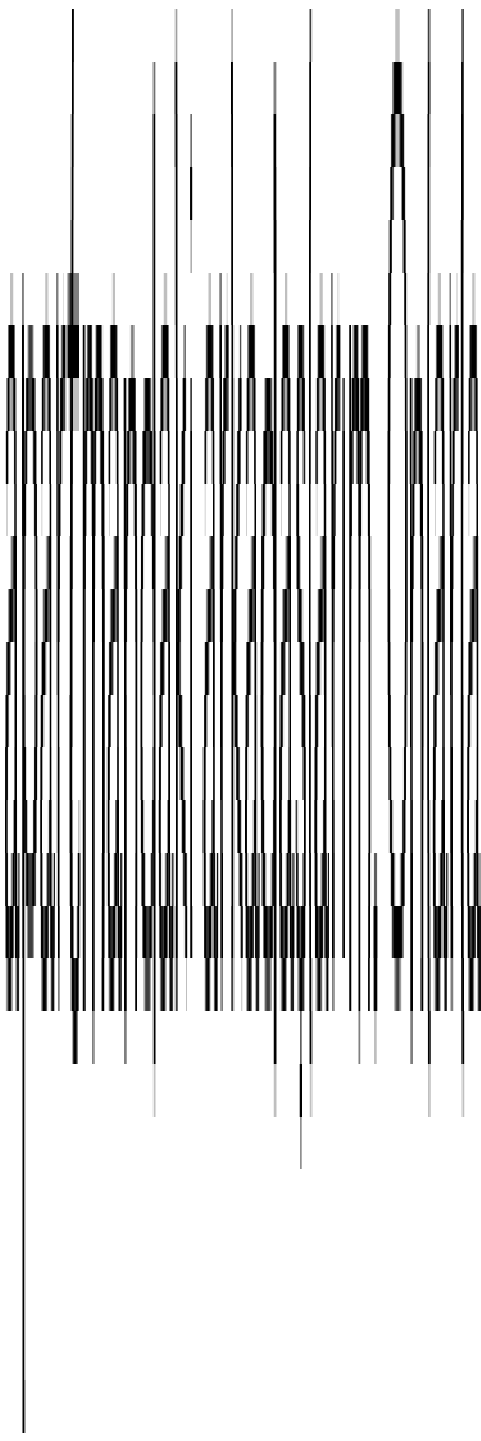


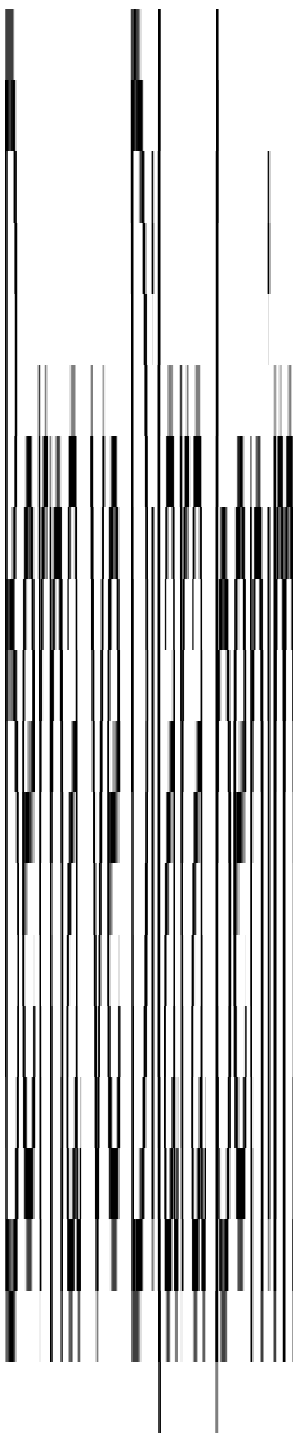


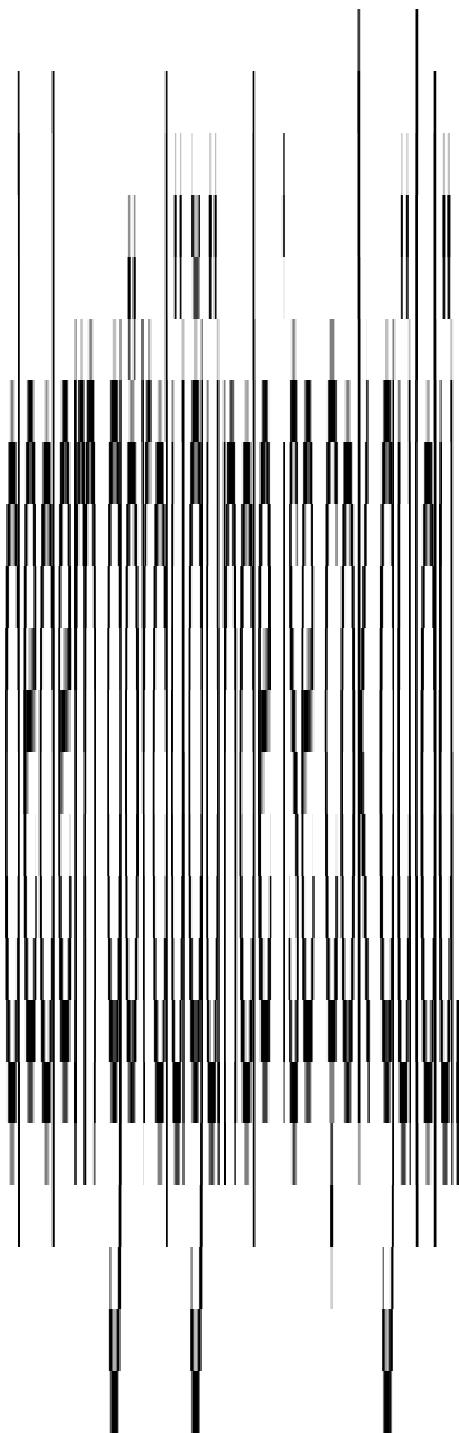


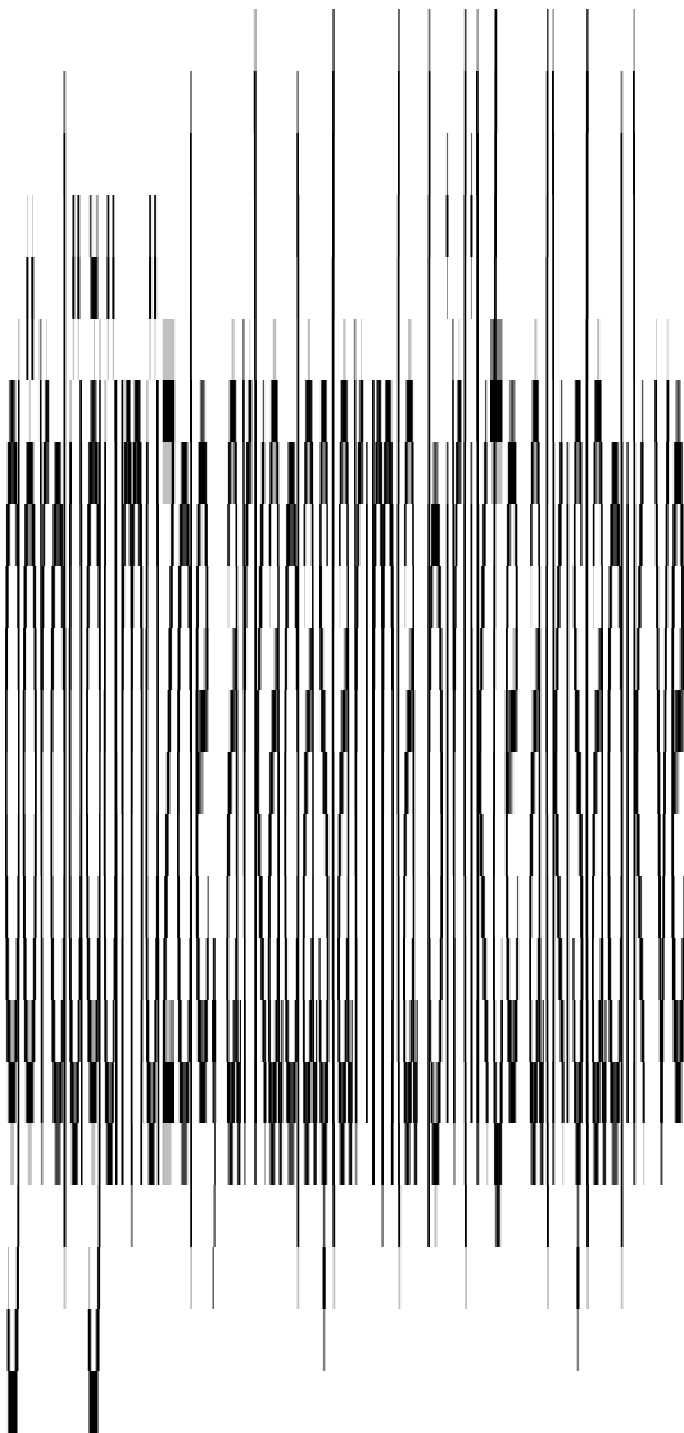


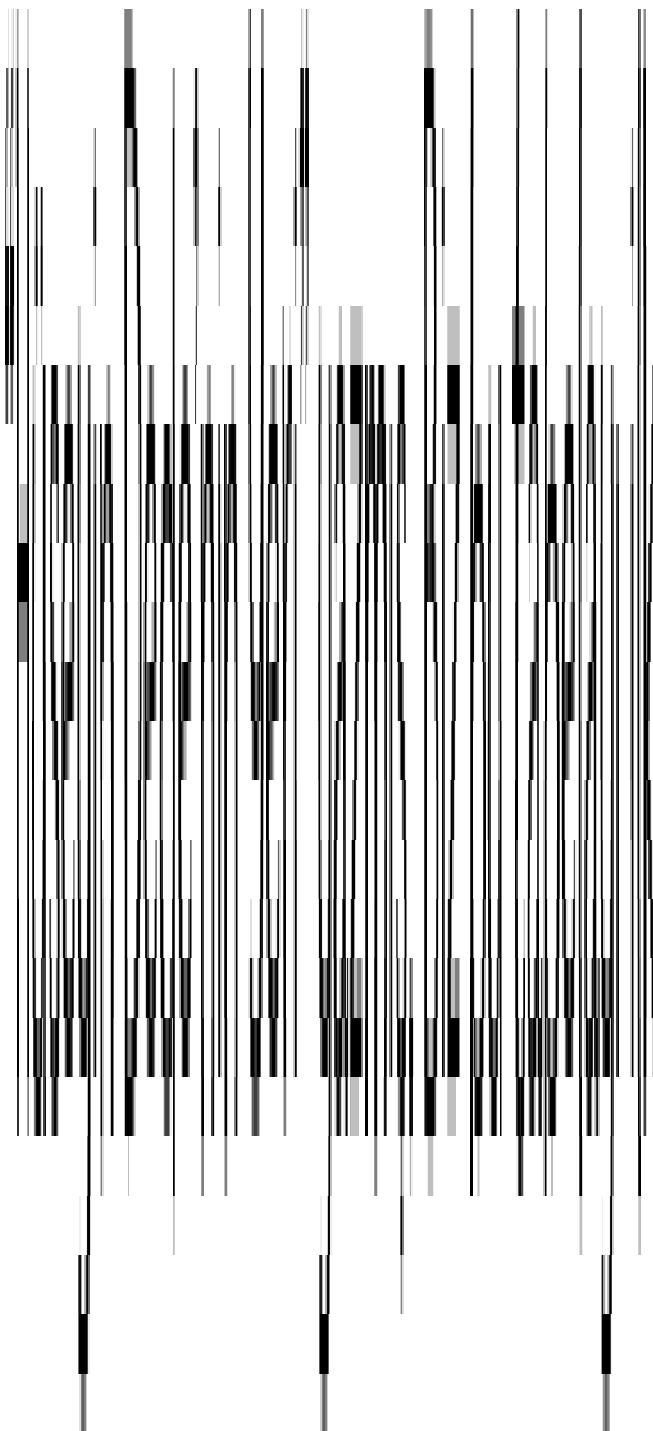


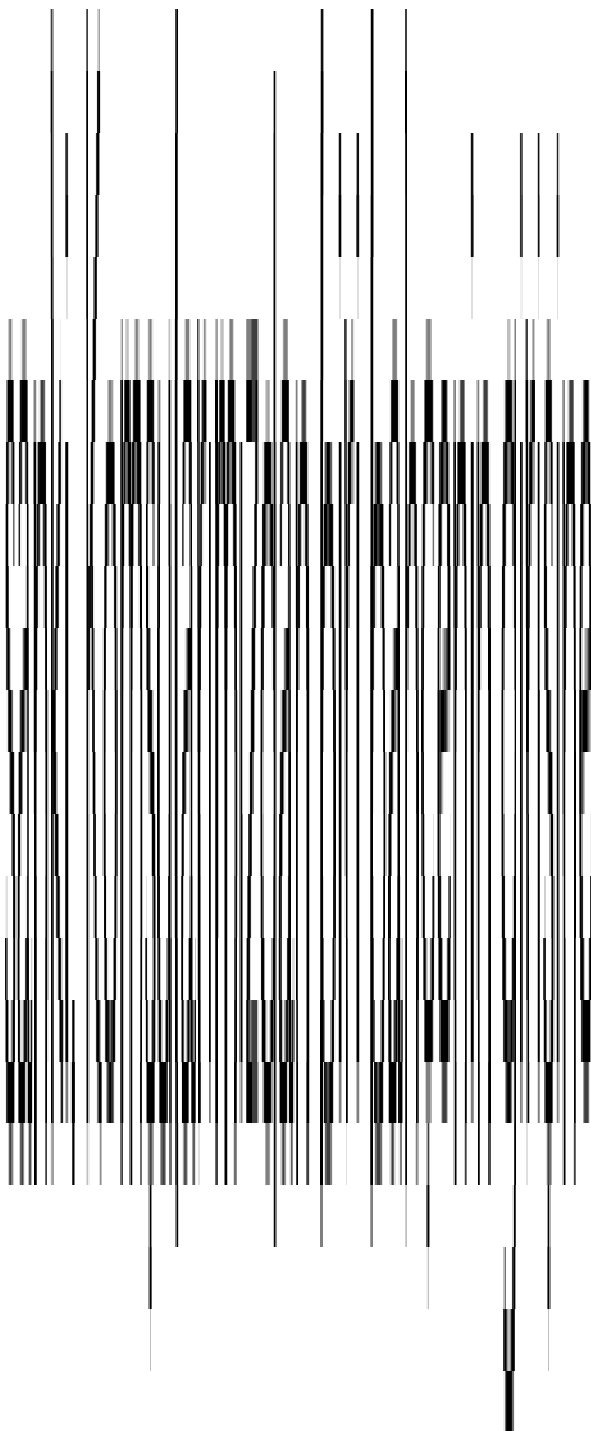


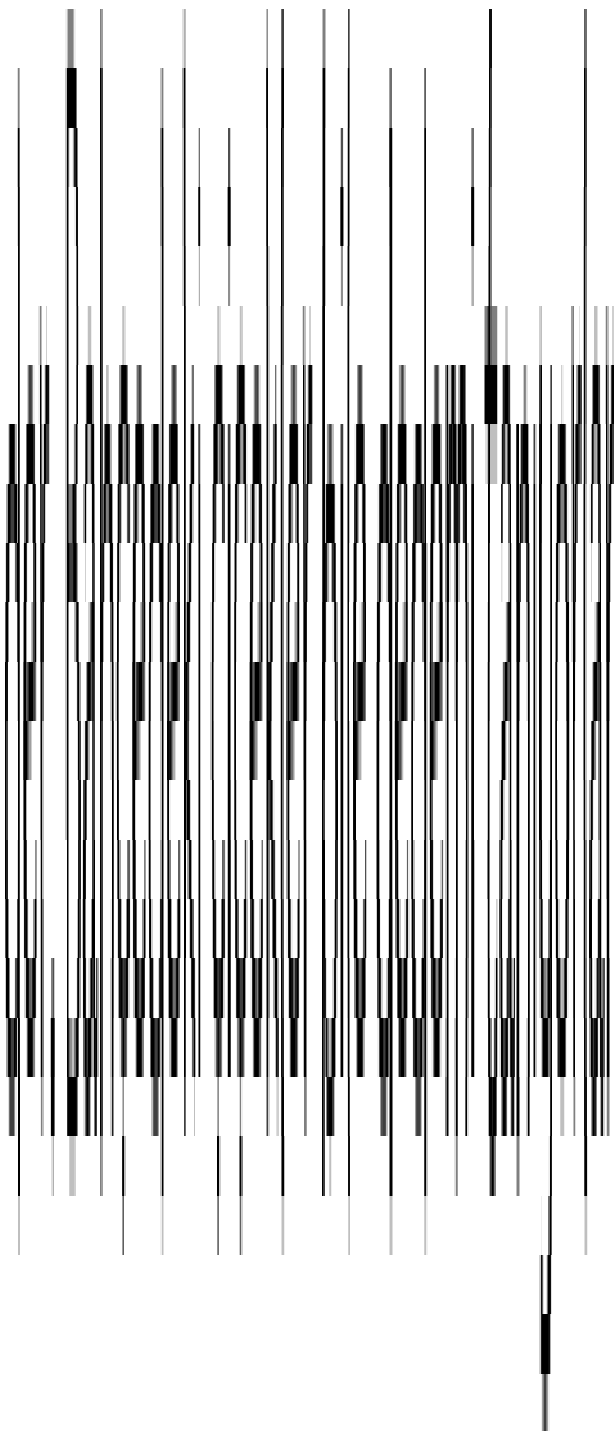


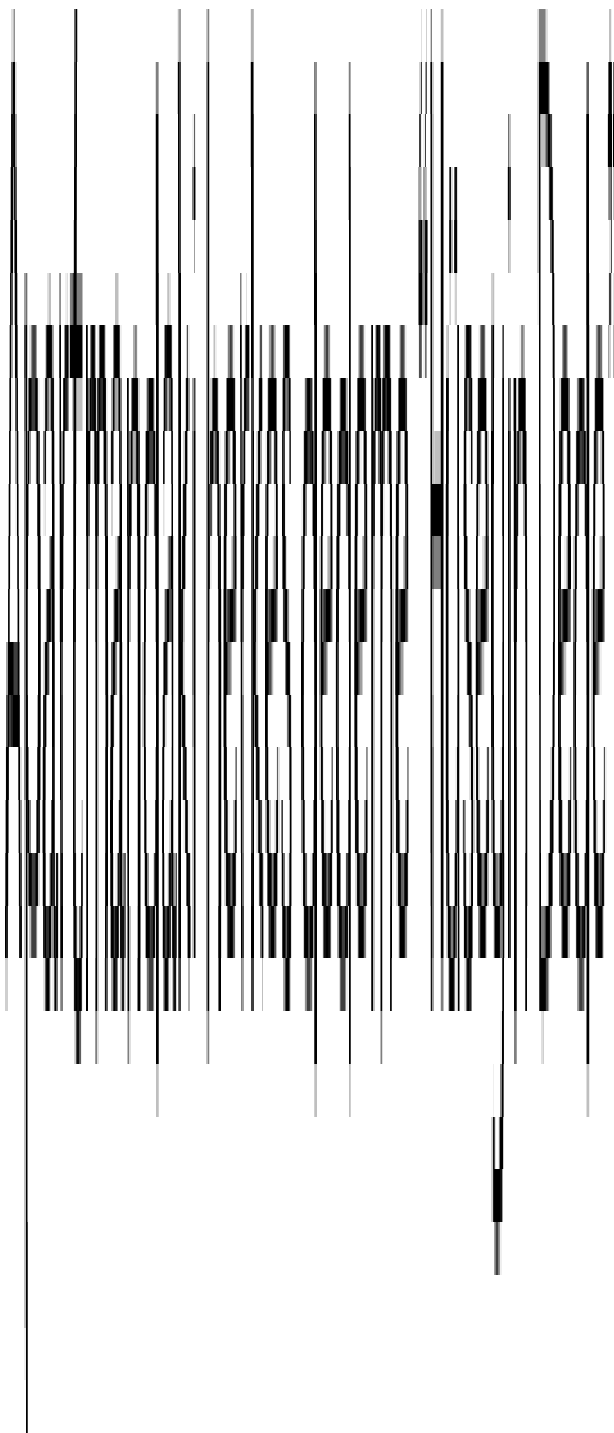


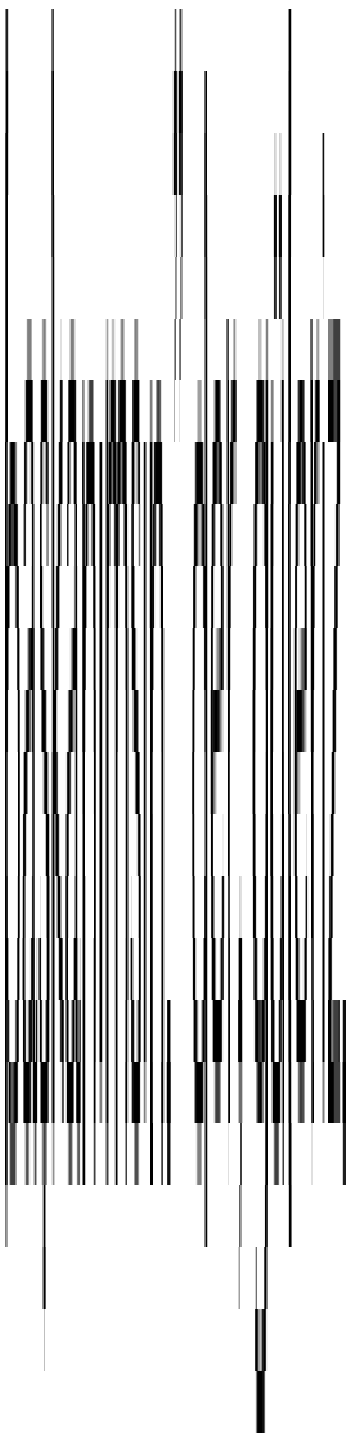


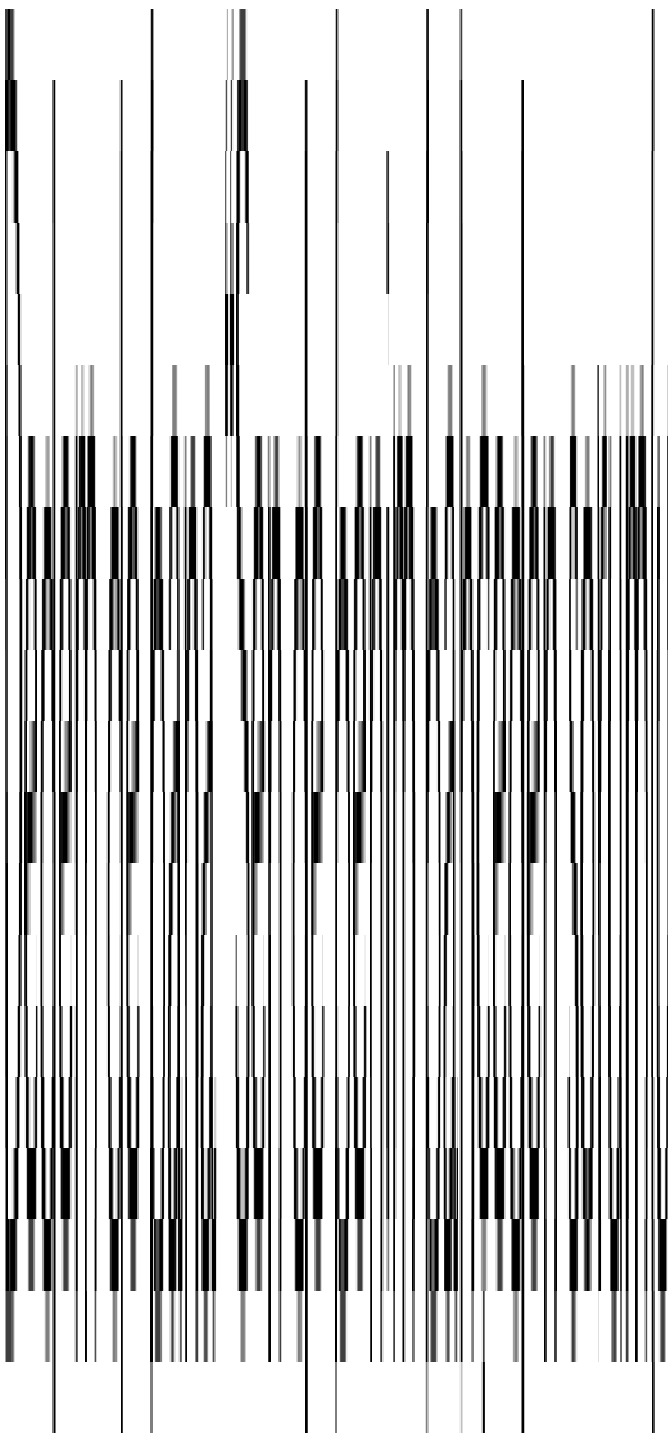


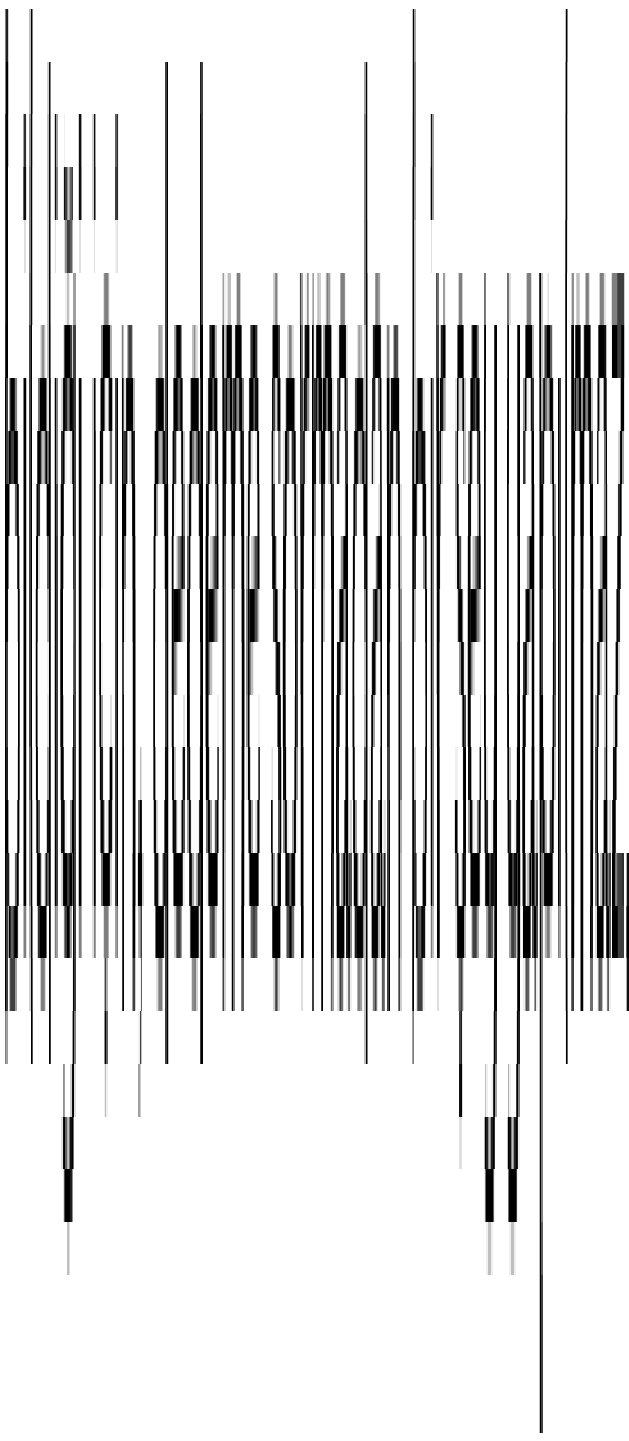


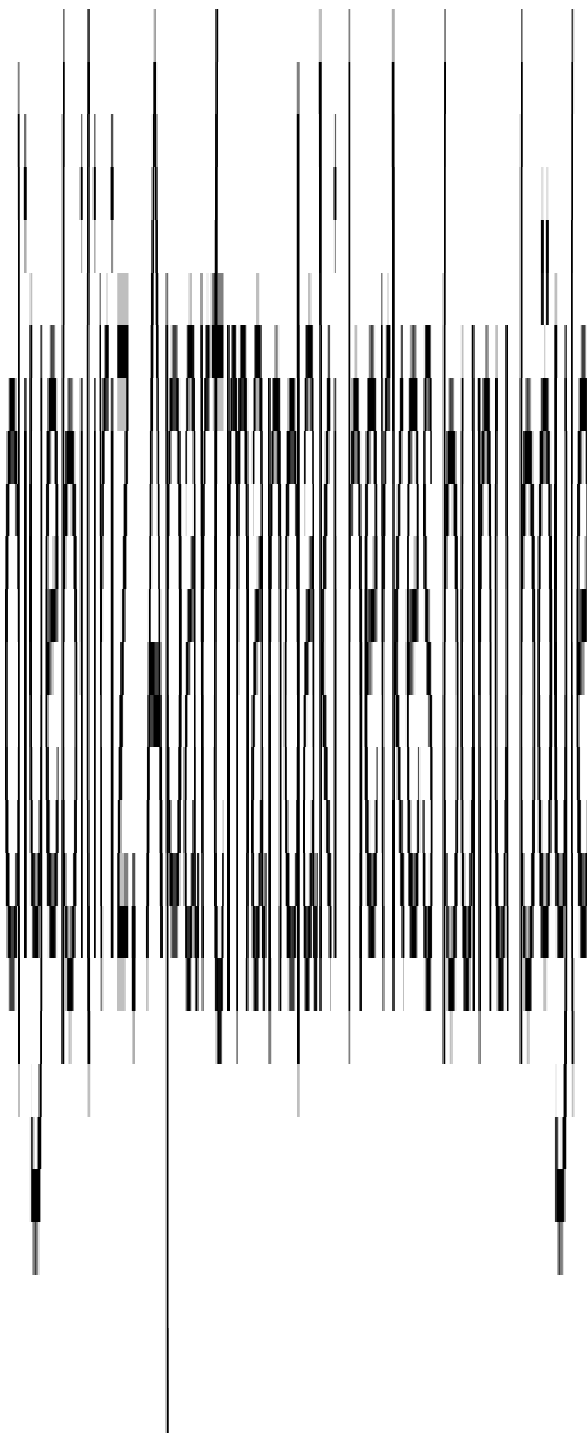


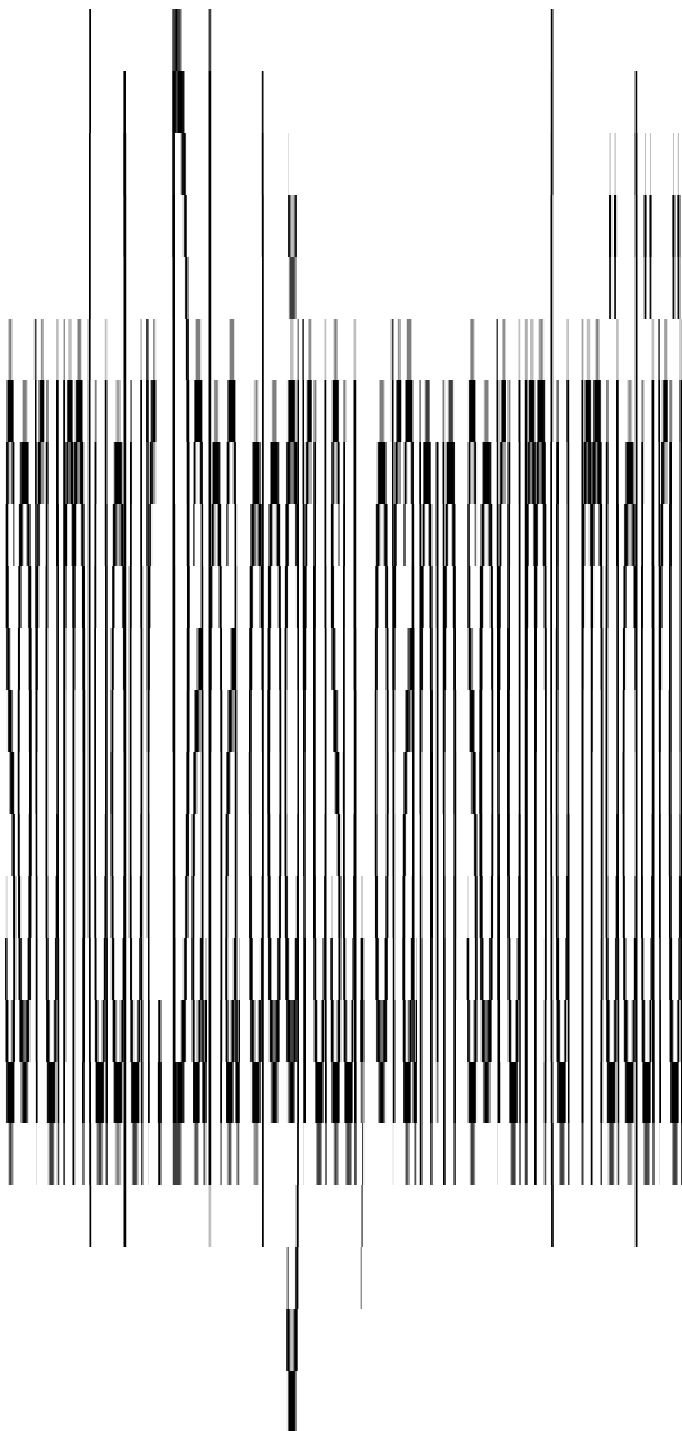


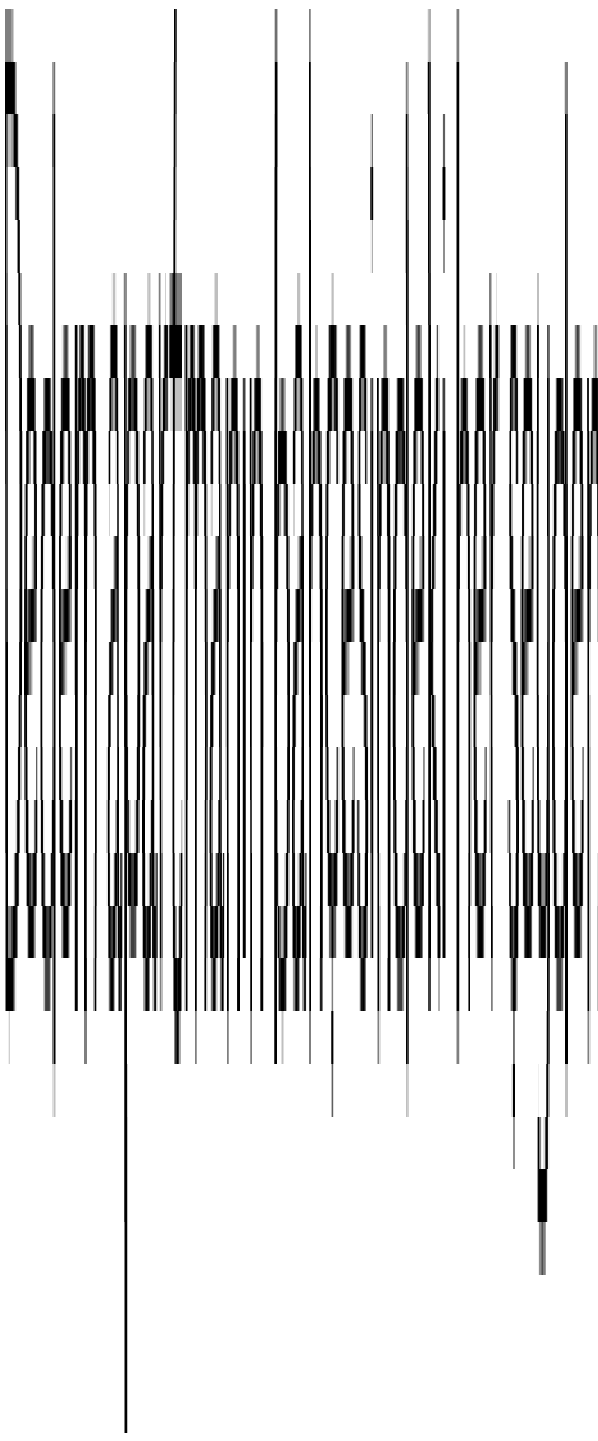




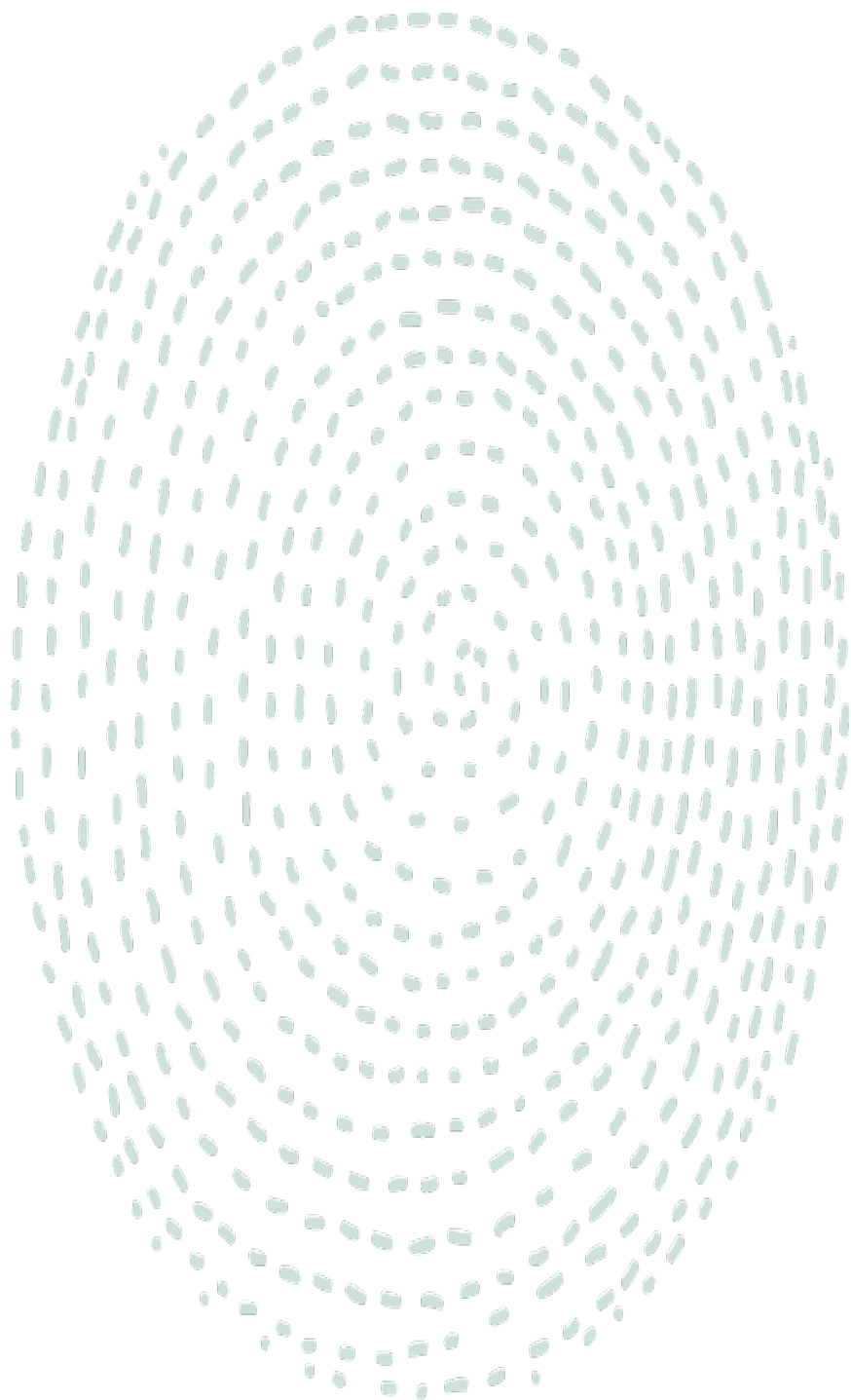


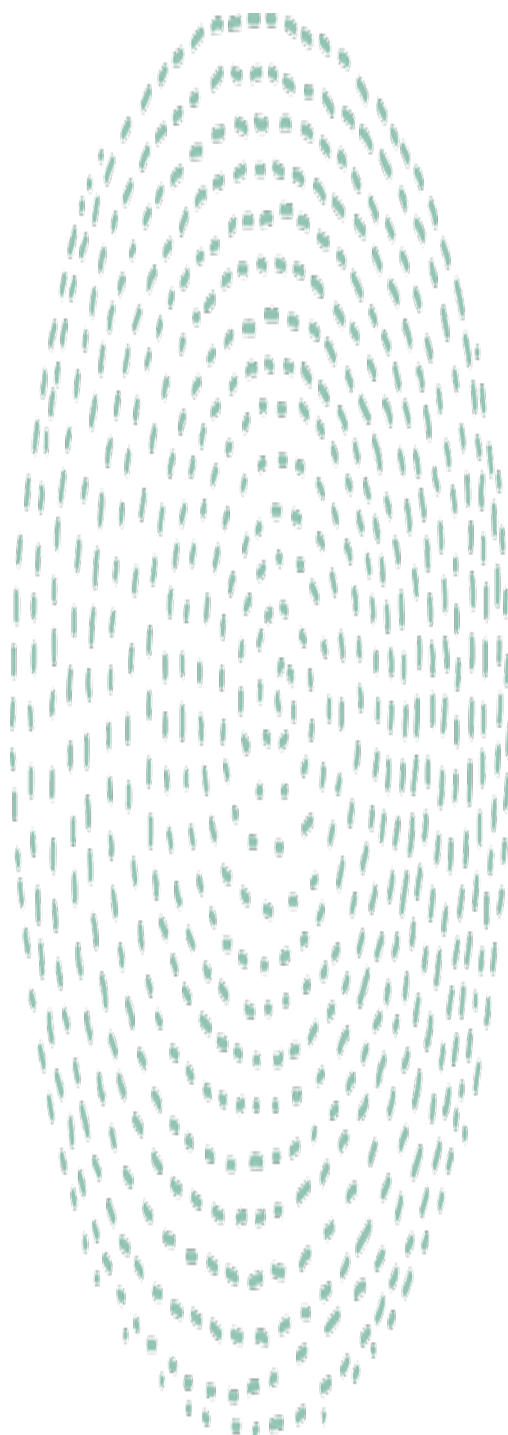




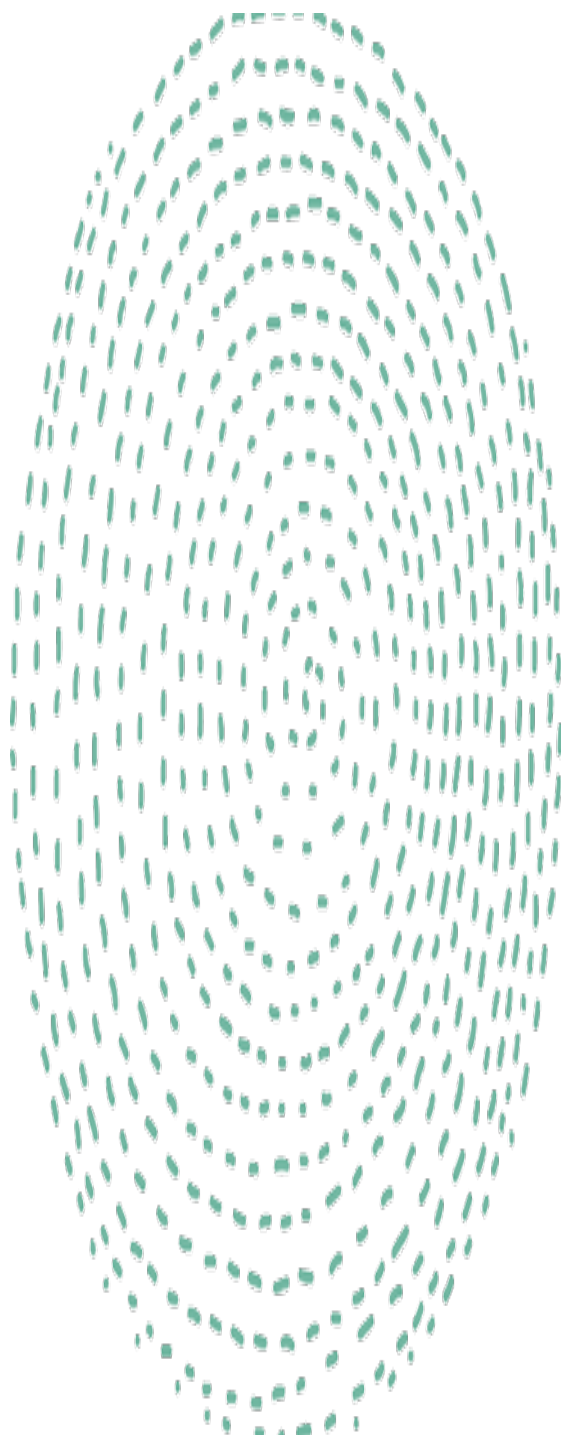




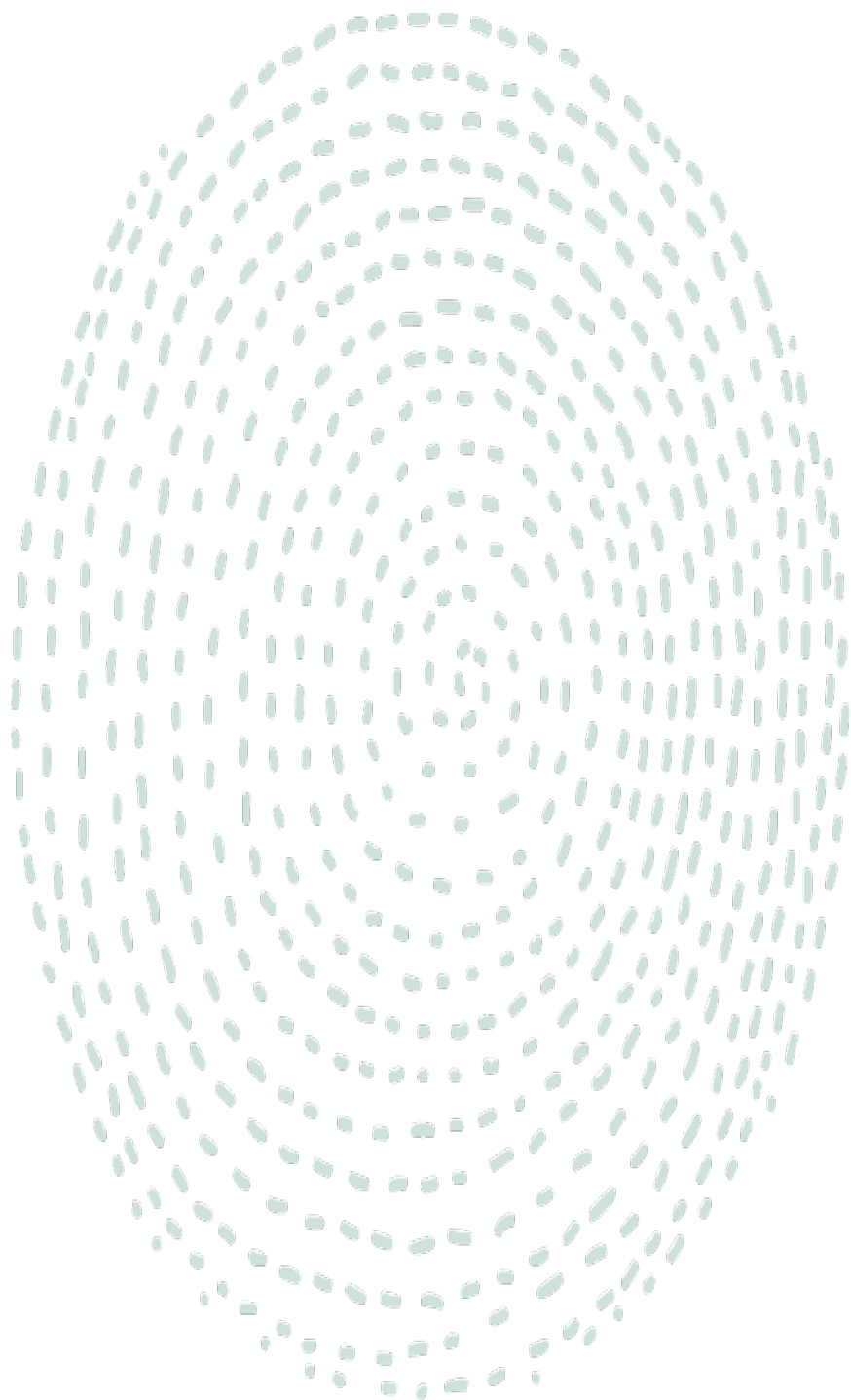


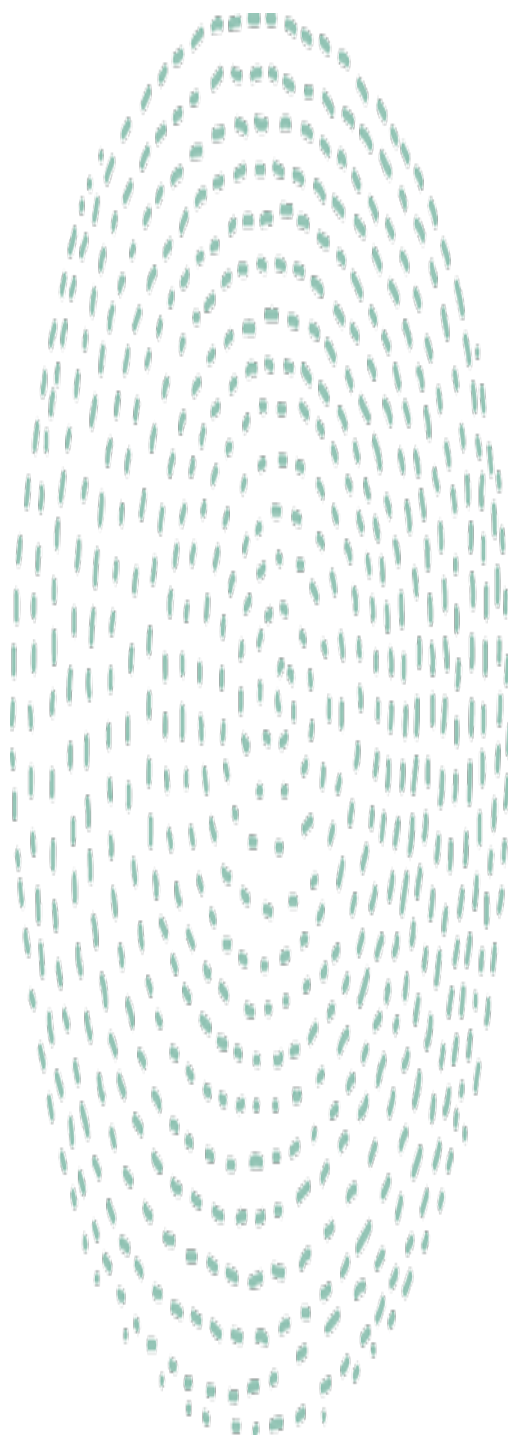


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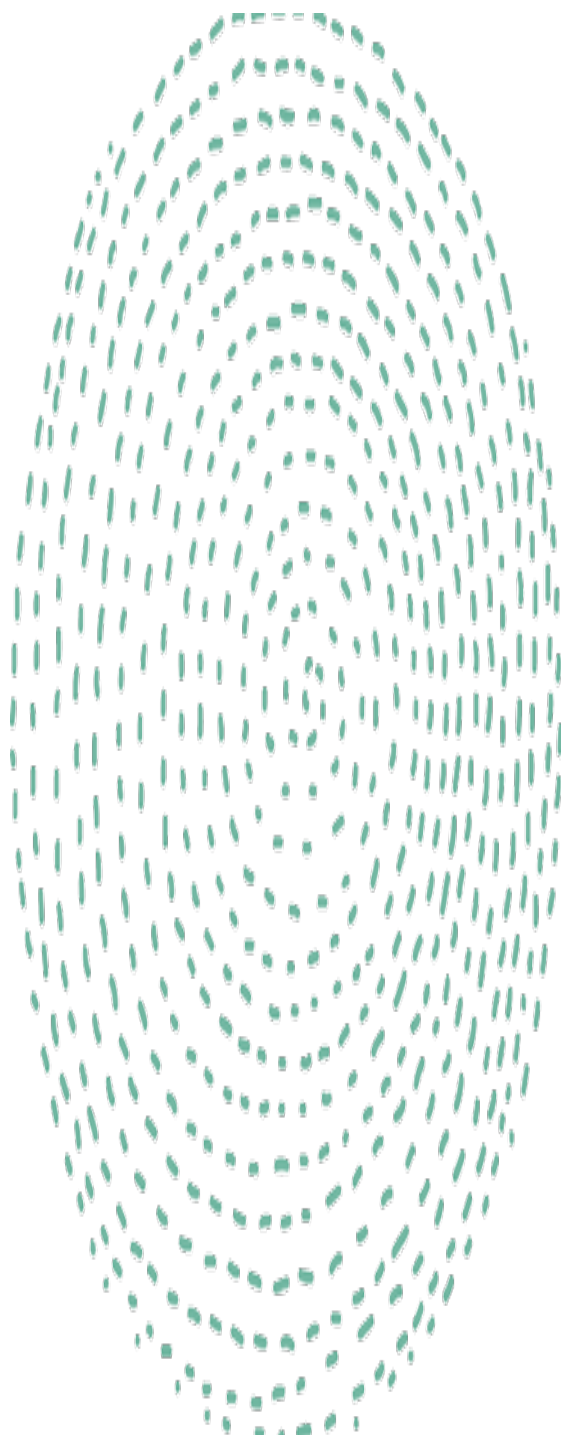


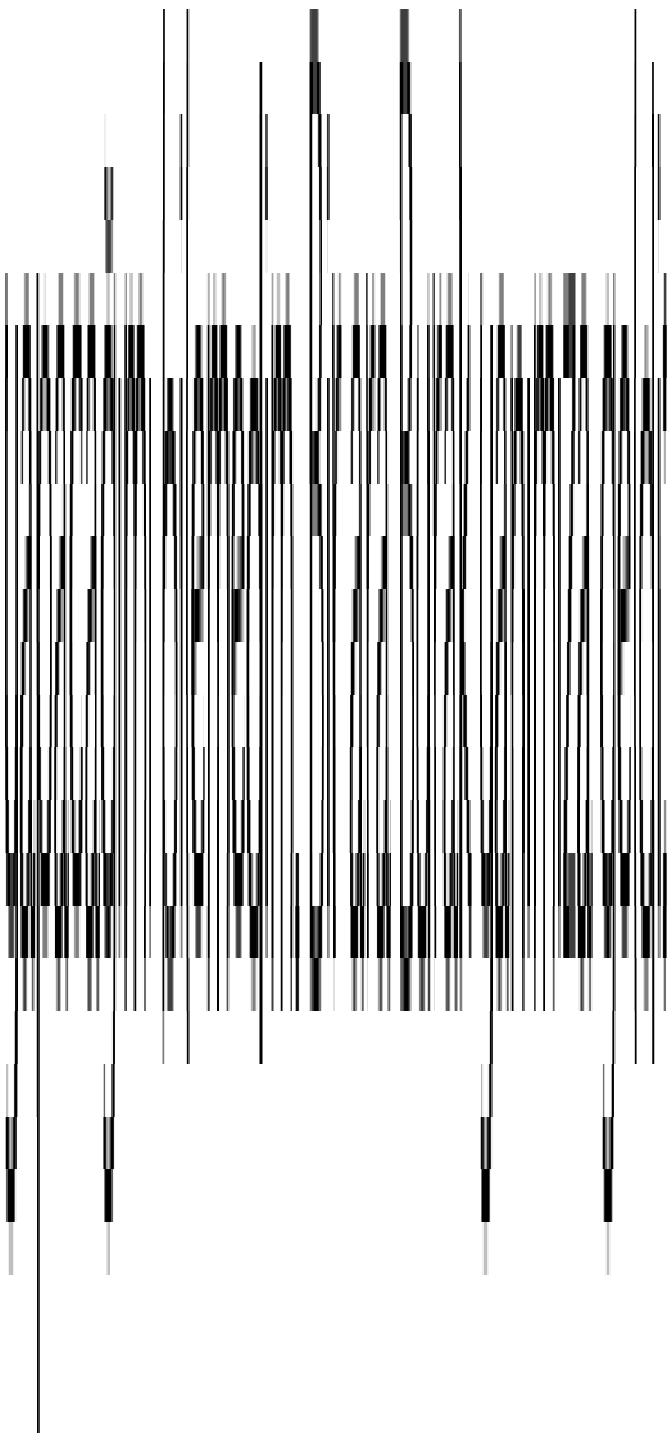


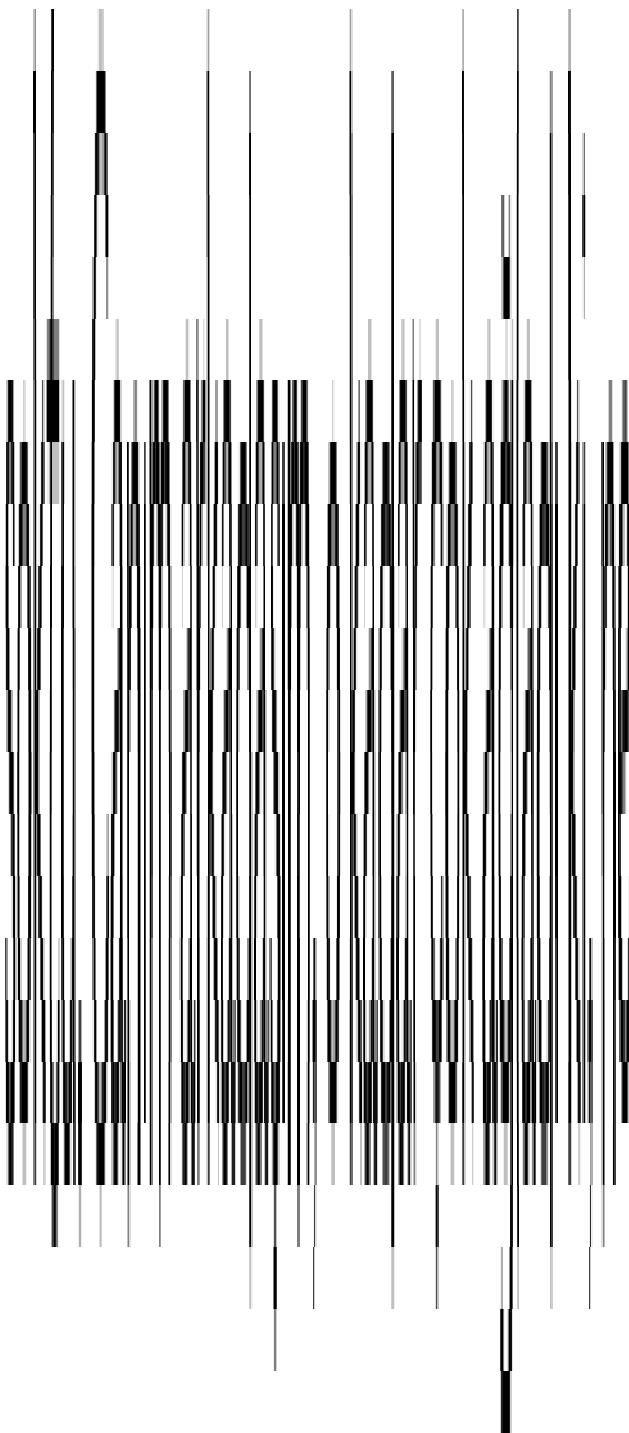


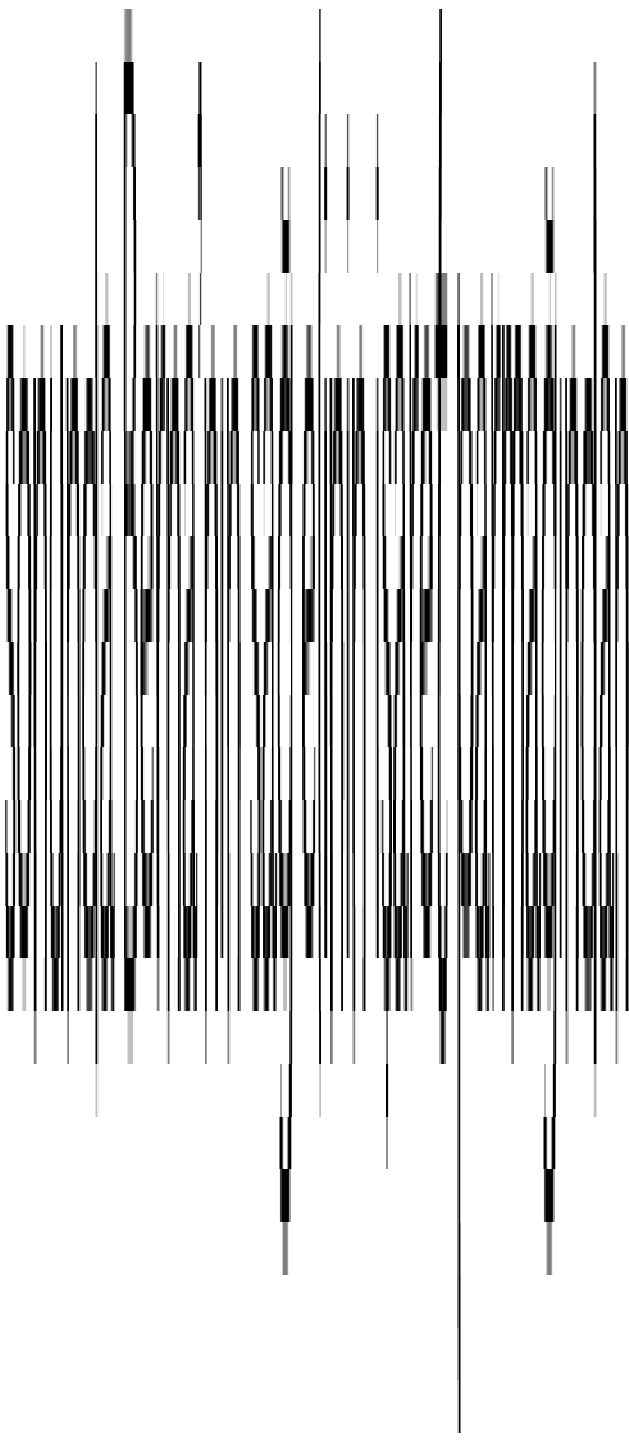


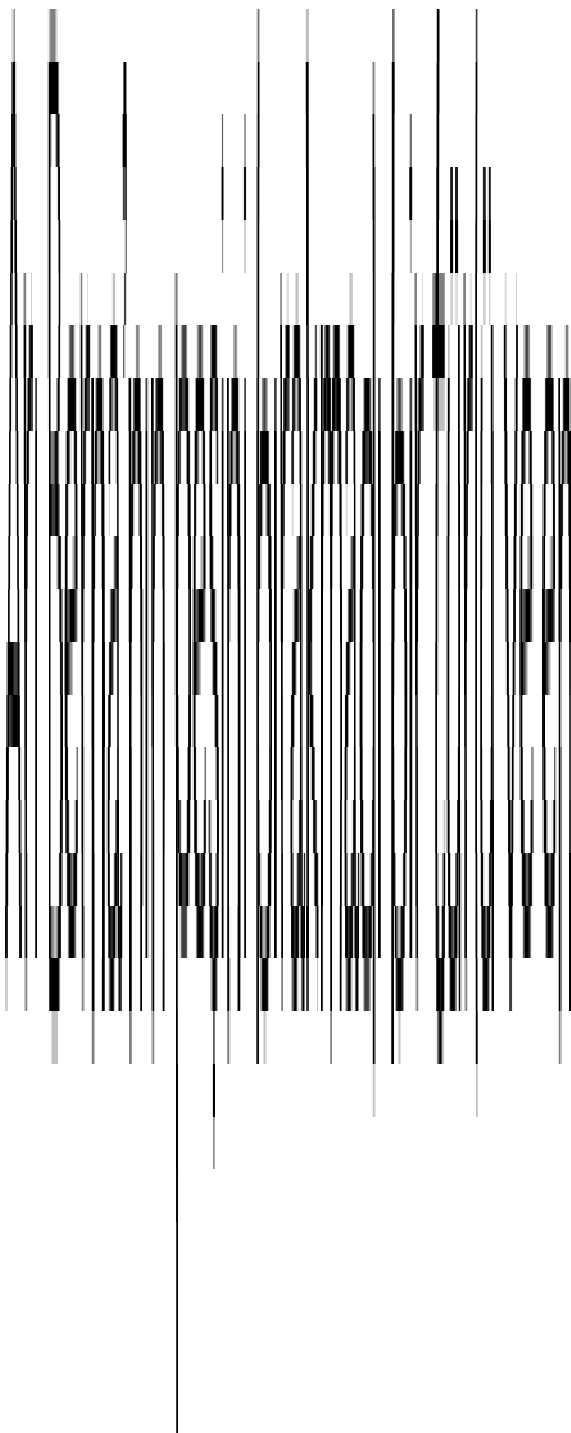
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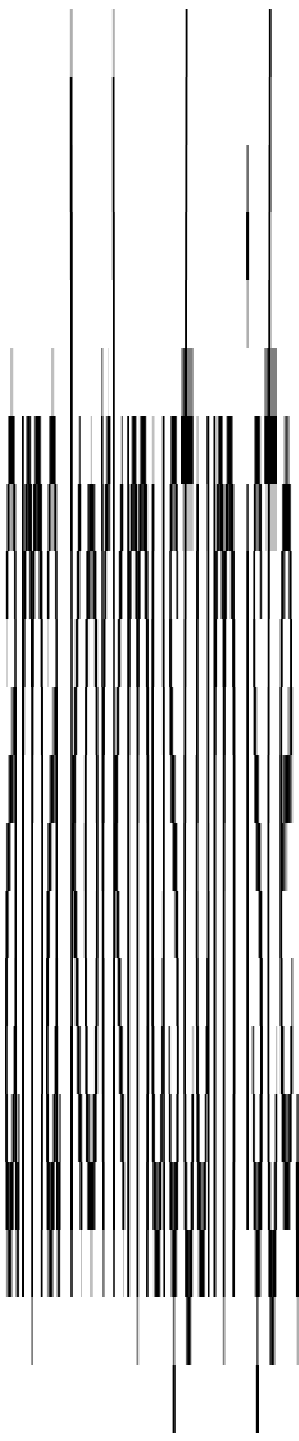


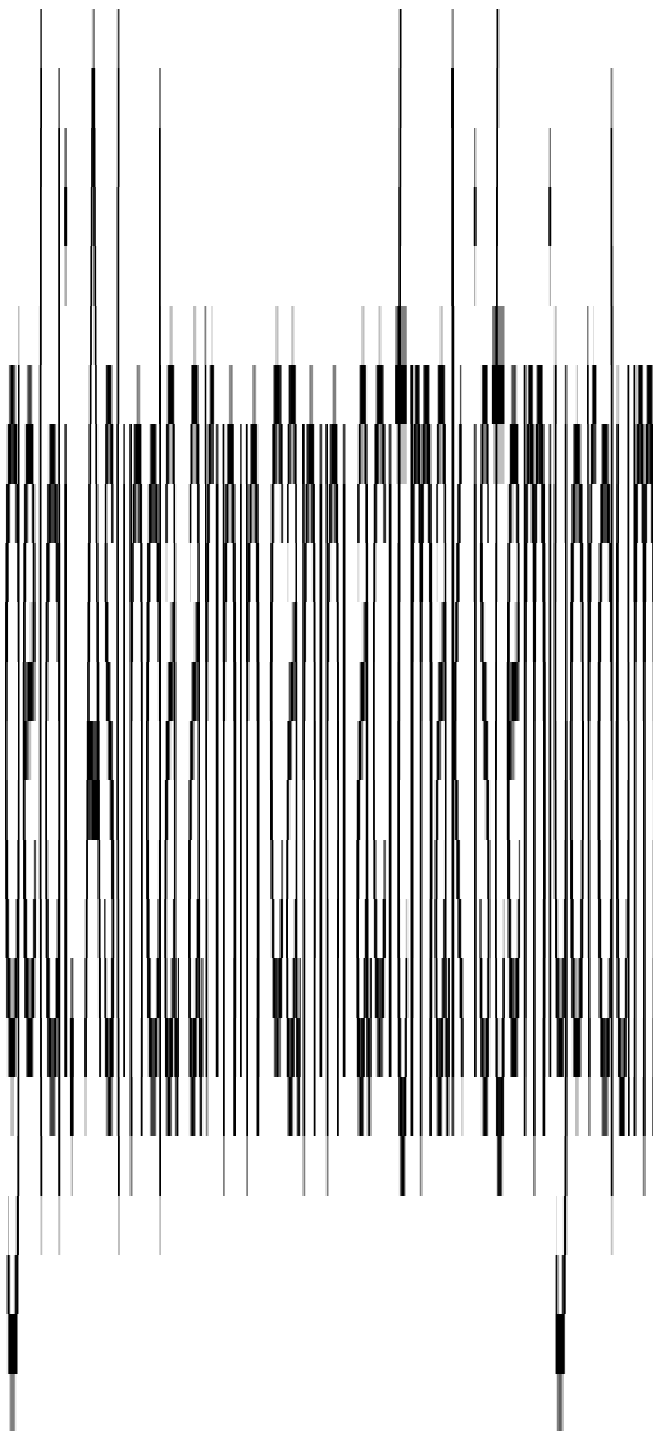


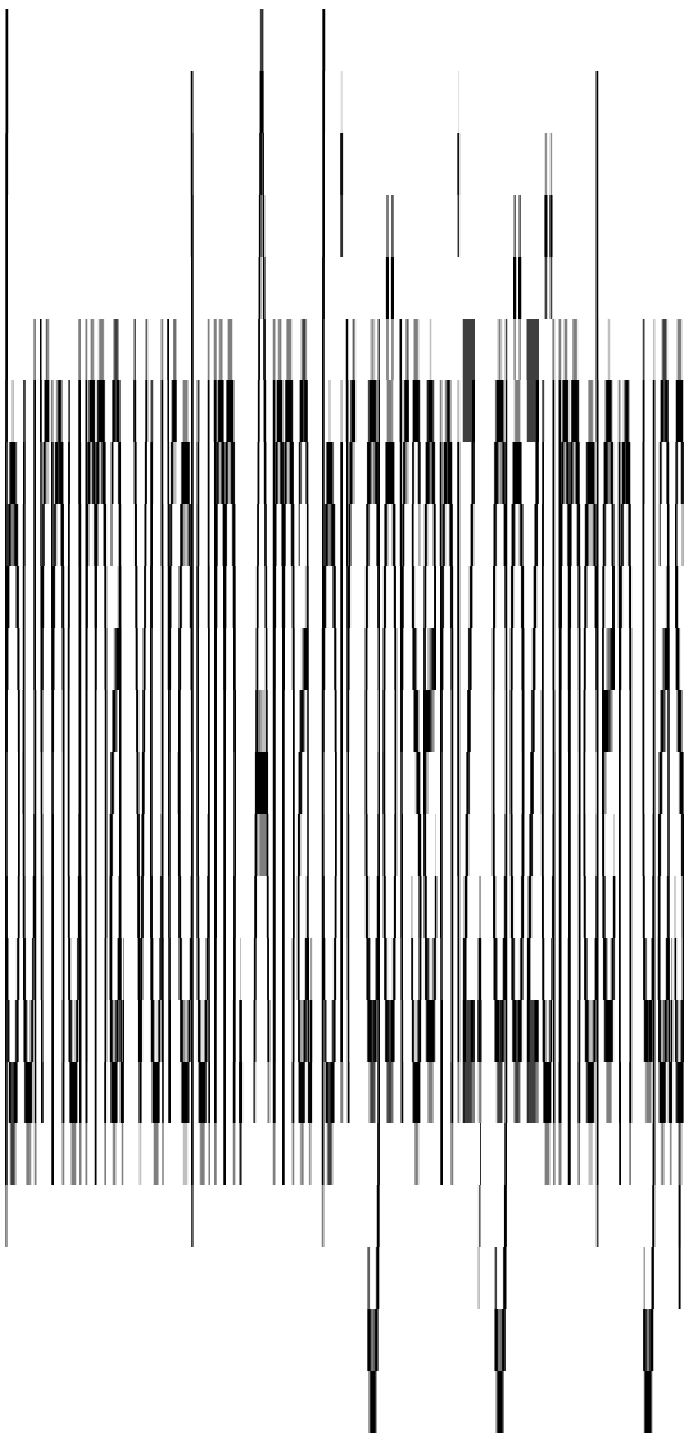


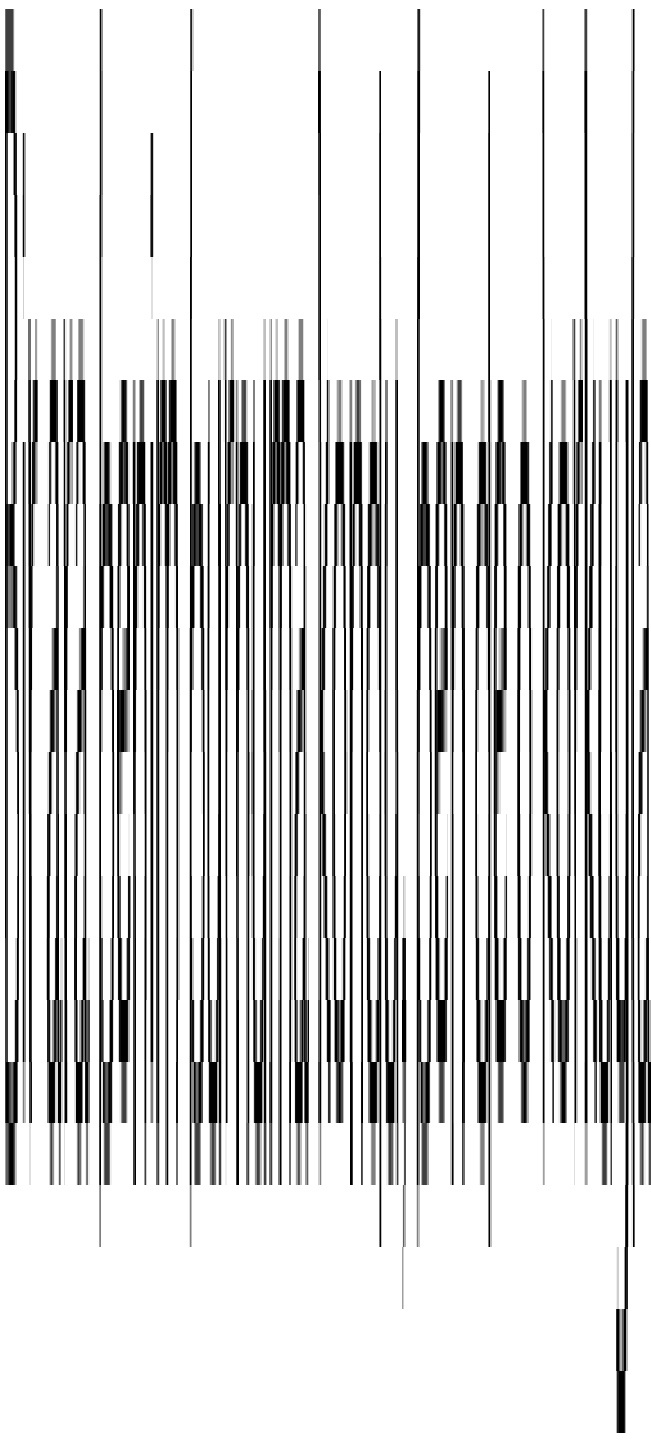


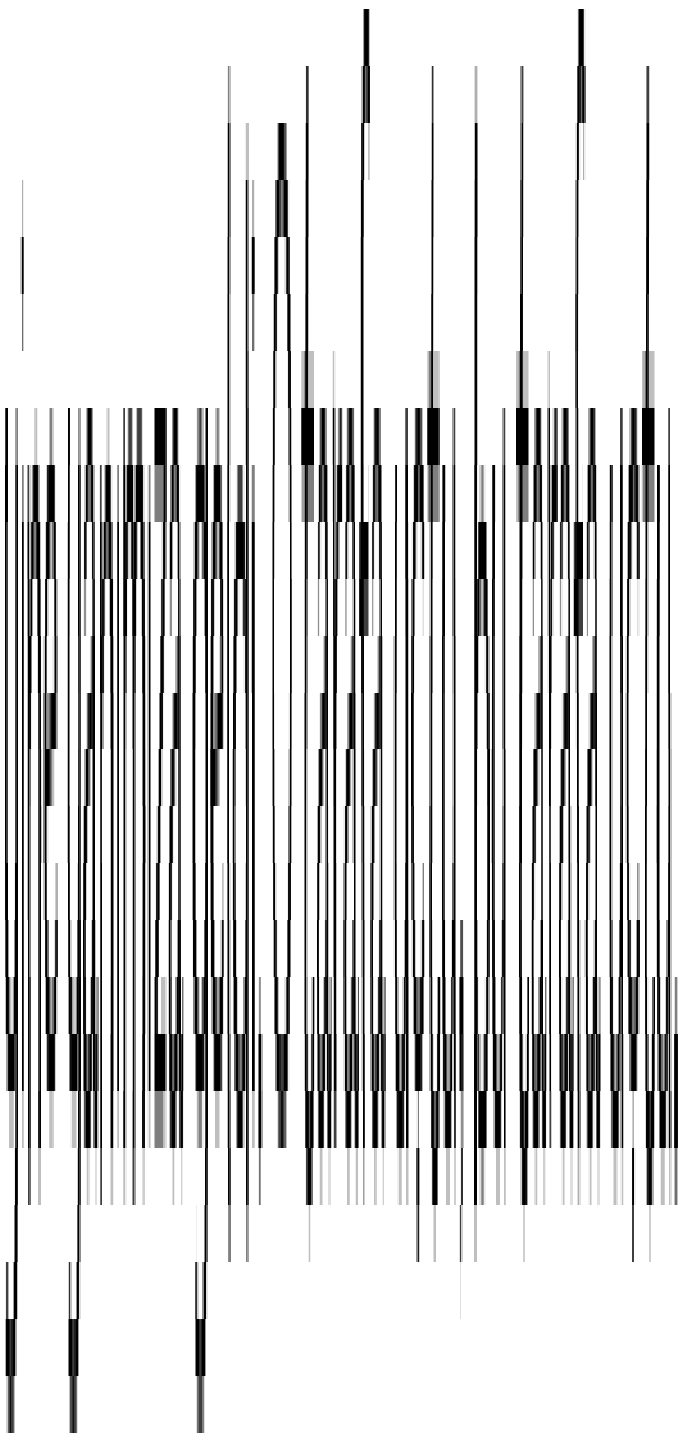


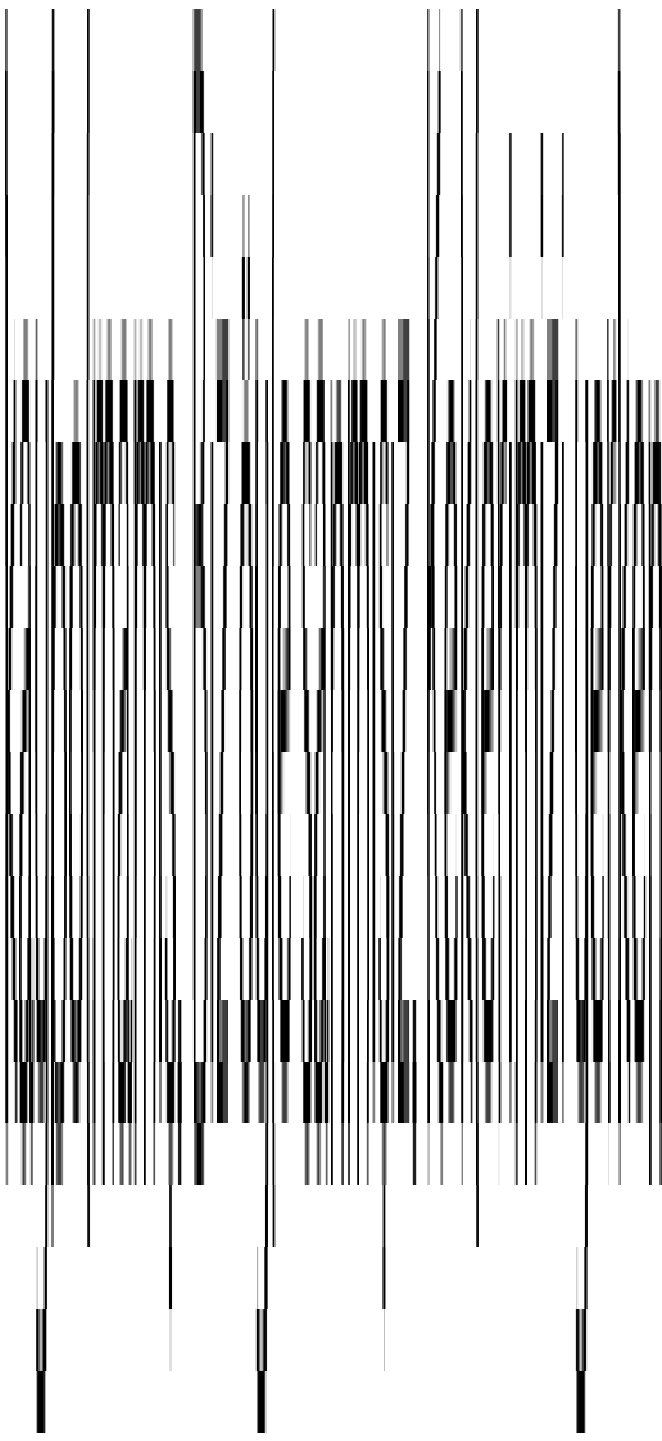


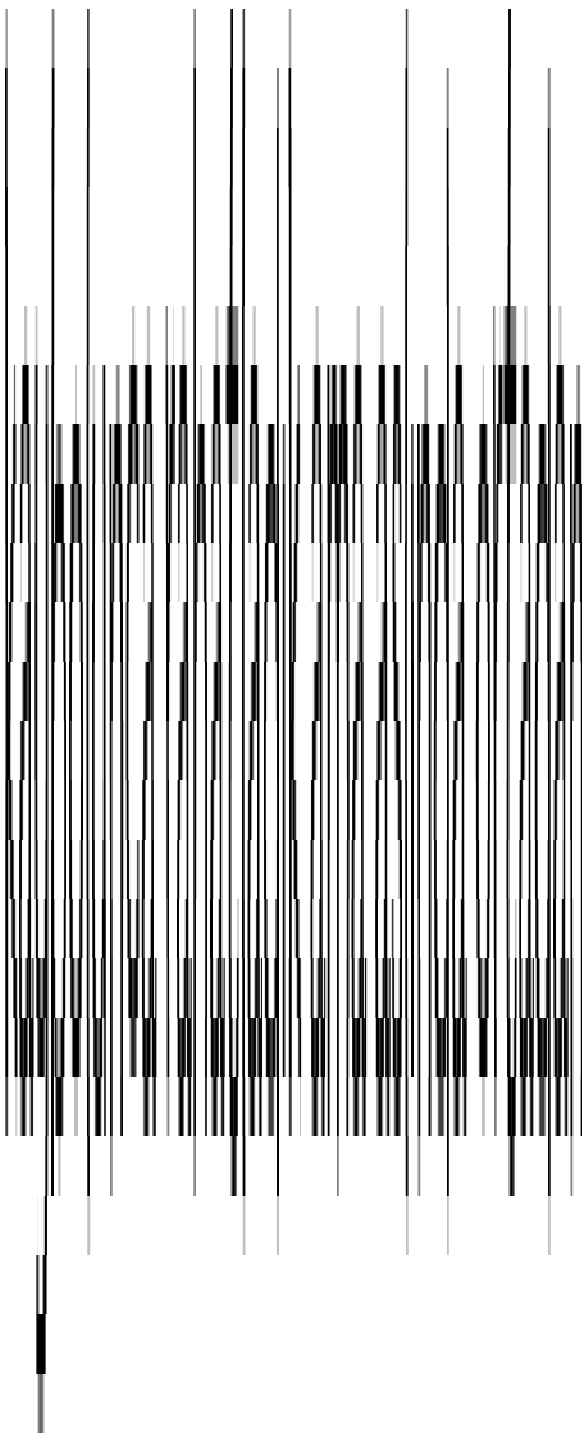


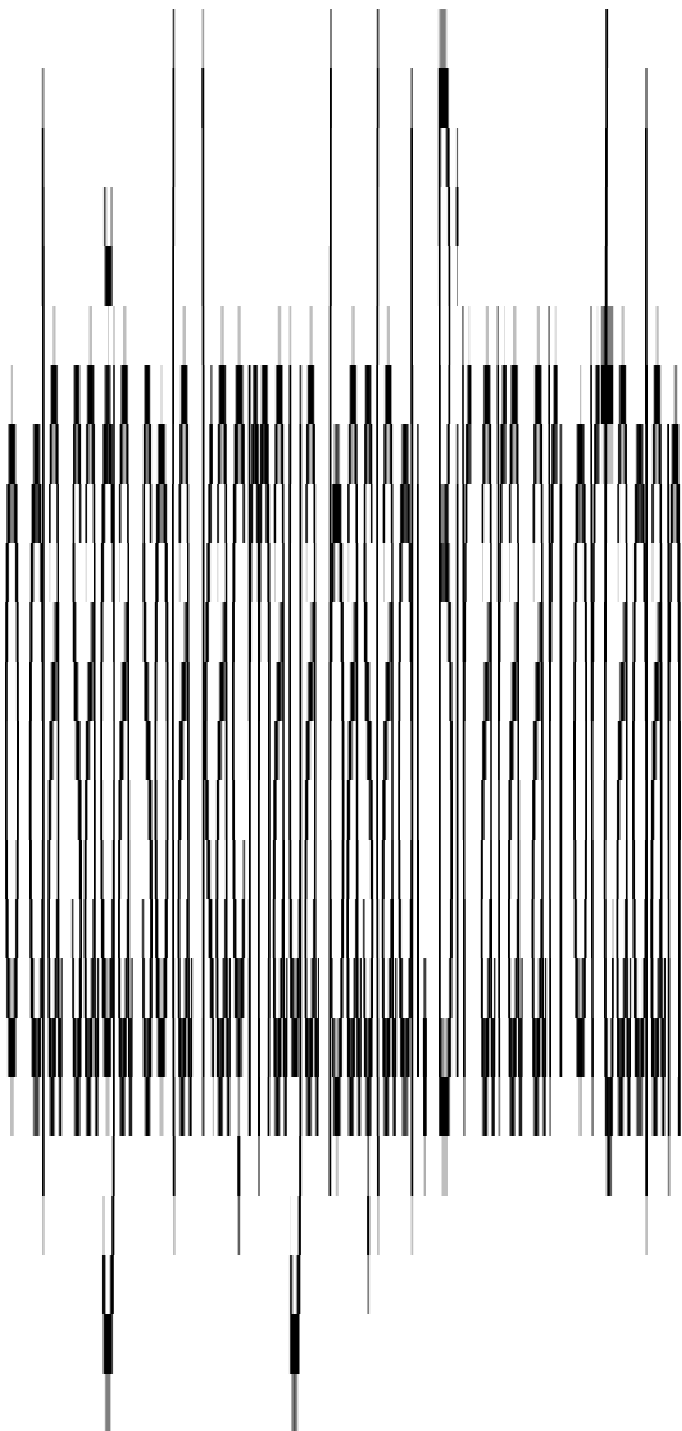


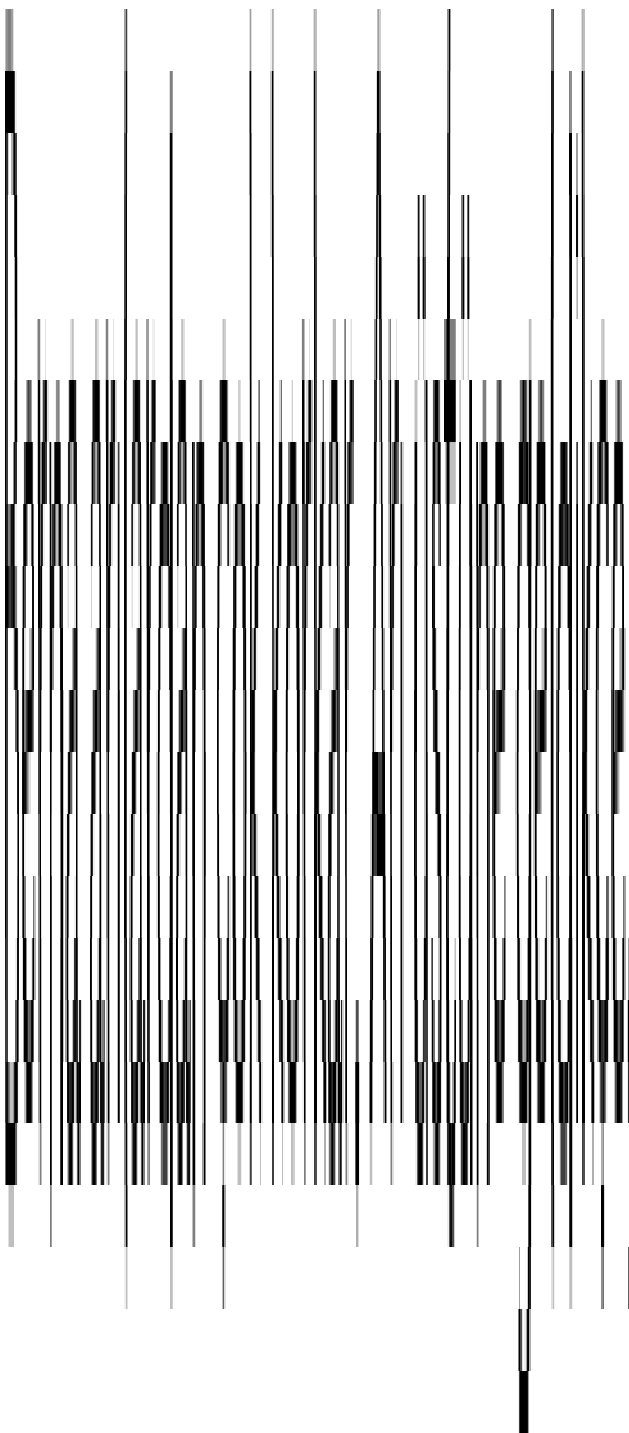


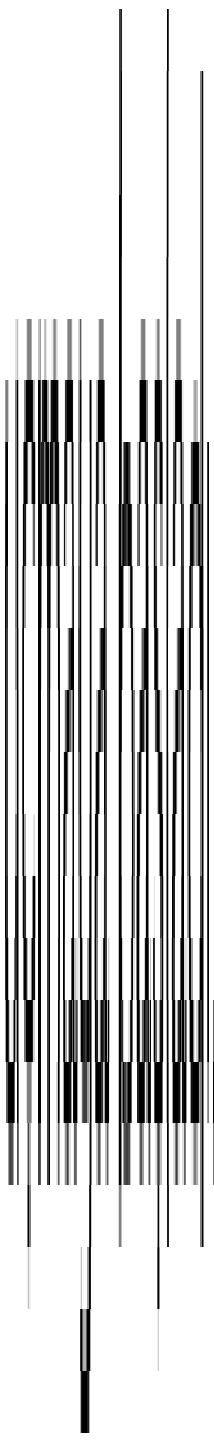


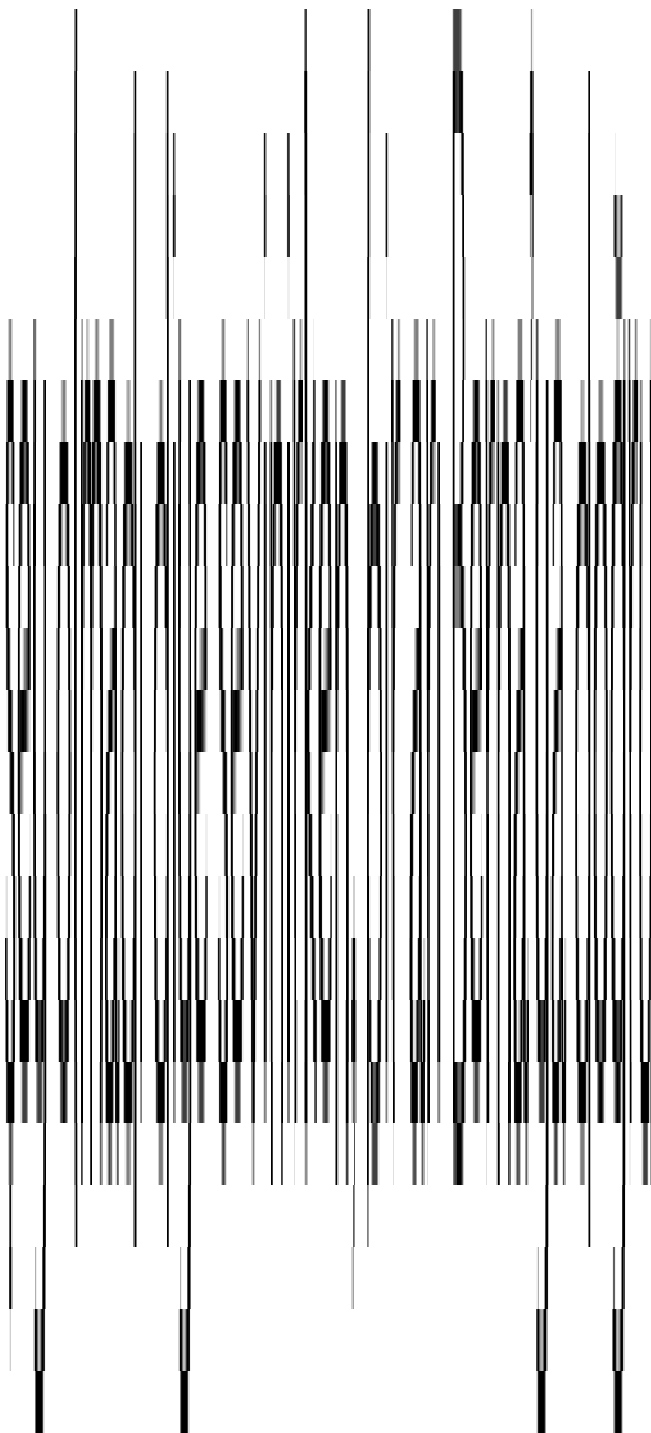


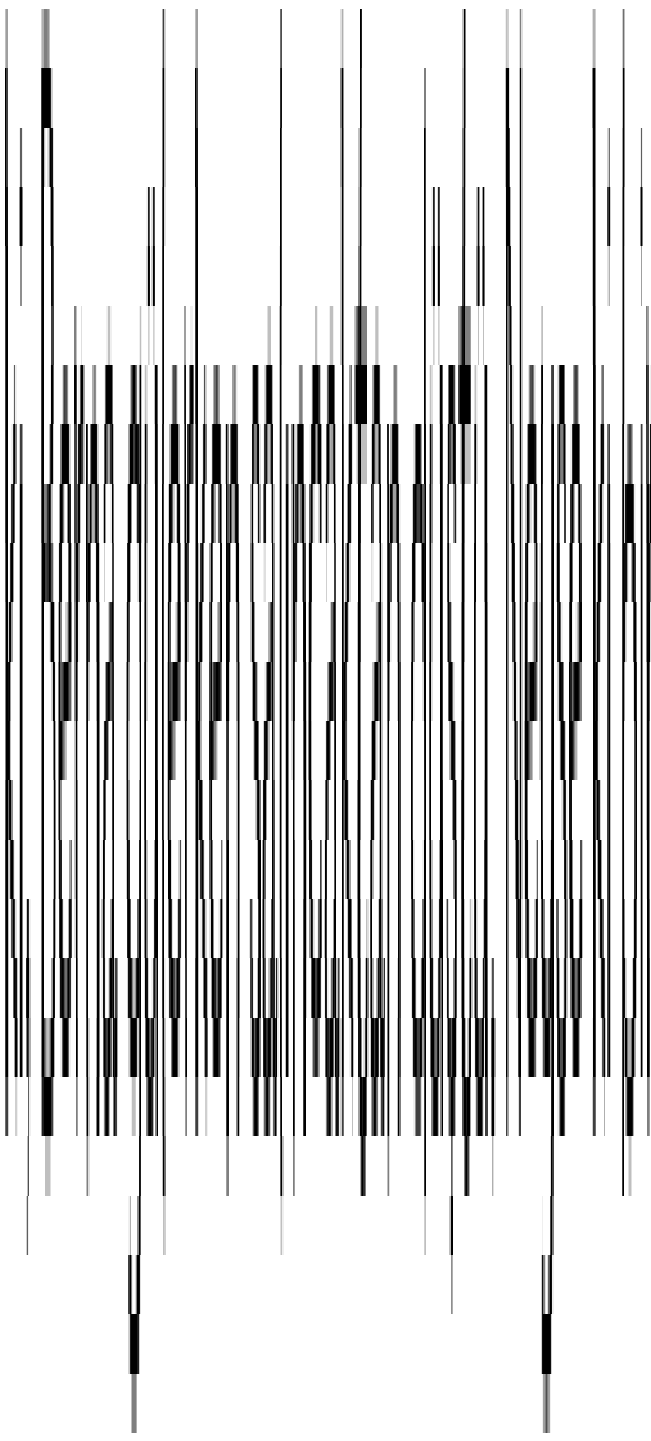


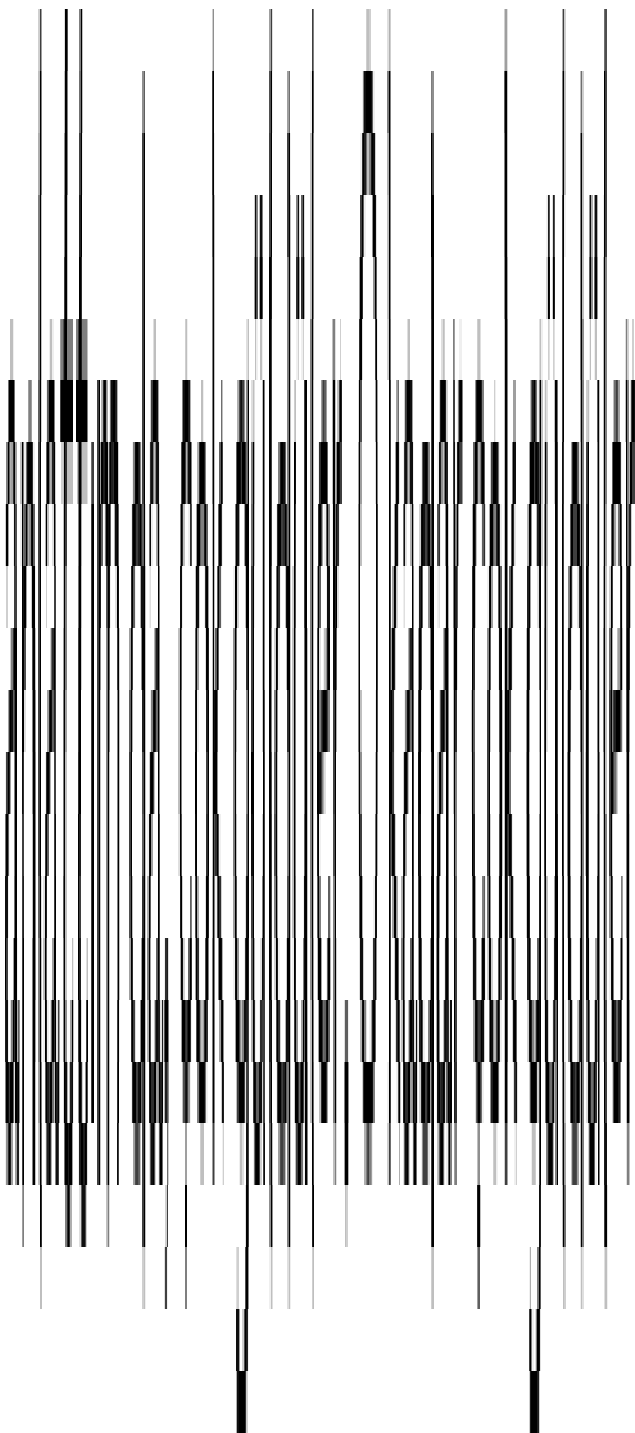


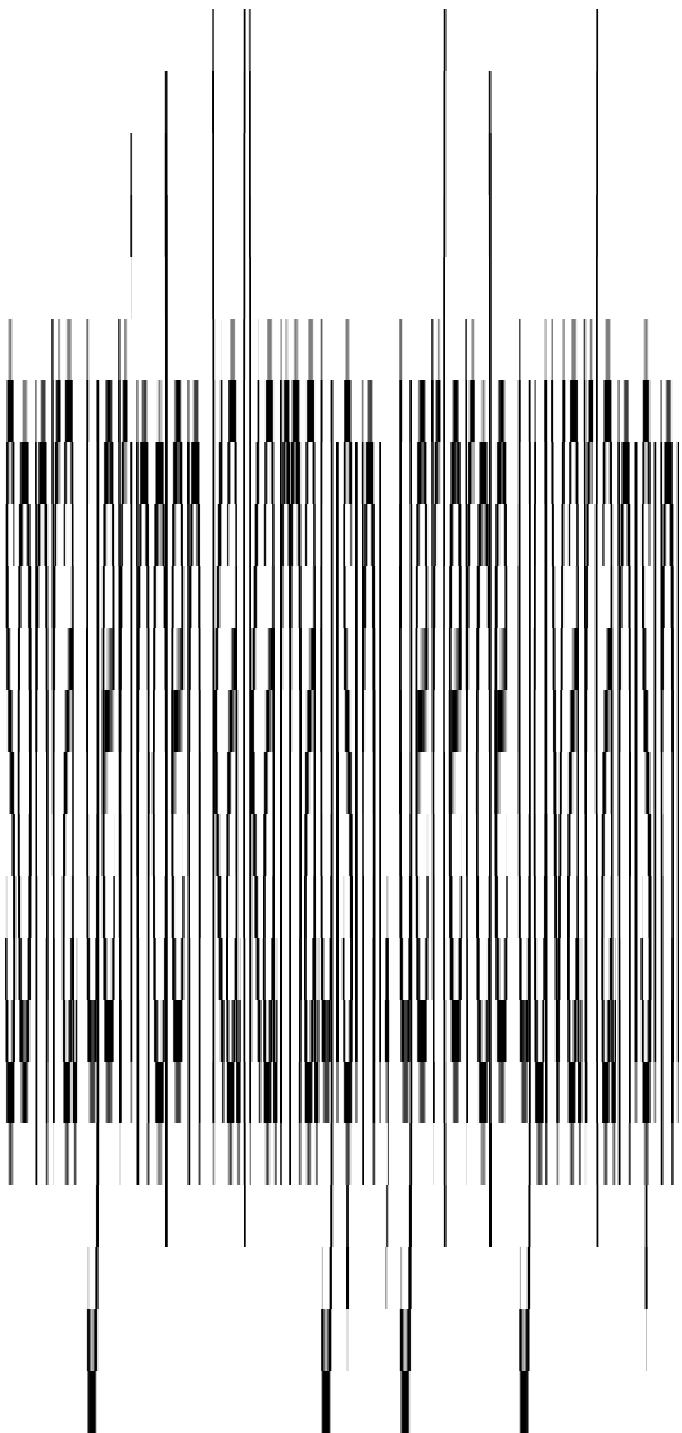


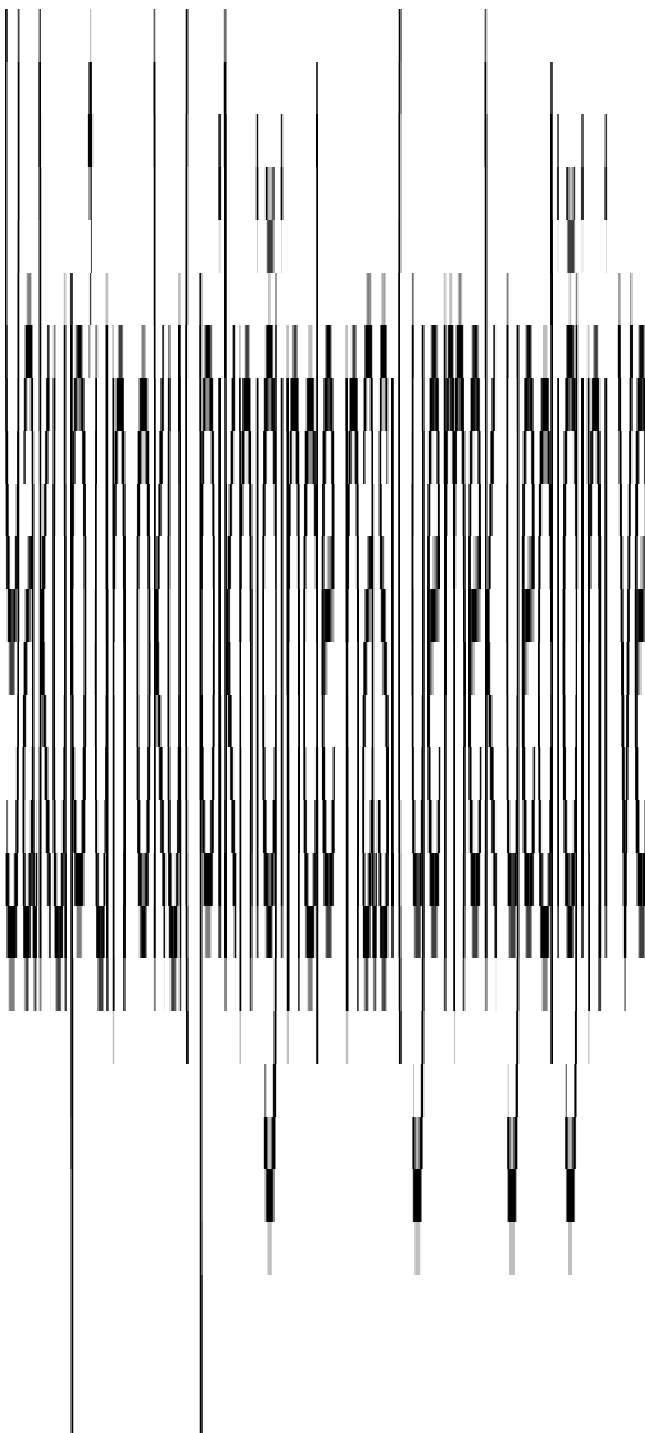


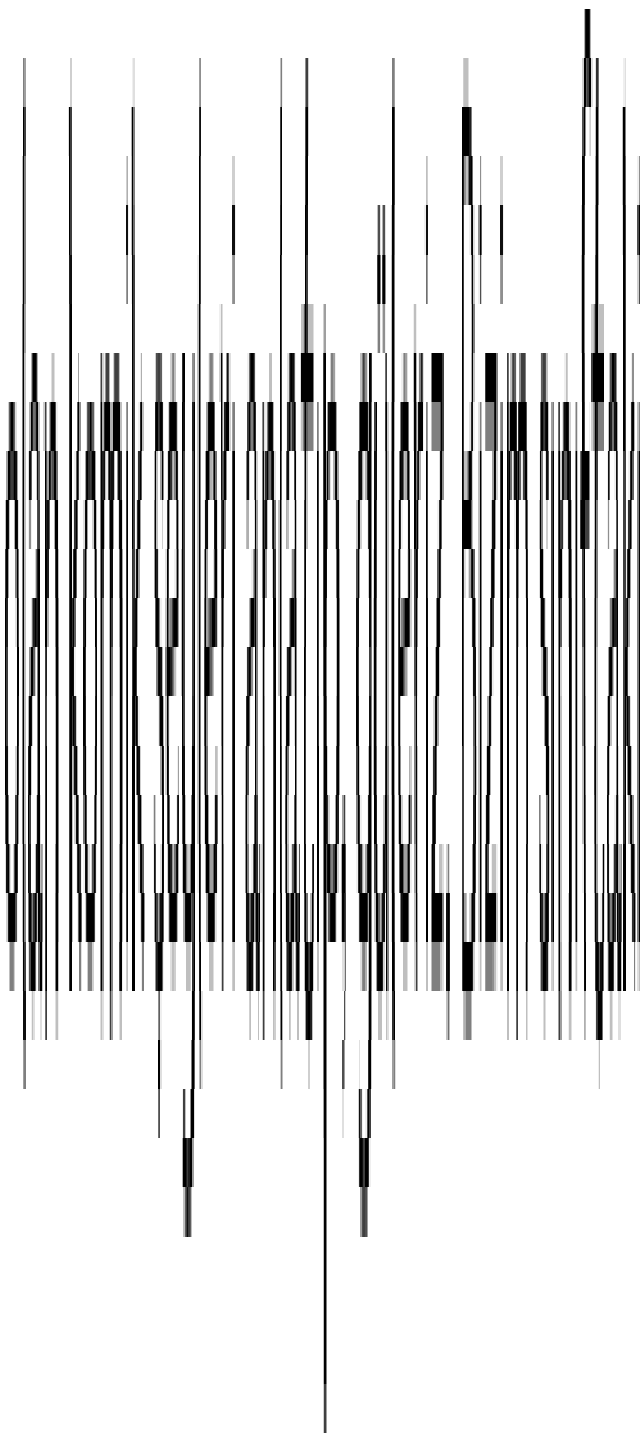


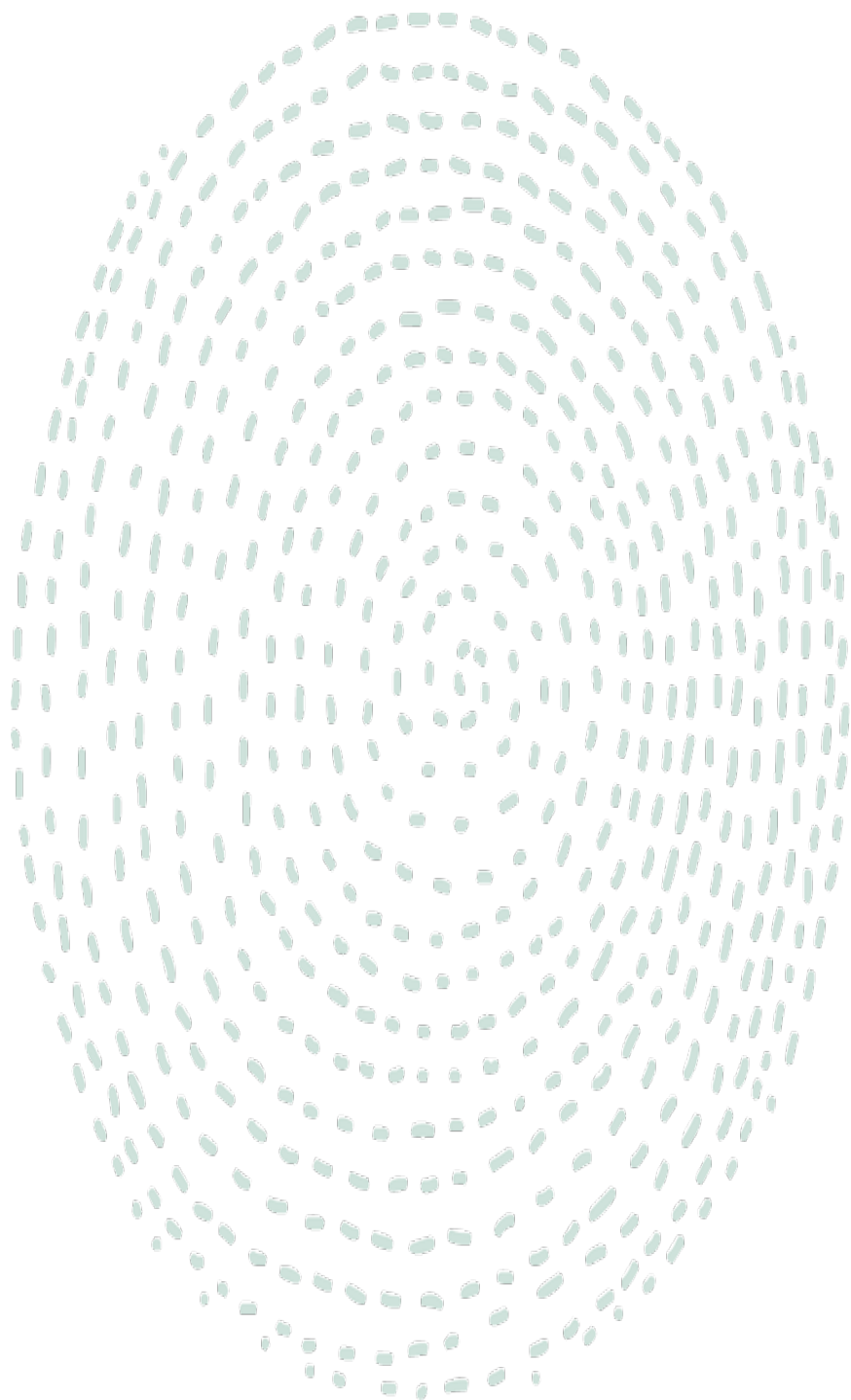


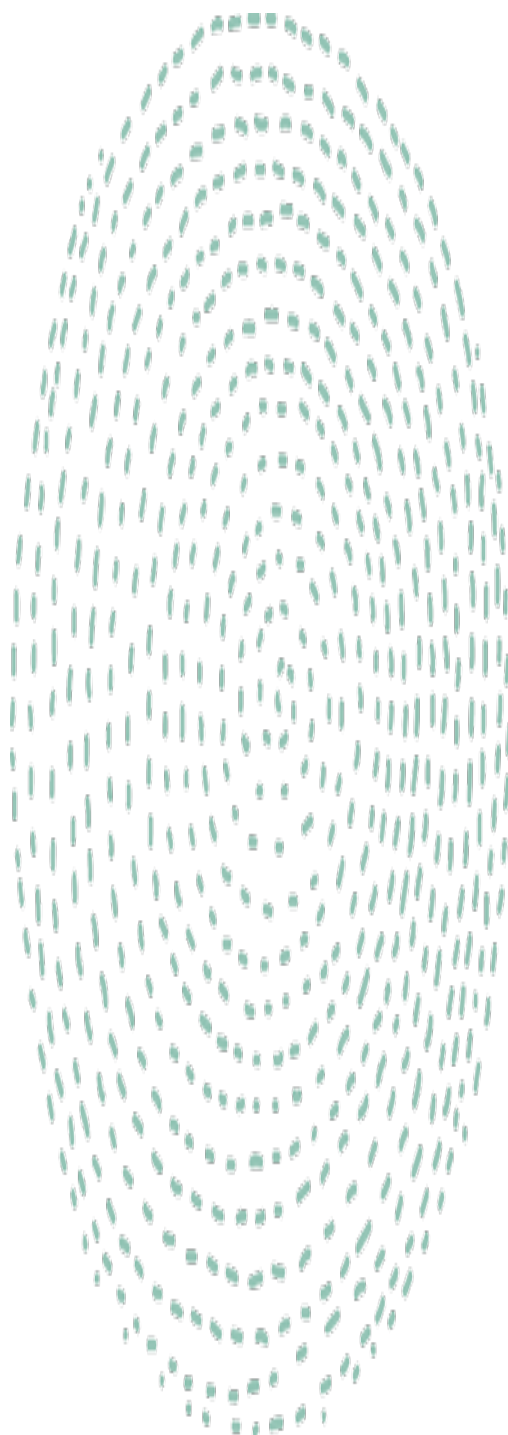












1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability, particularly in the context of public sector organizations. The text highlights how proper record-keeping can help in identifying trends, detecting anomalies, and ensuring compliance with relevant regulations.

2. The second part of the document focuses on the role of technology in enhancing record management. It explores various digital tools and platforms that can streamline the process of data collection, storage, and retrieval. The text also addresses the challenges associated with data security and privacy, offering strategies to mitigate these risks.

3. The third part of the document discusses the importance of training and capacity building for staff involved in record management. It stresses the need for continuous learning and development to ensure that personnel are equipped with the necessary skills and knowledge to handle the evolving demands of the field.

4. The fourth part of the document provides a detailed overview of the legal and regulatory framework governing record management. It outlines the key provisions of relevant laws and regulations, as well as the responsibilities of different stakeholders in ensuring compliance.

5. The fifth part of the document offers practical guidance on implementing effective record management systems. It includes a series of steps and best practices that can be followed to establish a robust and sustainable framework for managing organizational records.

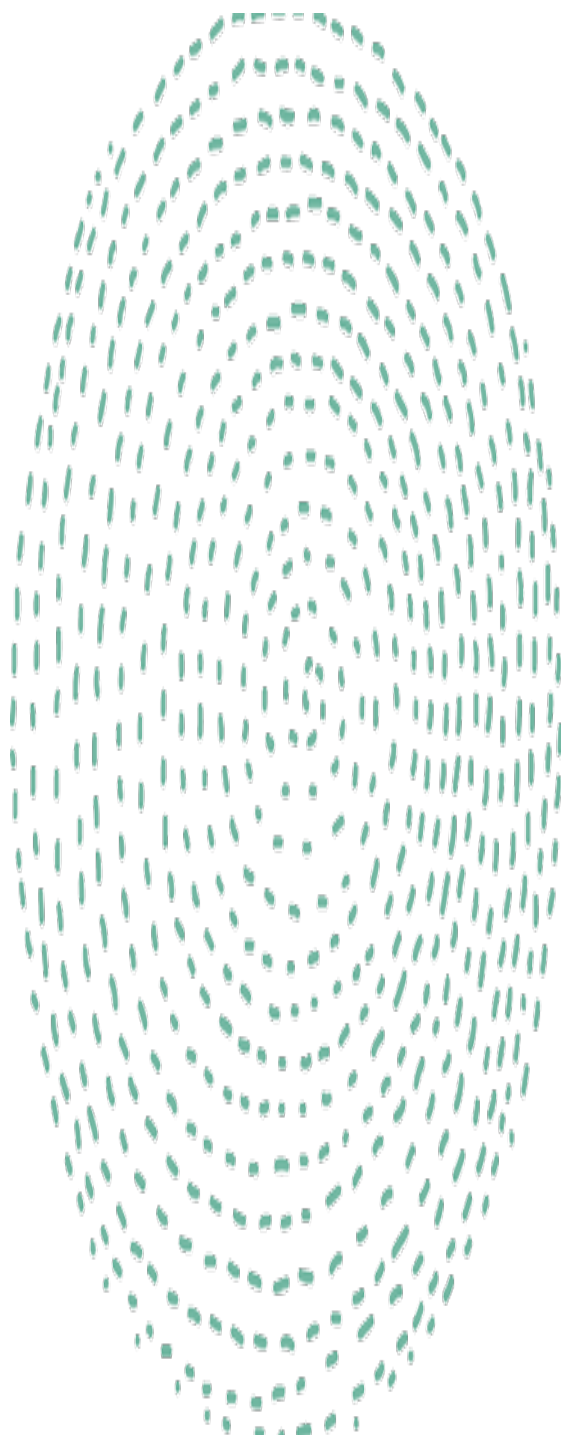
6. The sixth part of the document discusses the importance of regular audits and reviews of record management systems. It explains how these activities can help in identifying areas for improvement, ensuring the accuracy and integrity of the records, and maintaining the system's effectiveness over time.

7. The seventh part of the document provides a summary of the key findings and recommendations of the study. It reiterates the importance of a holistic approach to record management, one that integrates technology, training, and regulatory compliance.

8. The eighth part of the document includes a list of references and a bibliography, providing sources for further reading and research on the topics discussed in the document.

9. The final part of the document is a conclusion that summarizes the overall message and objectives of the study. It expresses the hope that the findings and recommendations will be useful to the intended audience and contribute to the improvement of record management practices.

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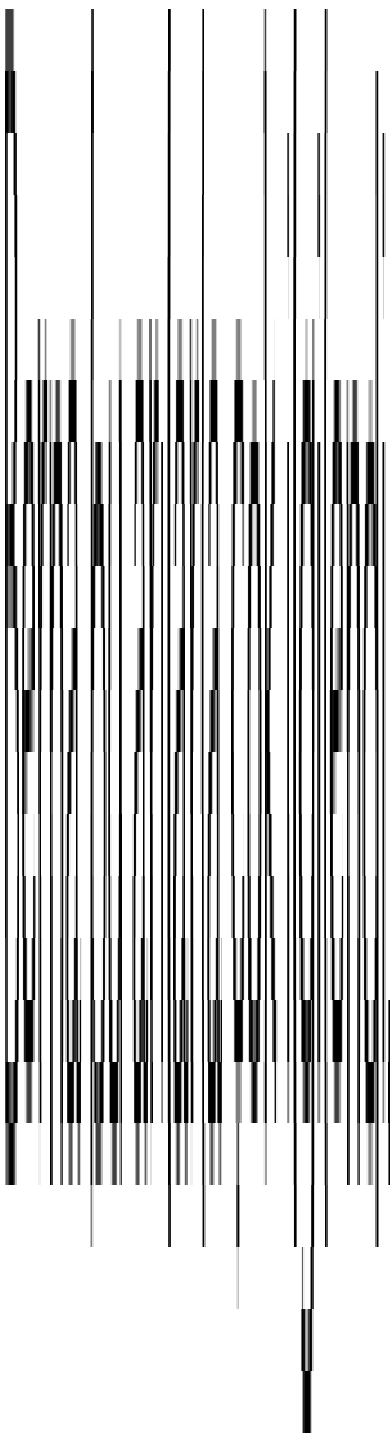
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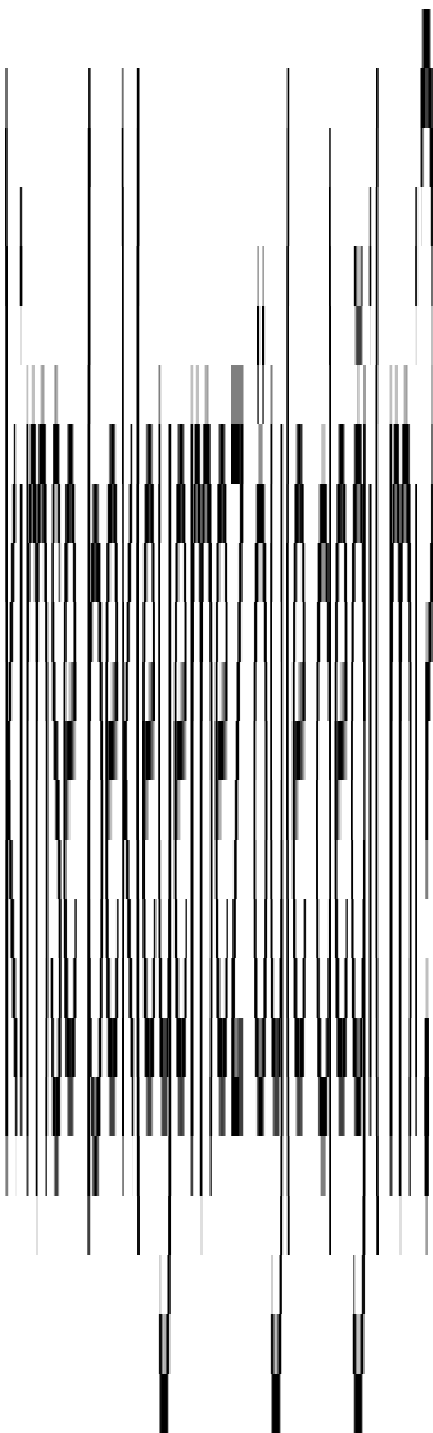
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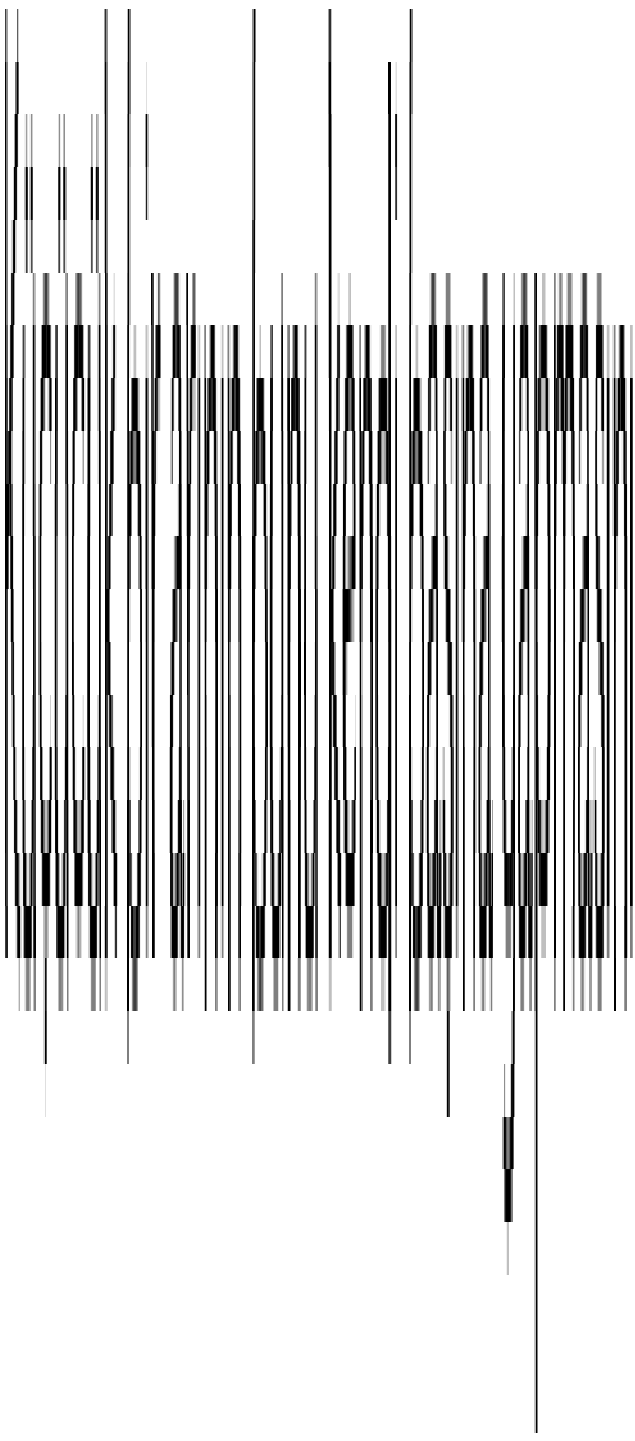
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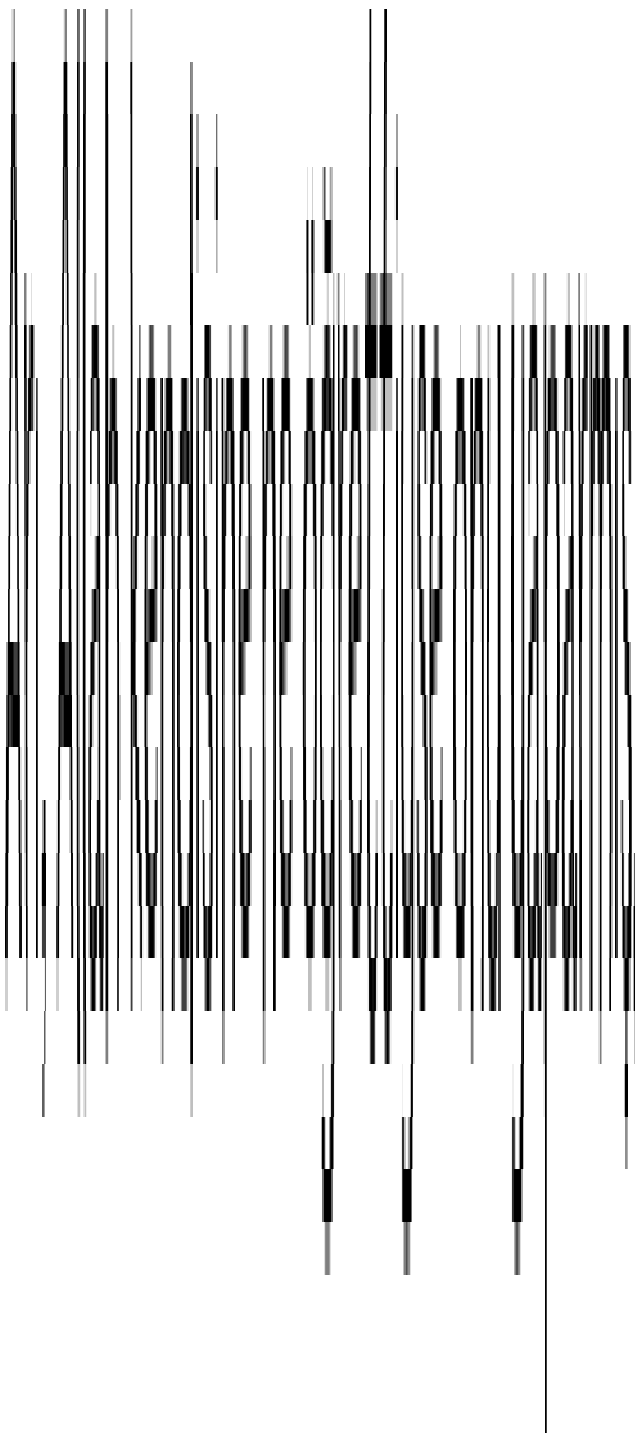
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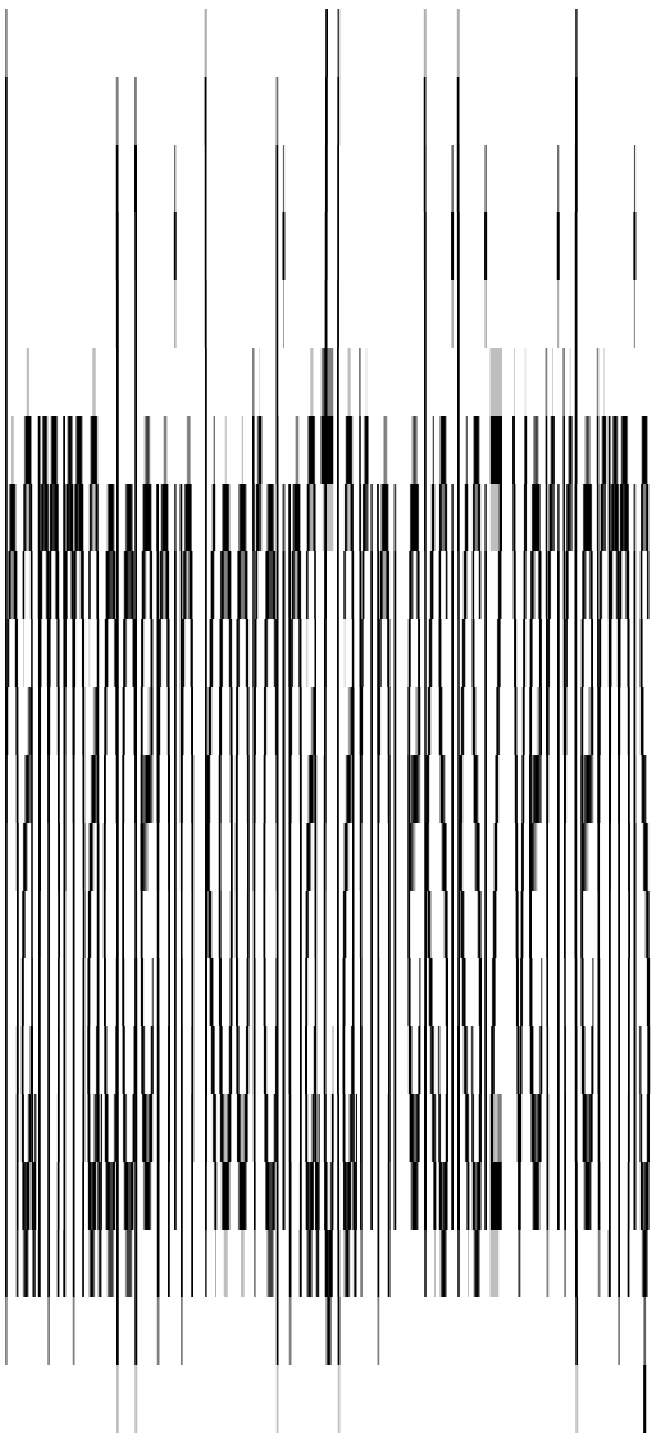
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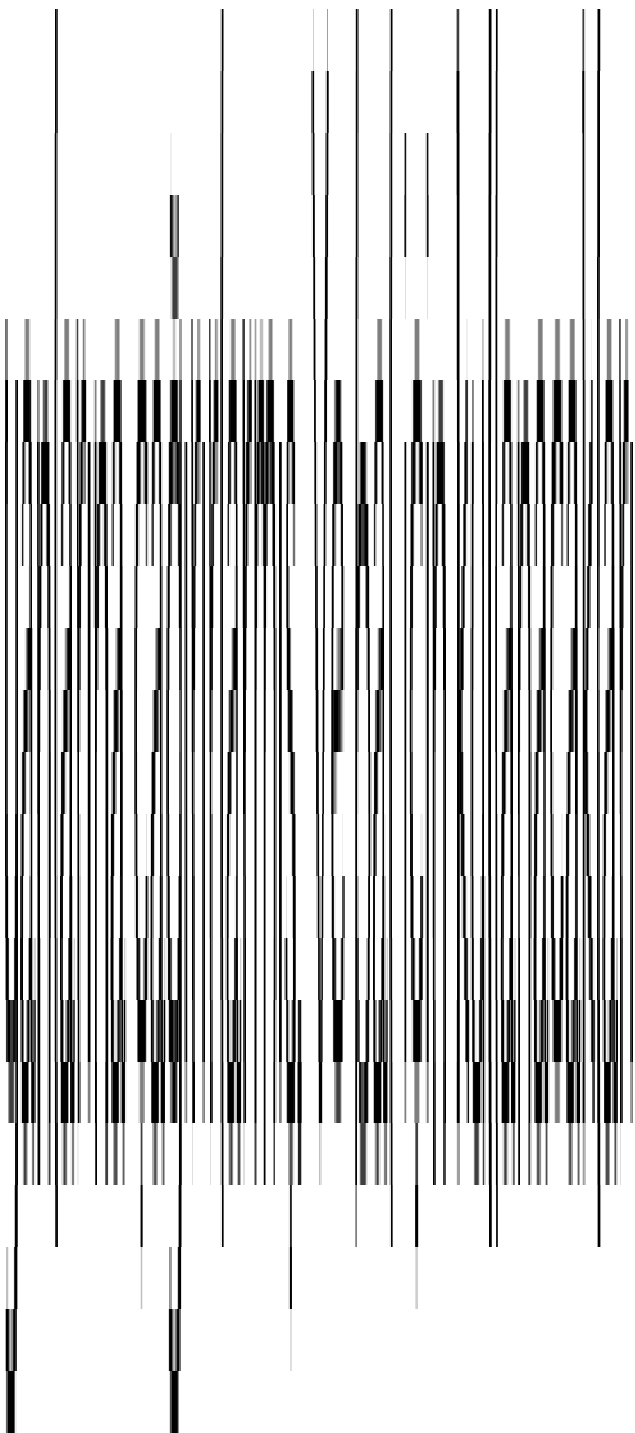


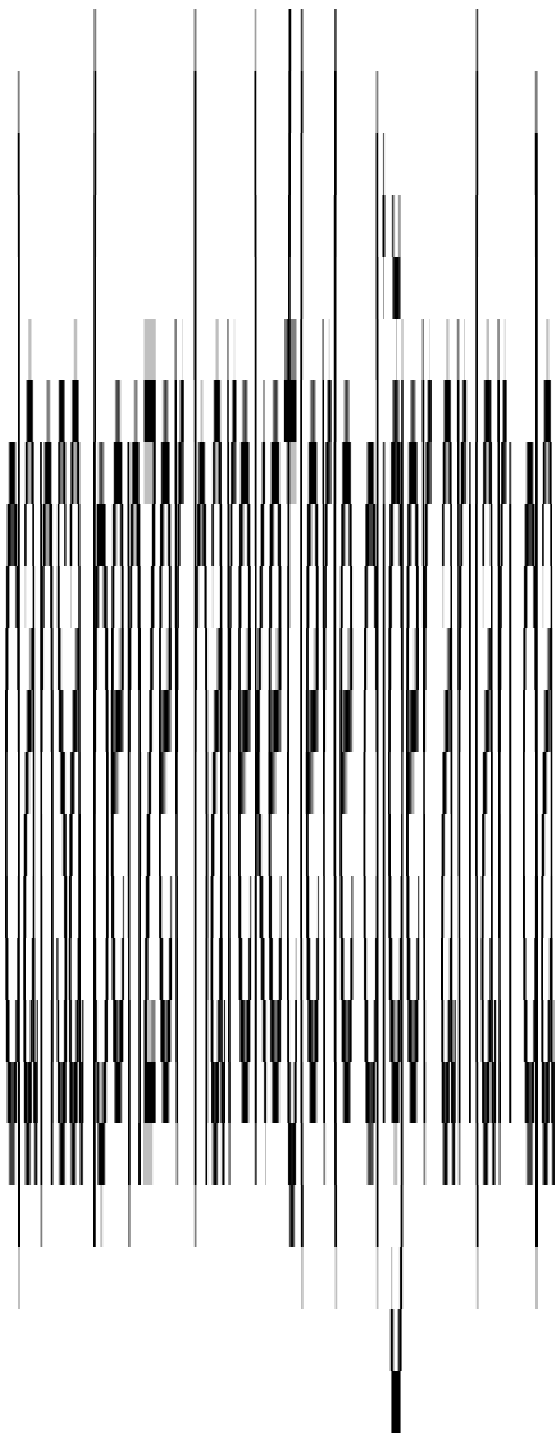


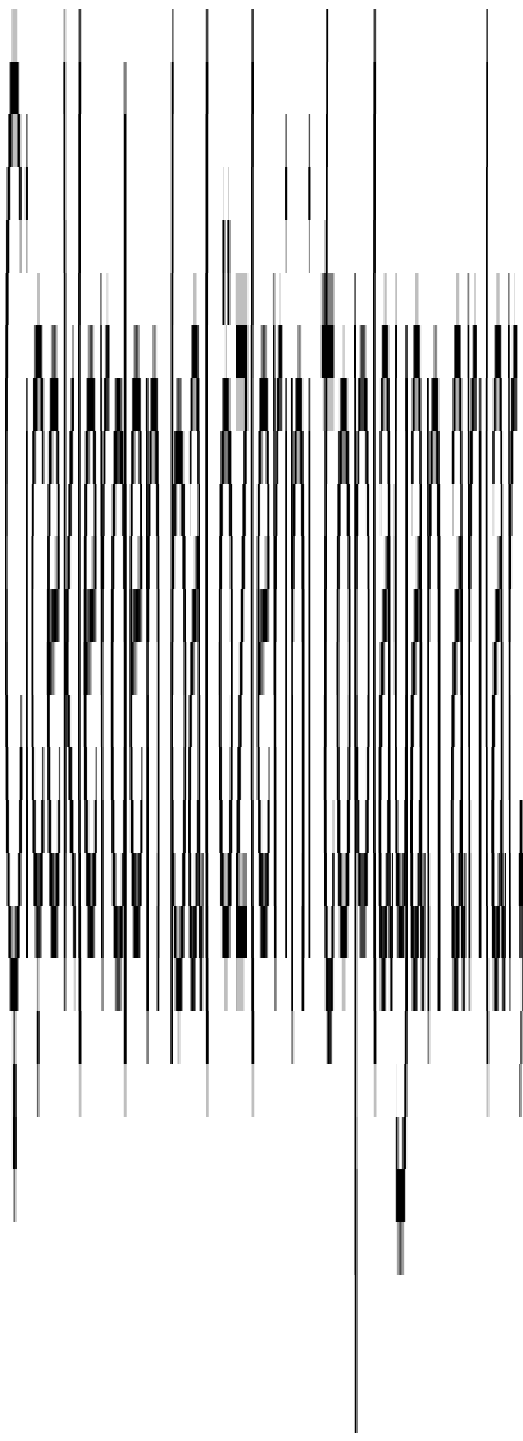


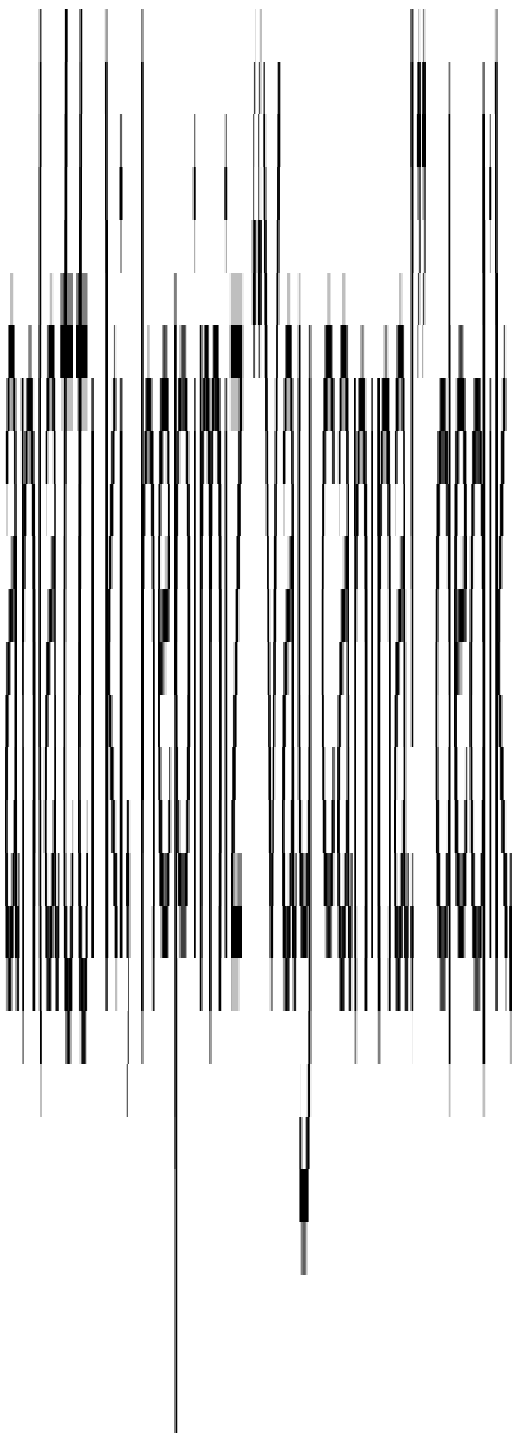


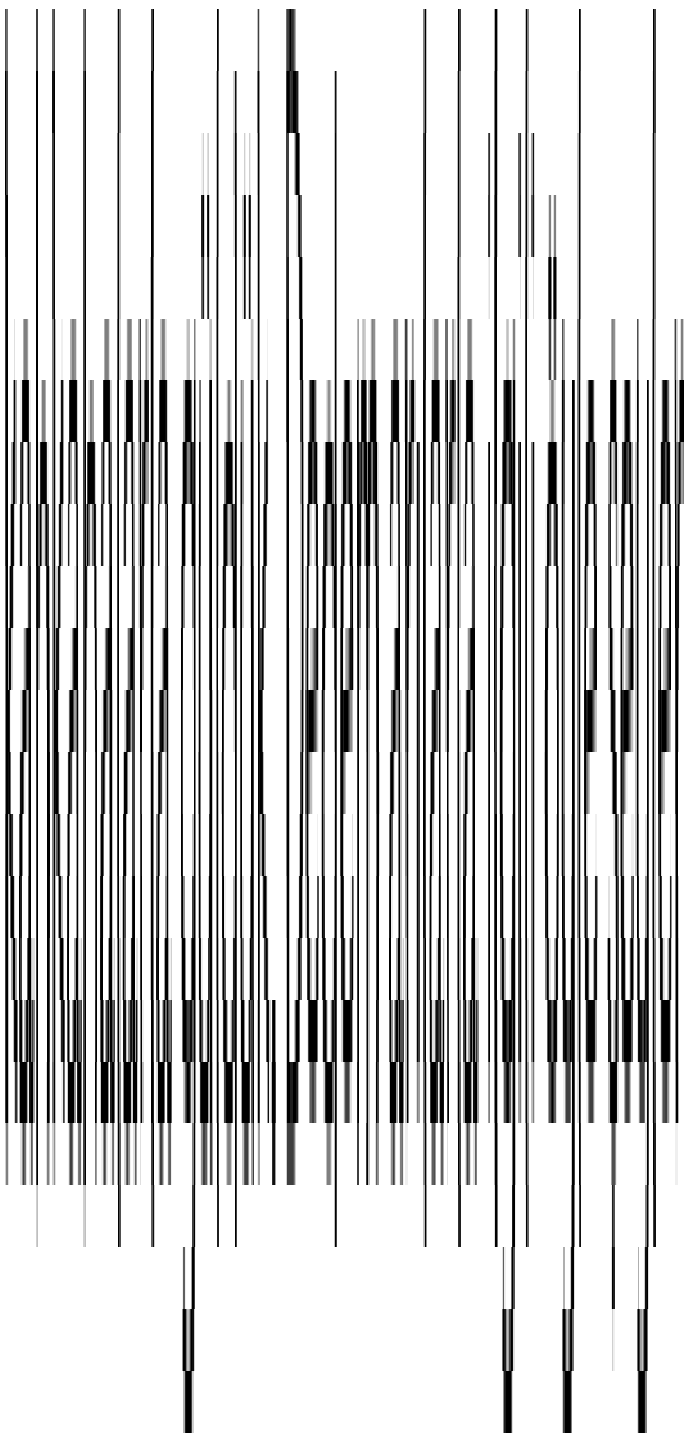


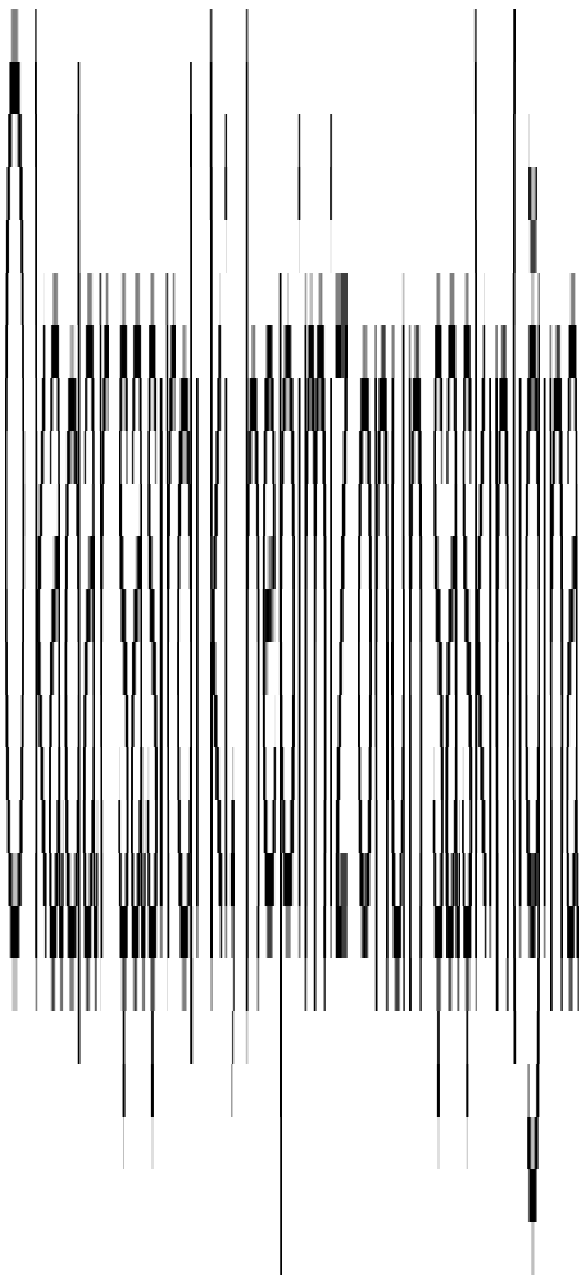


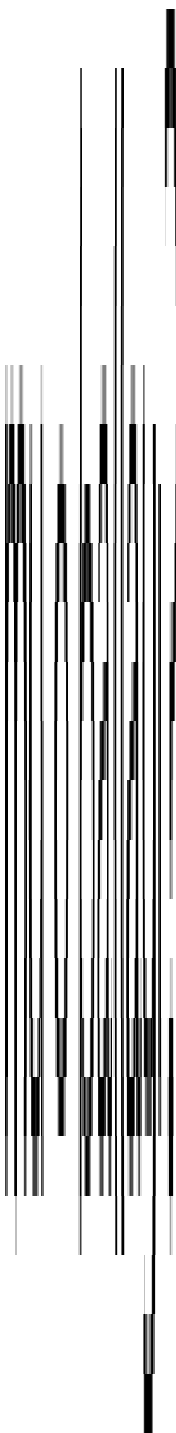


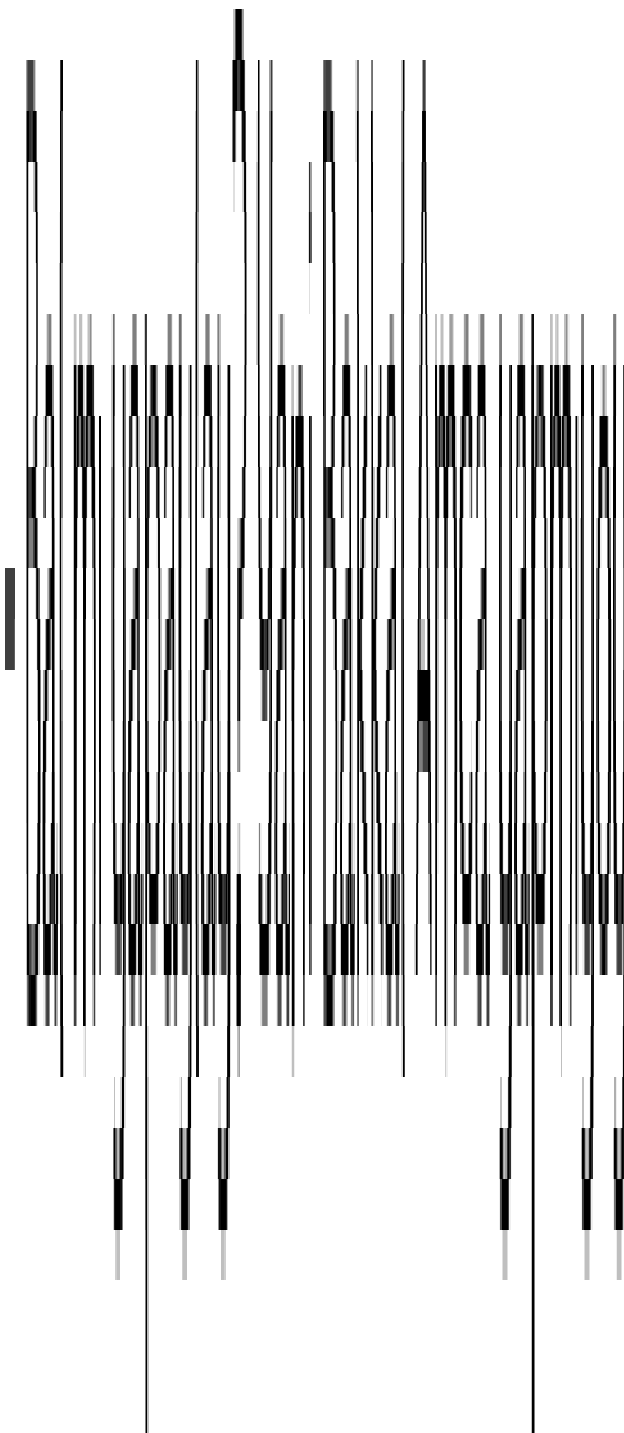


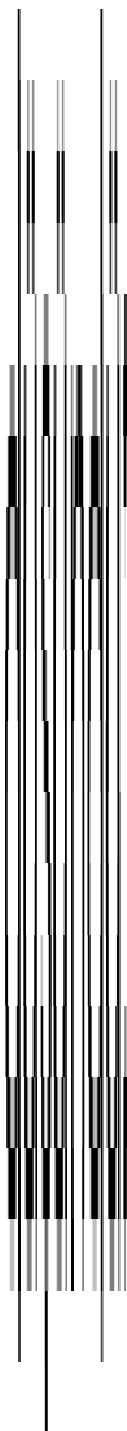


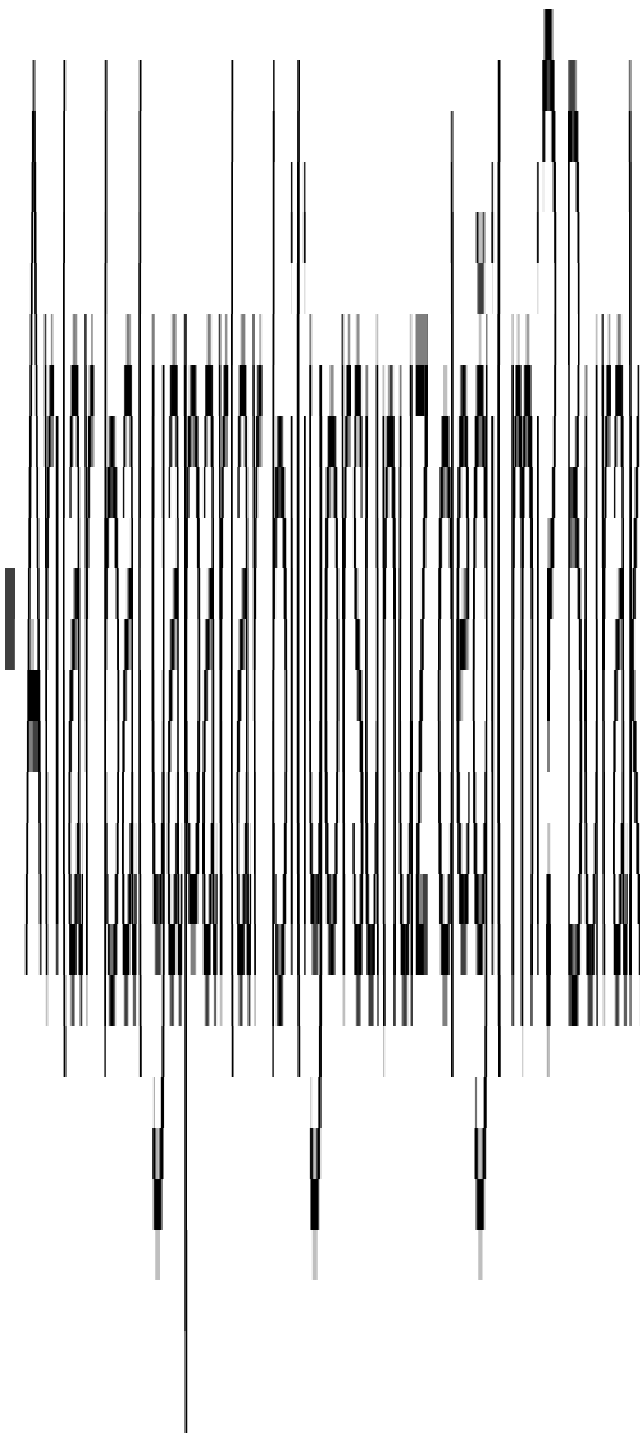


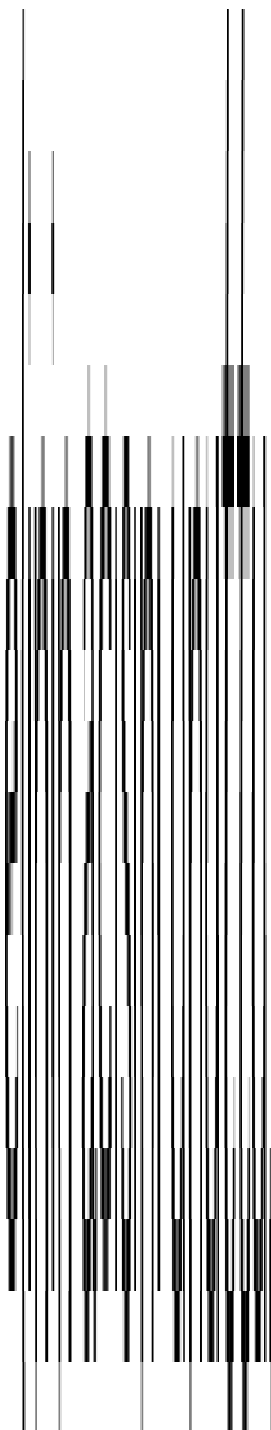


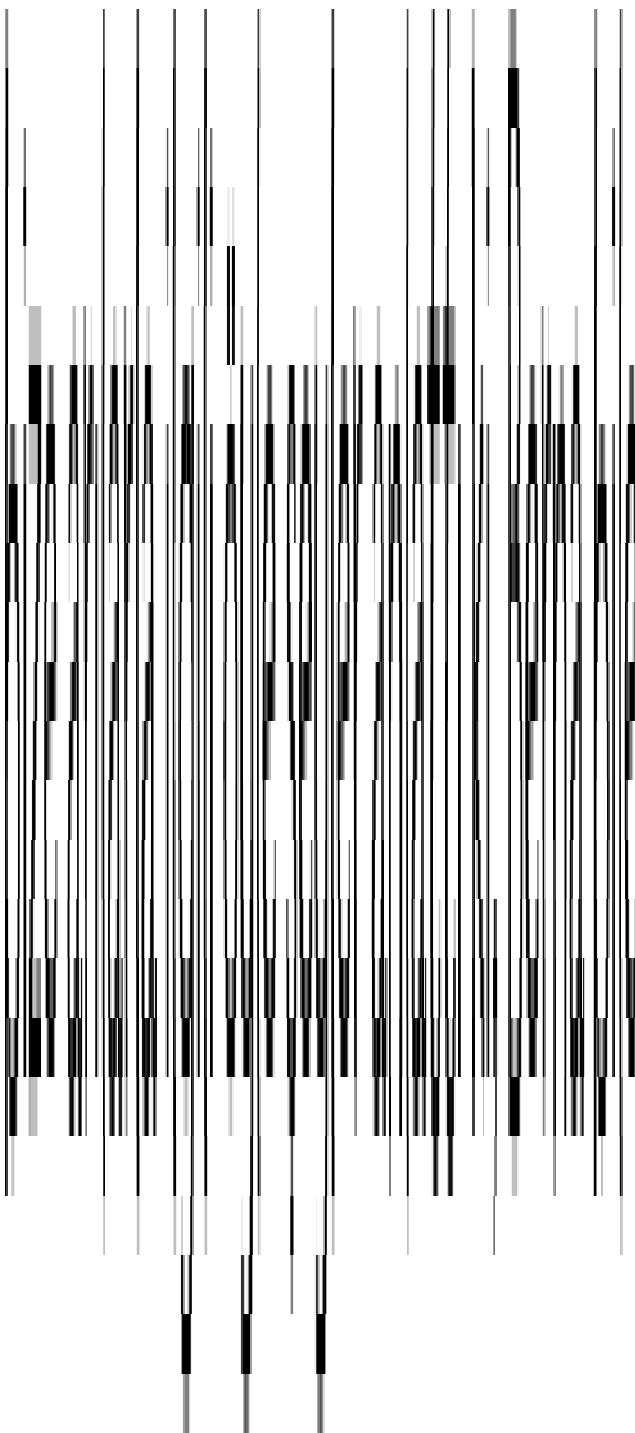


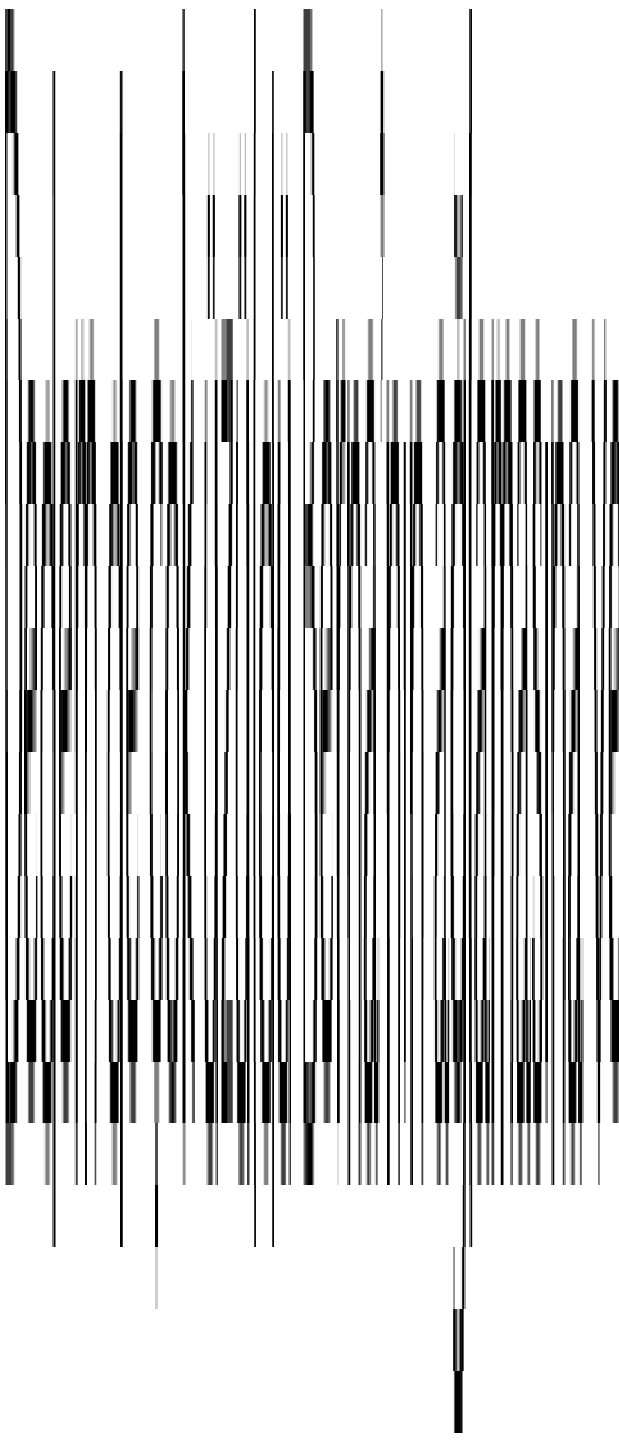


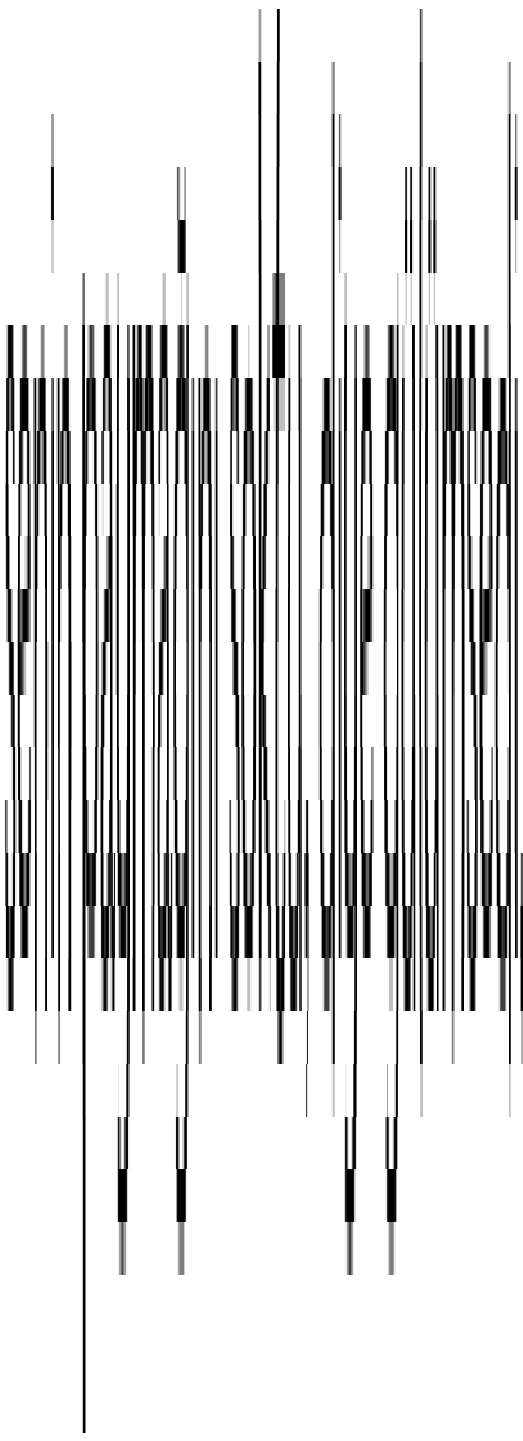


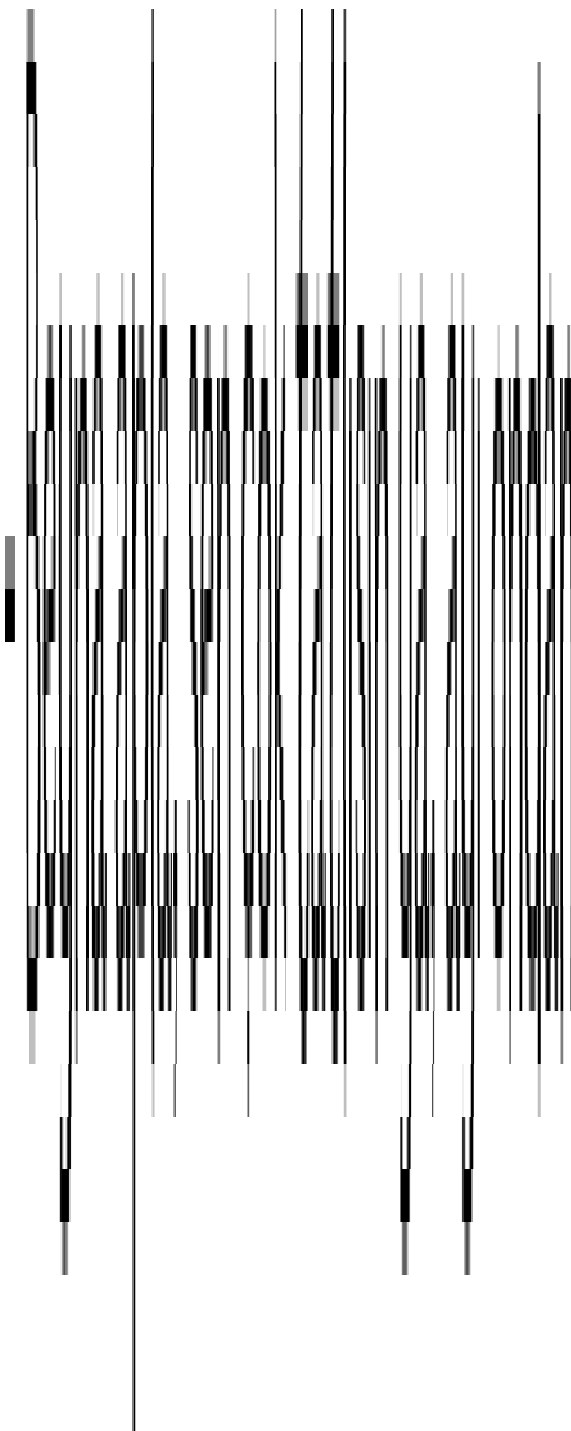


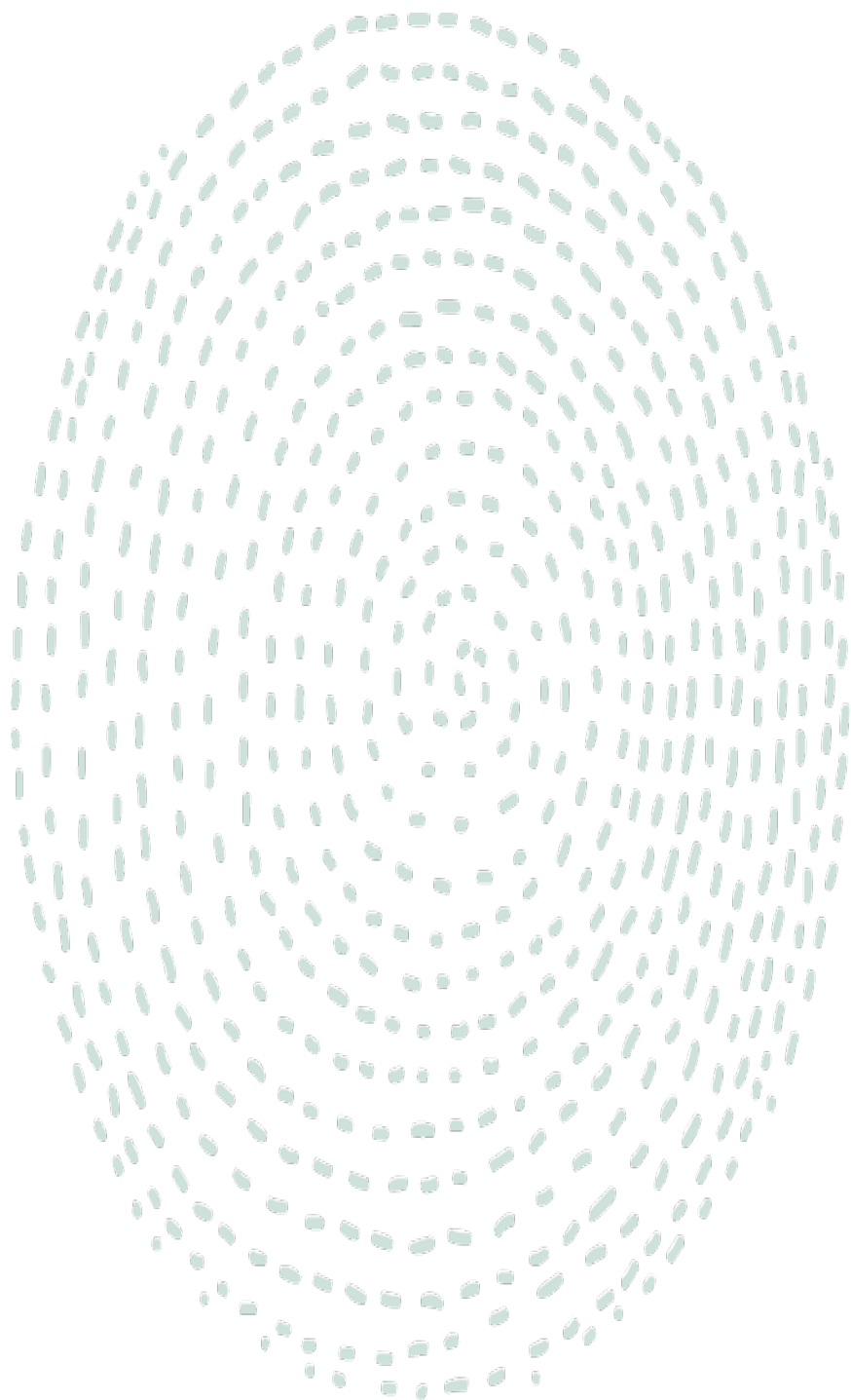


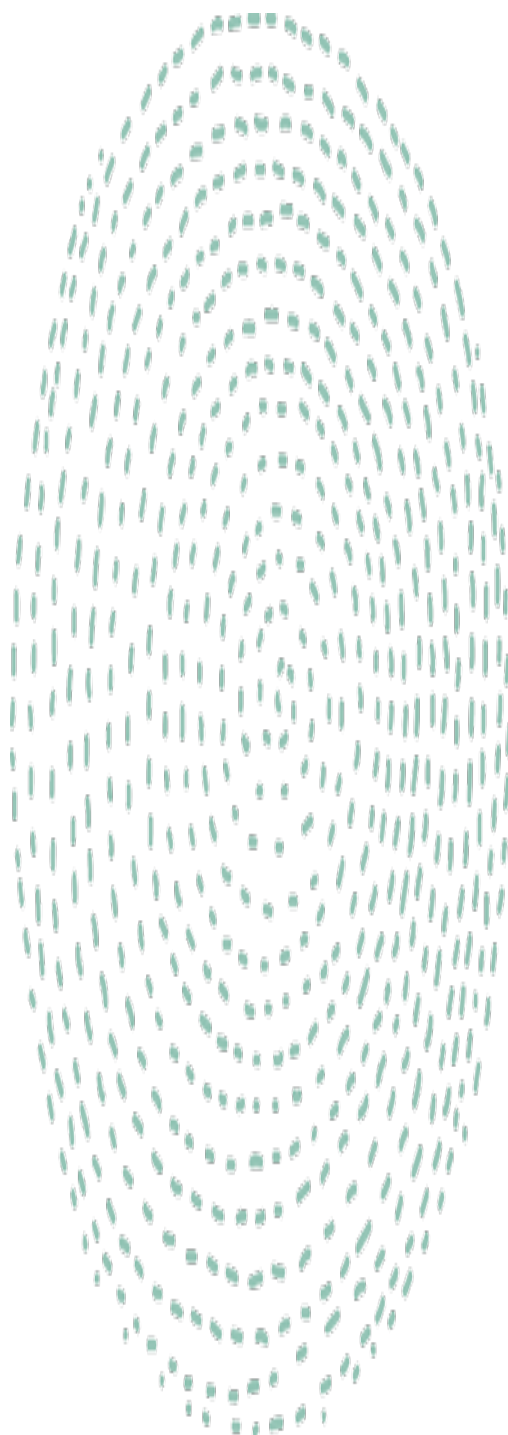




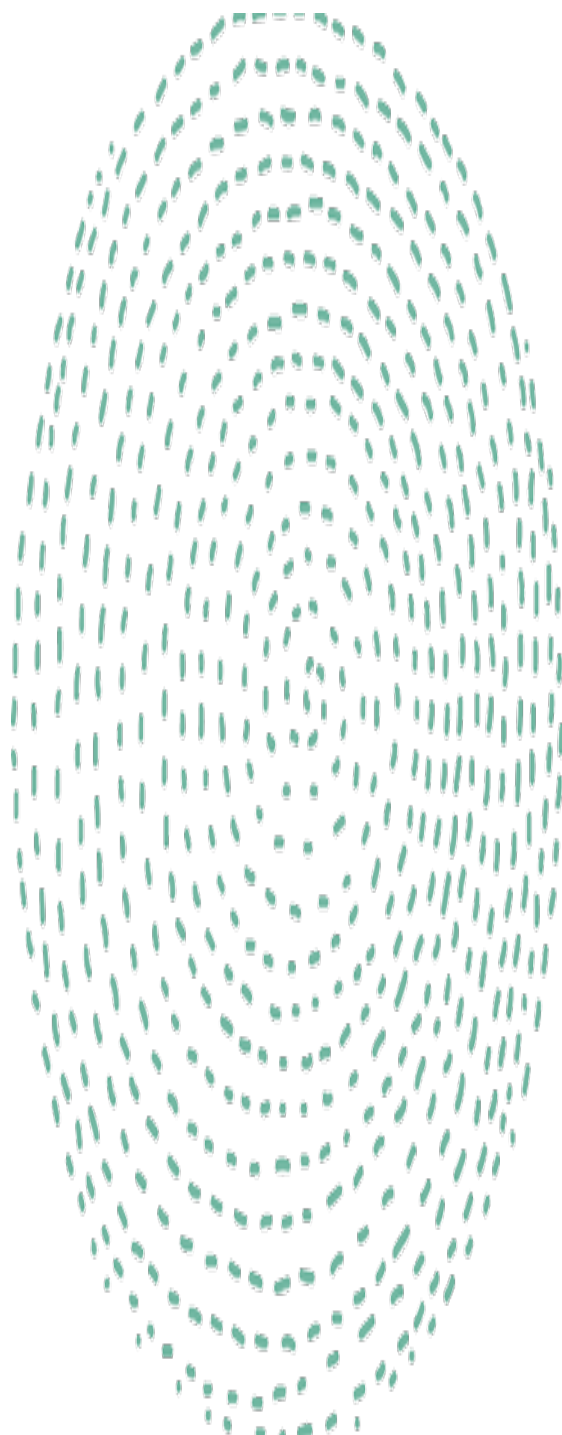








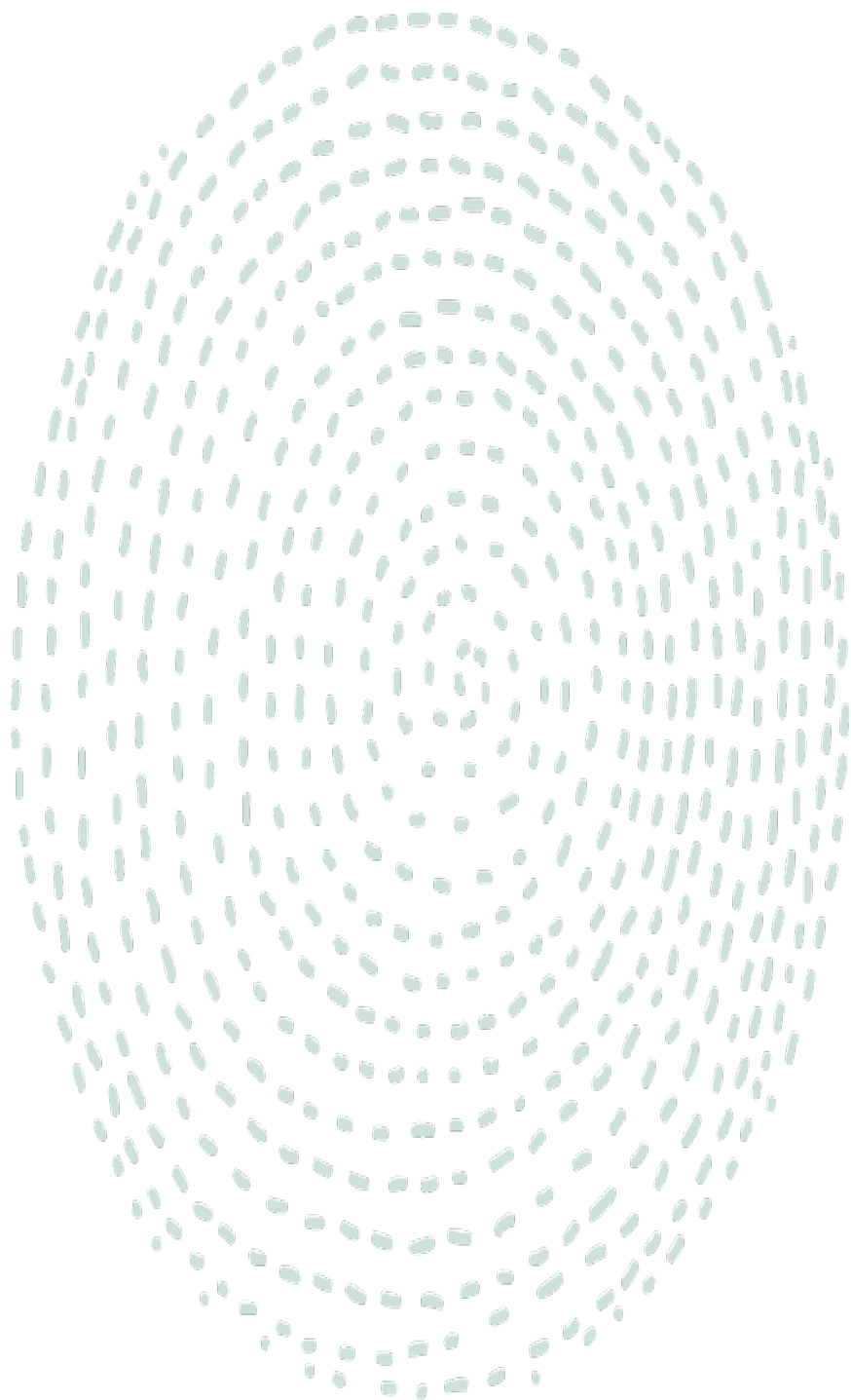
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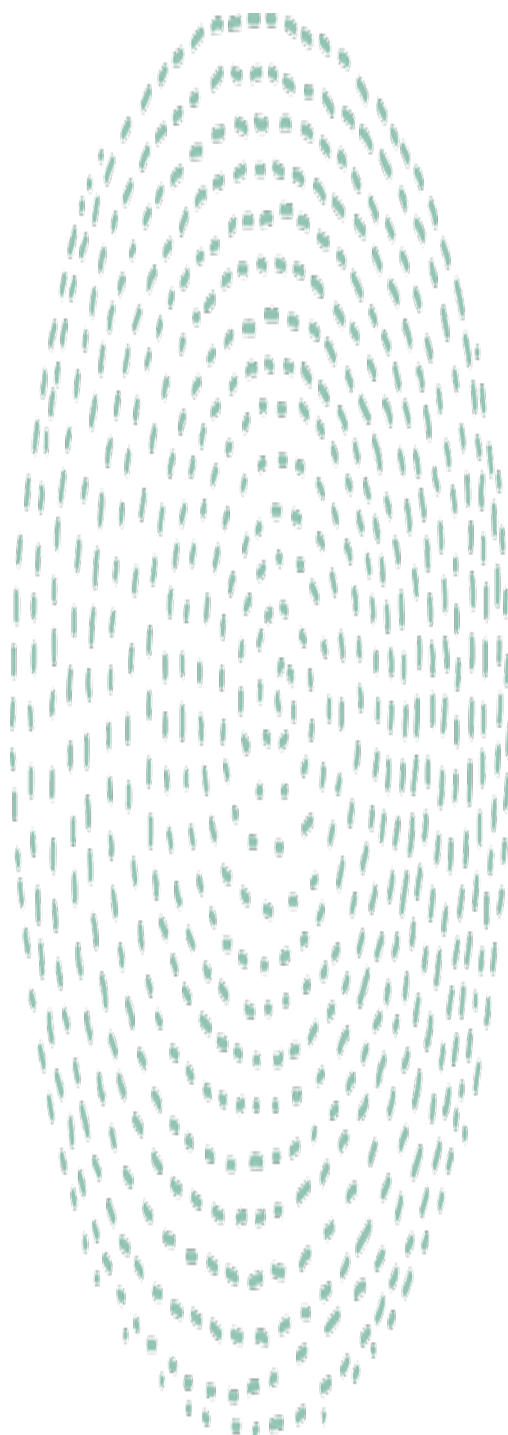




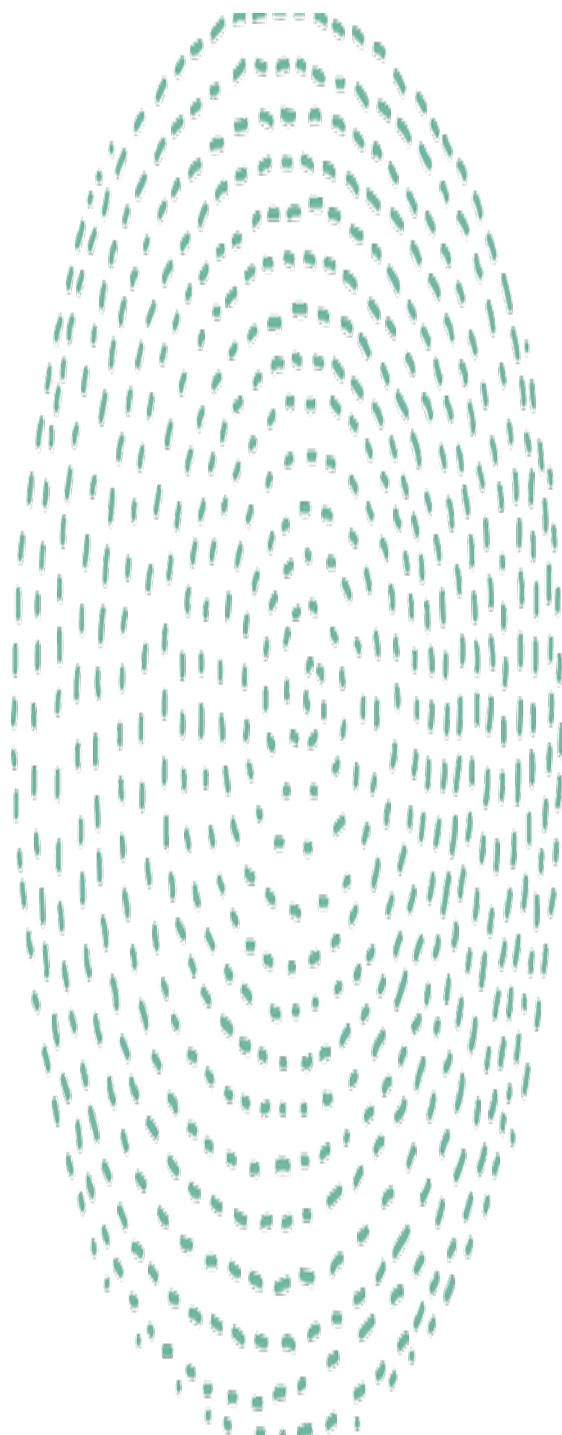


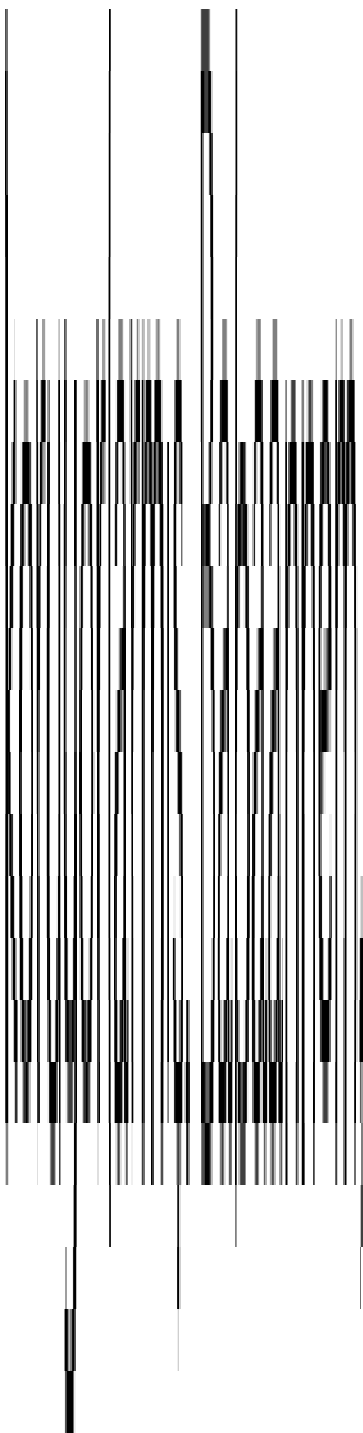


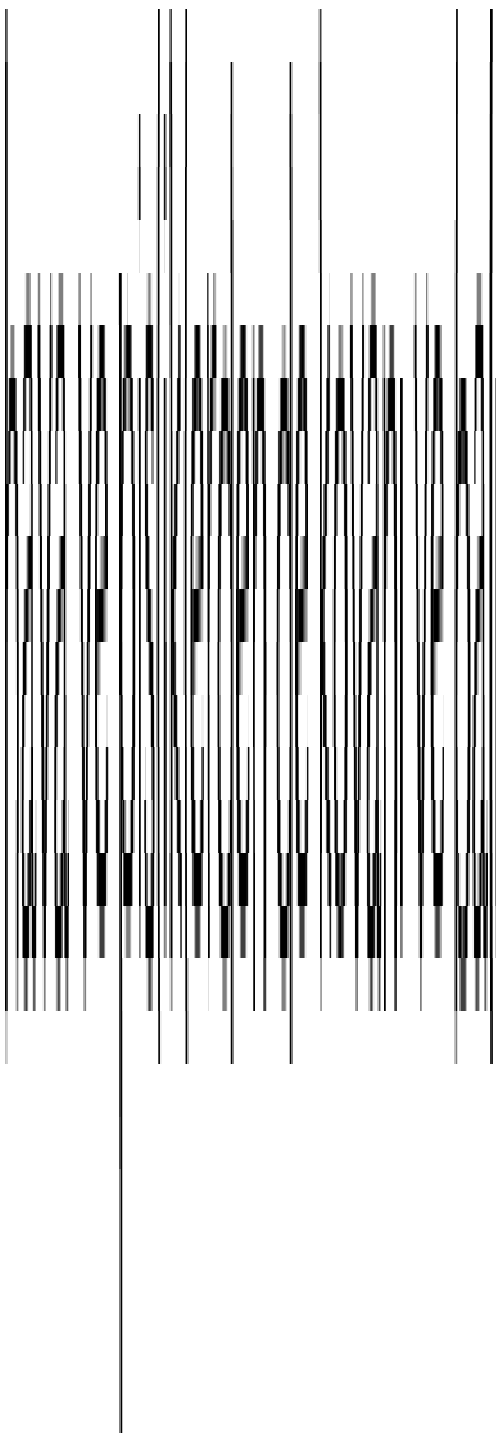


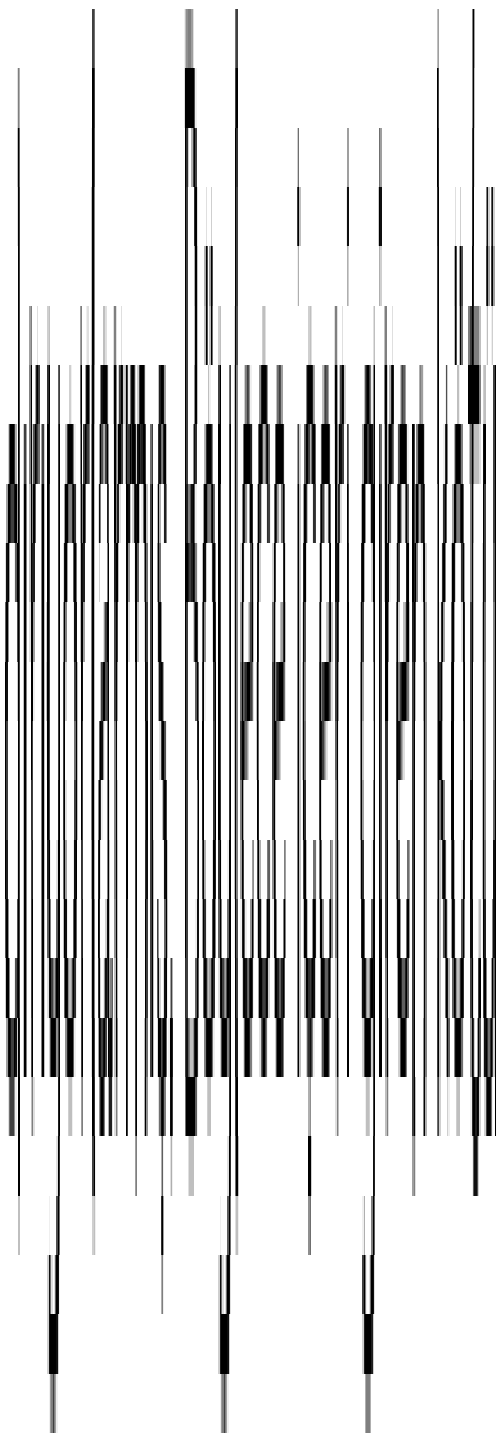


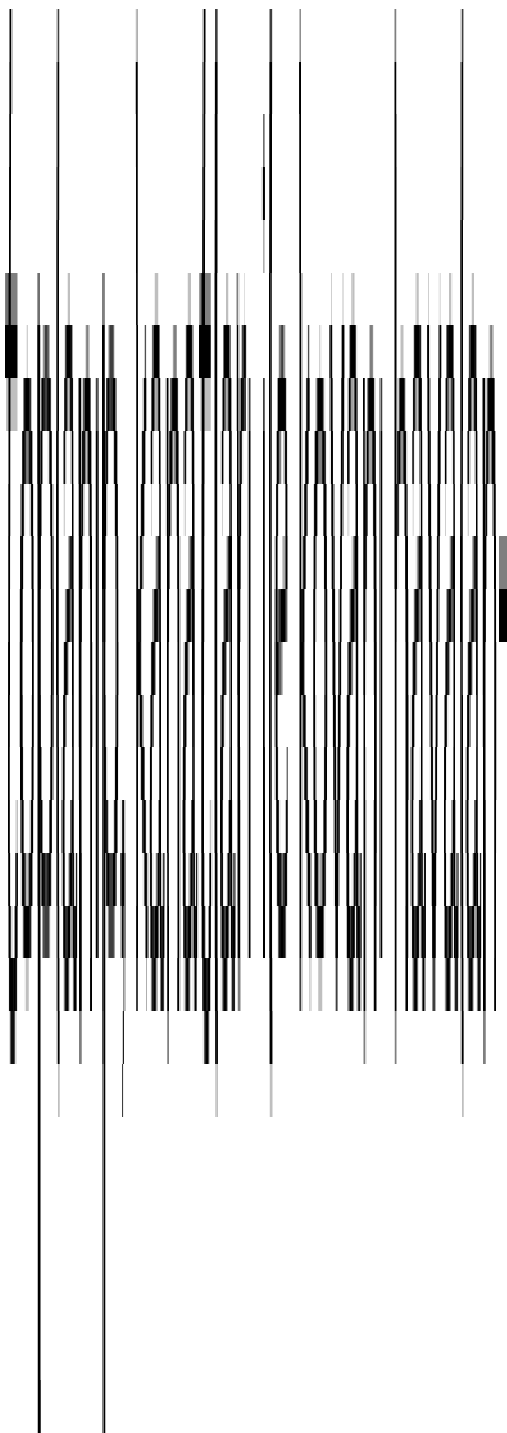
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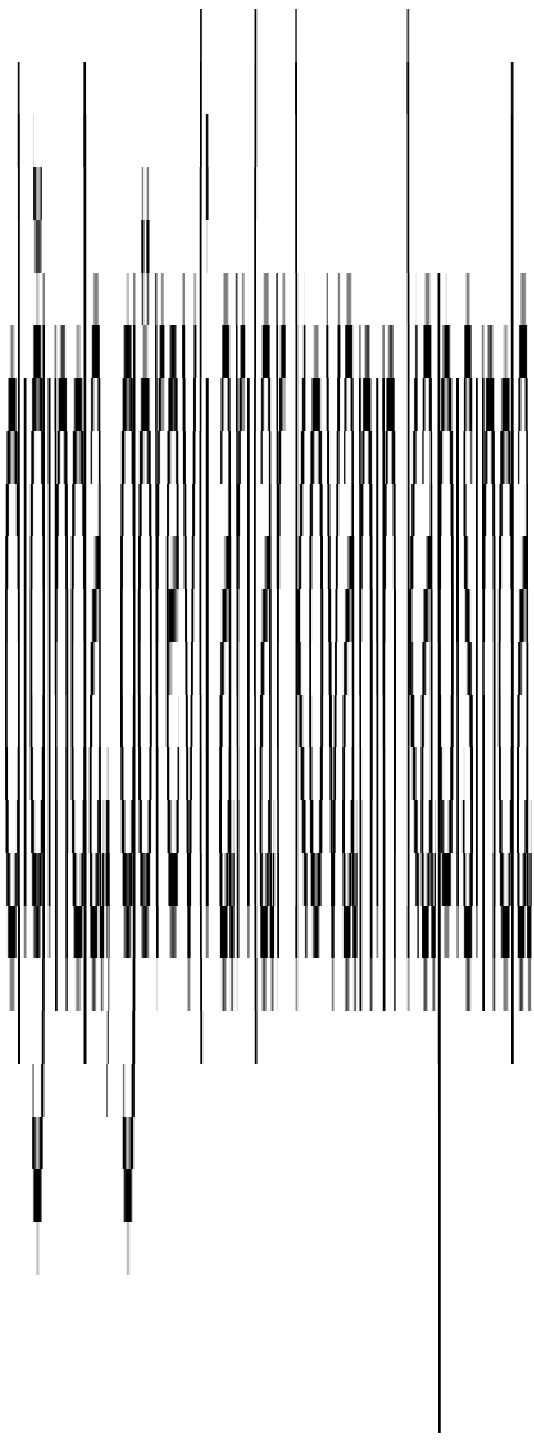


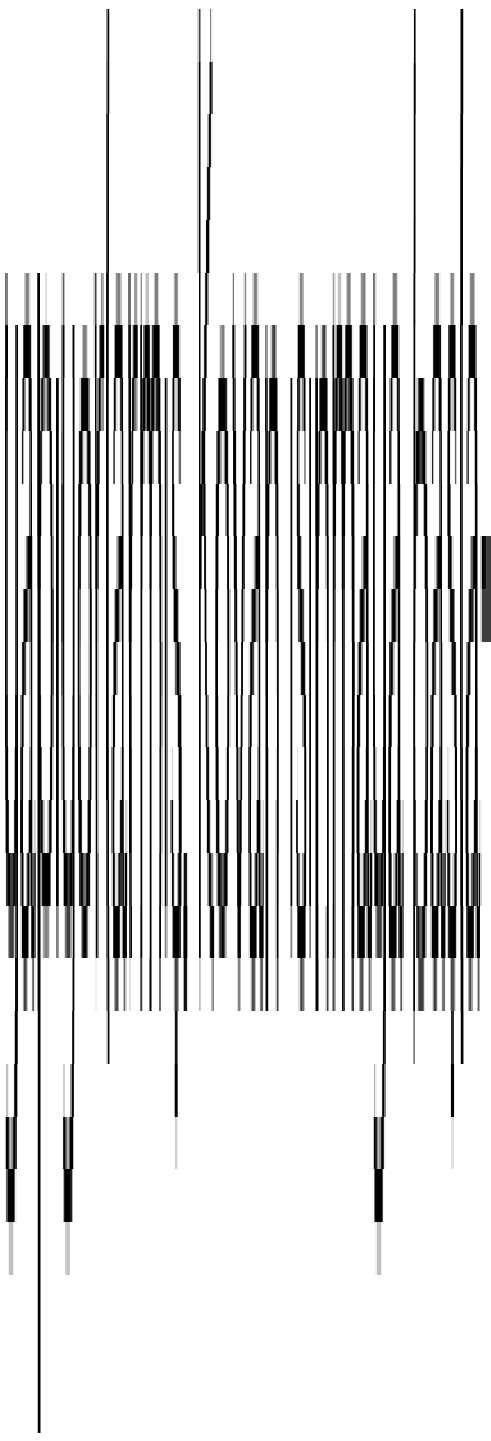


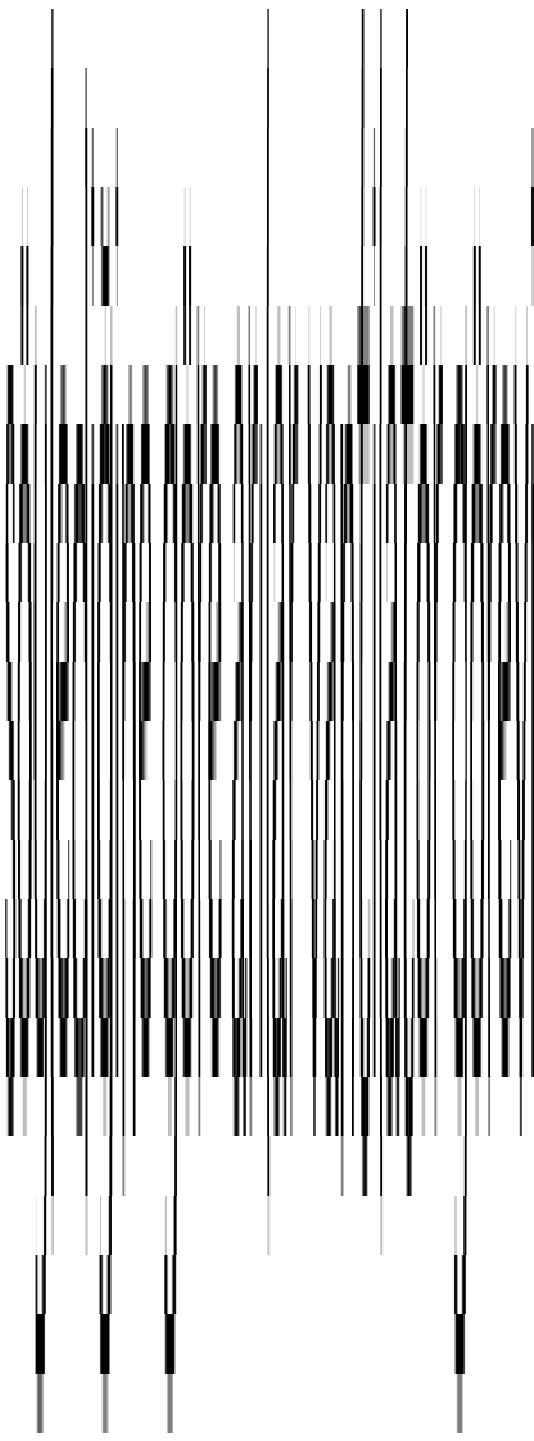


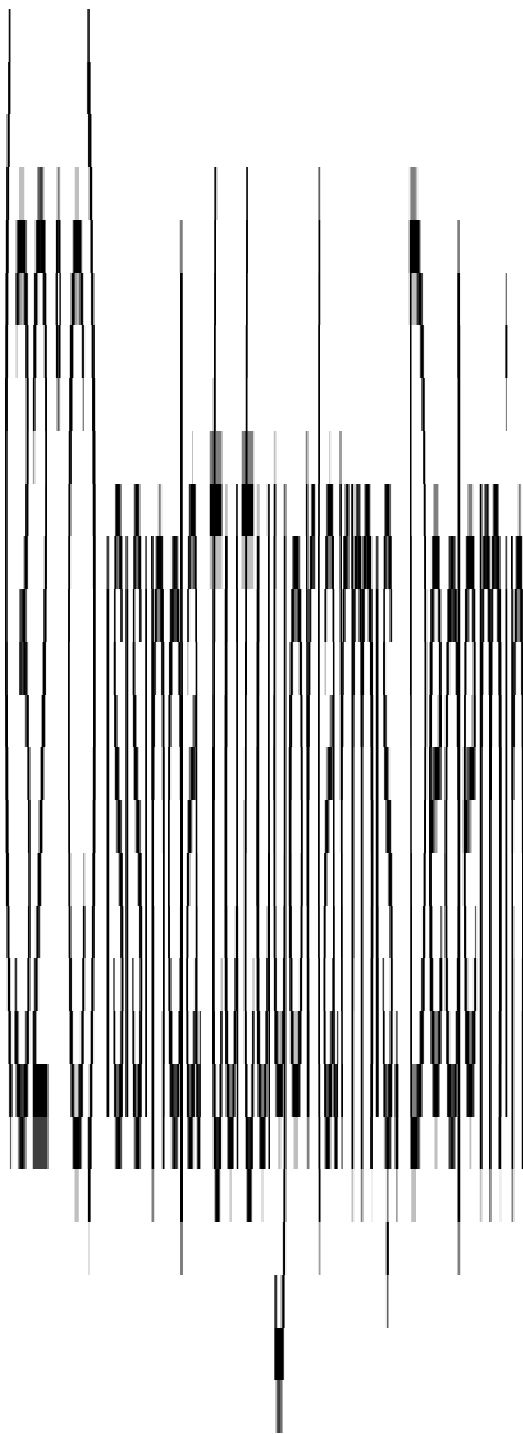


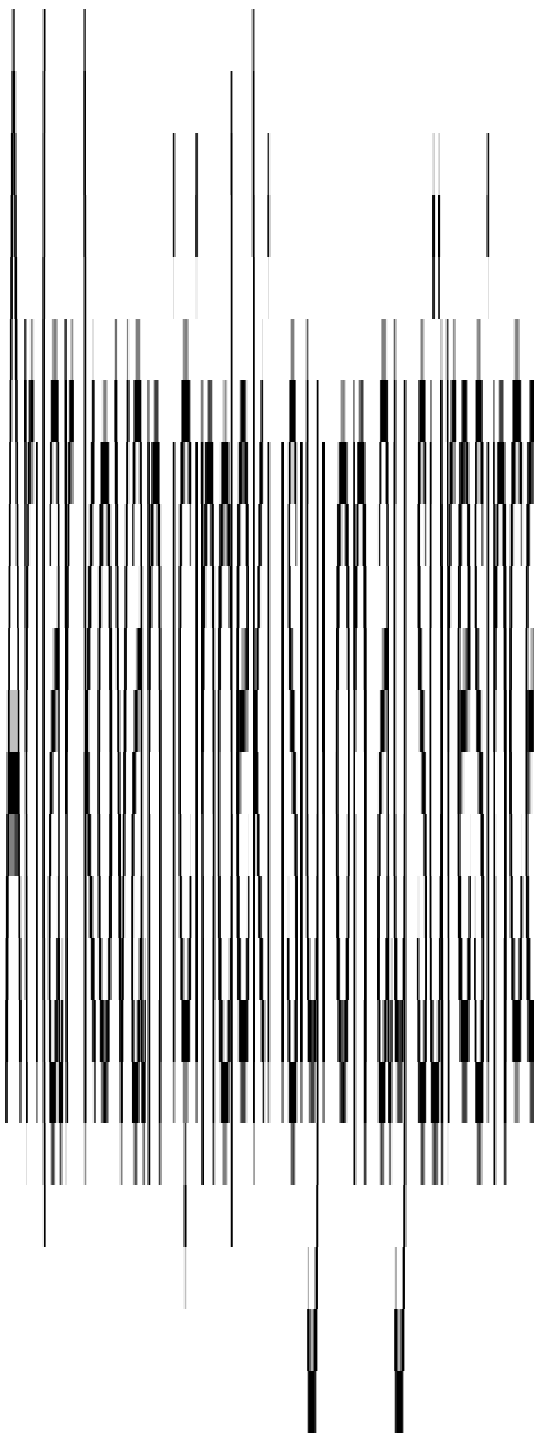




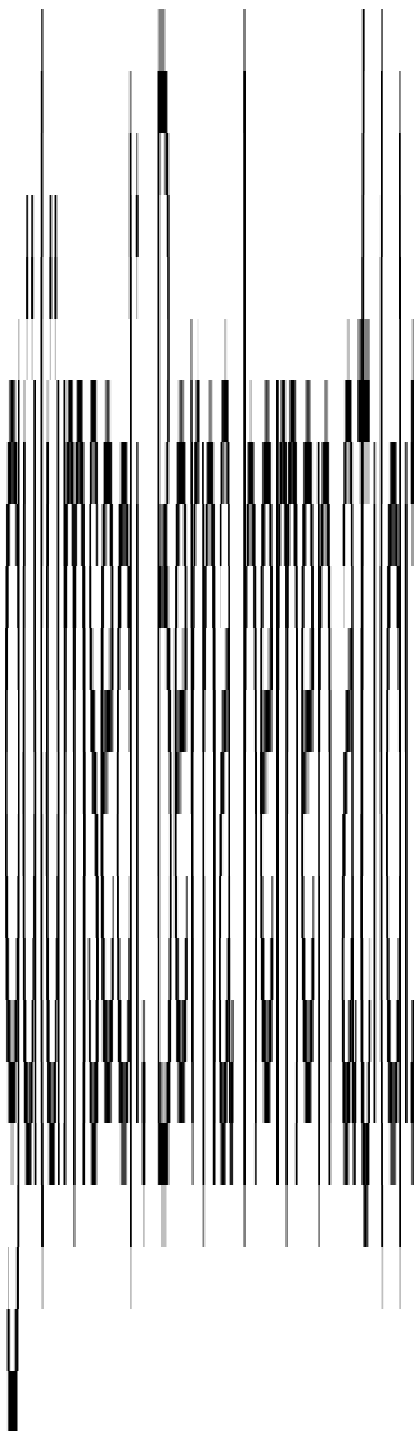


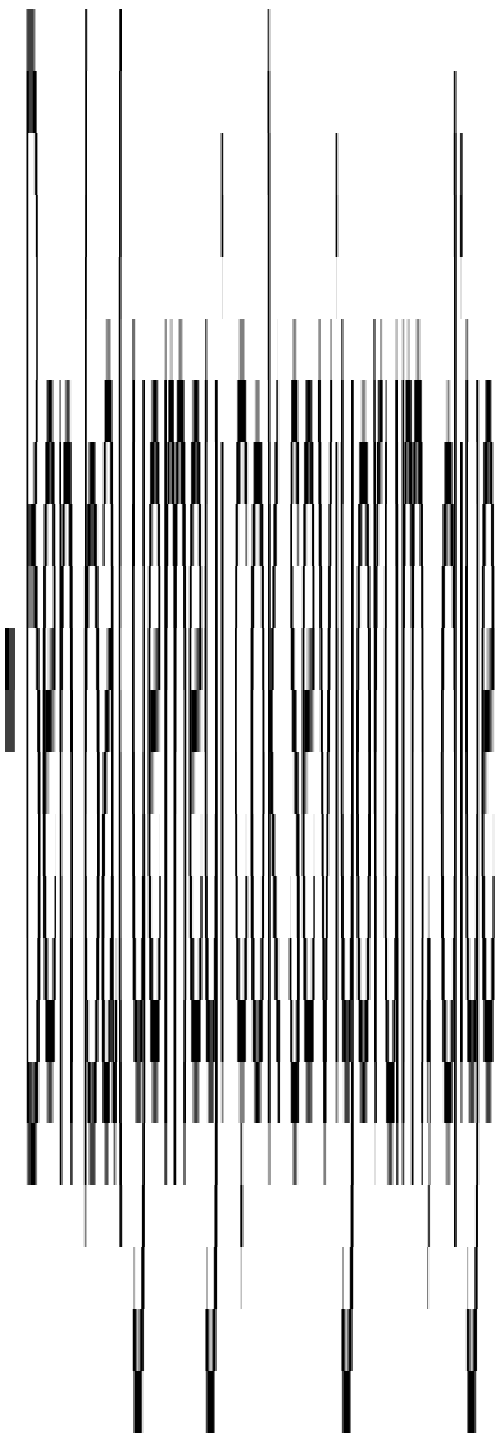


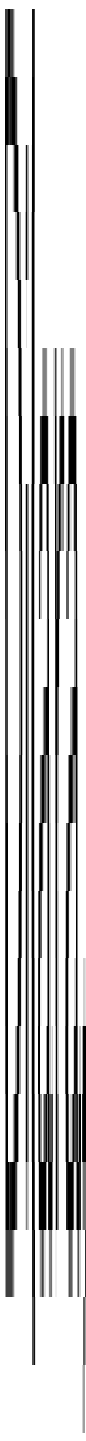


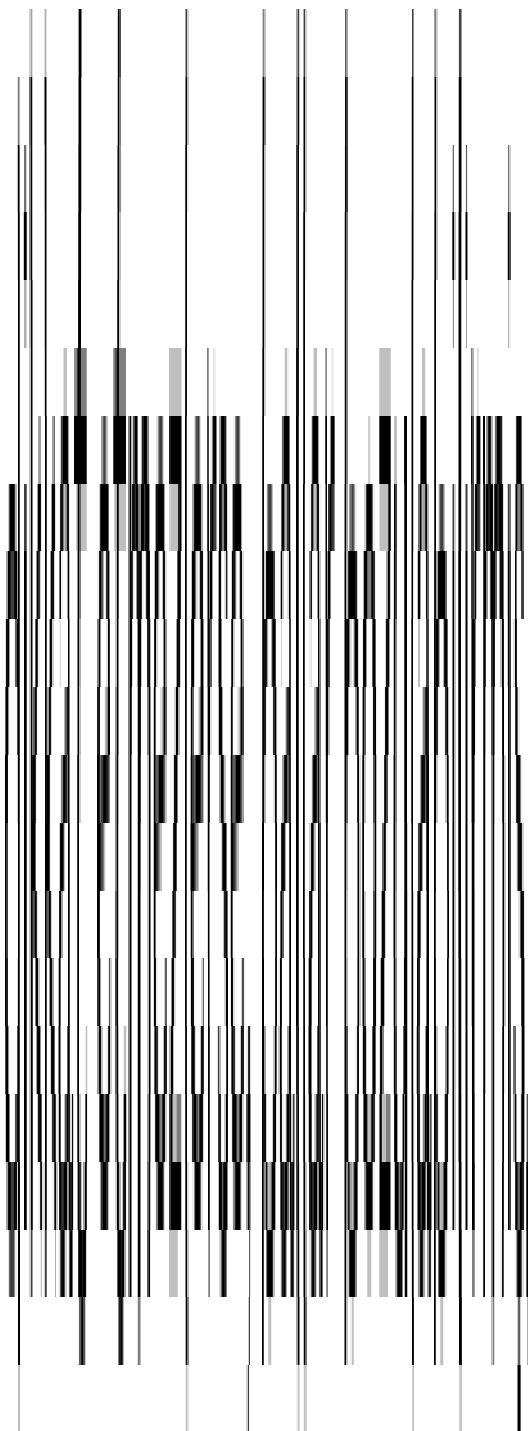


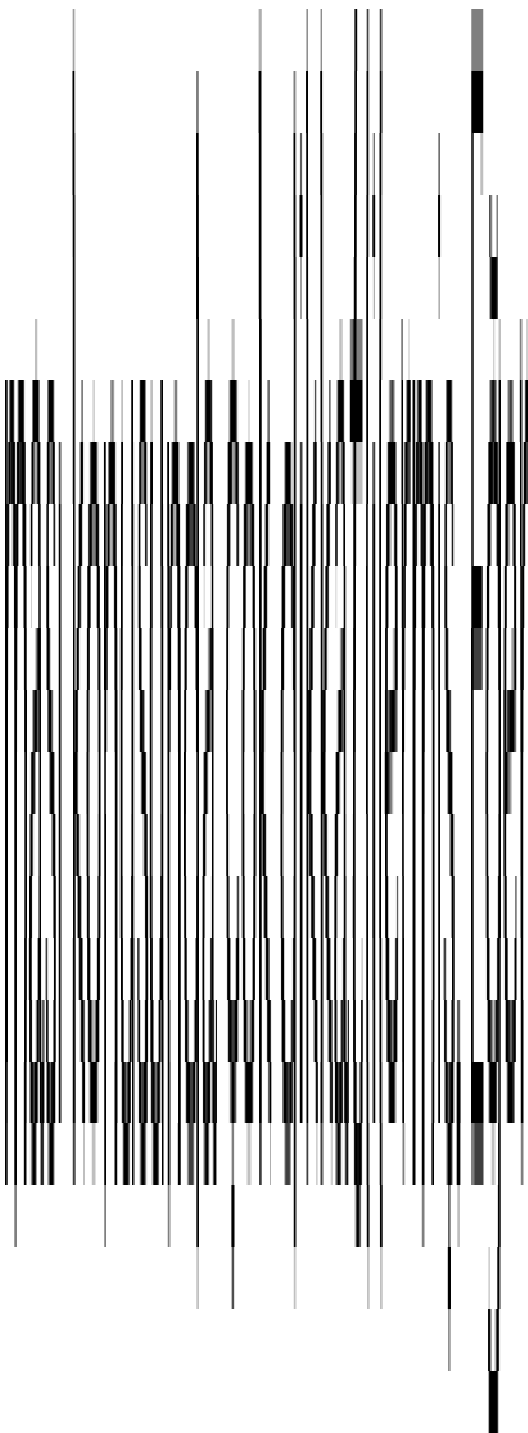


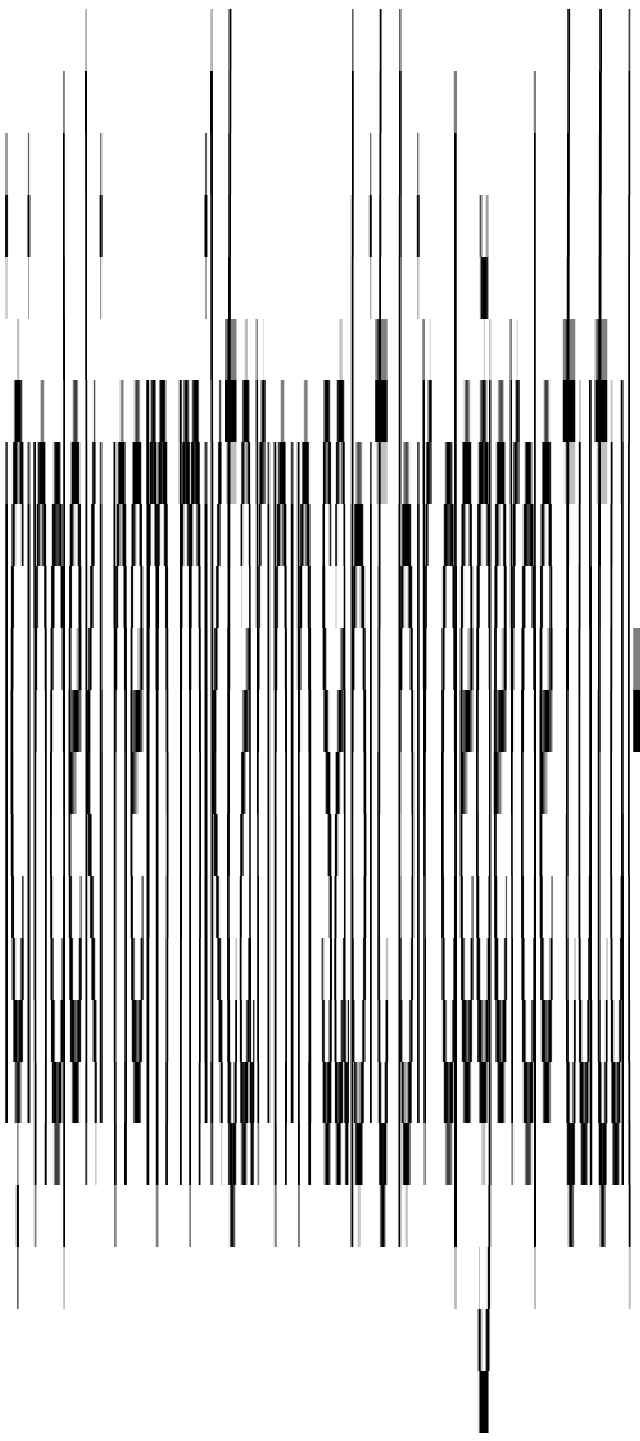


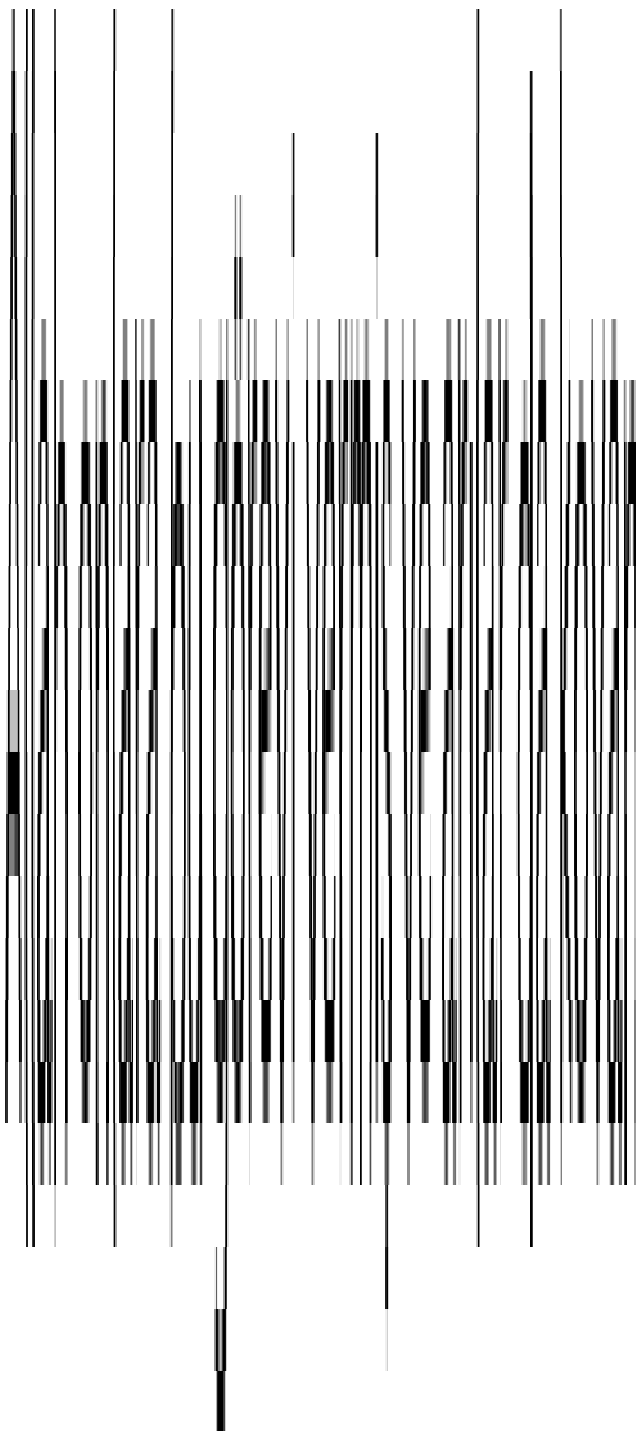


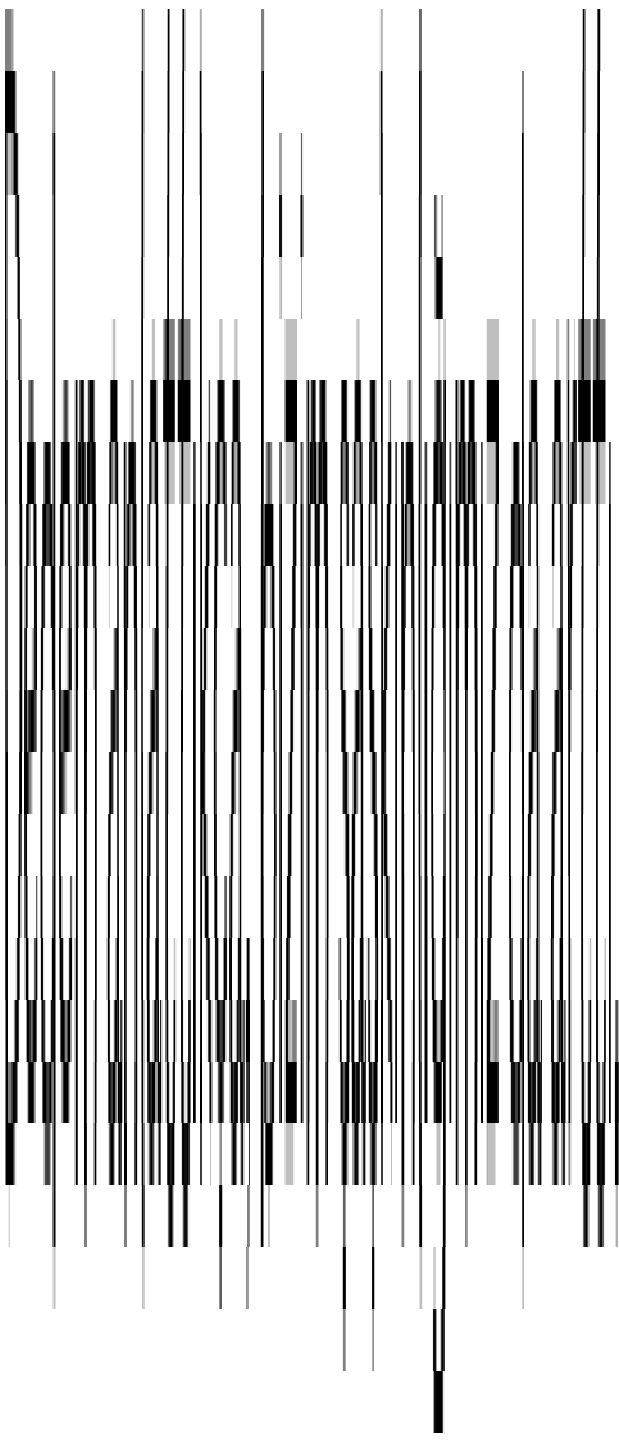


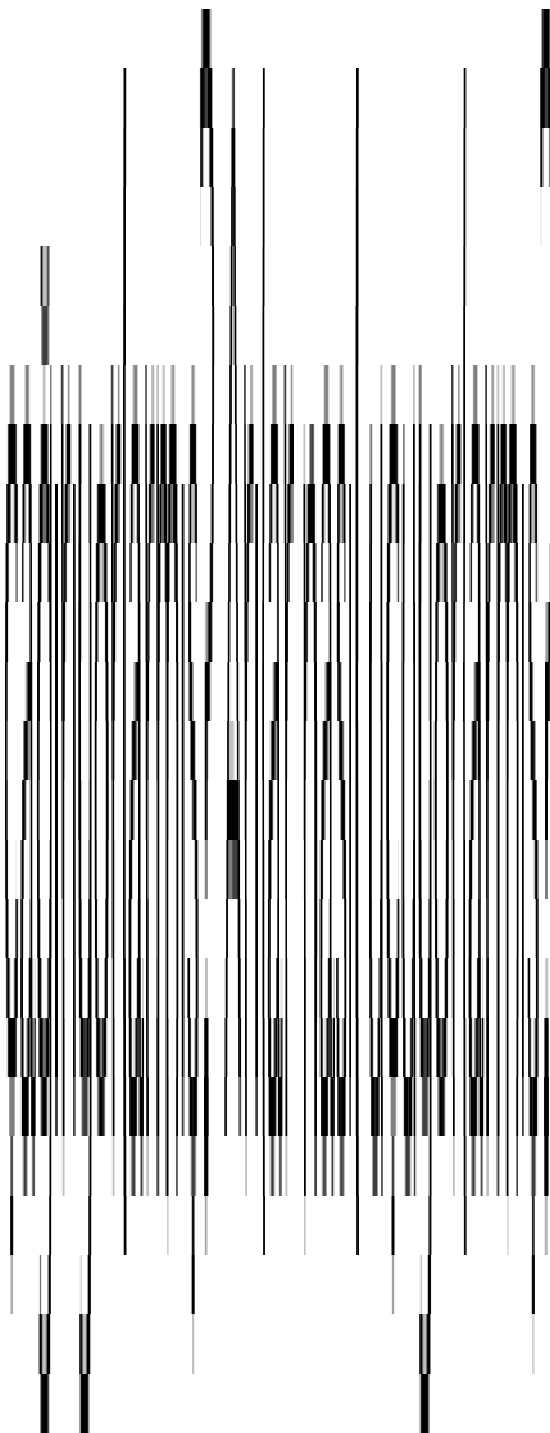


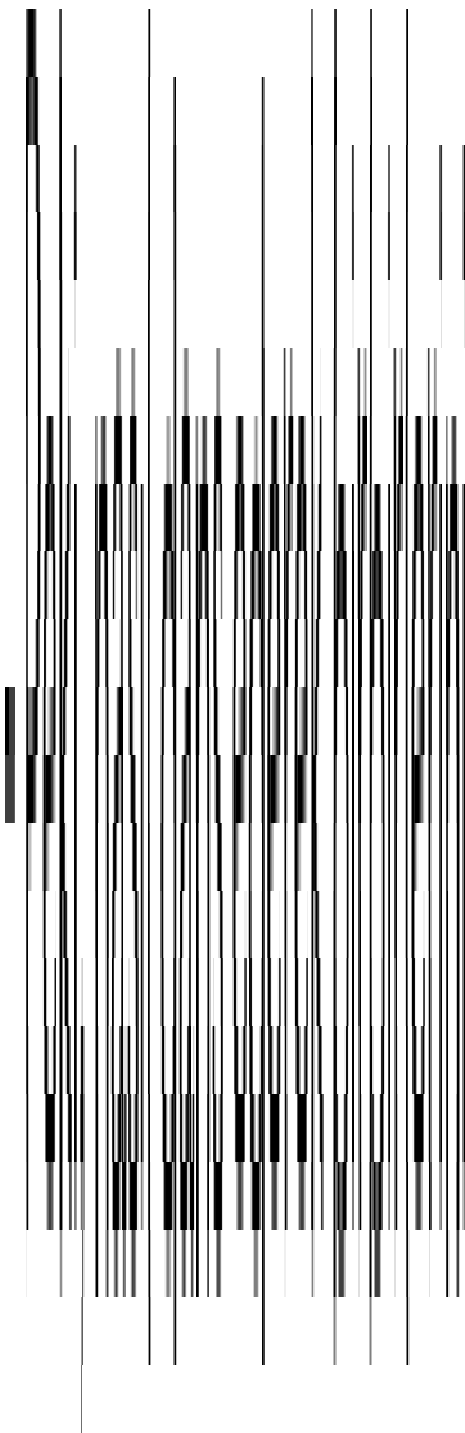






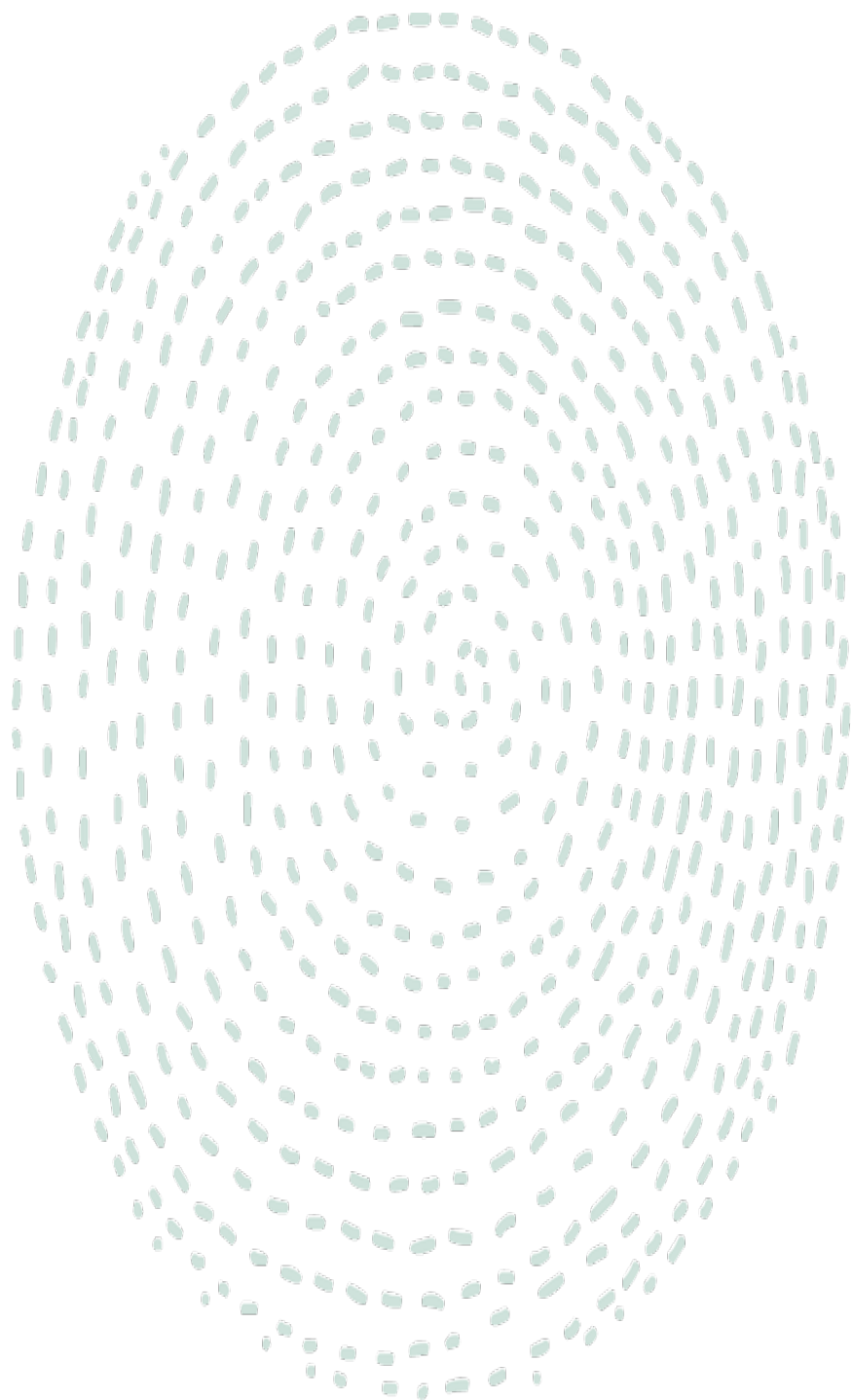


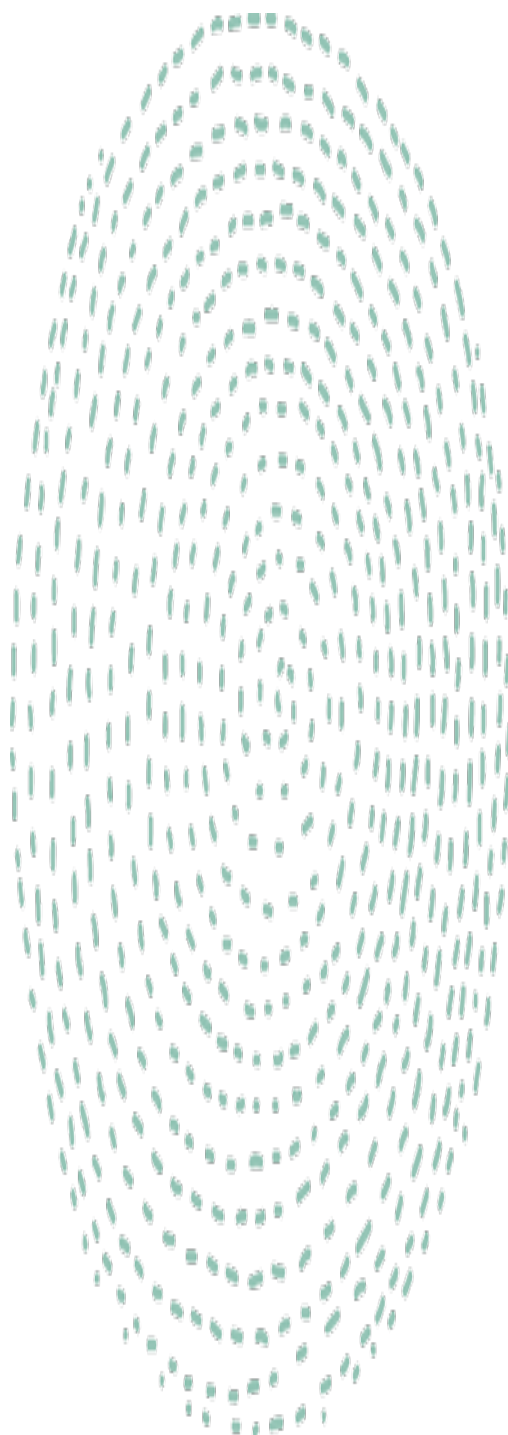




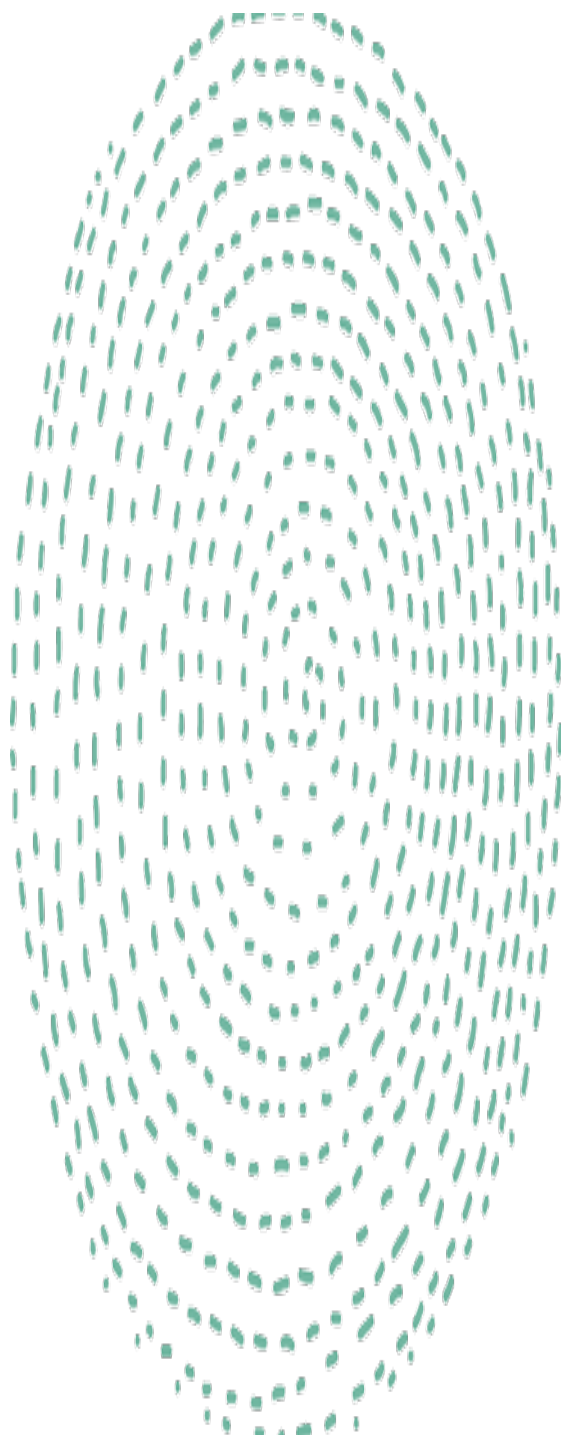


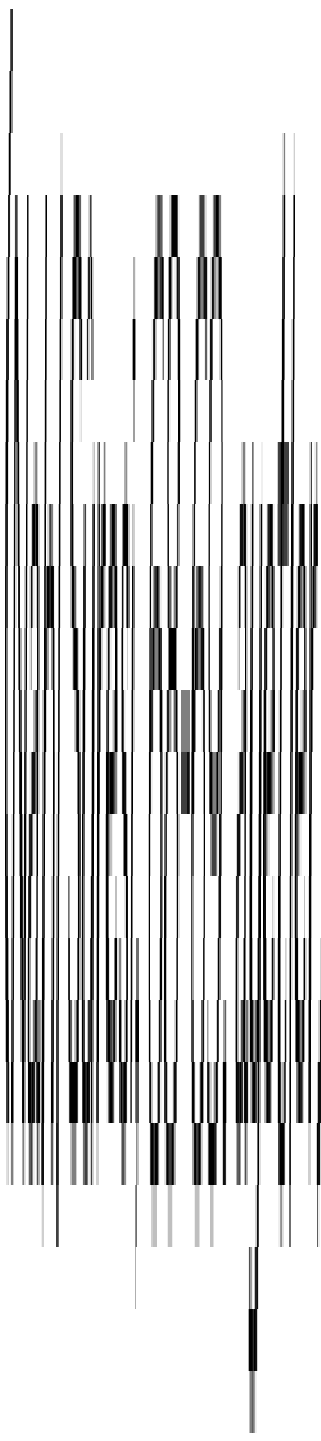


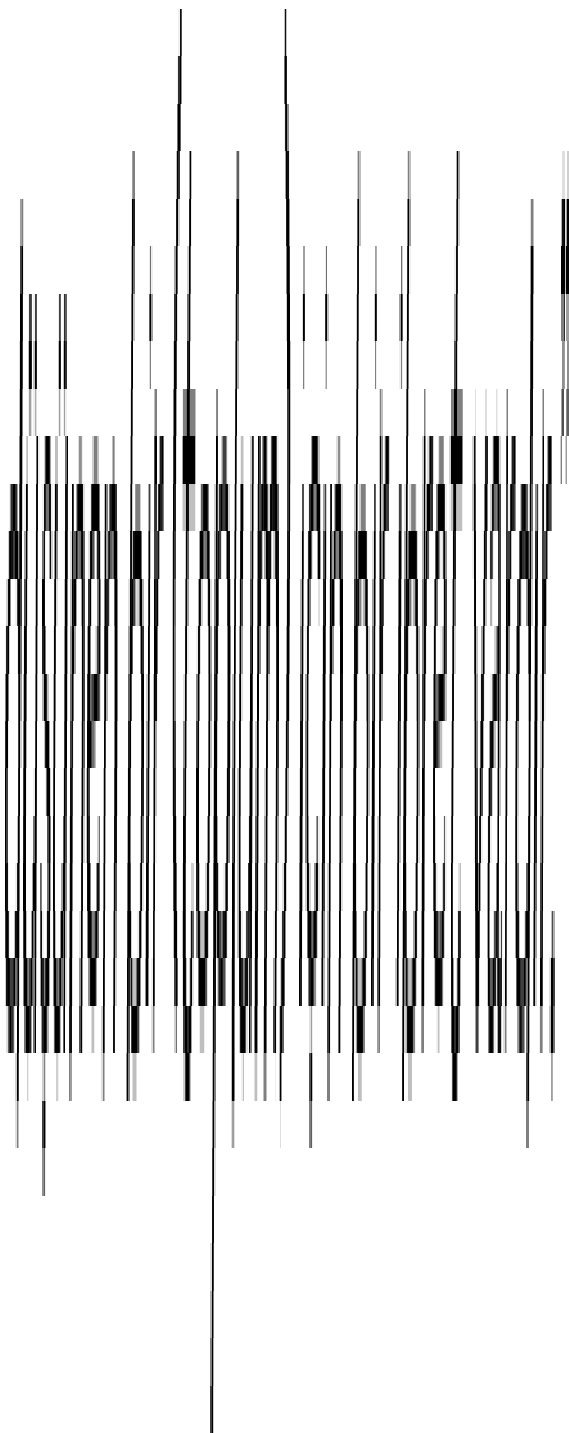


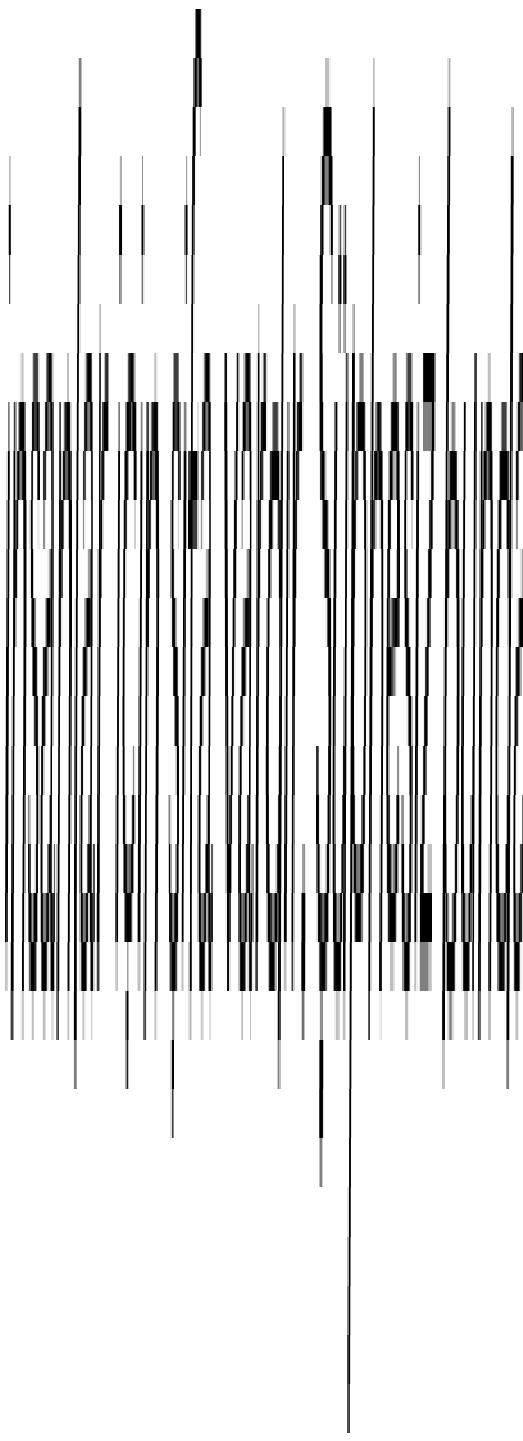


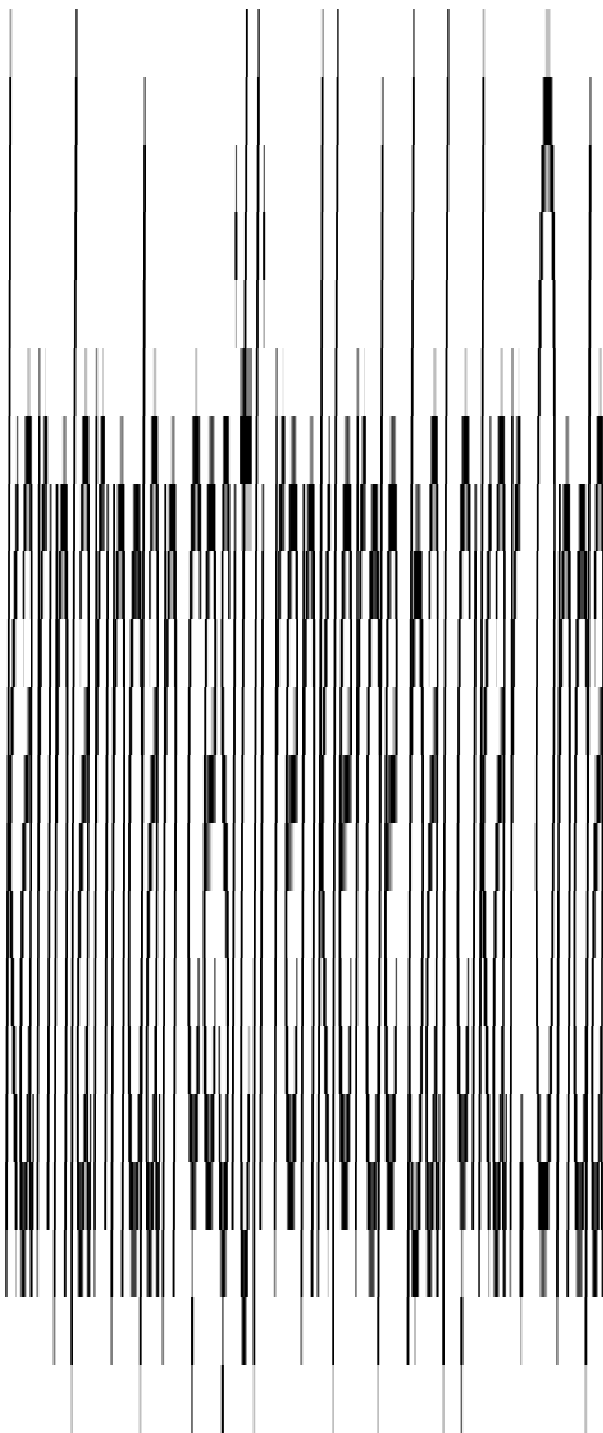
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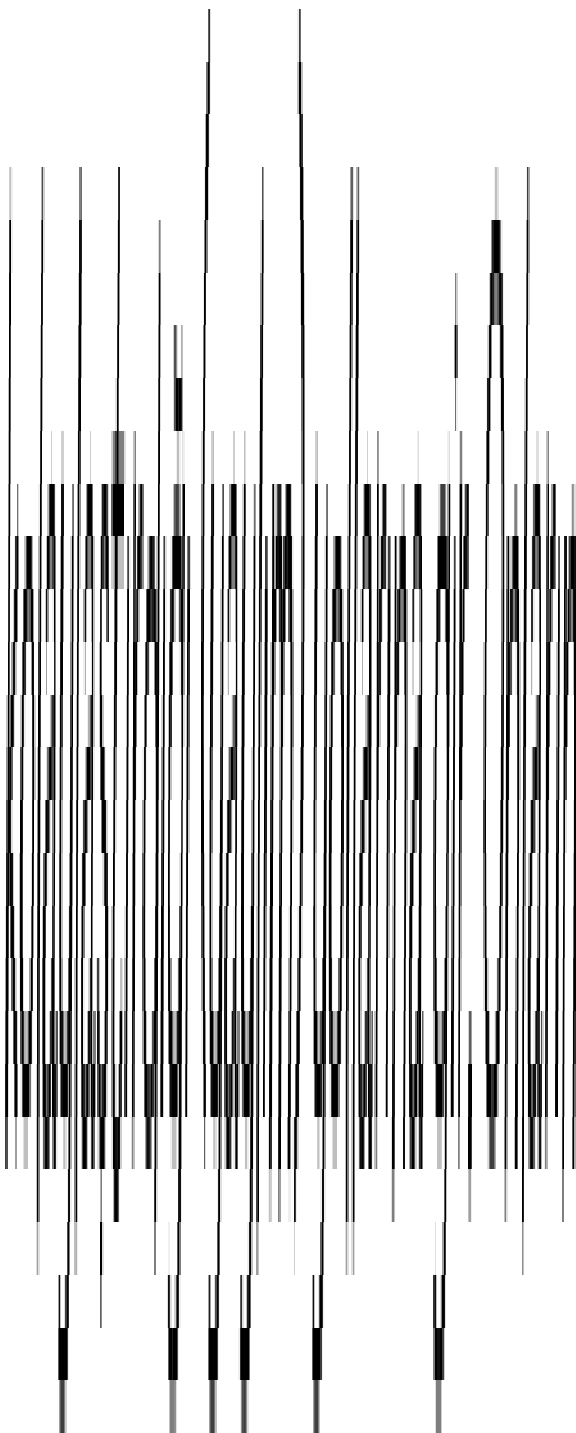


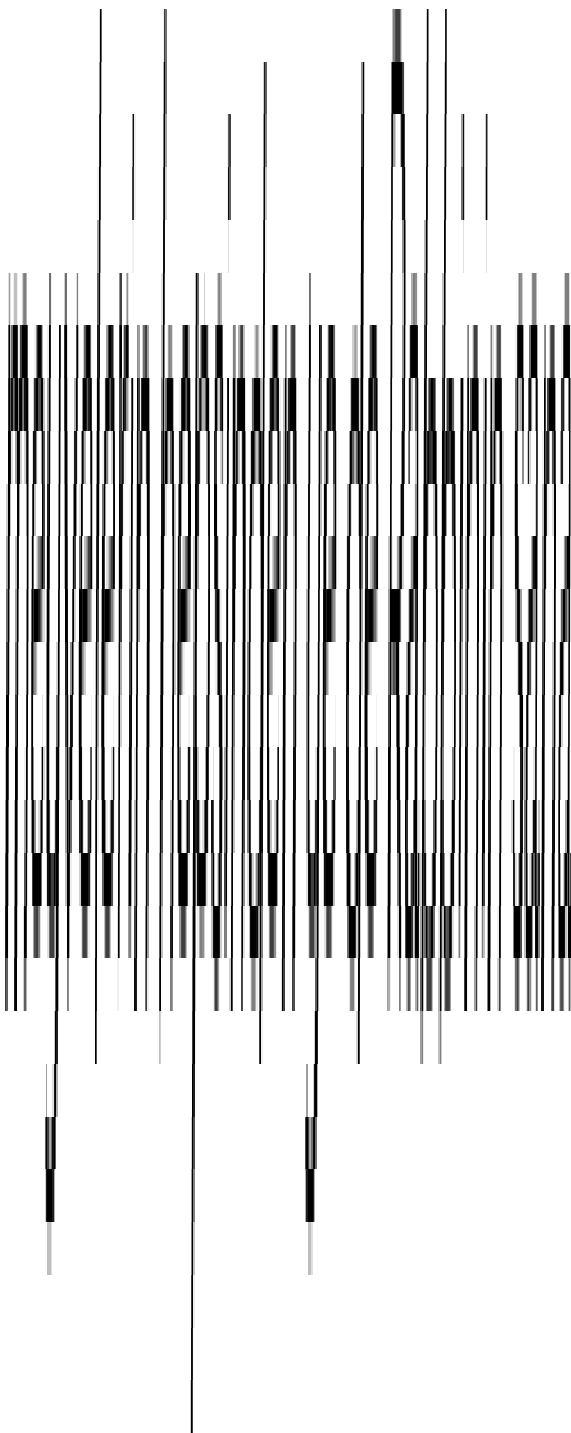


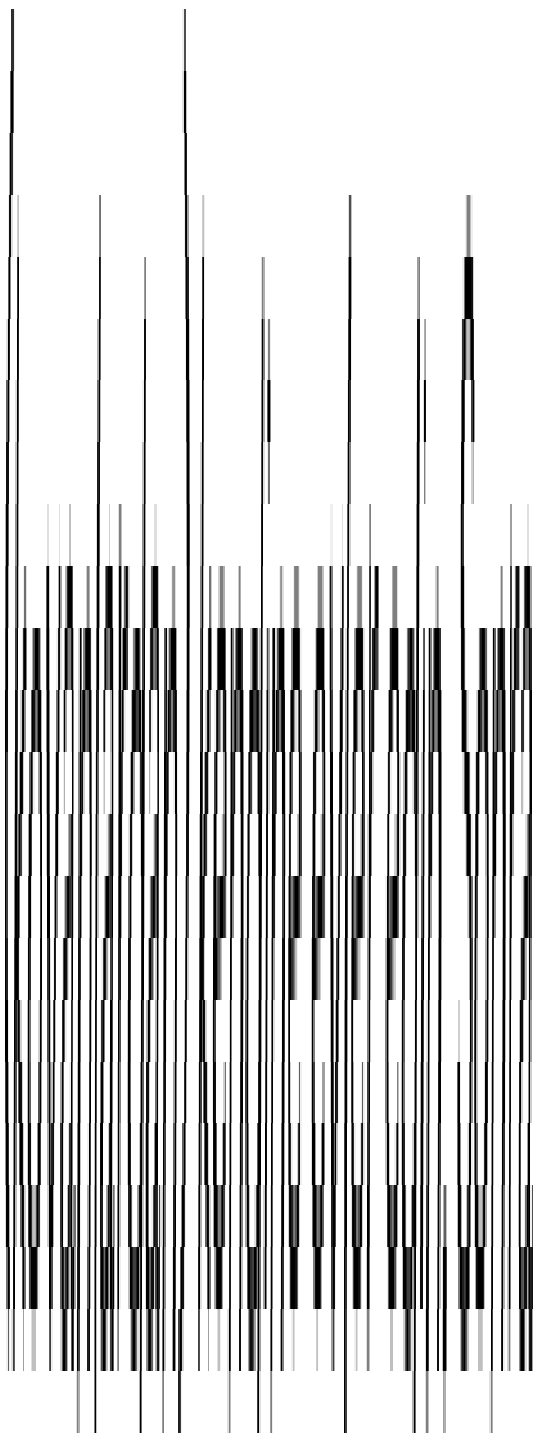


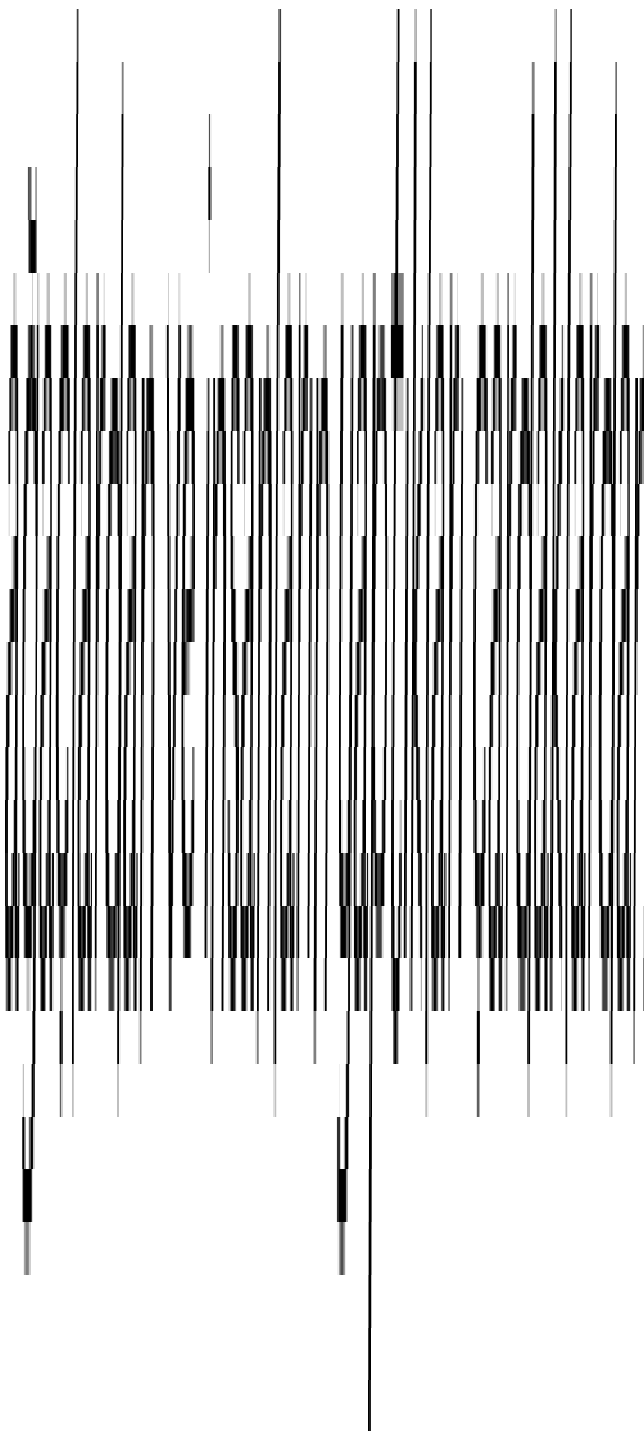


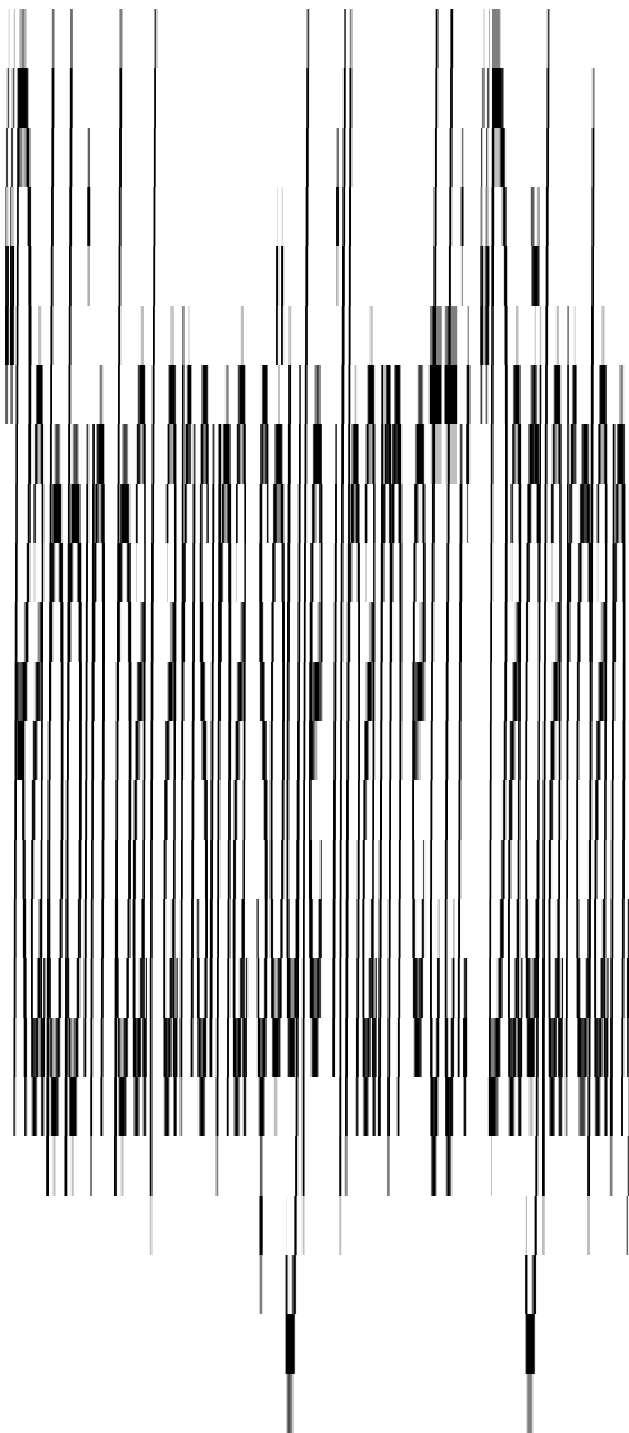


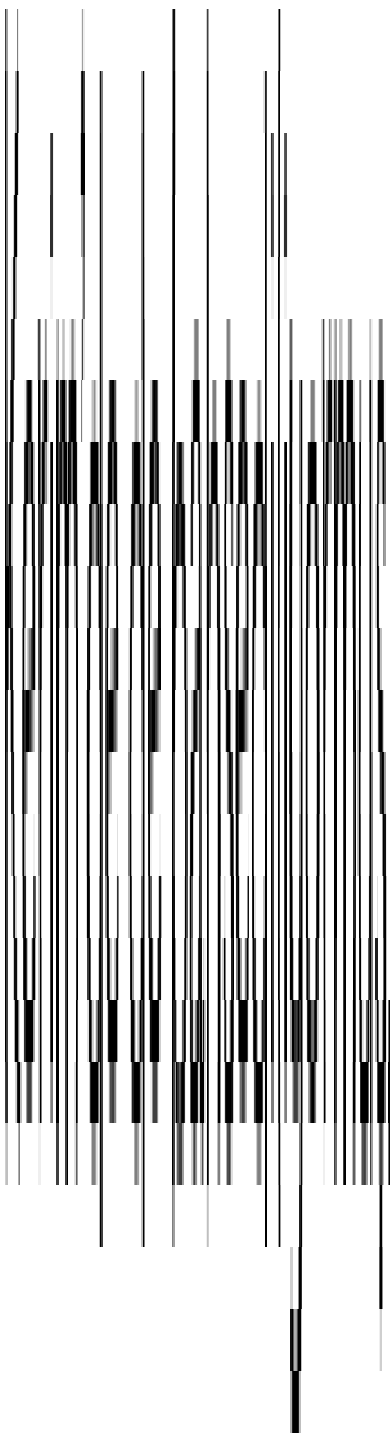


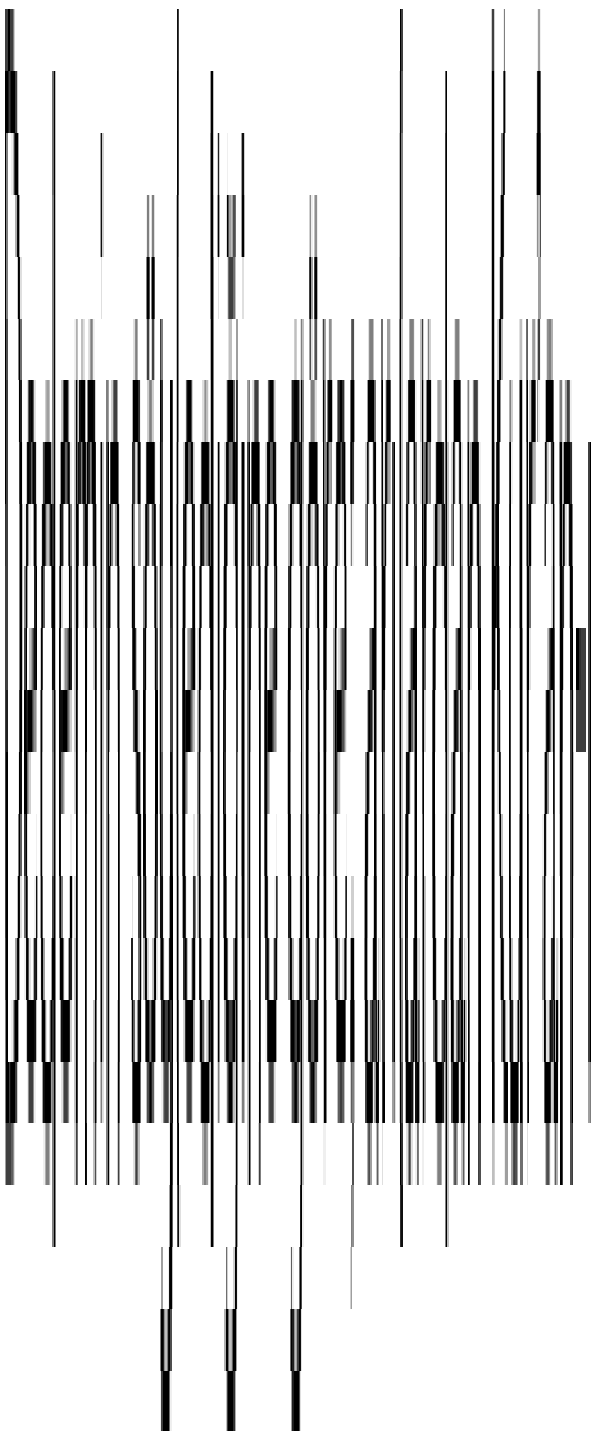


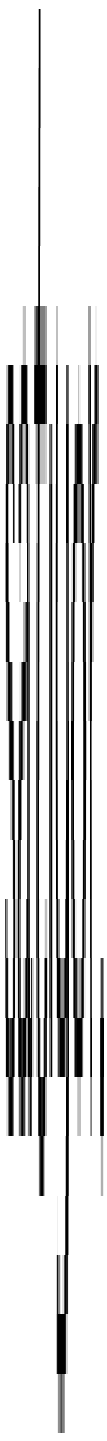


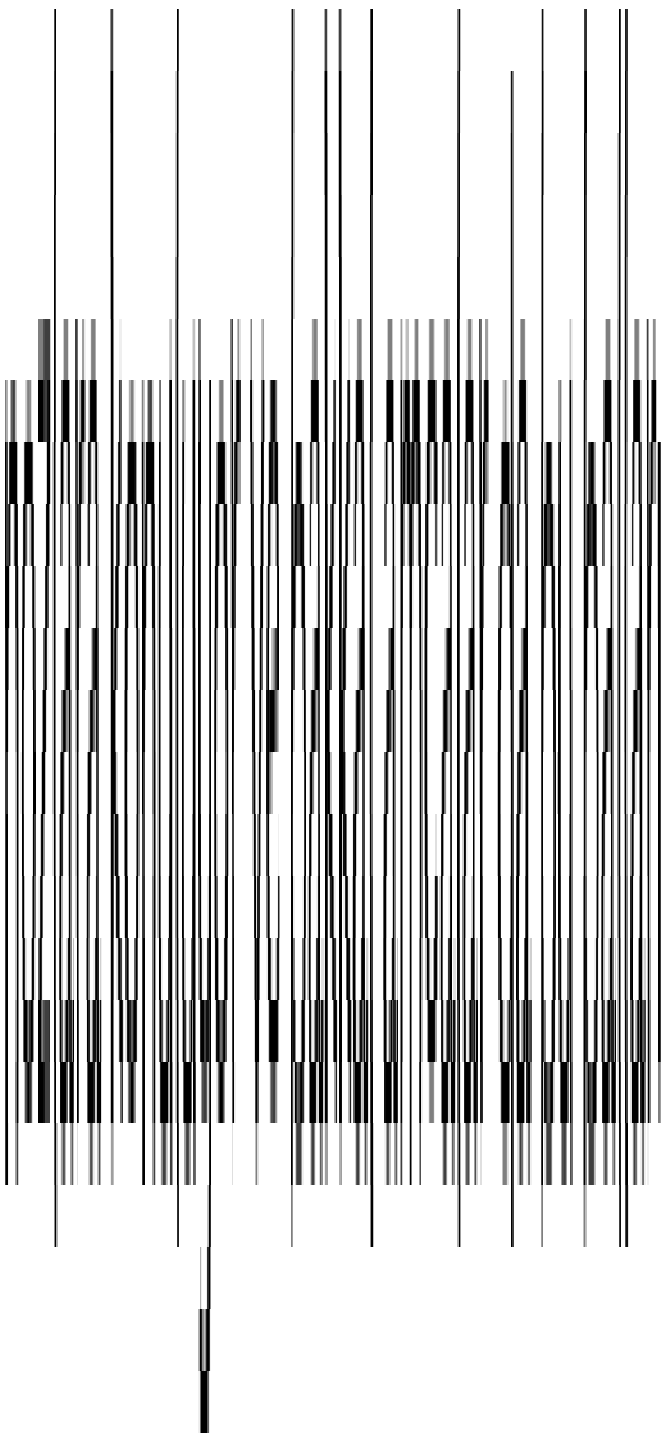


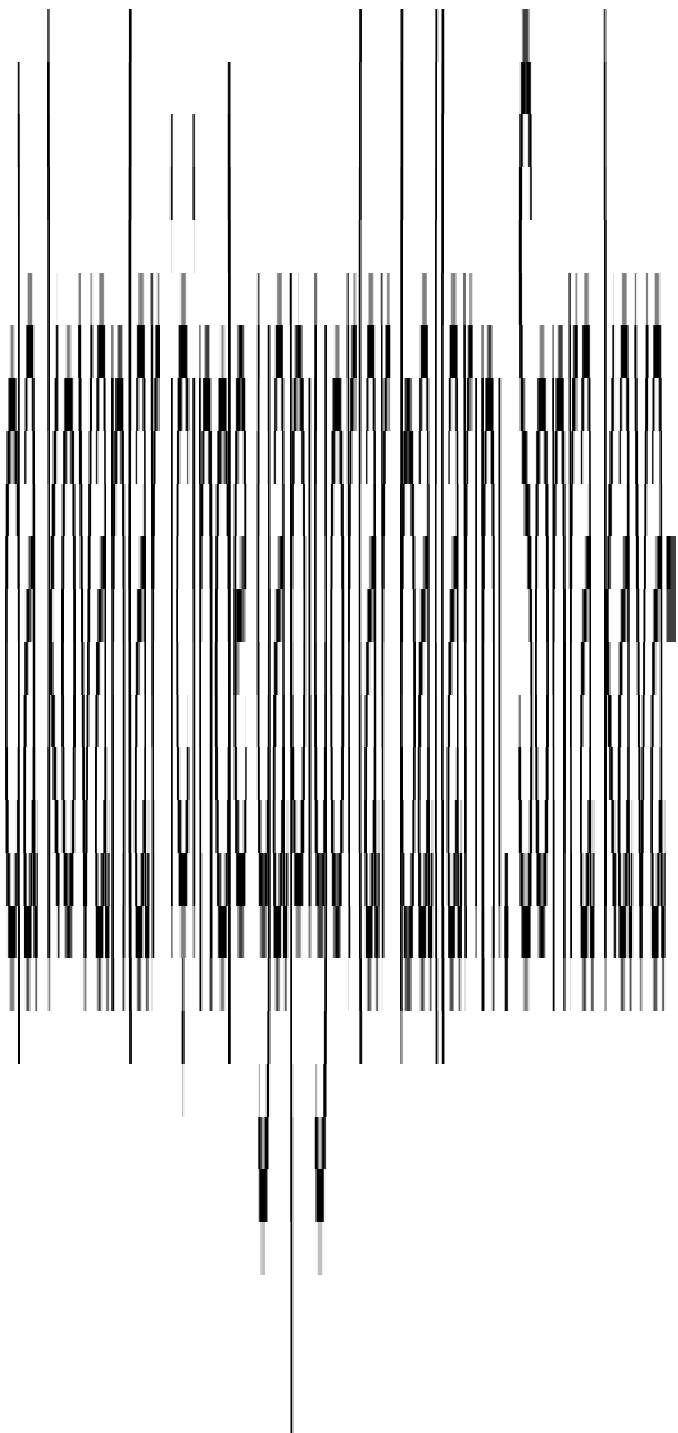


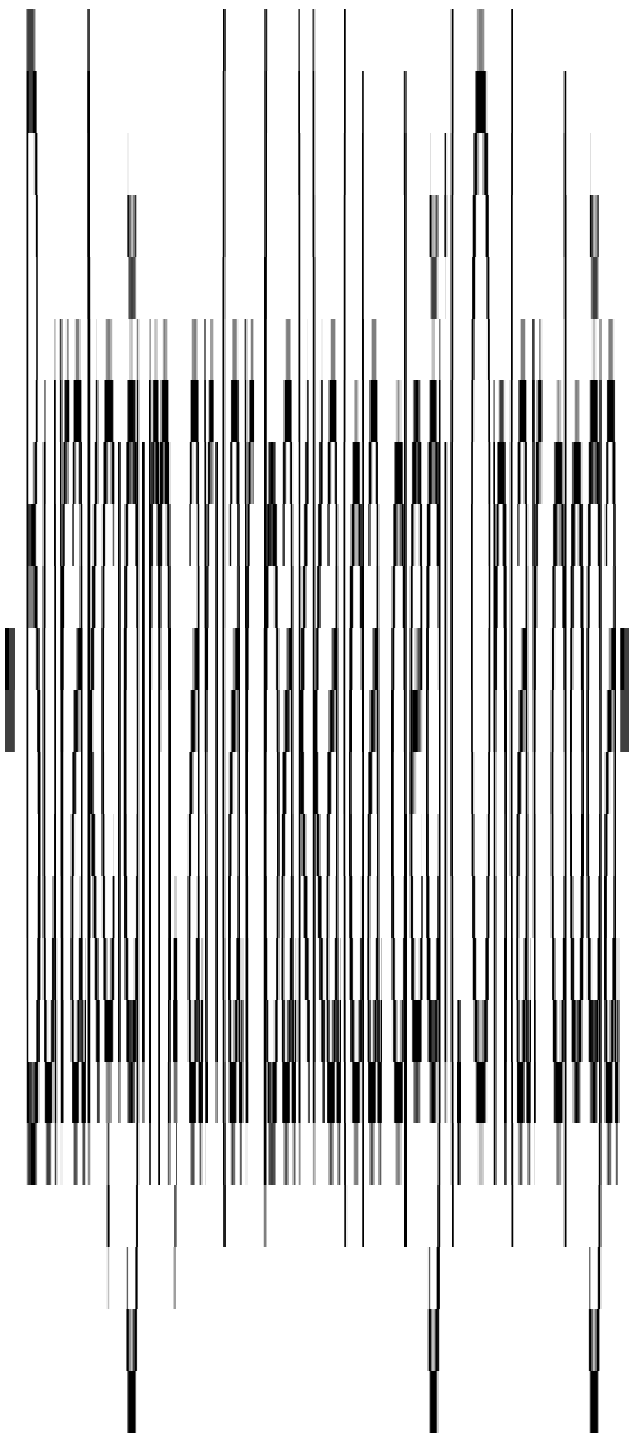


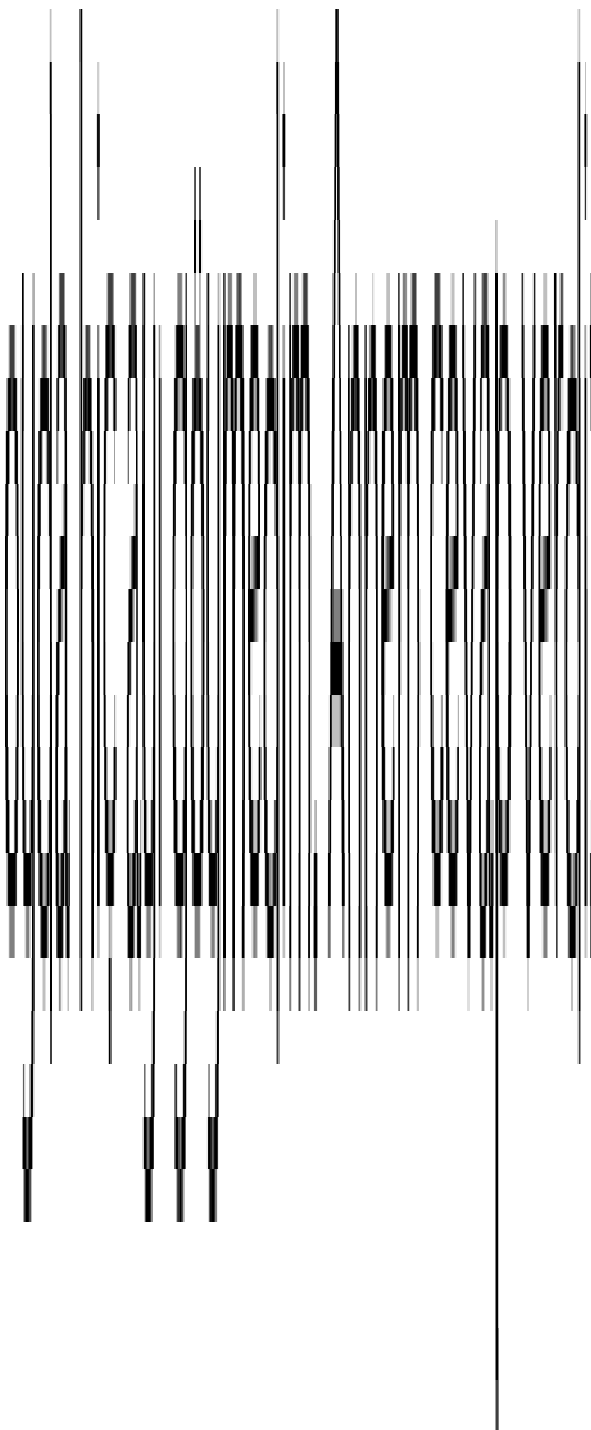


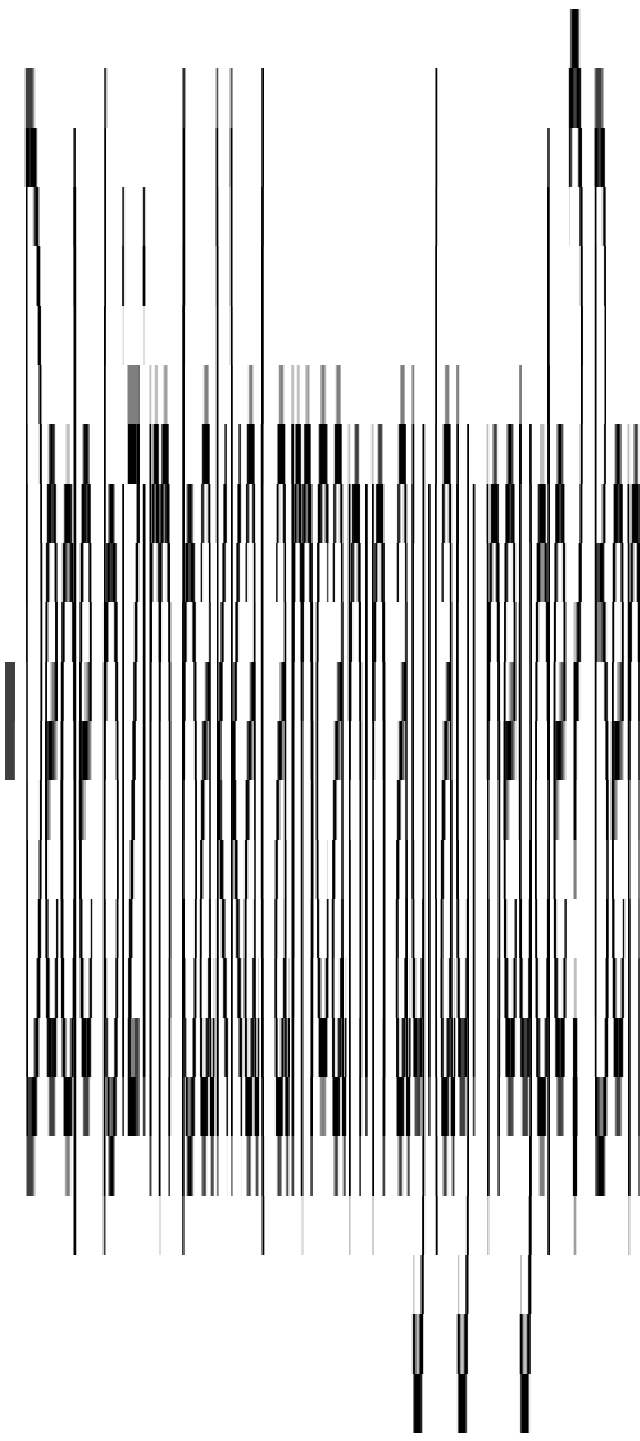


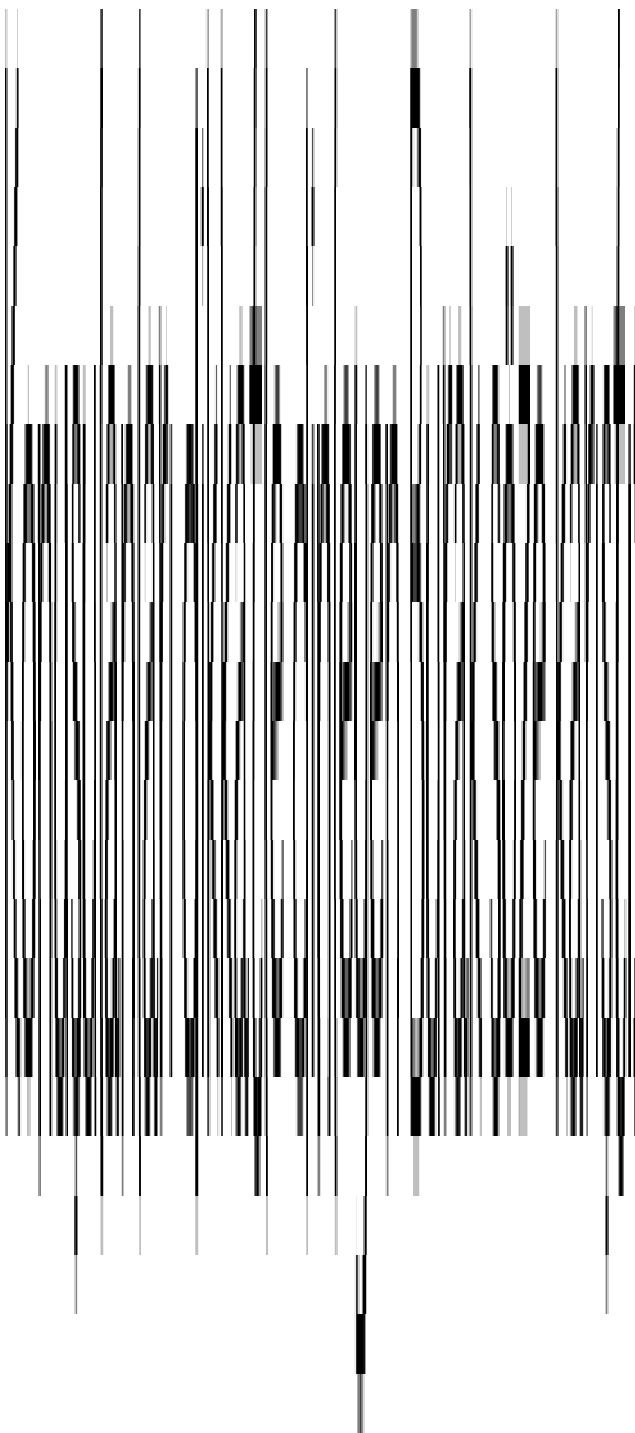


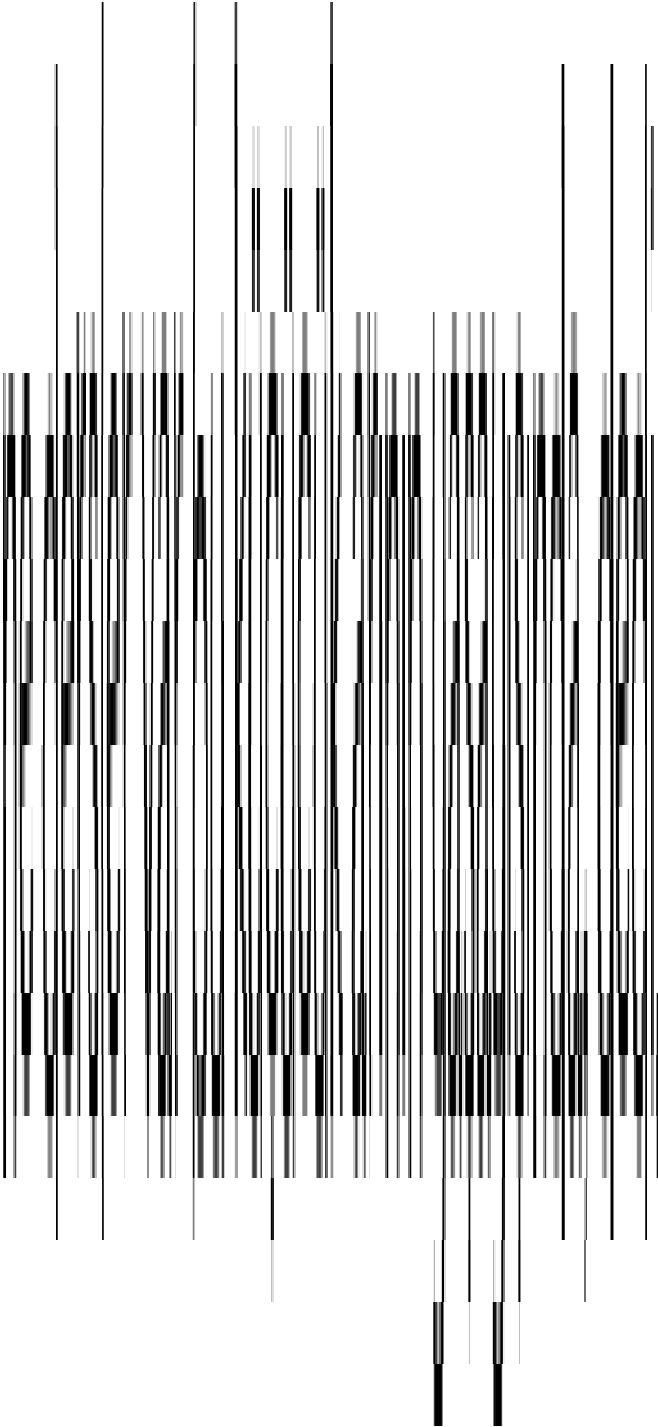


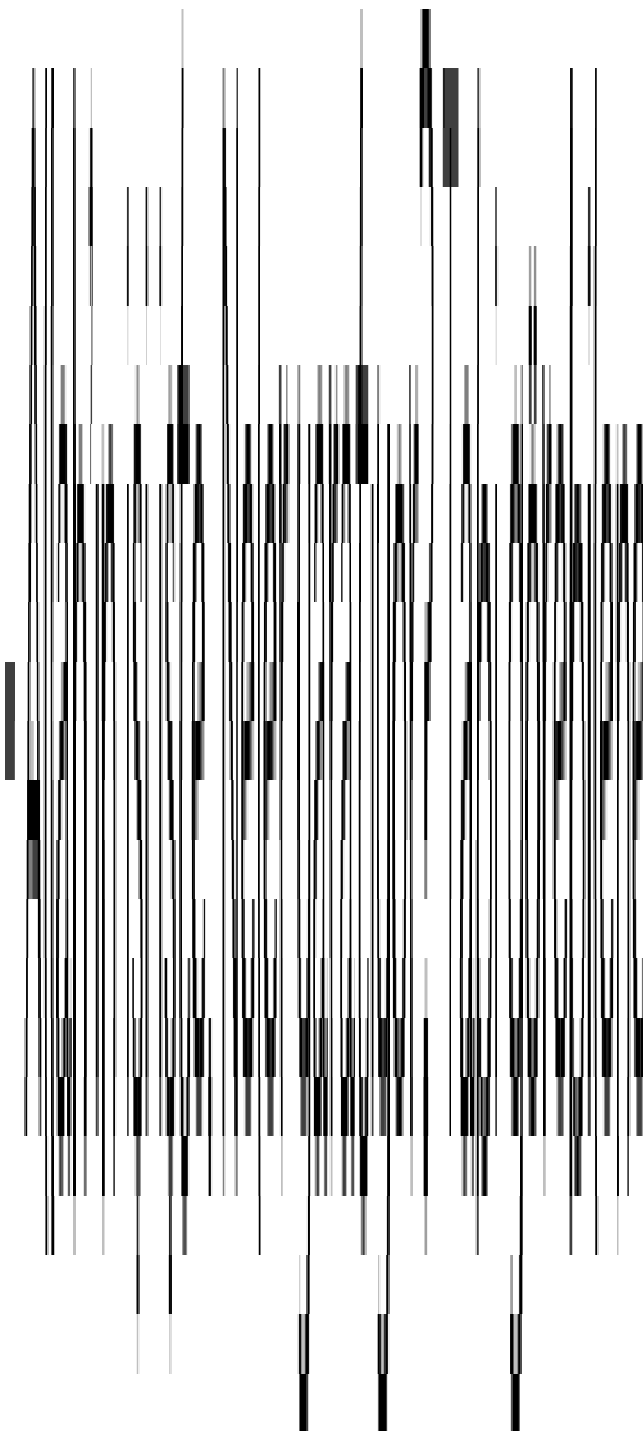


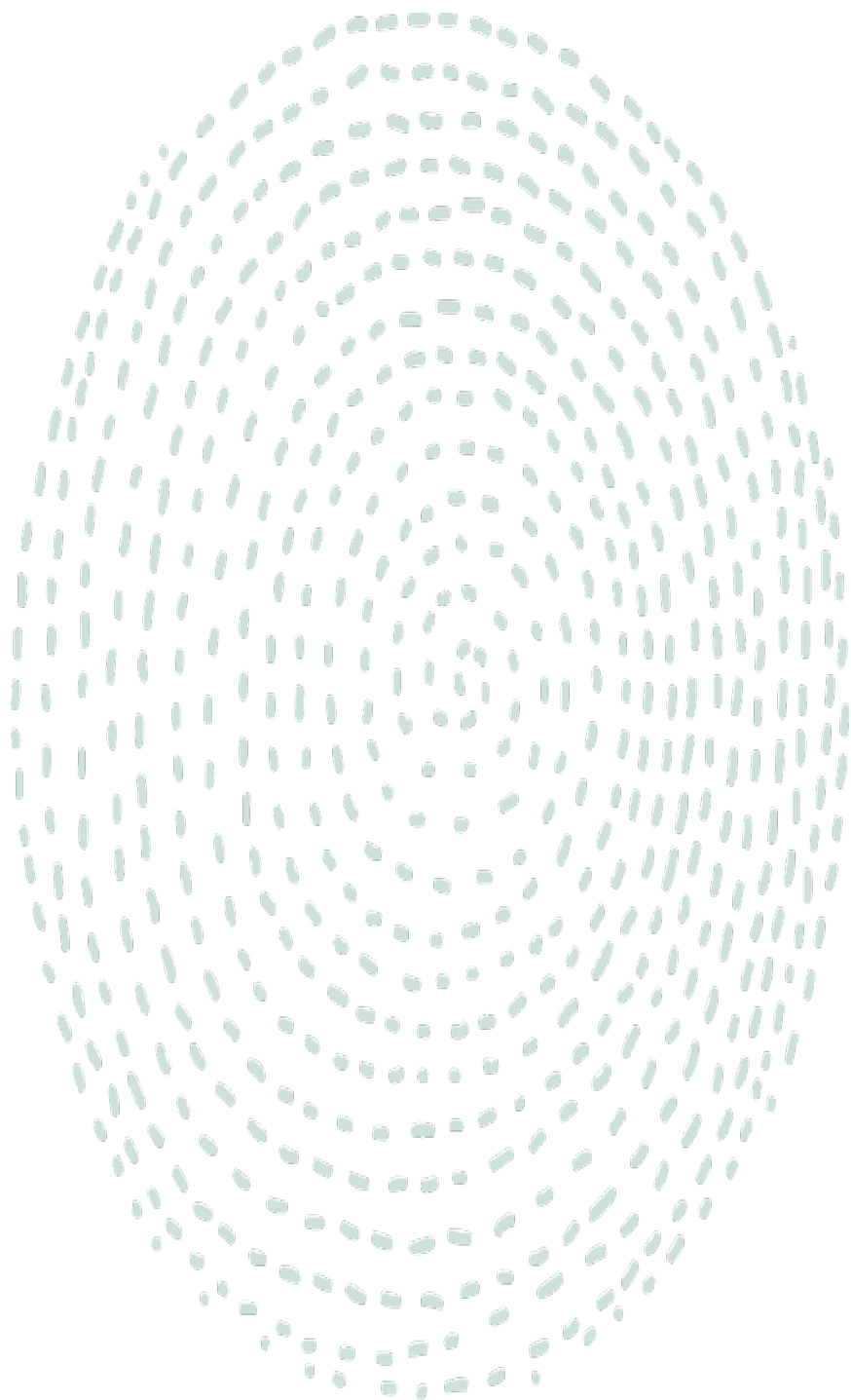


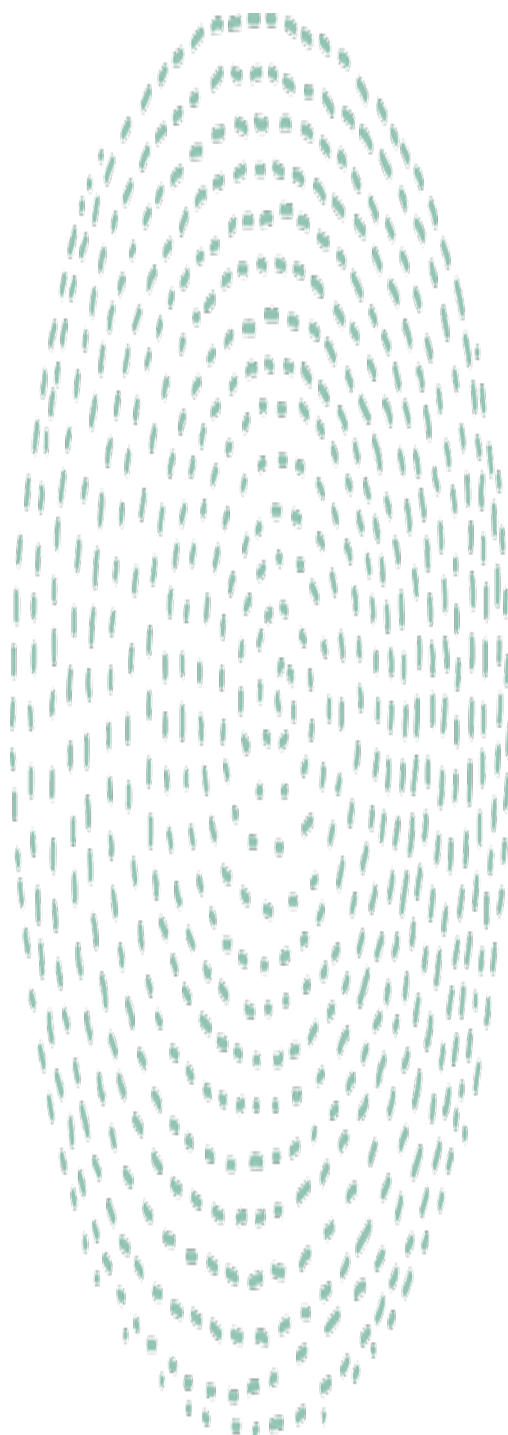




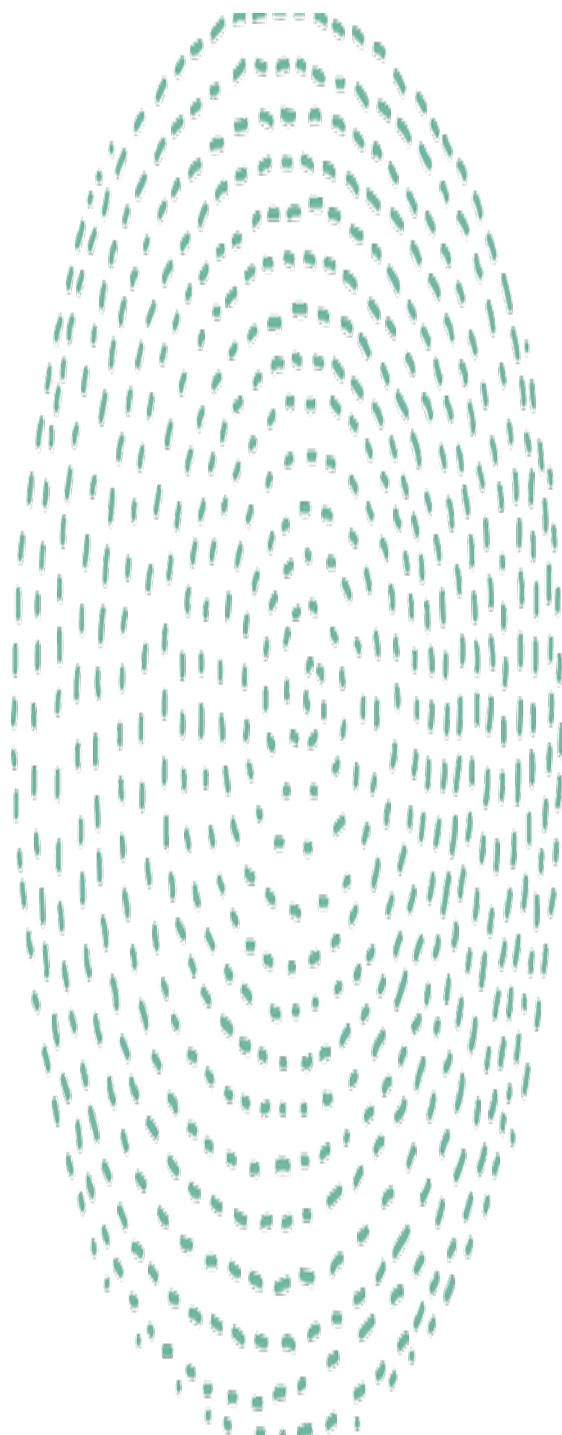


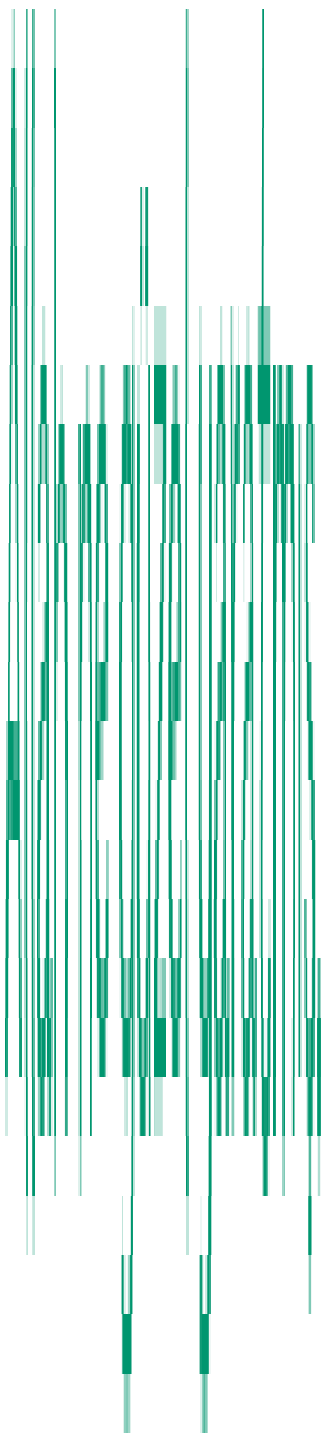


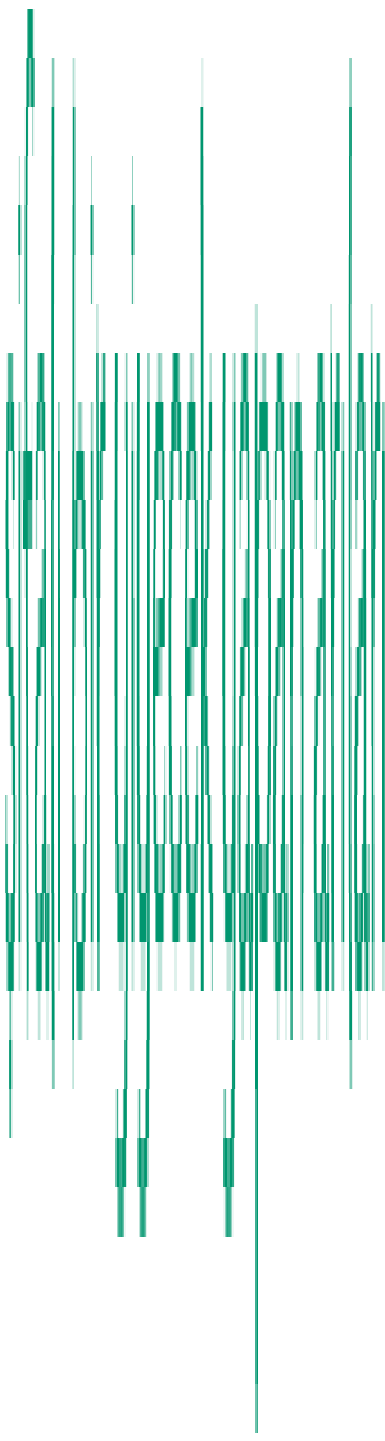


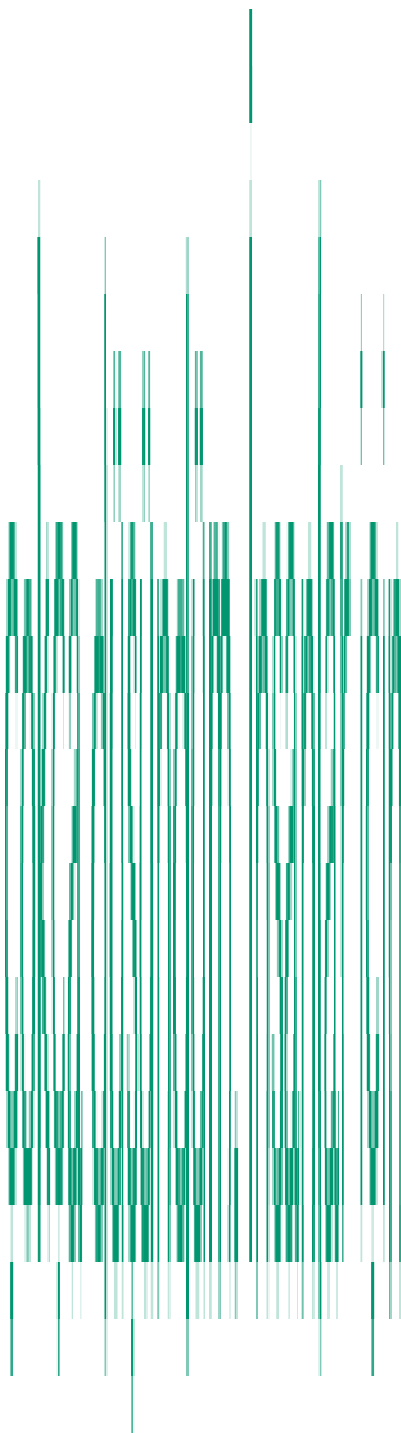


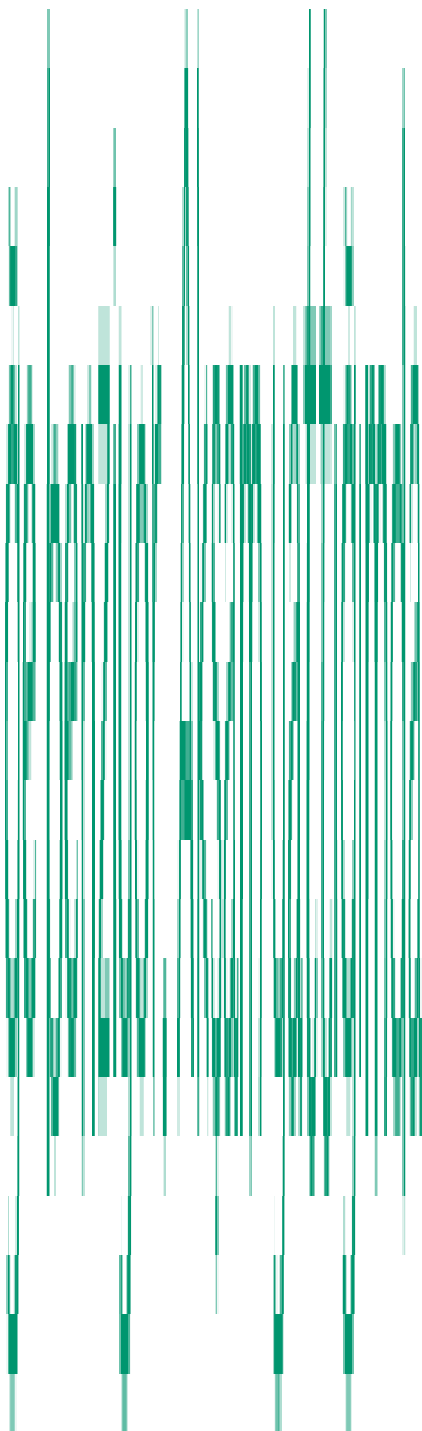
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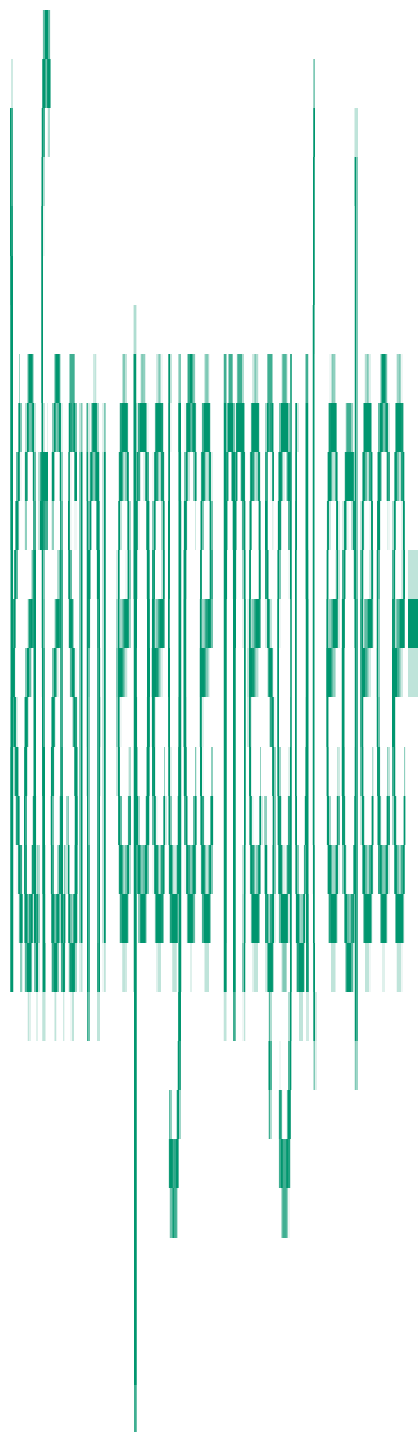


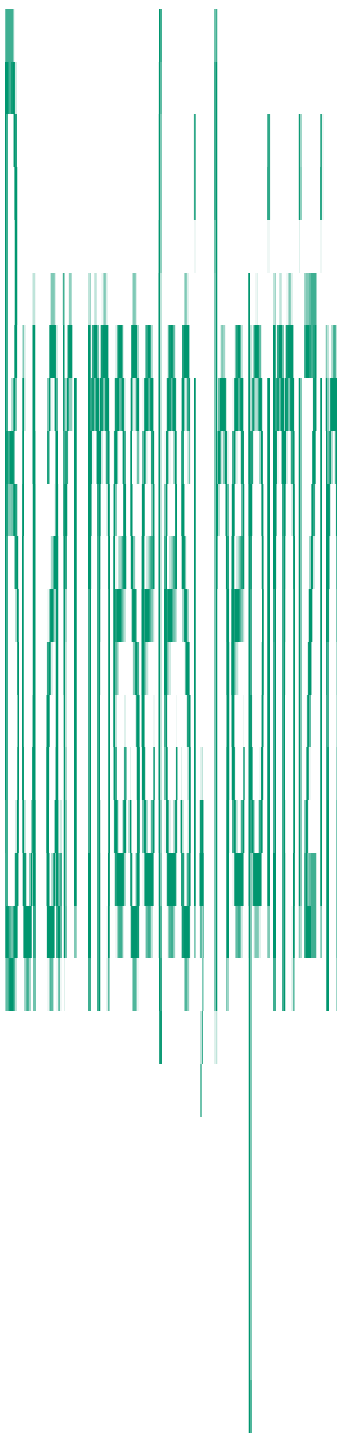






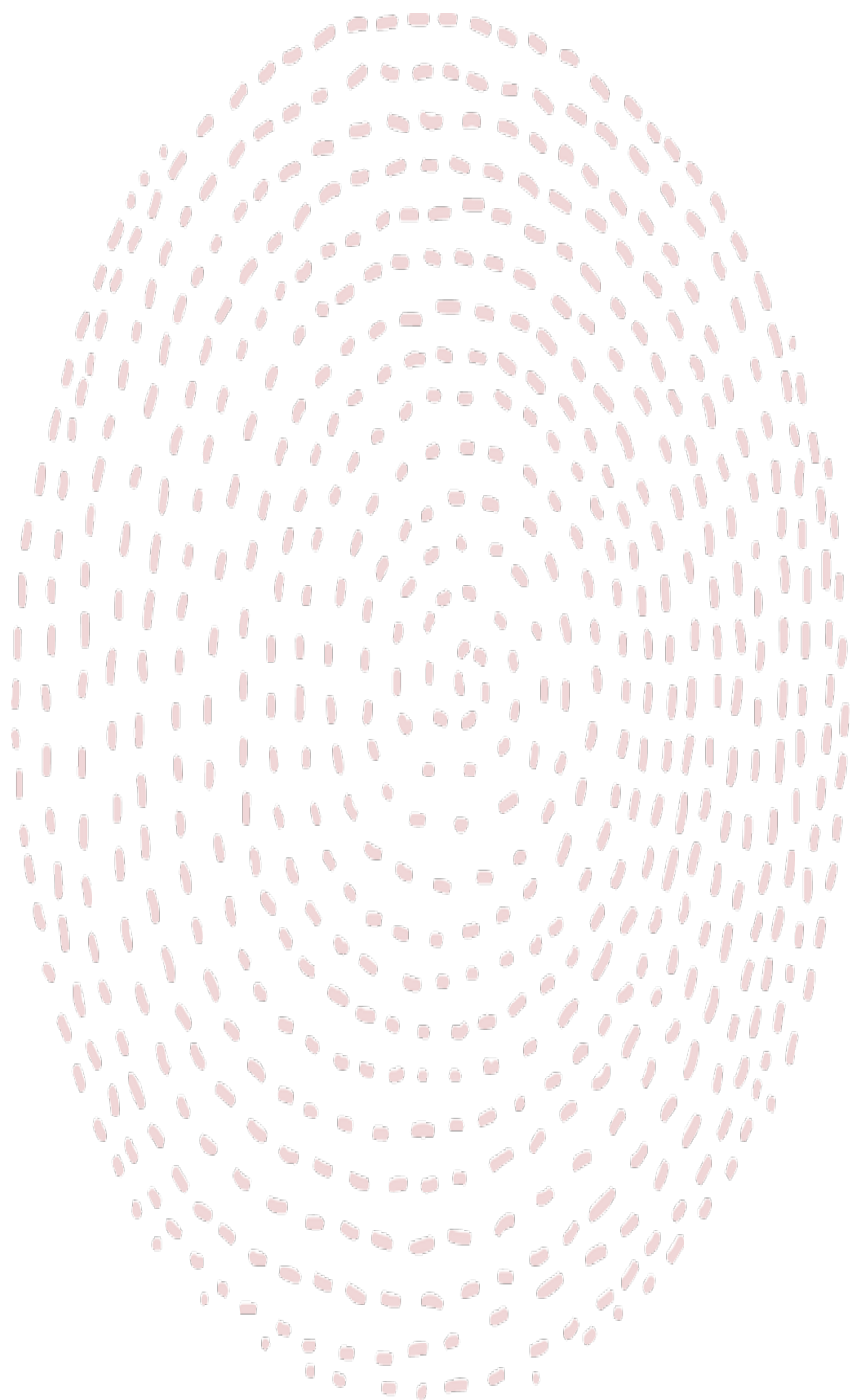


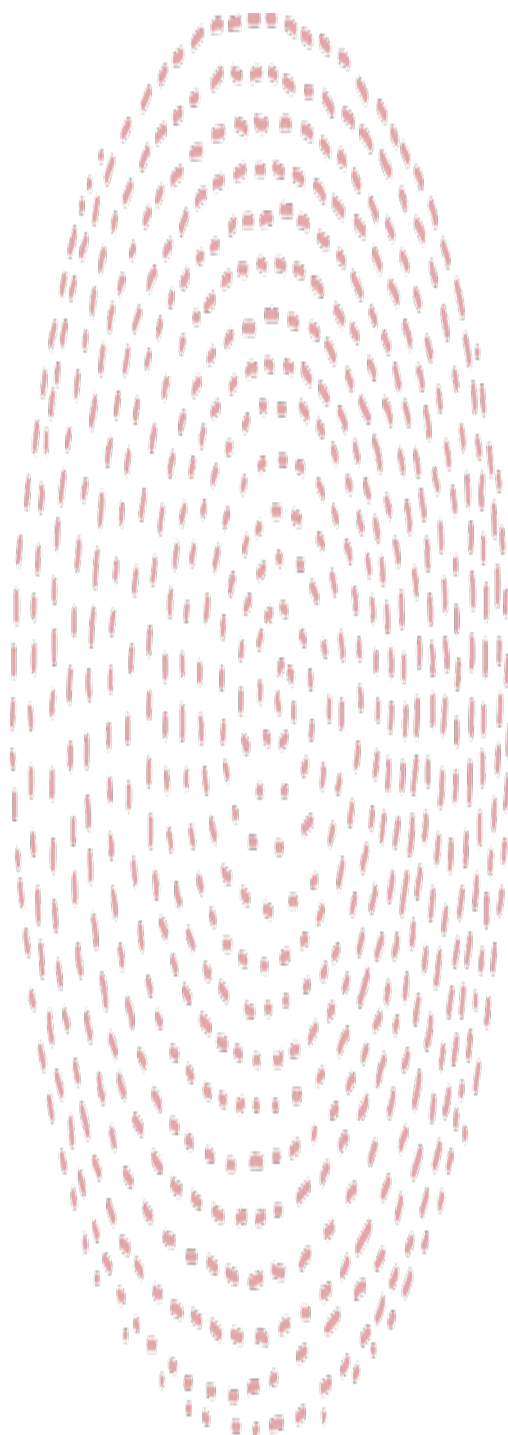




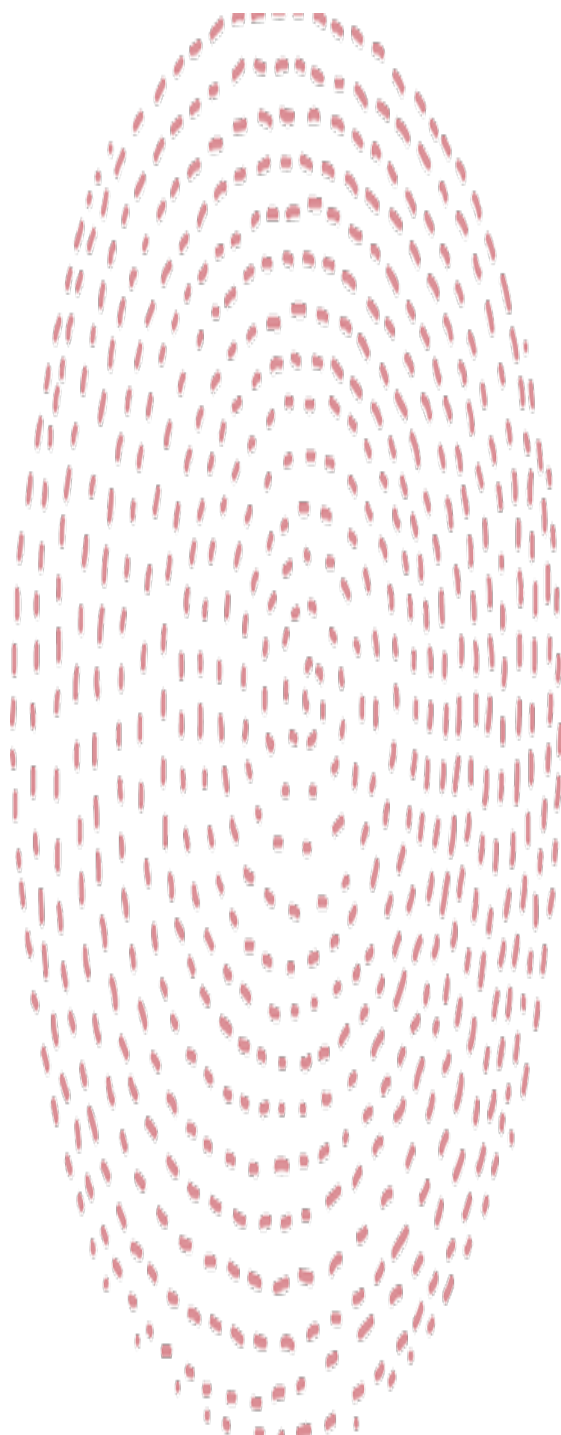
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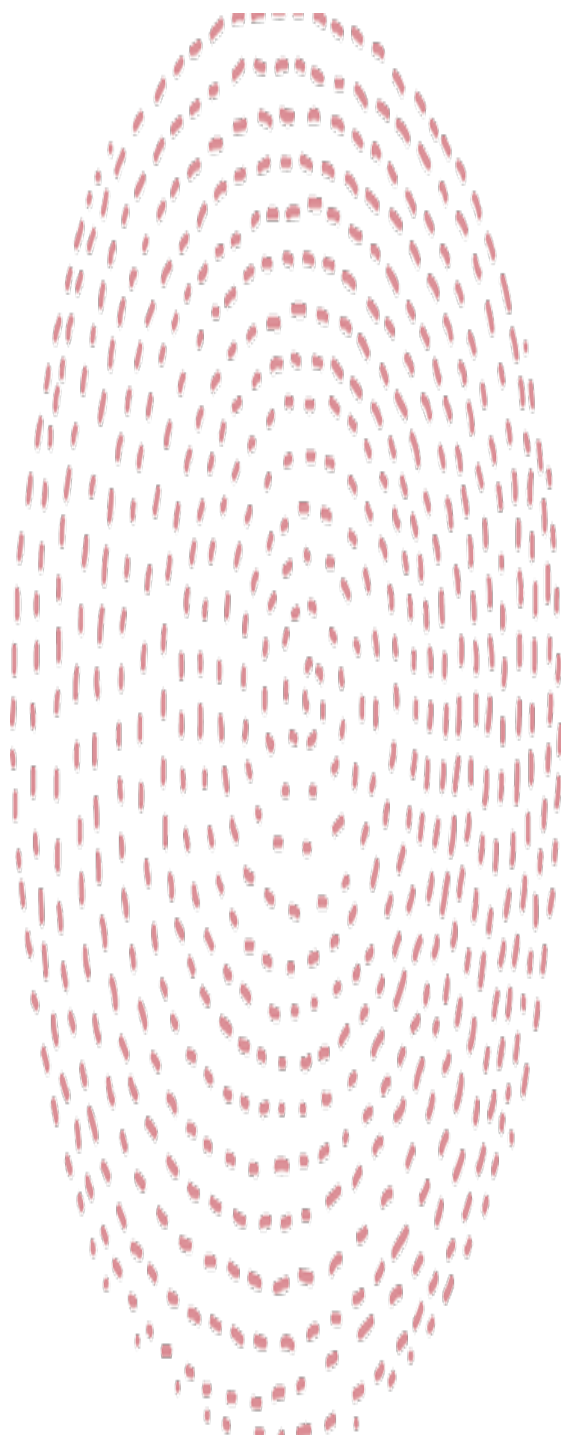
The first part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The second part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The third part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The fourth part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The fifth part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The sixth part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The seventh part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The eighth part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The ninth part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The tenth part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time.

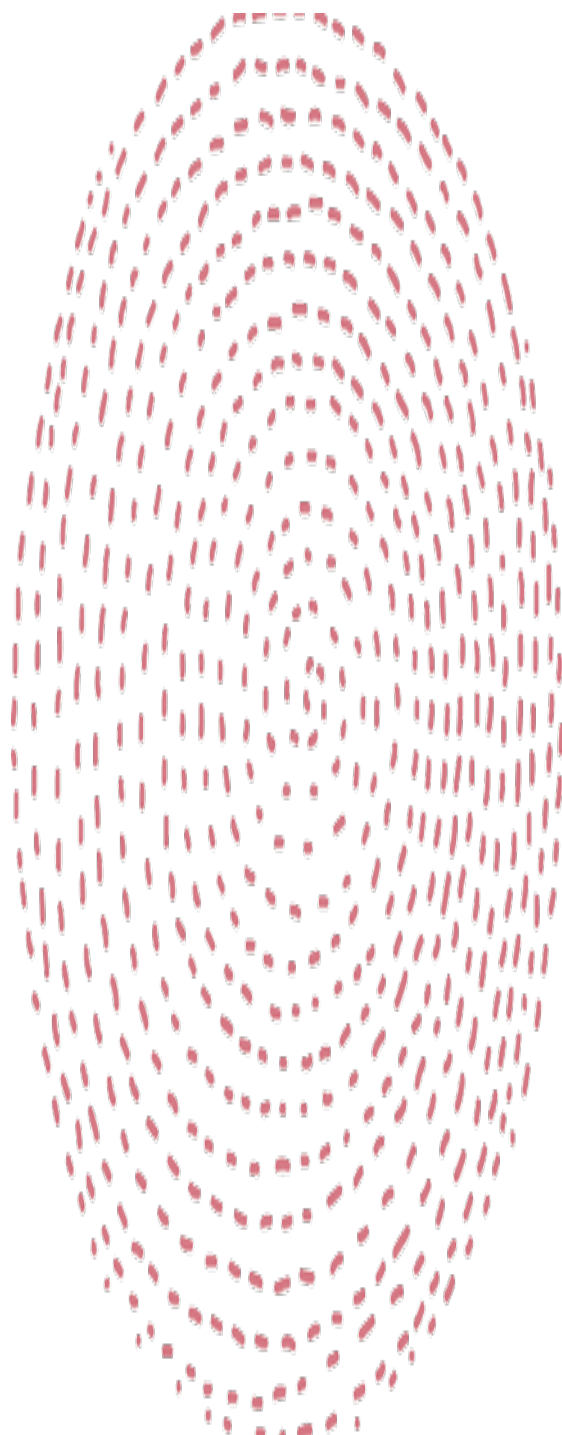




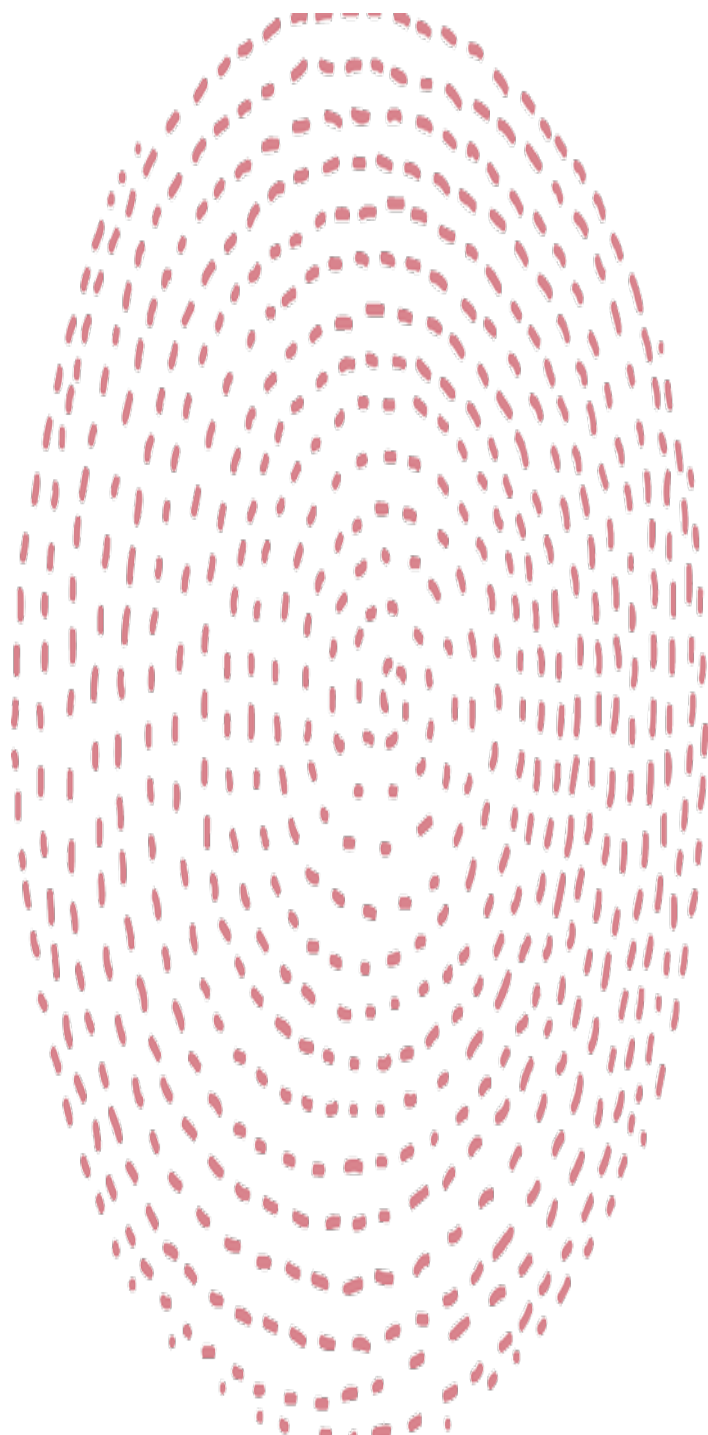
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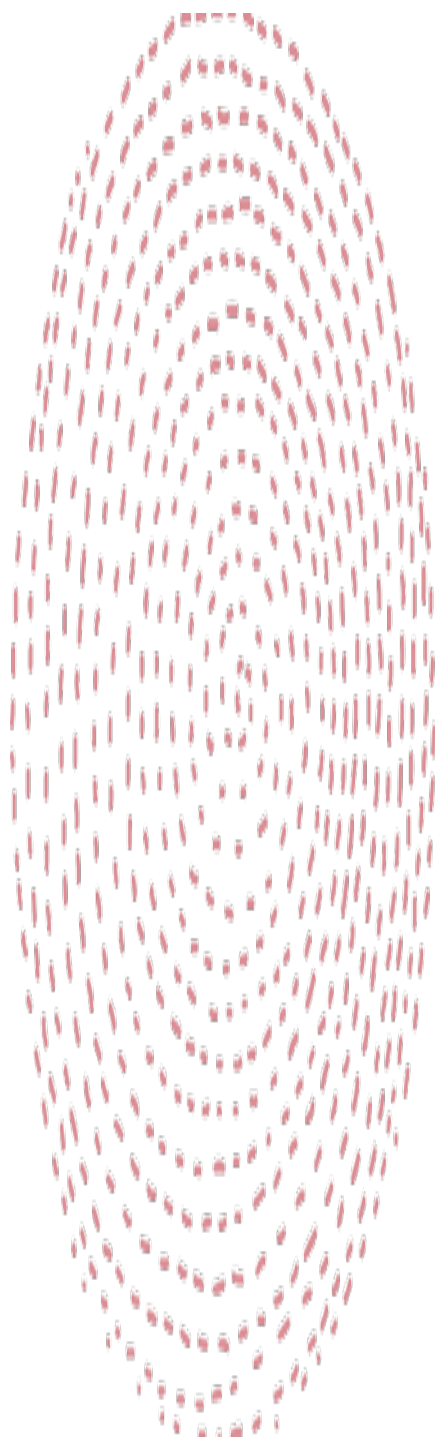


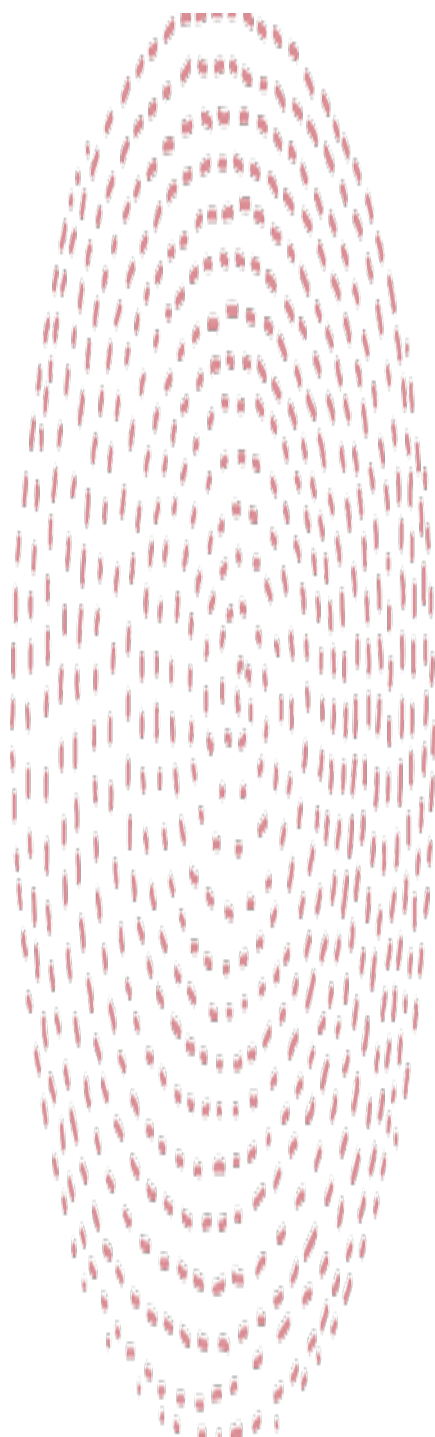


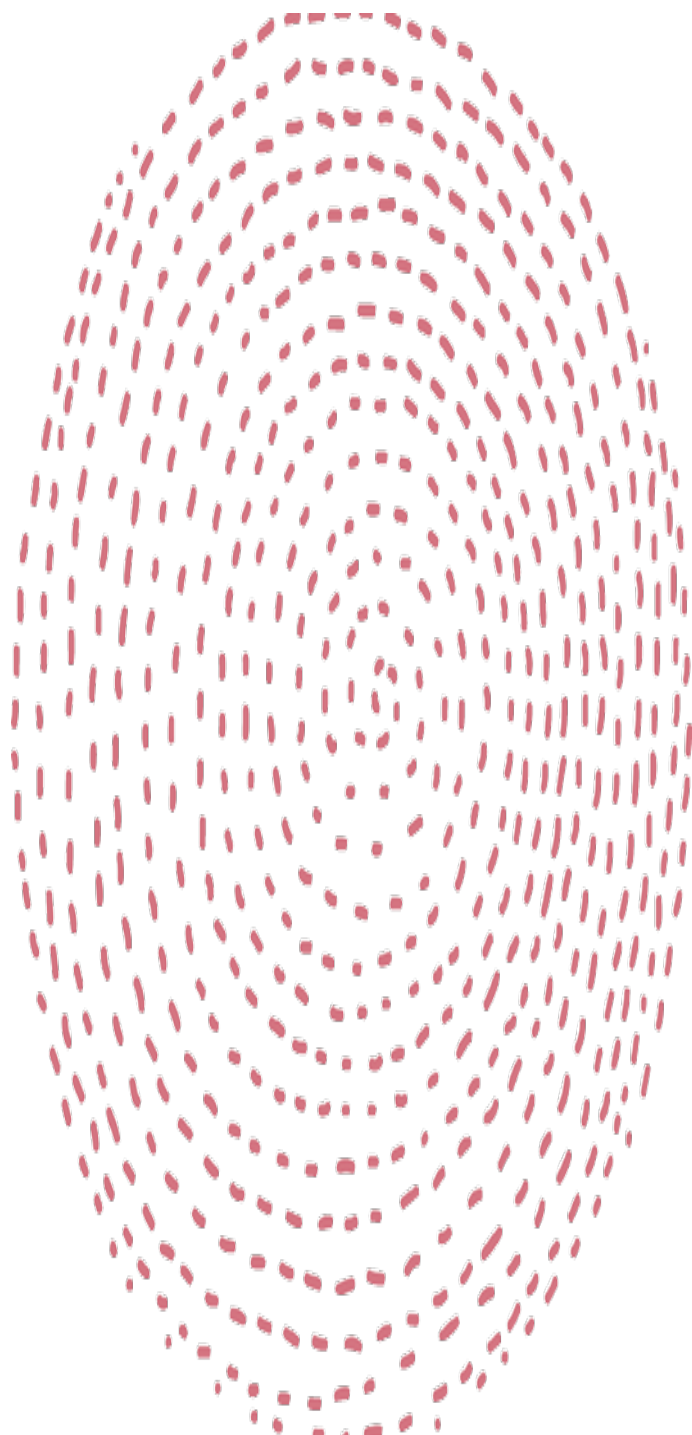


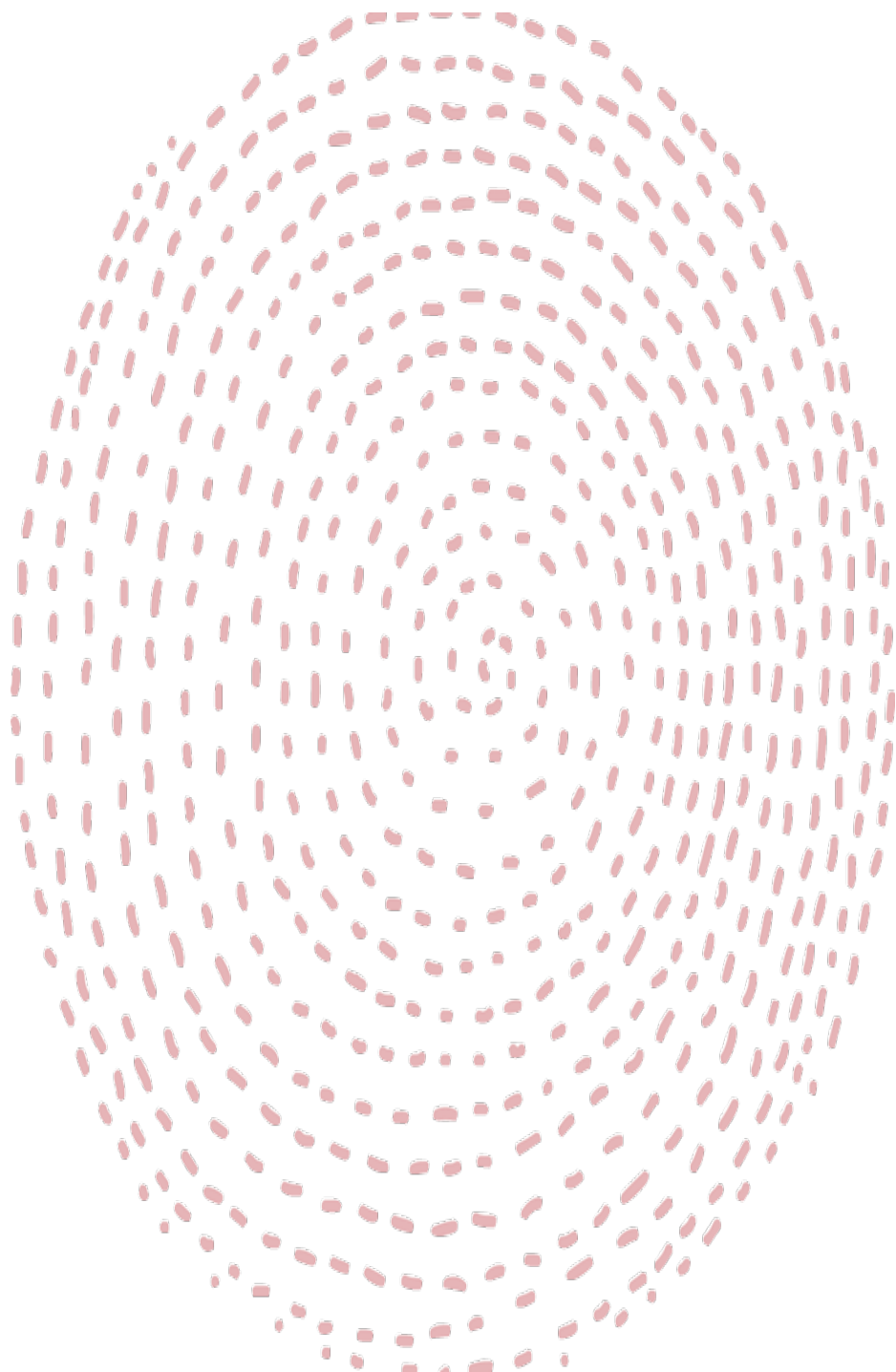
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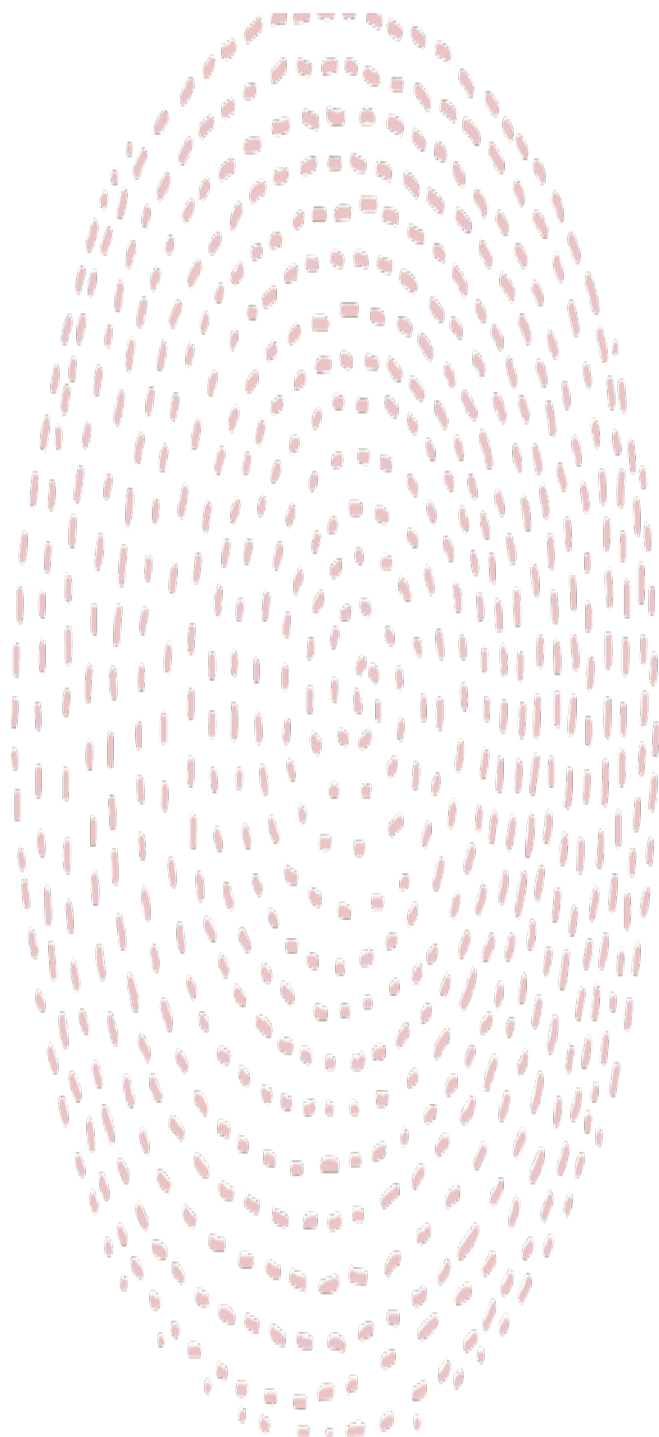


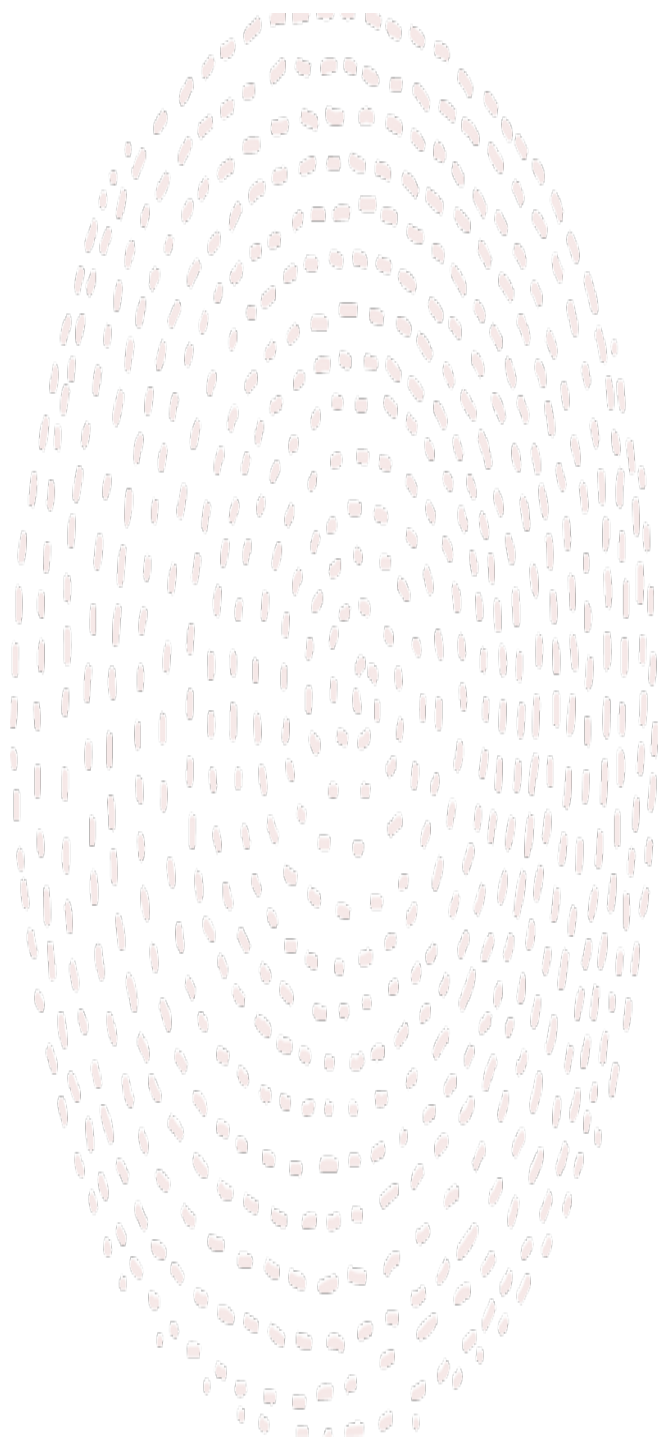


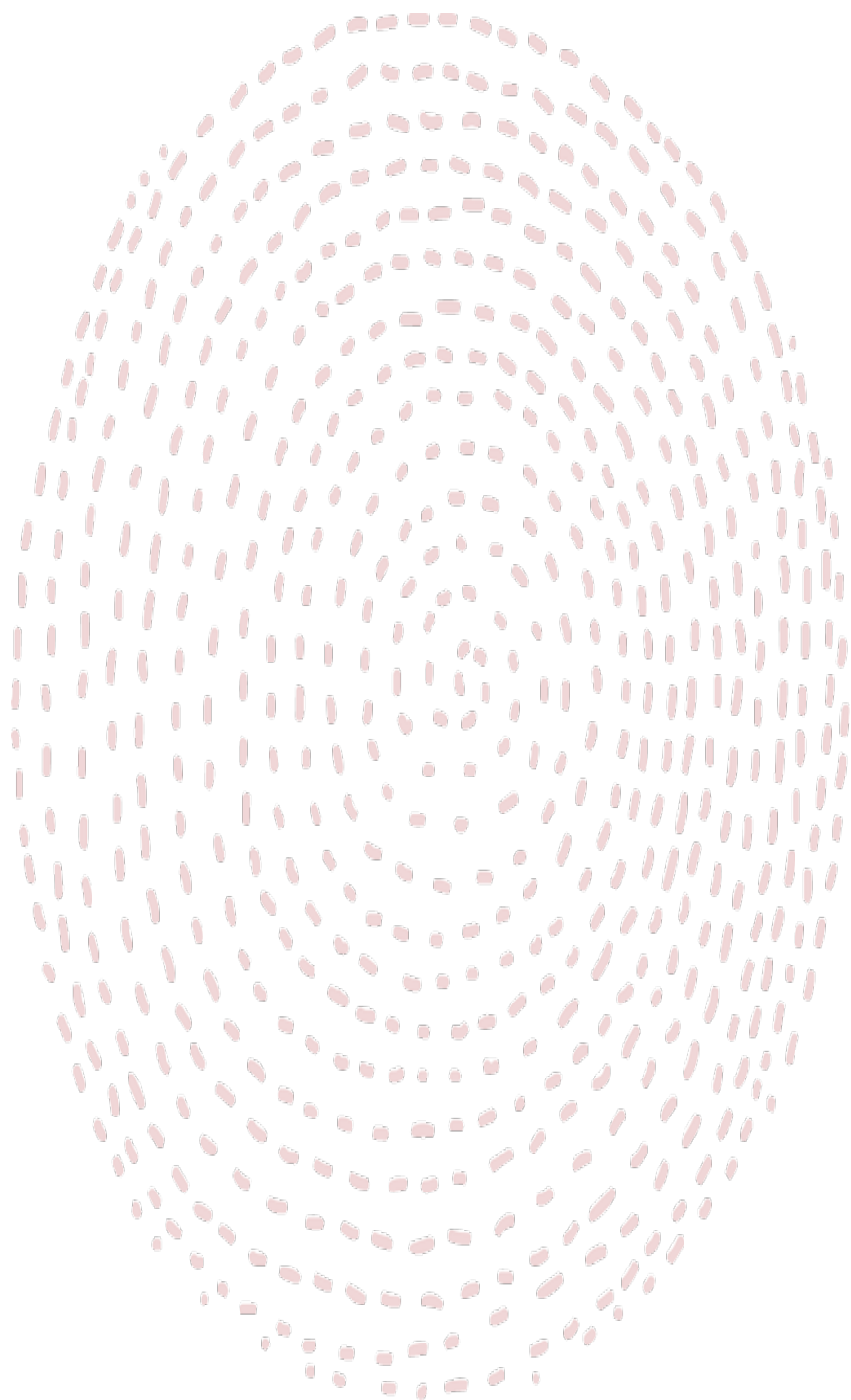


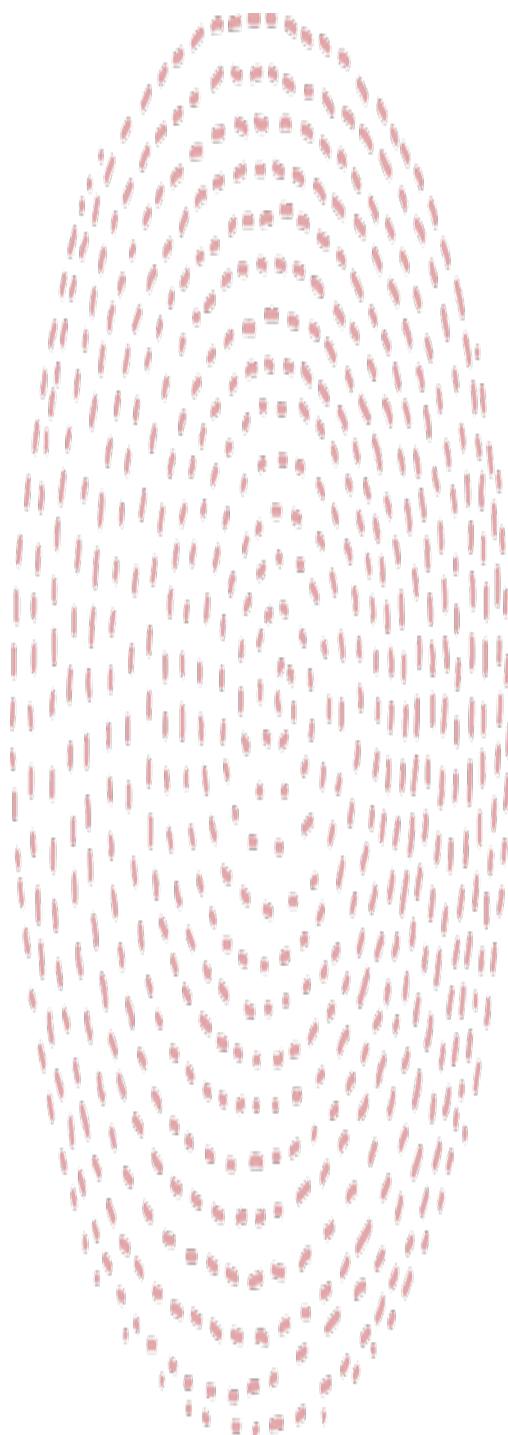




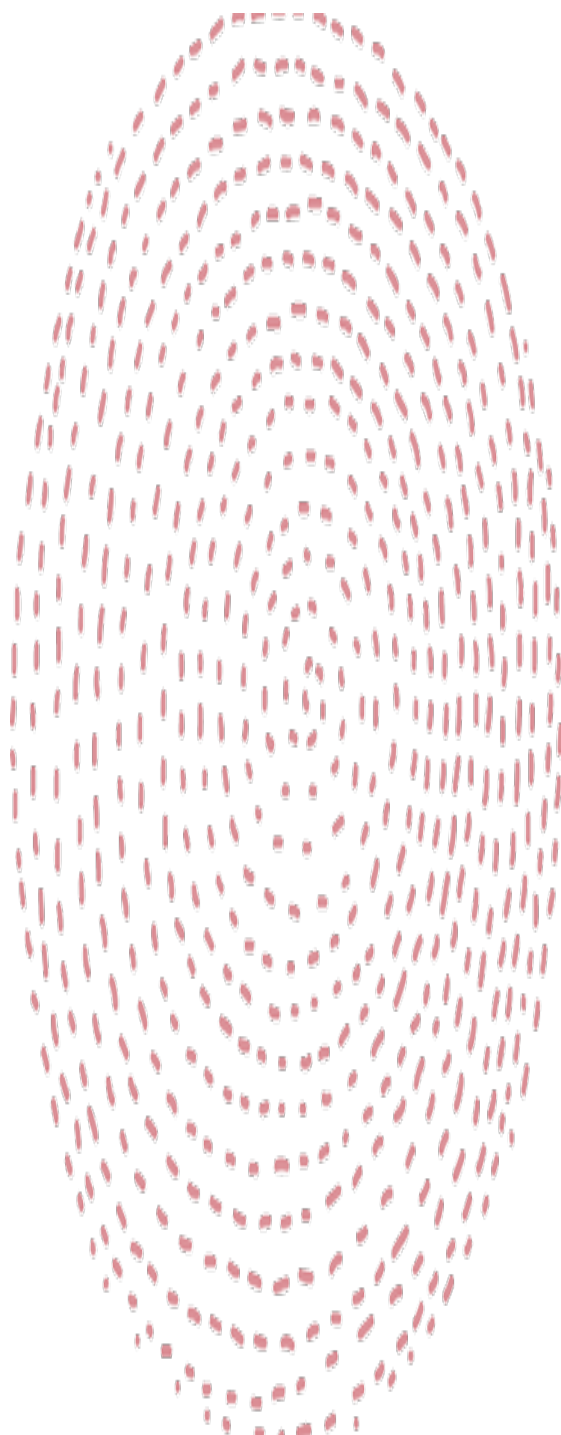


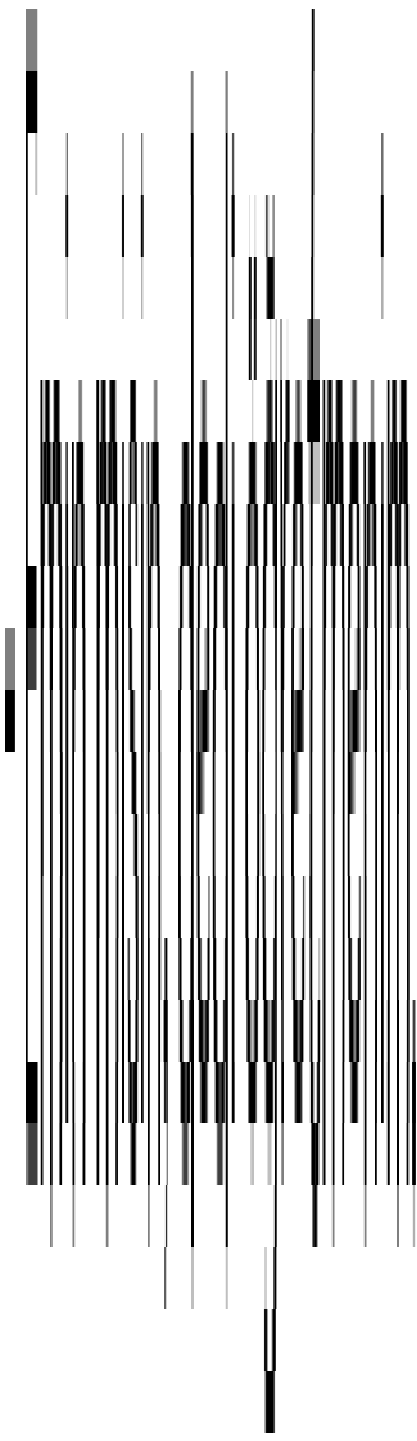


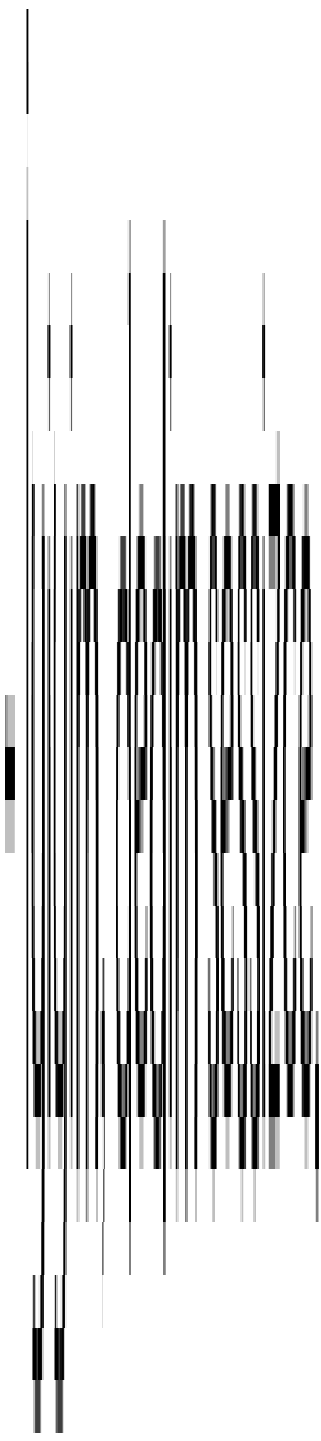


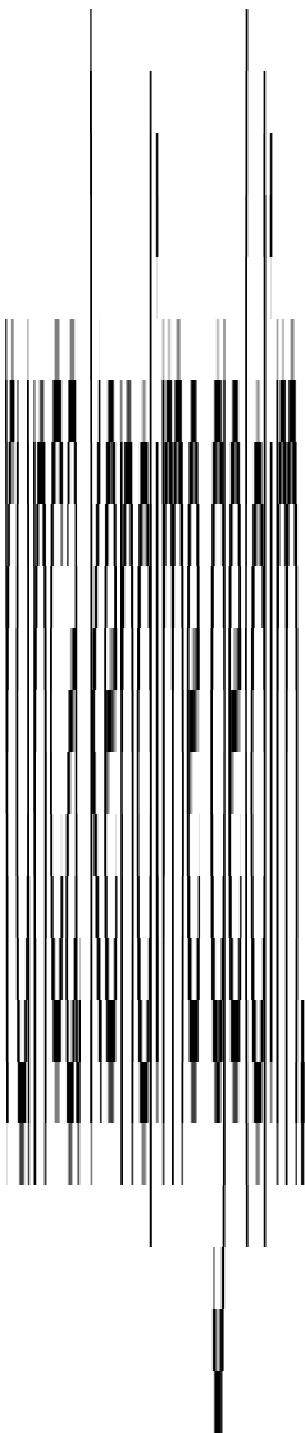


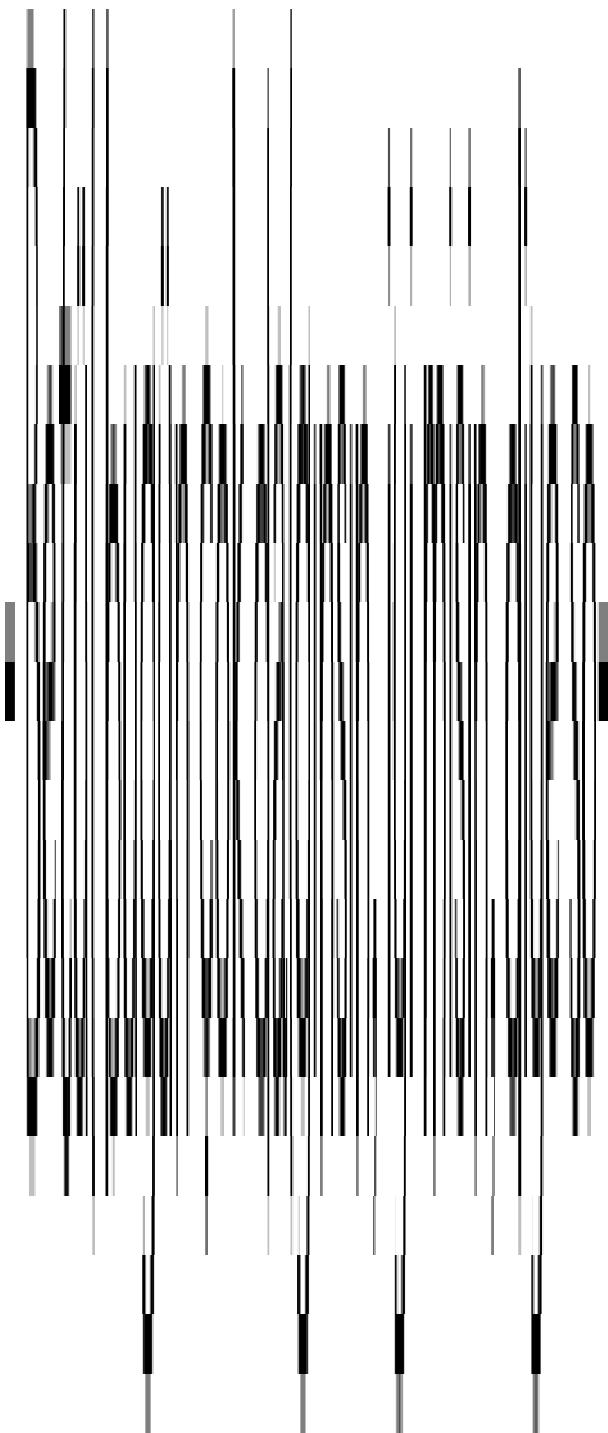
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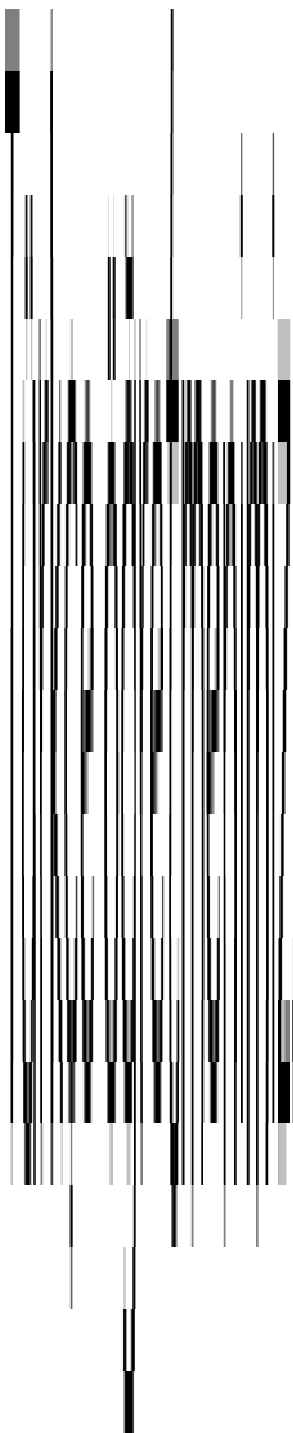


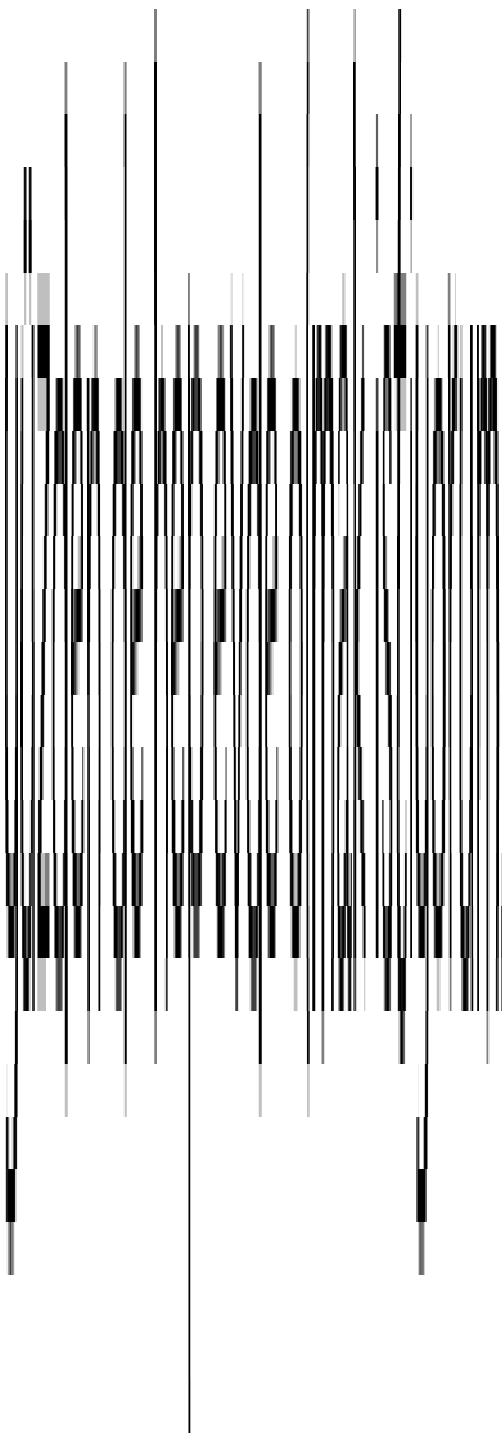


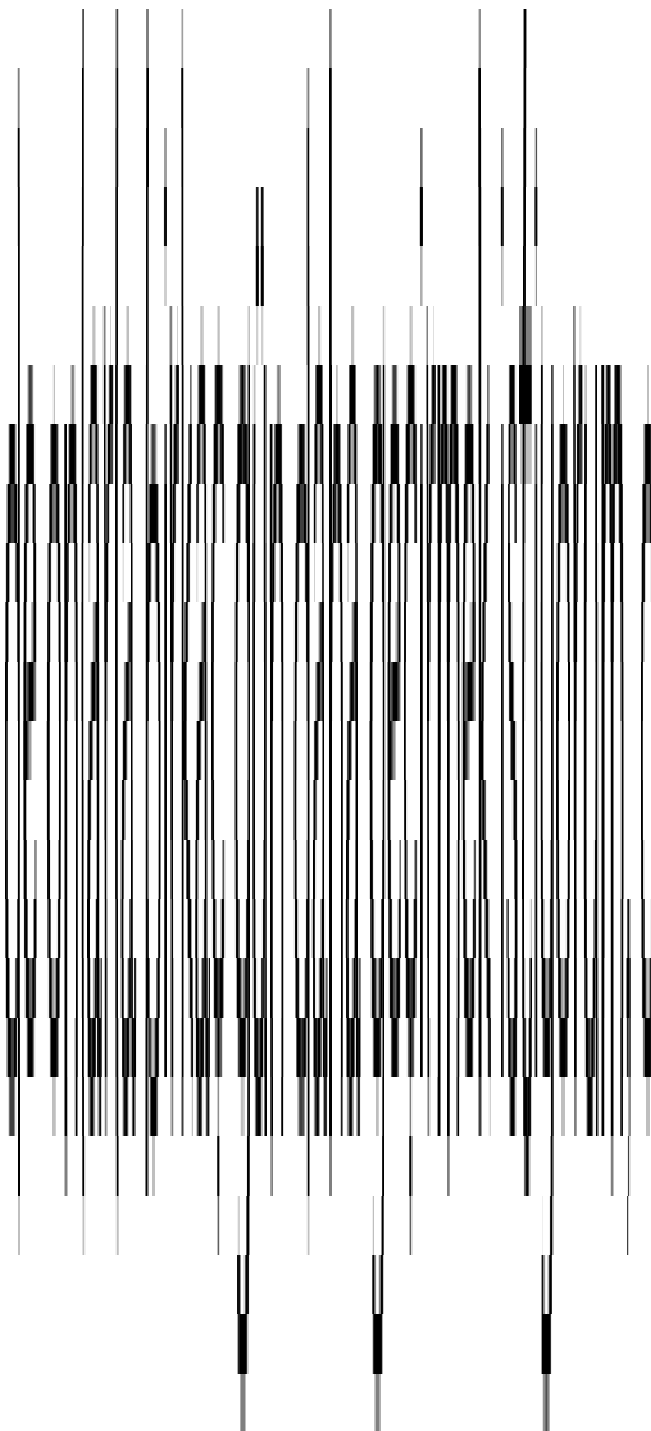


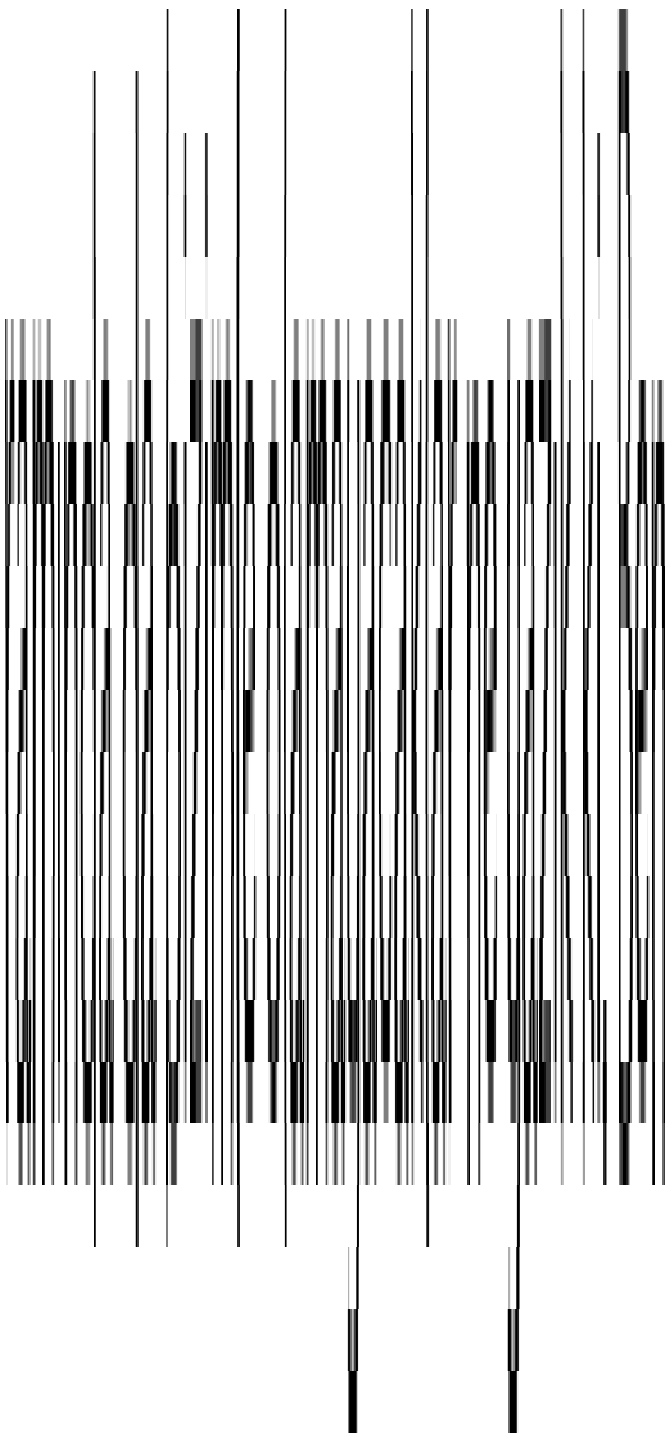


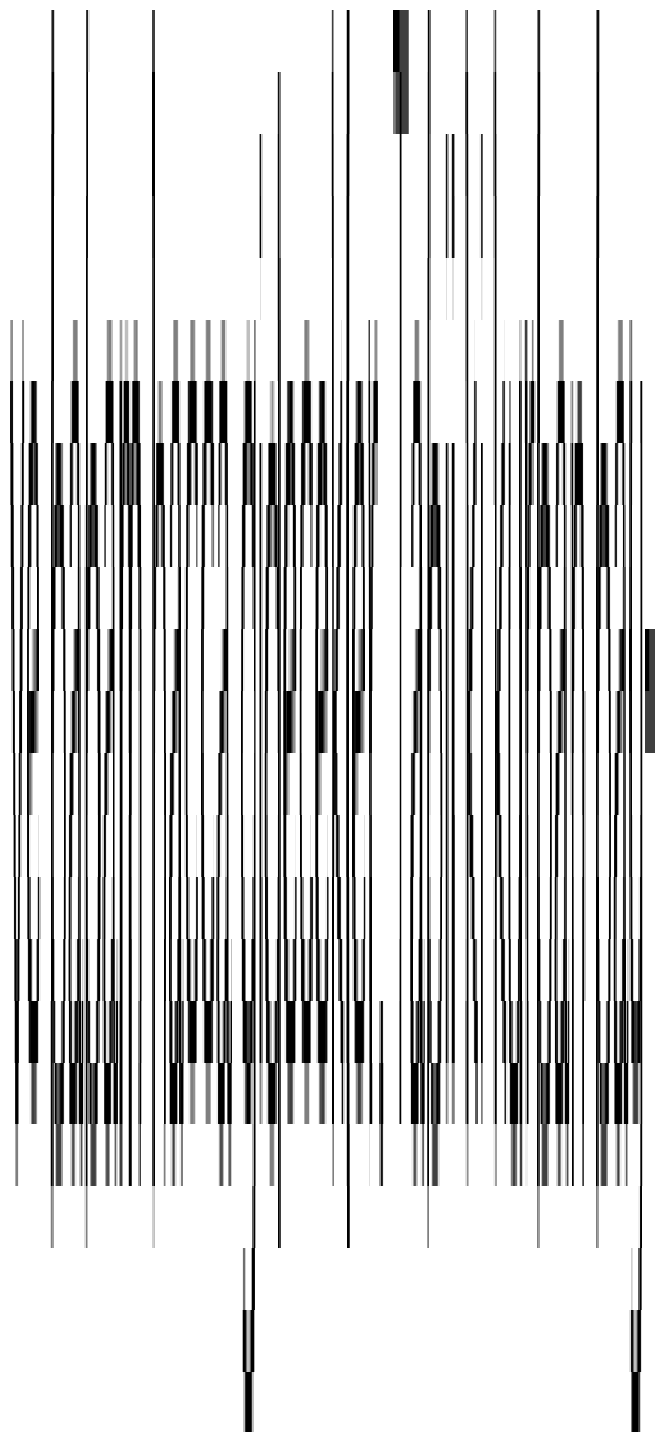


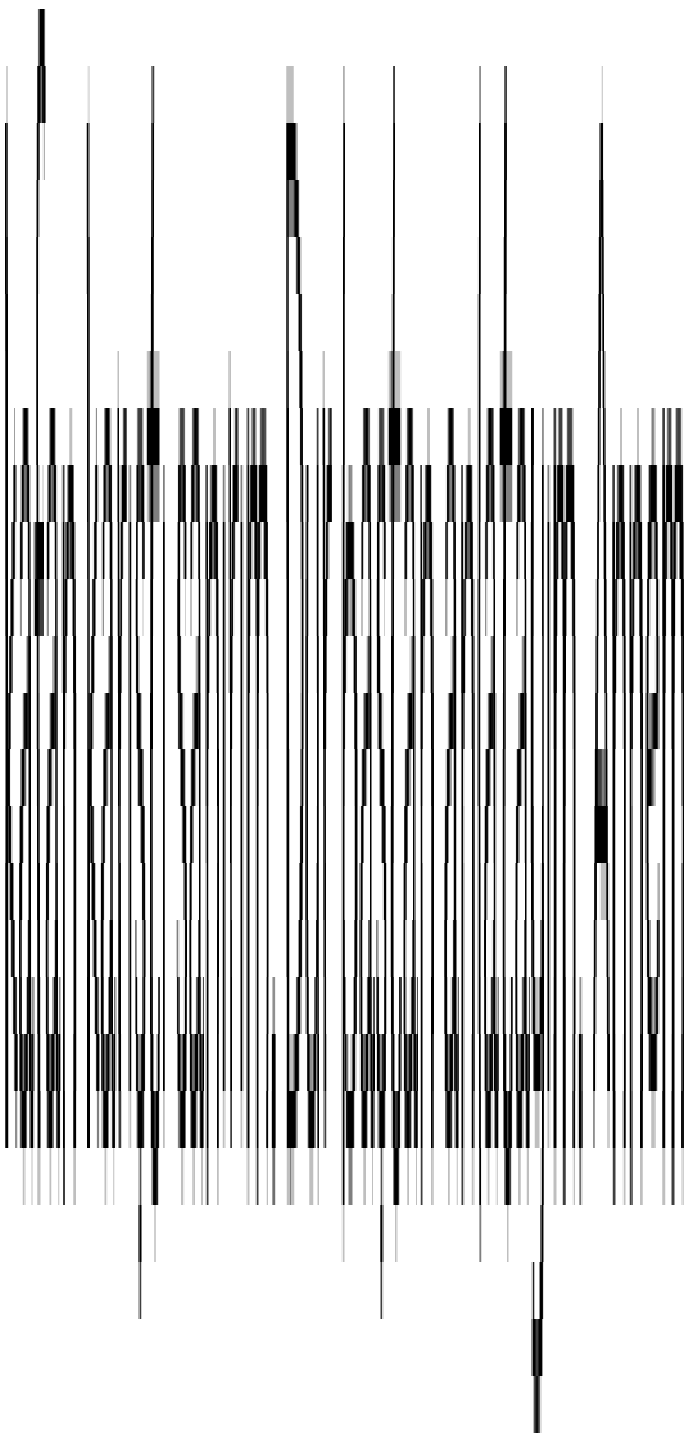


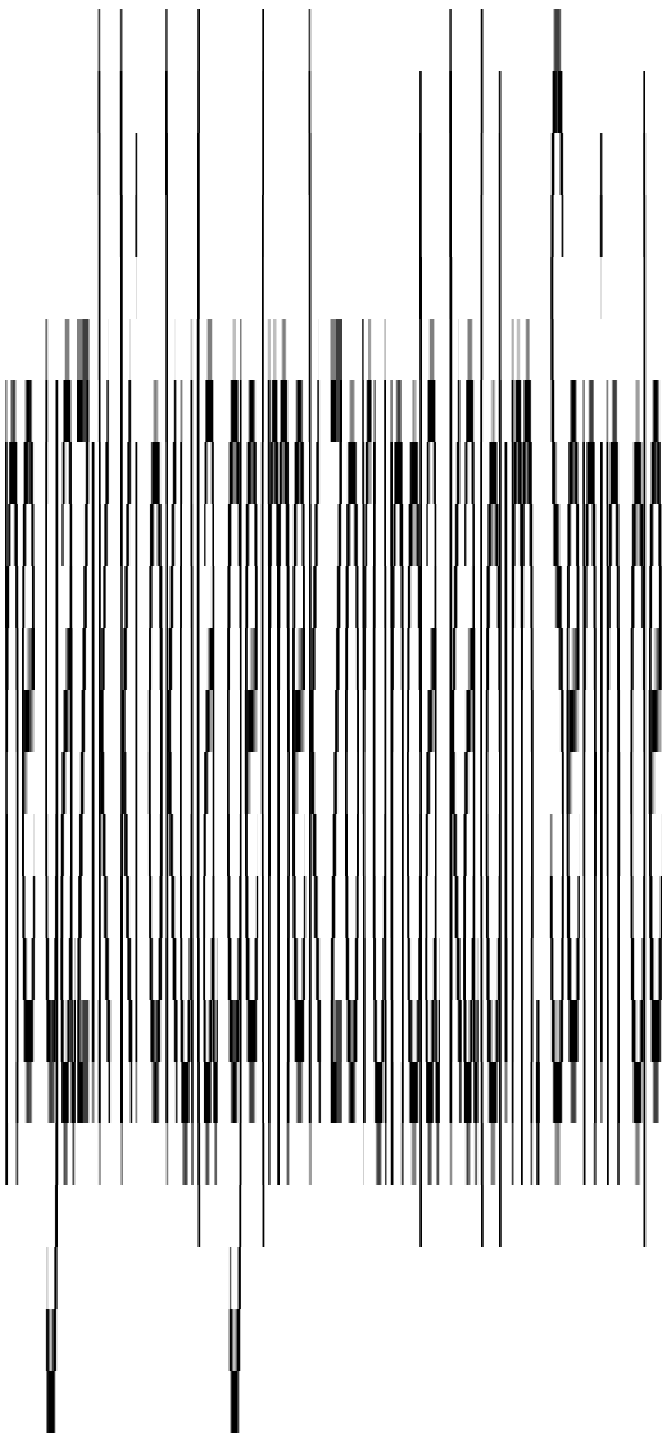


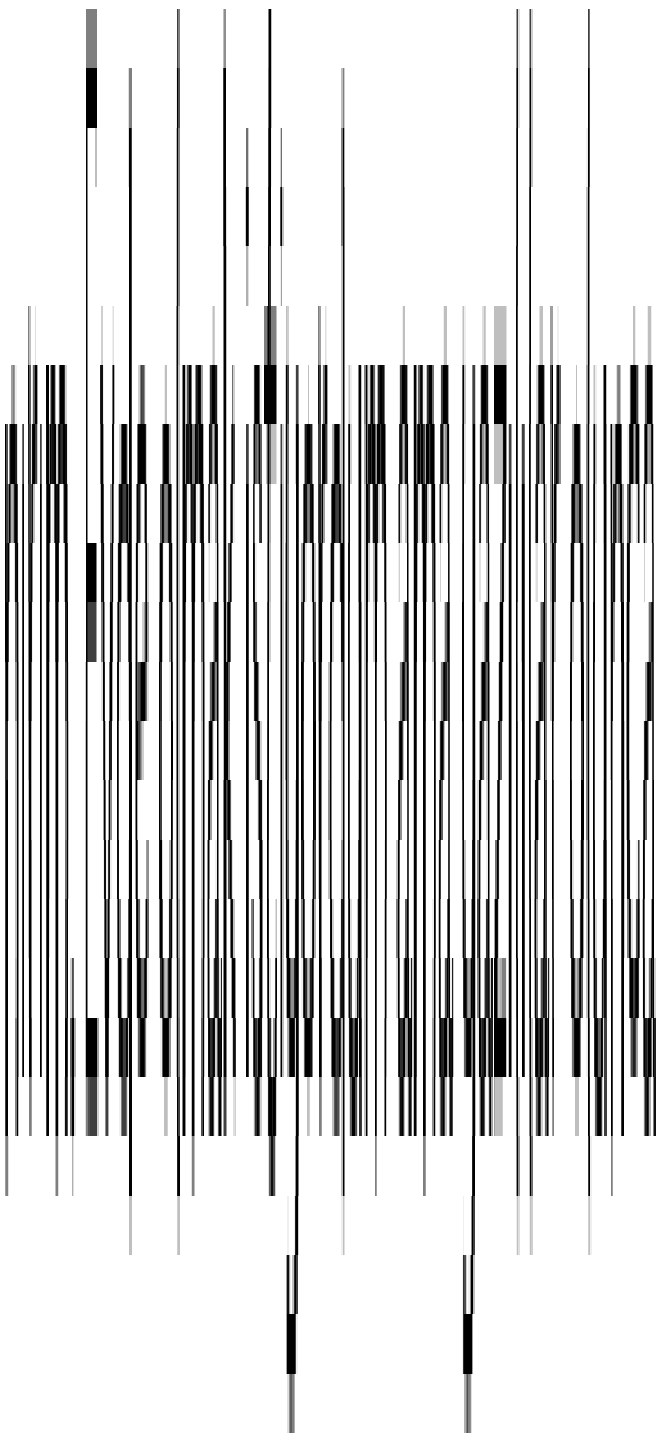


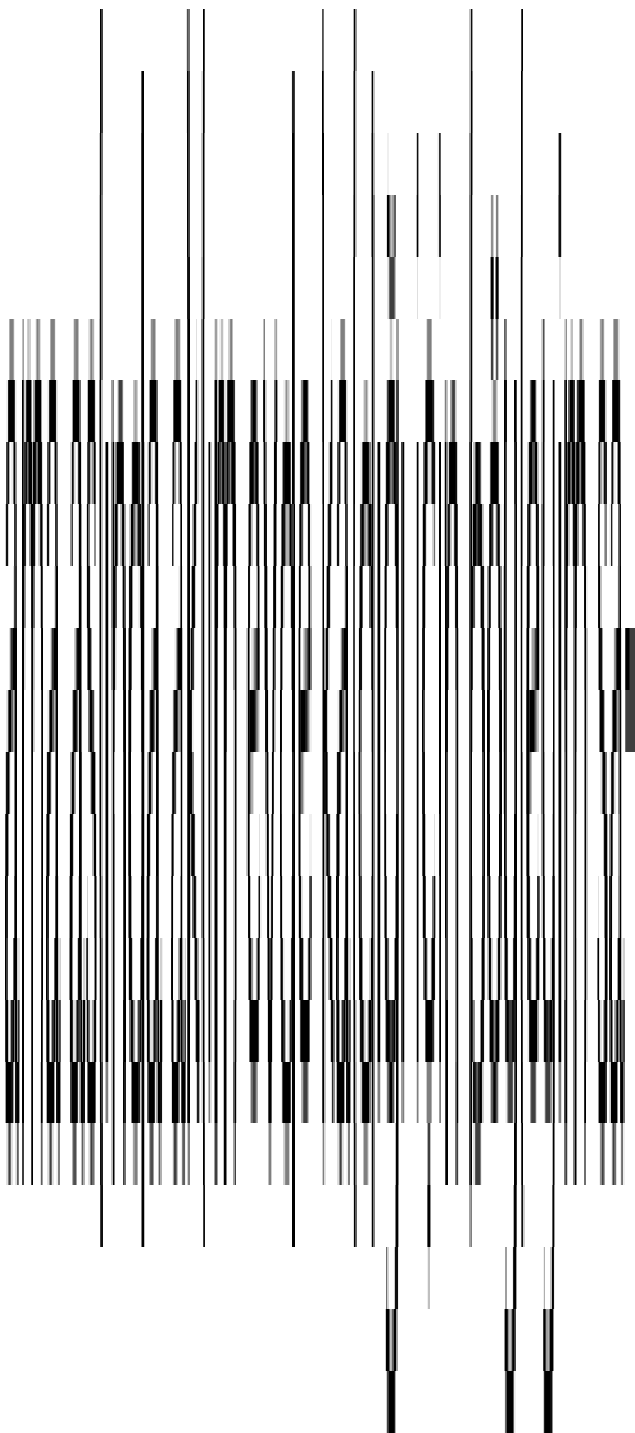


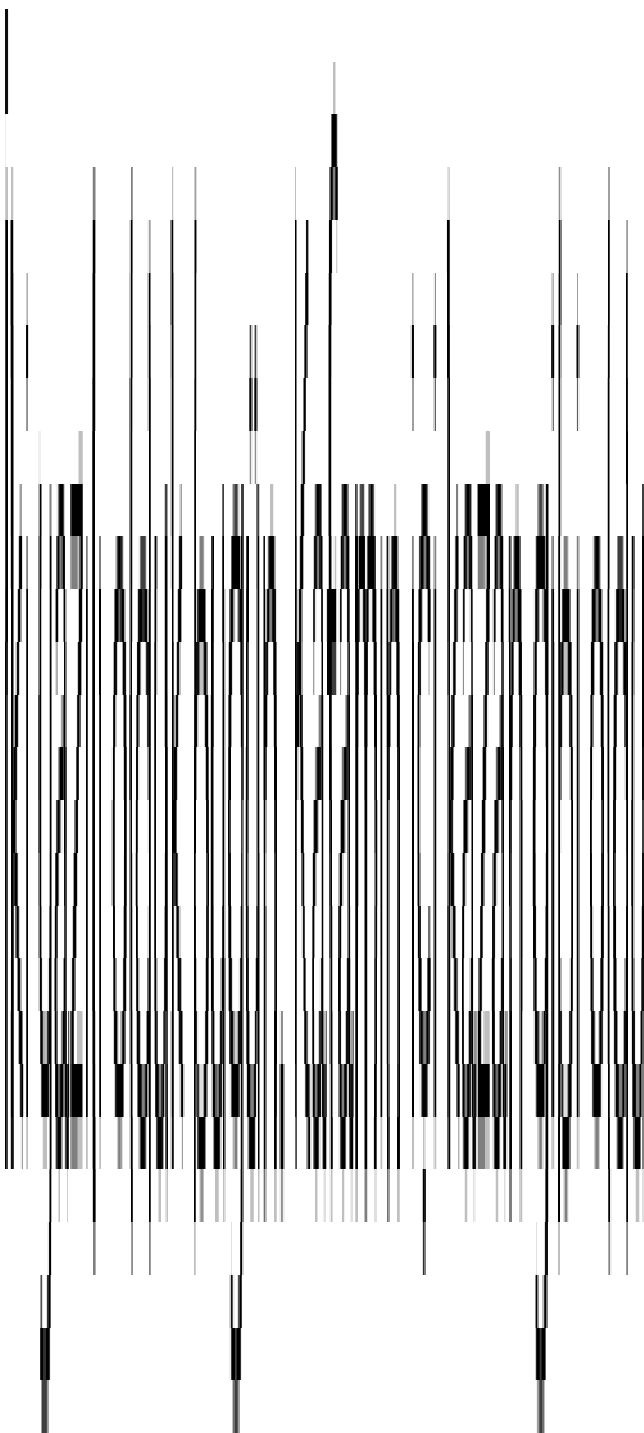


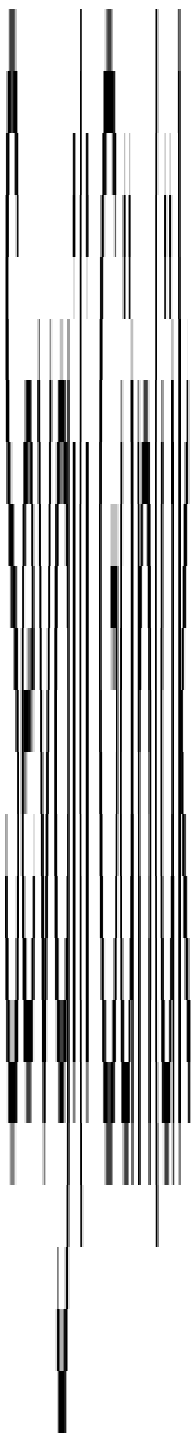




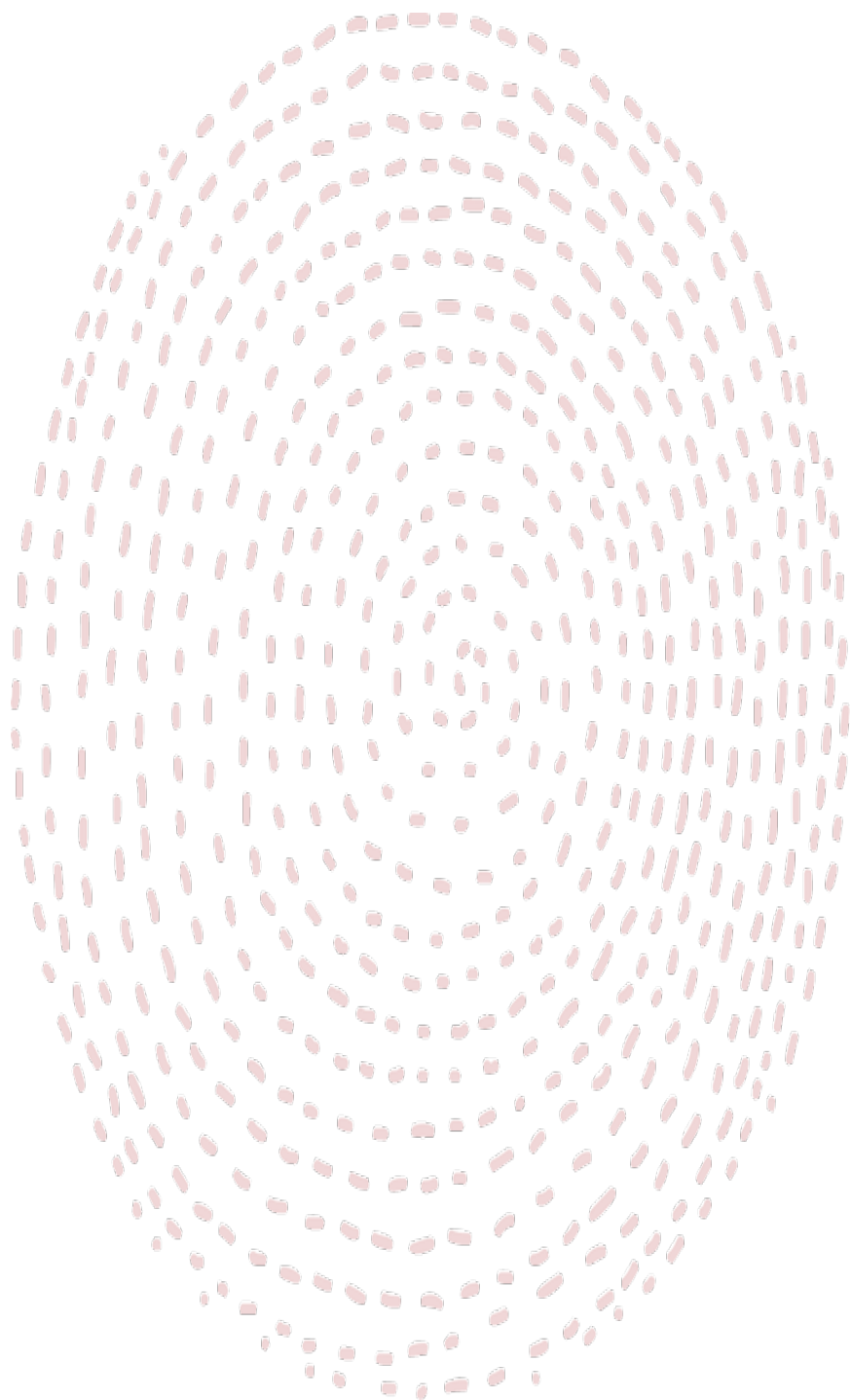


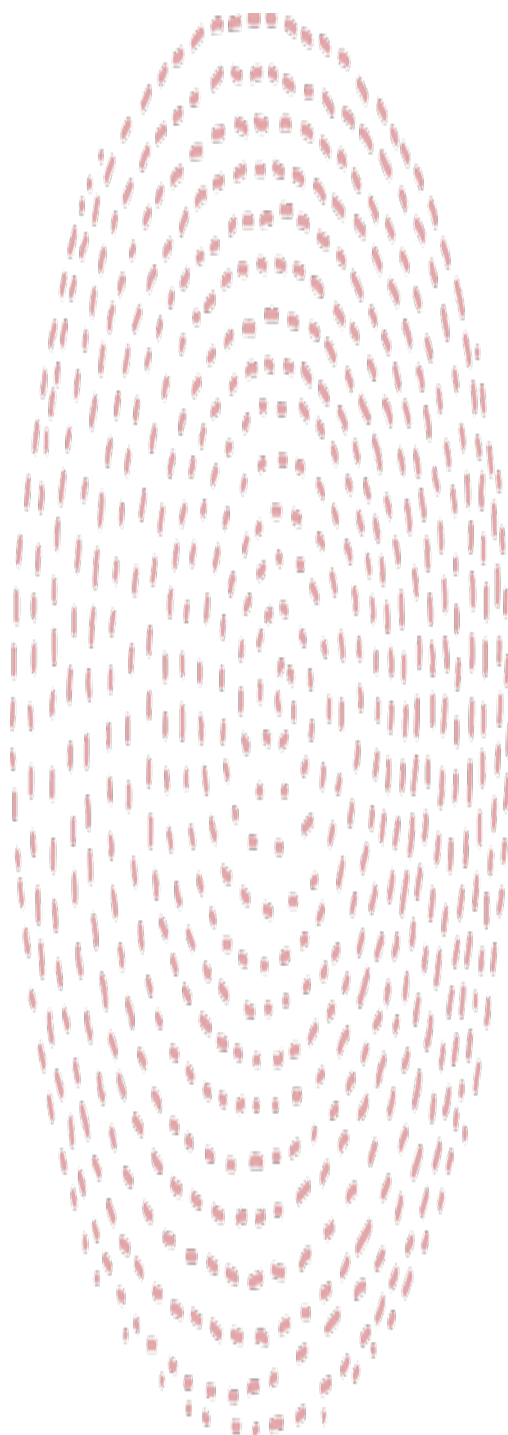




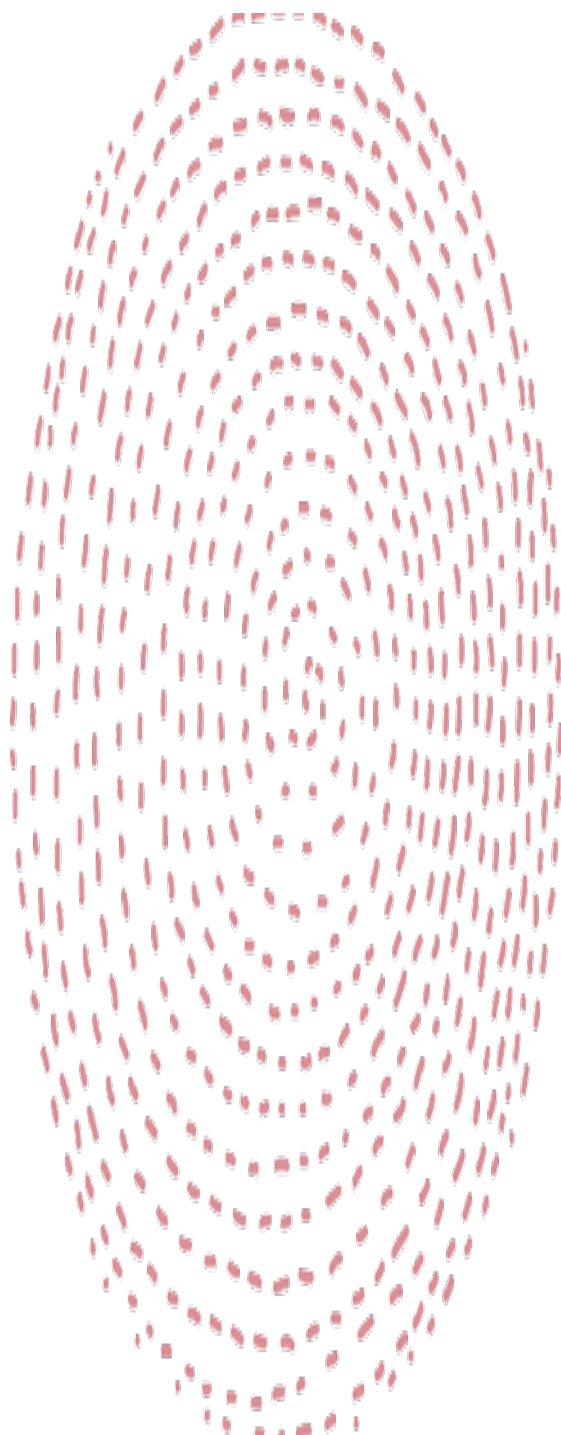




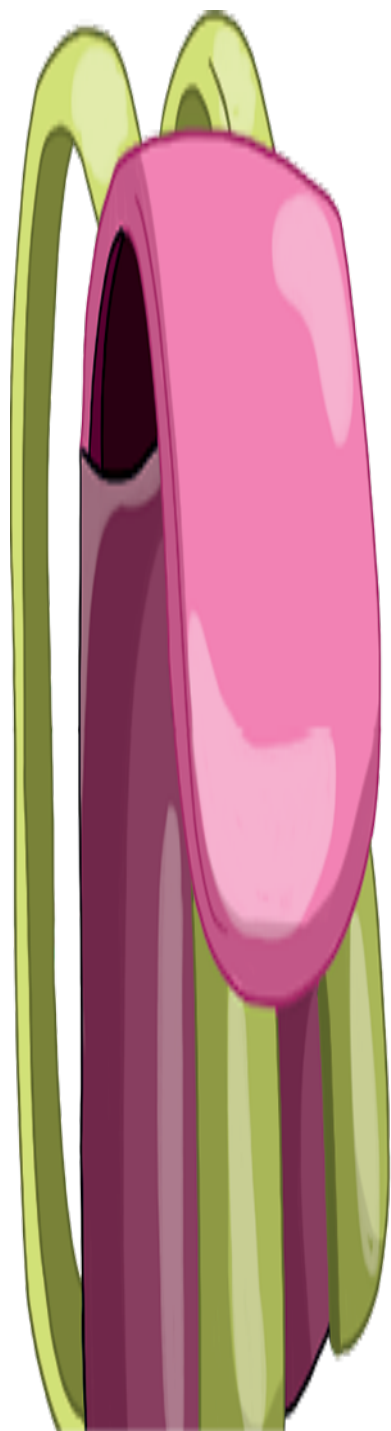


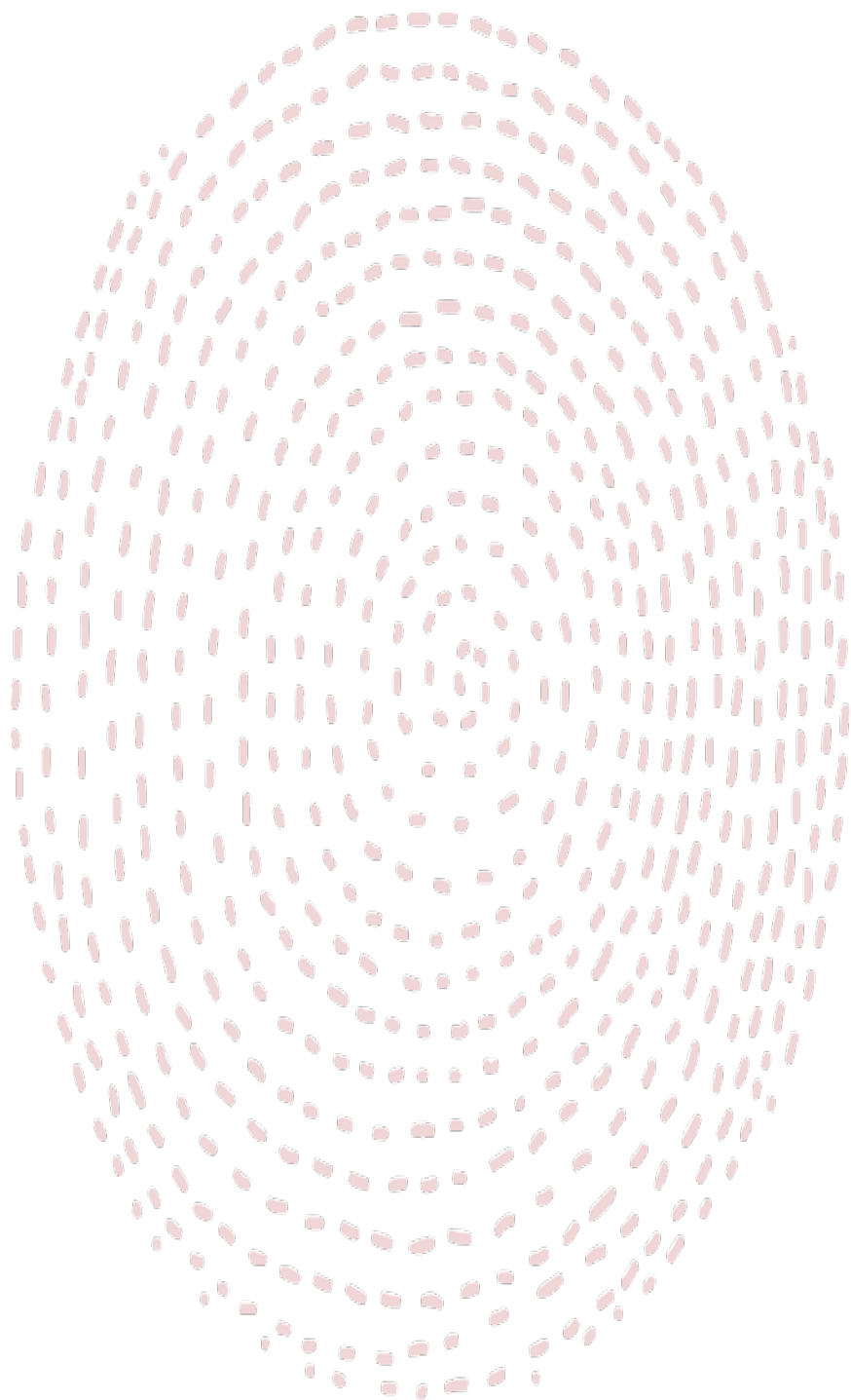


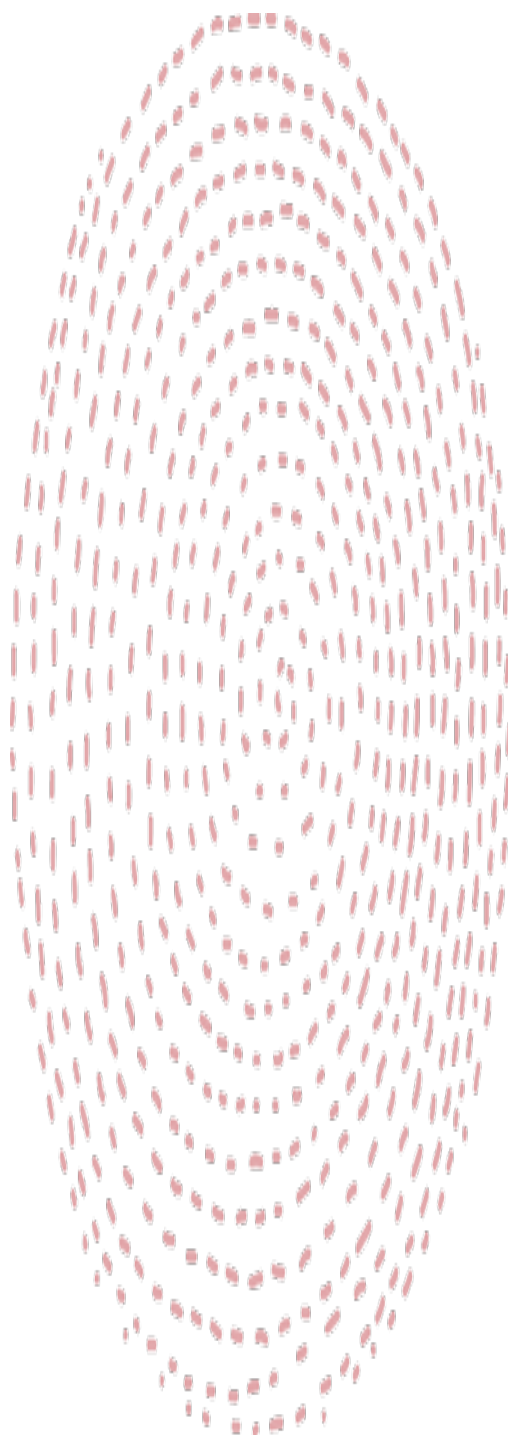
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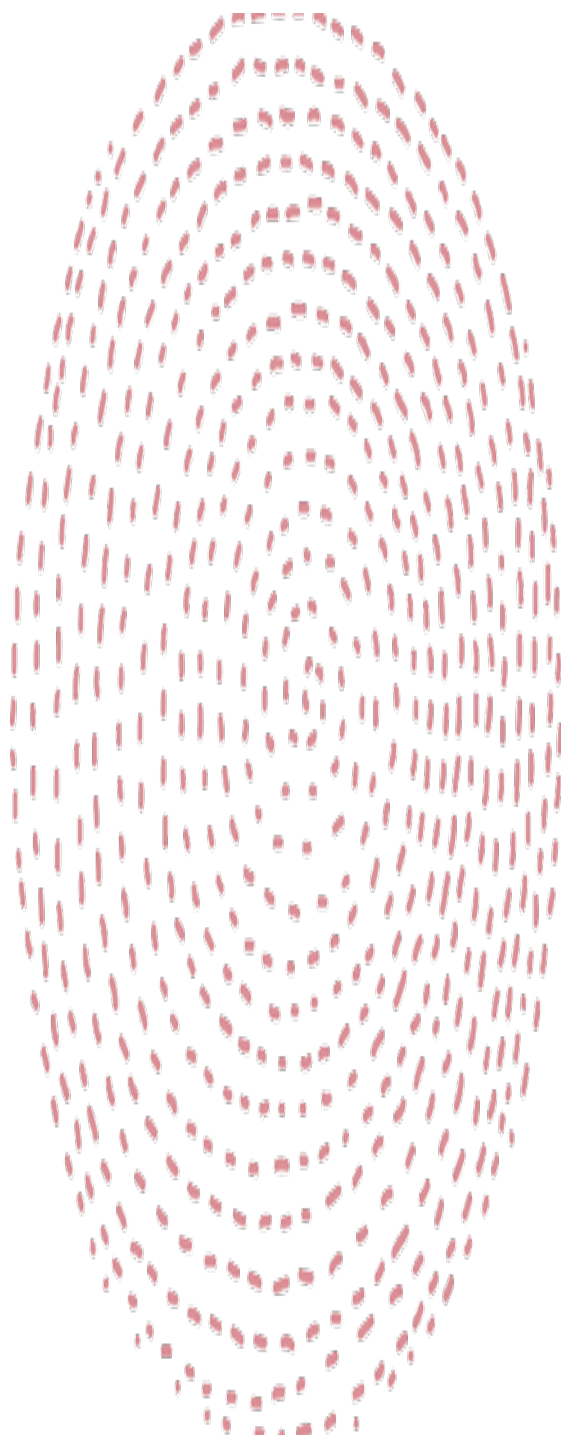


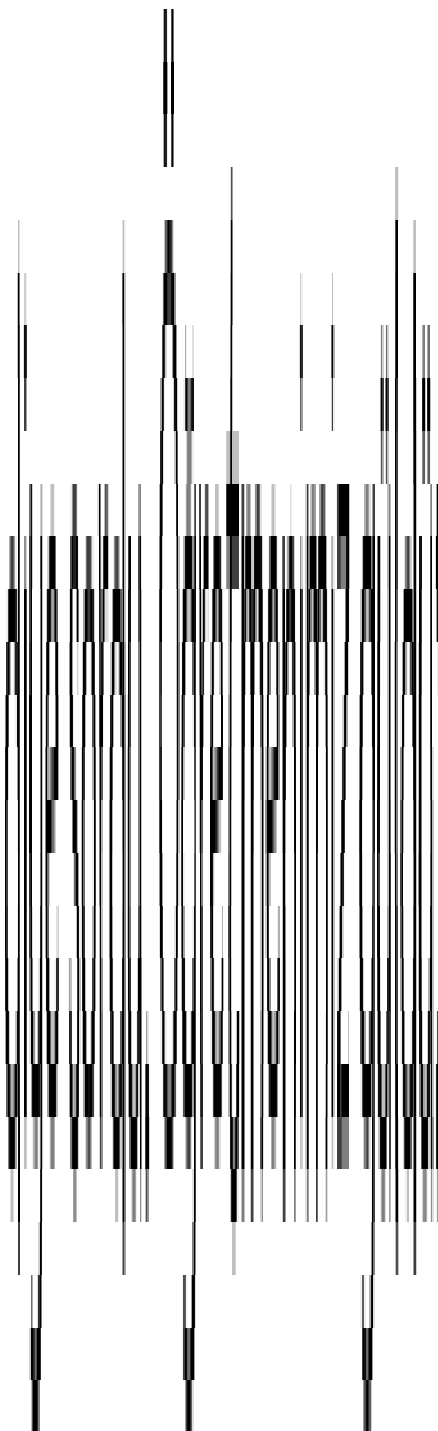


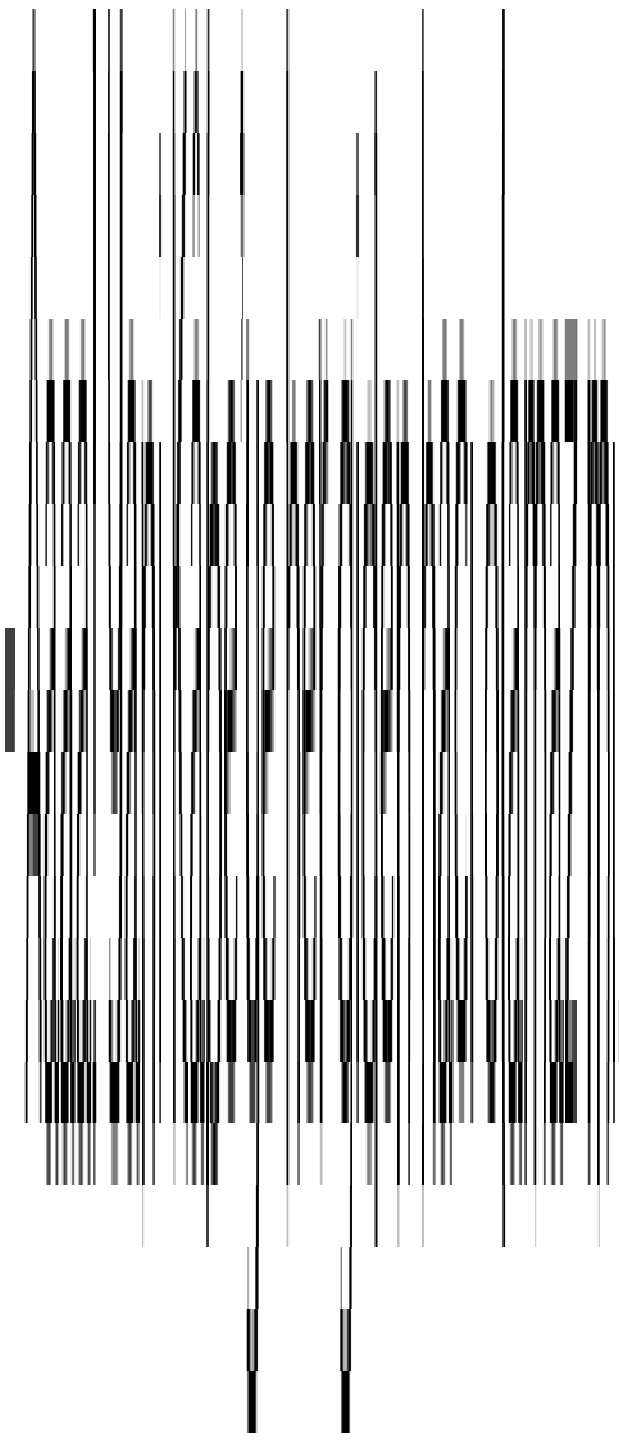


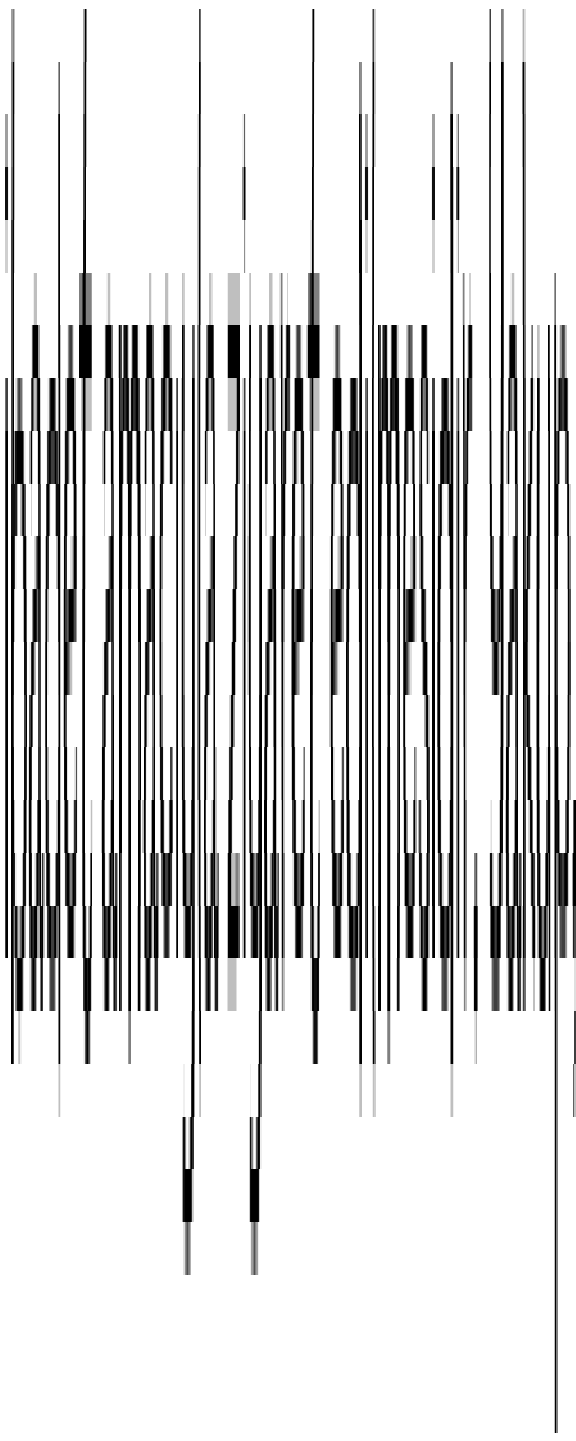


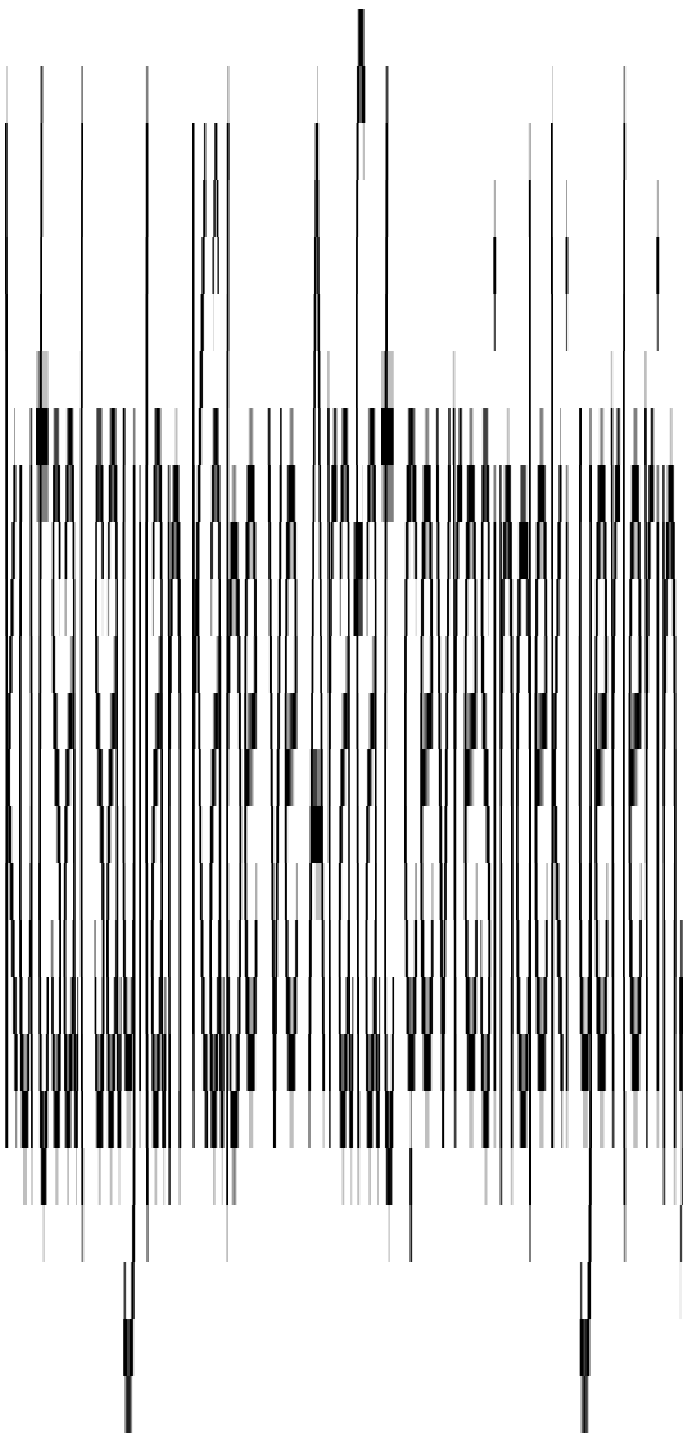
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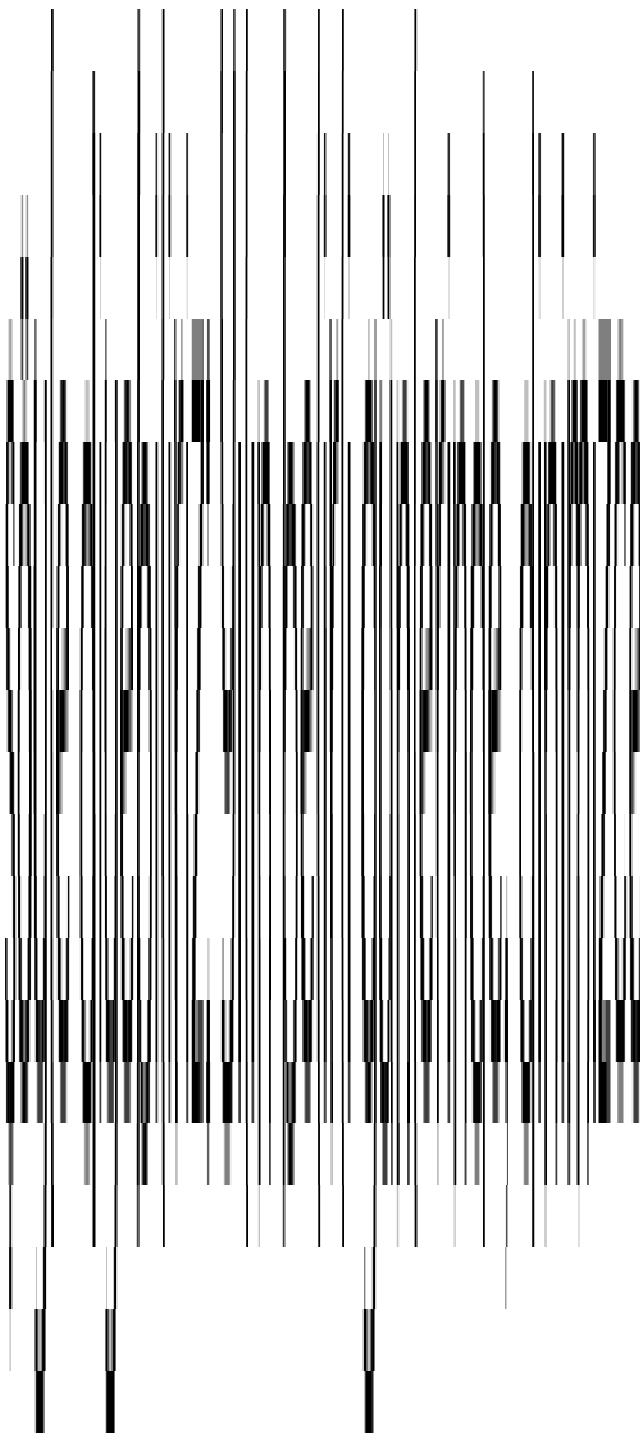


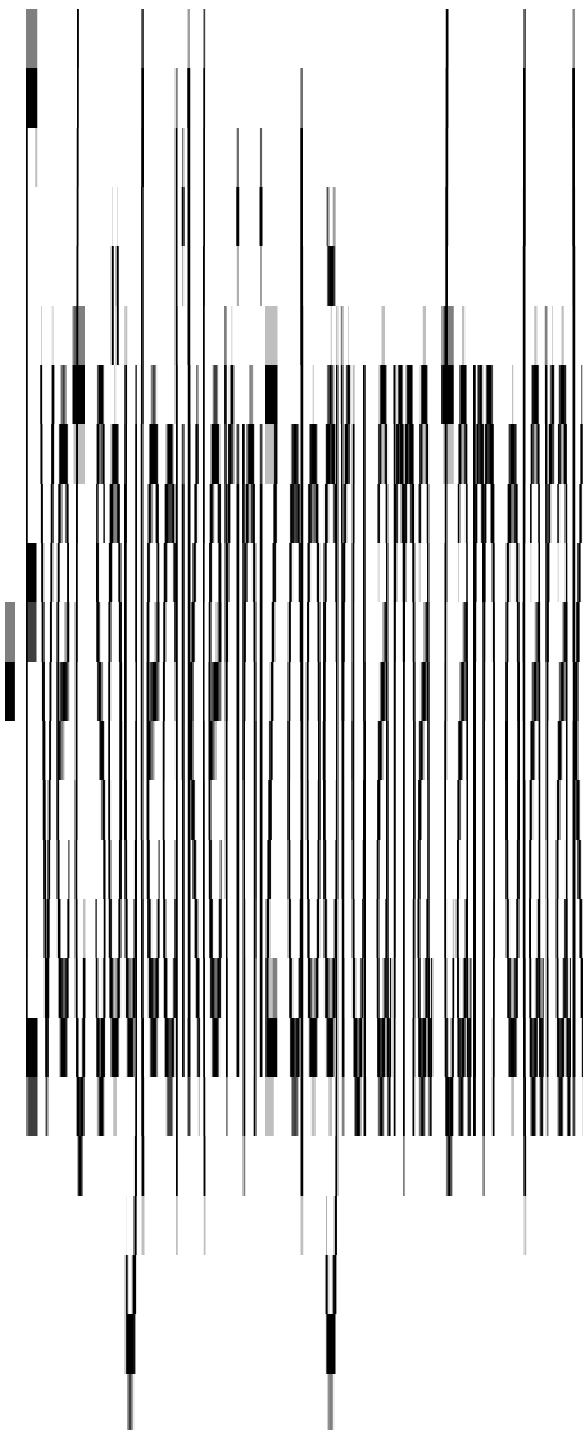


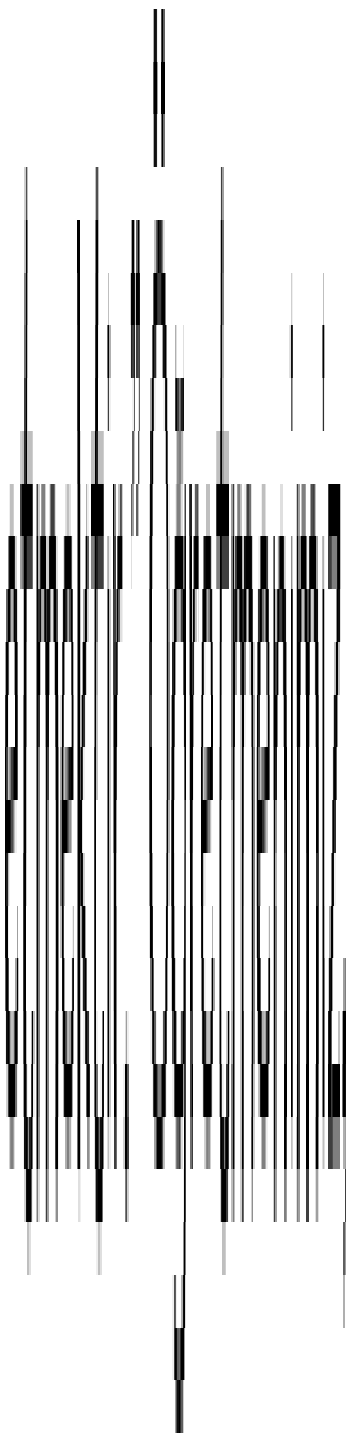


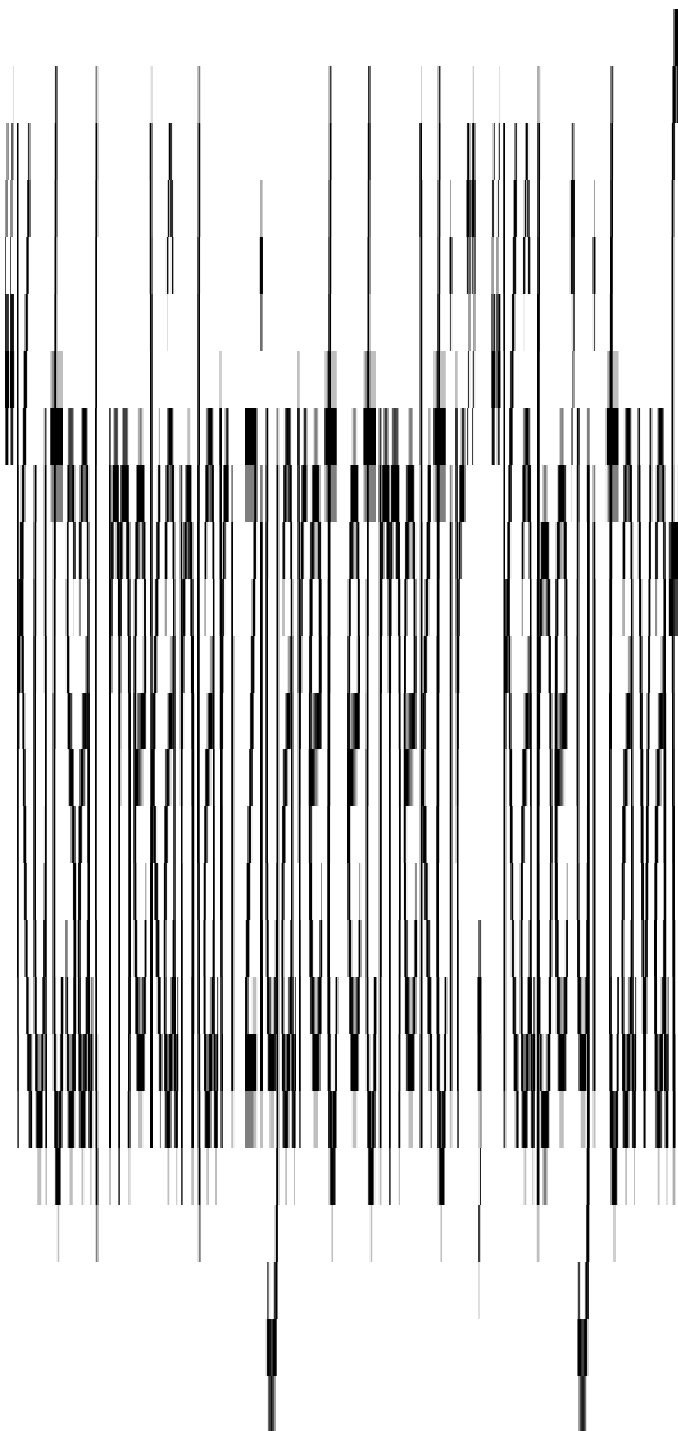


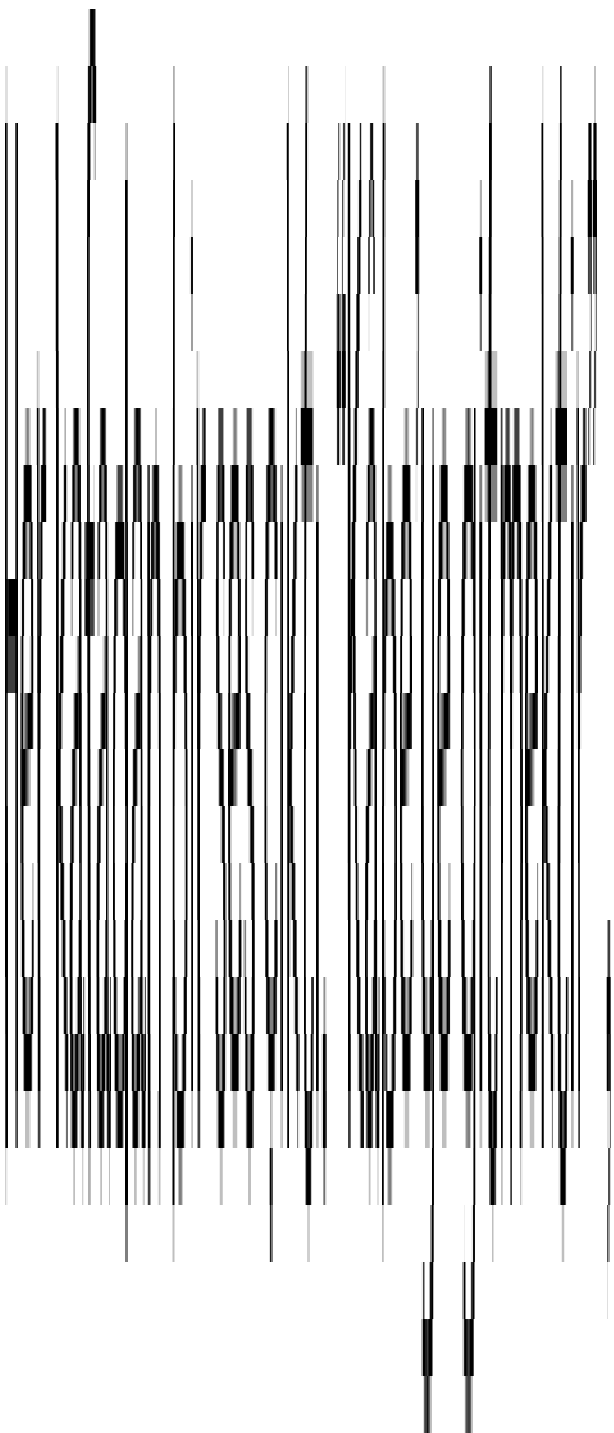


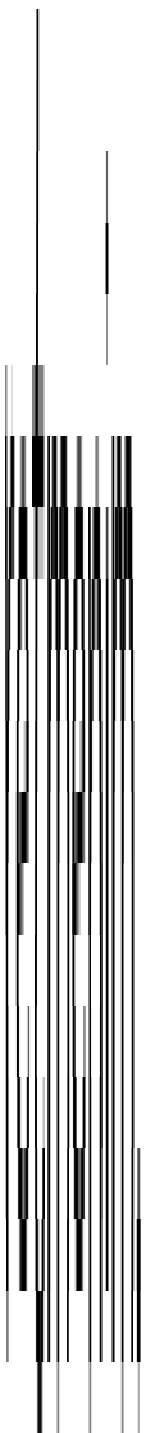


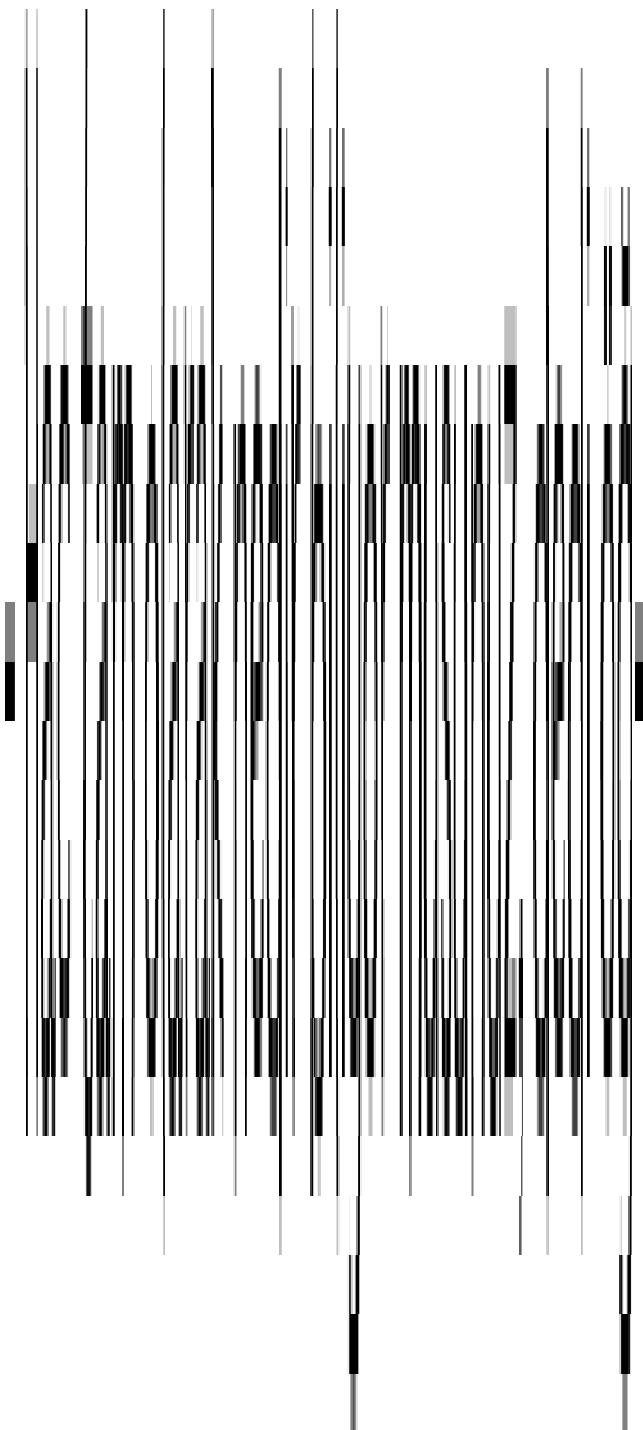


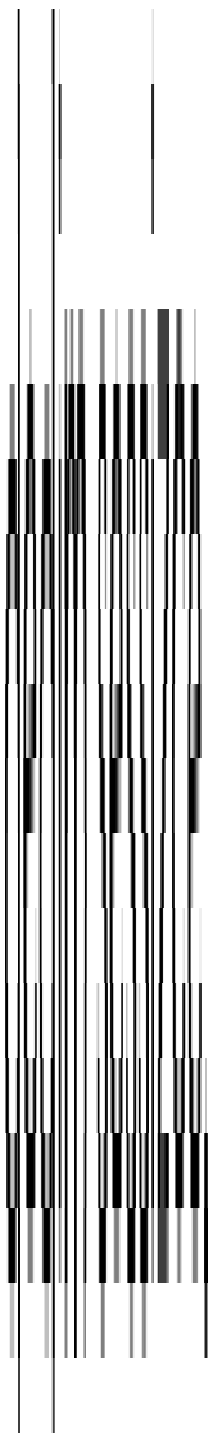


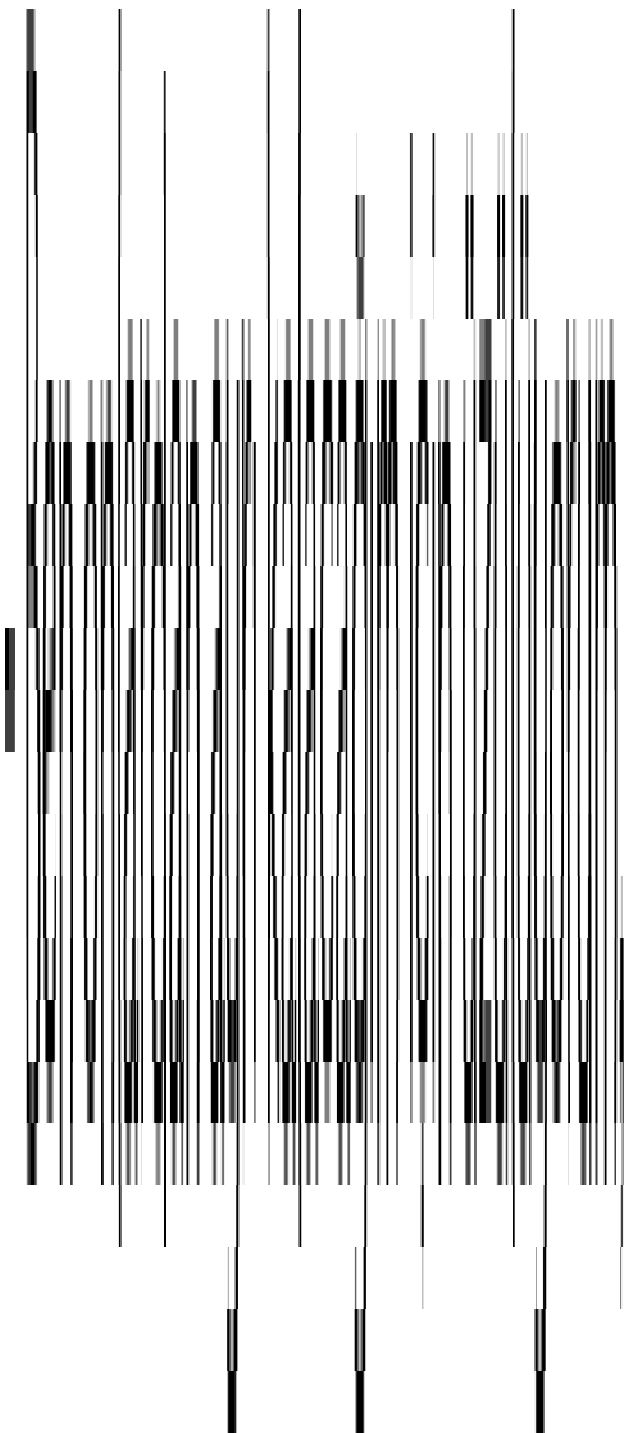


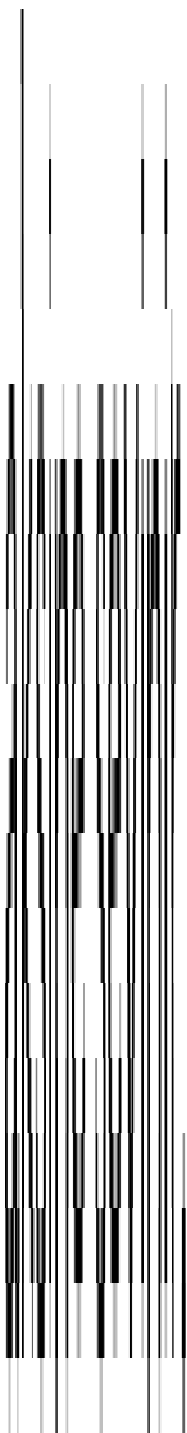


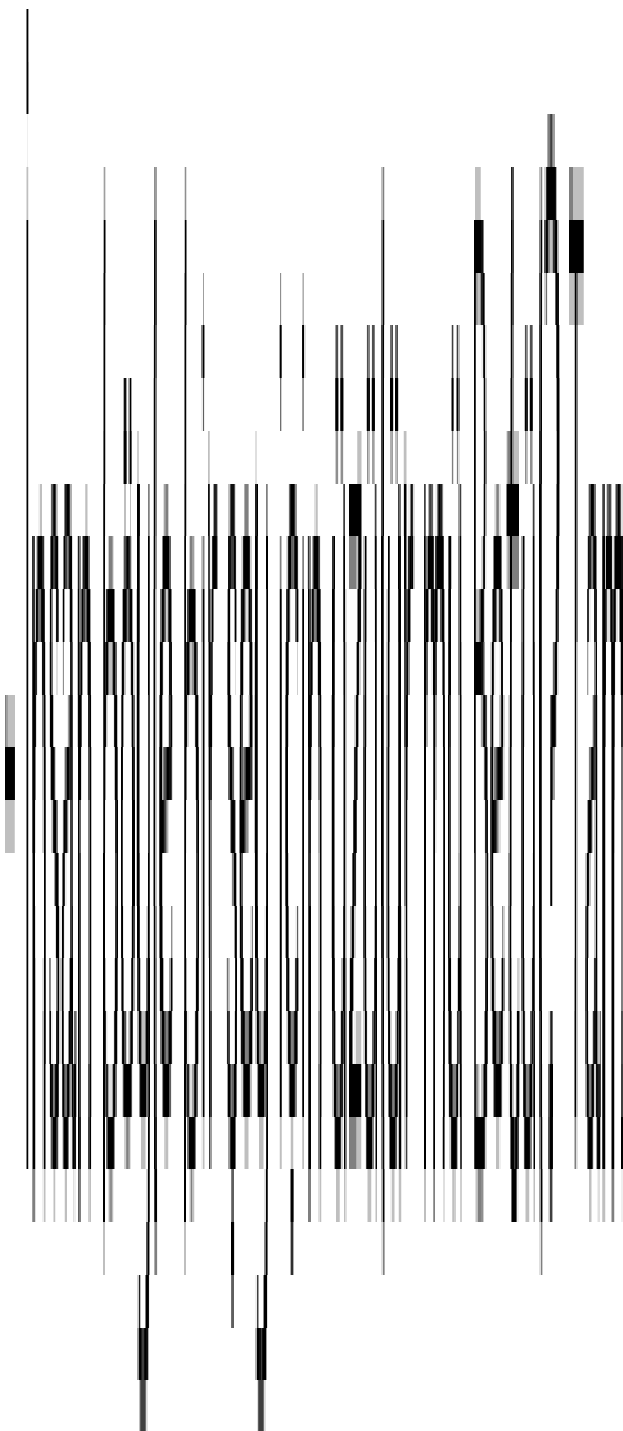


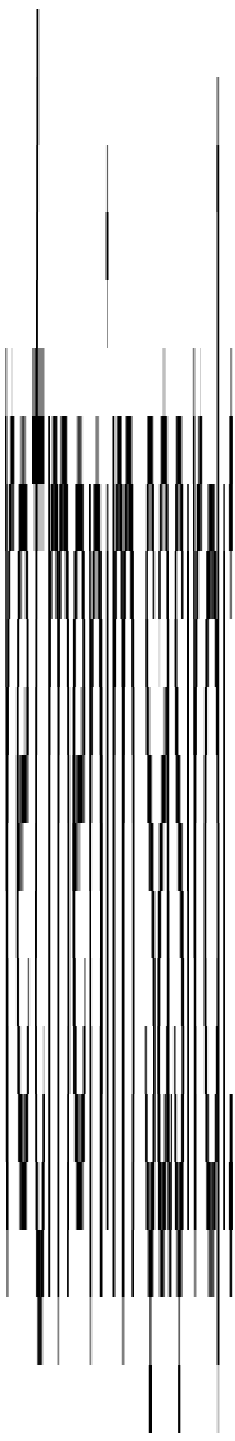


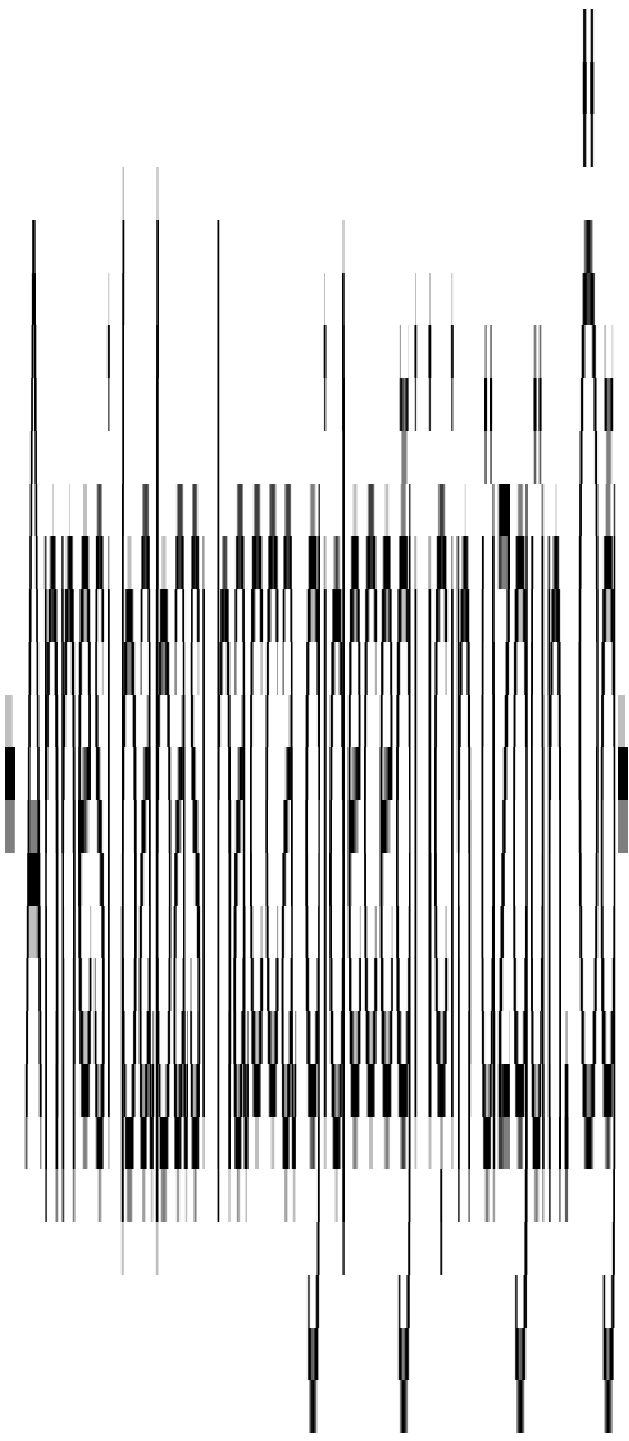


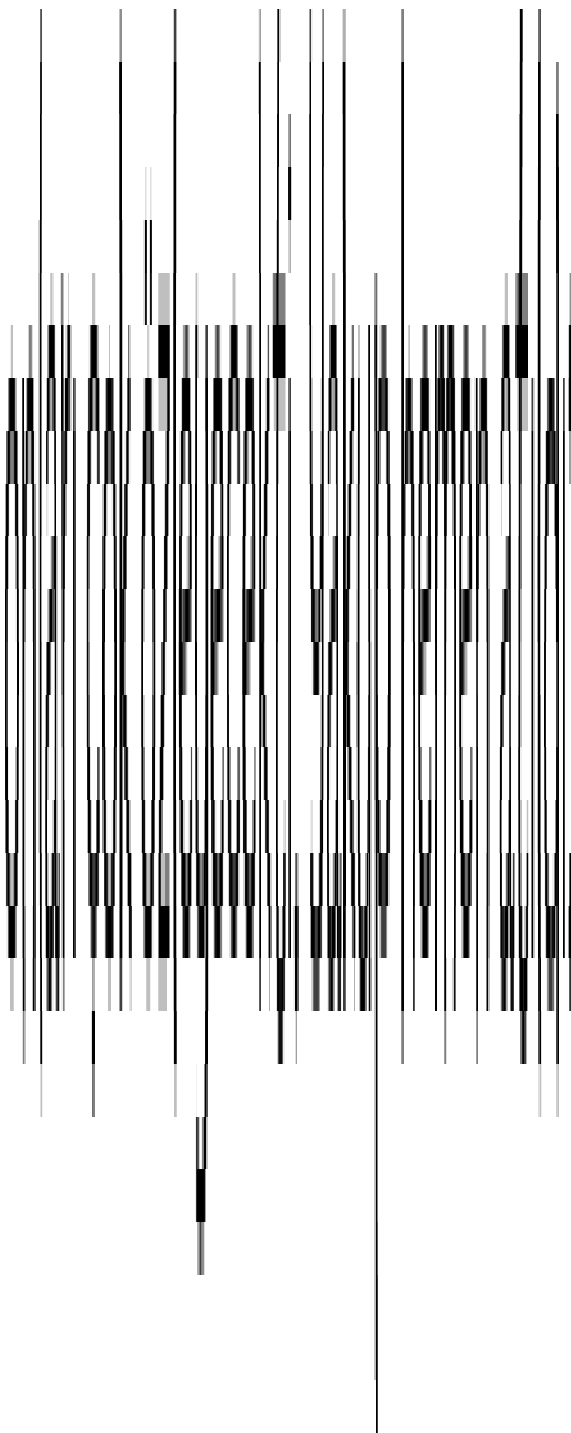


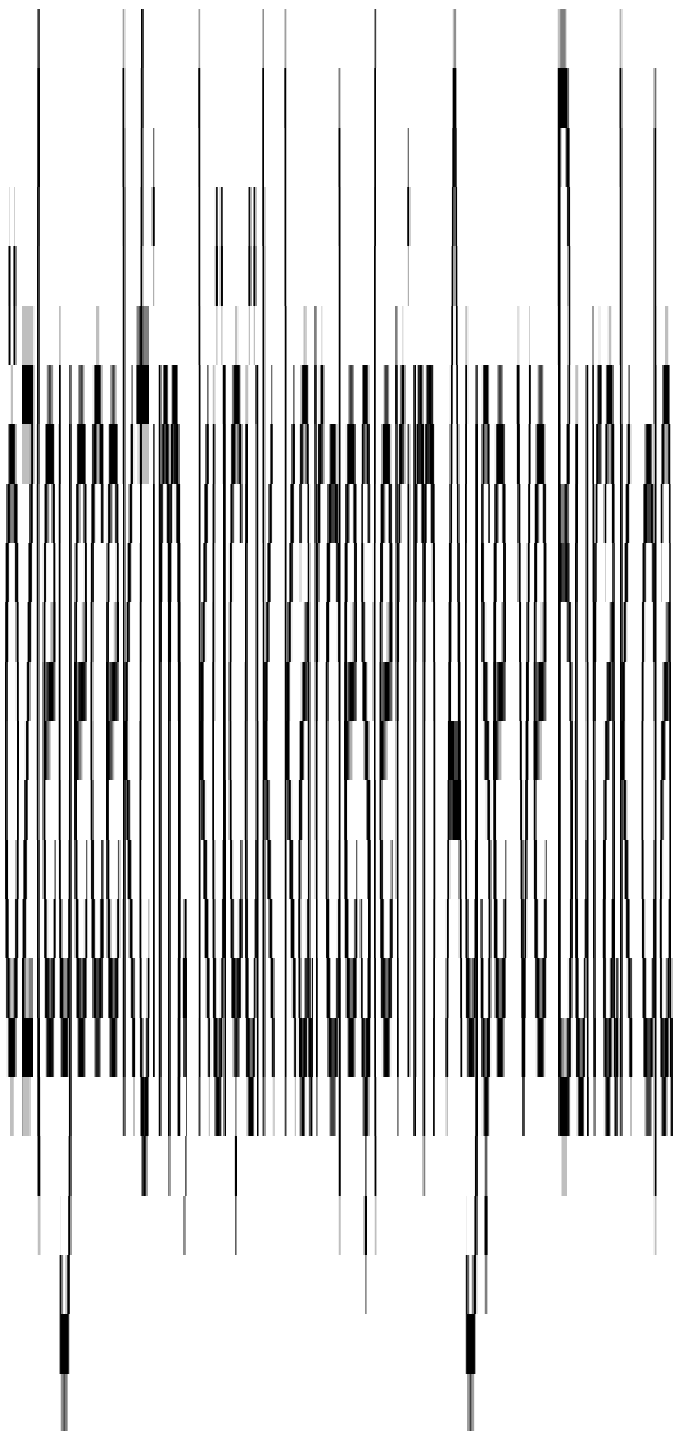


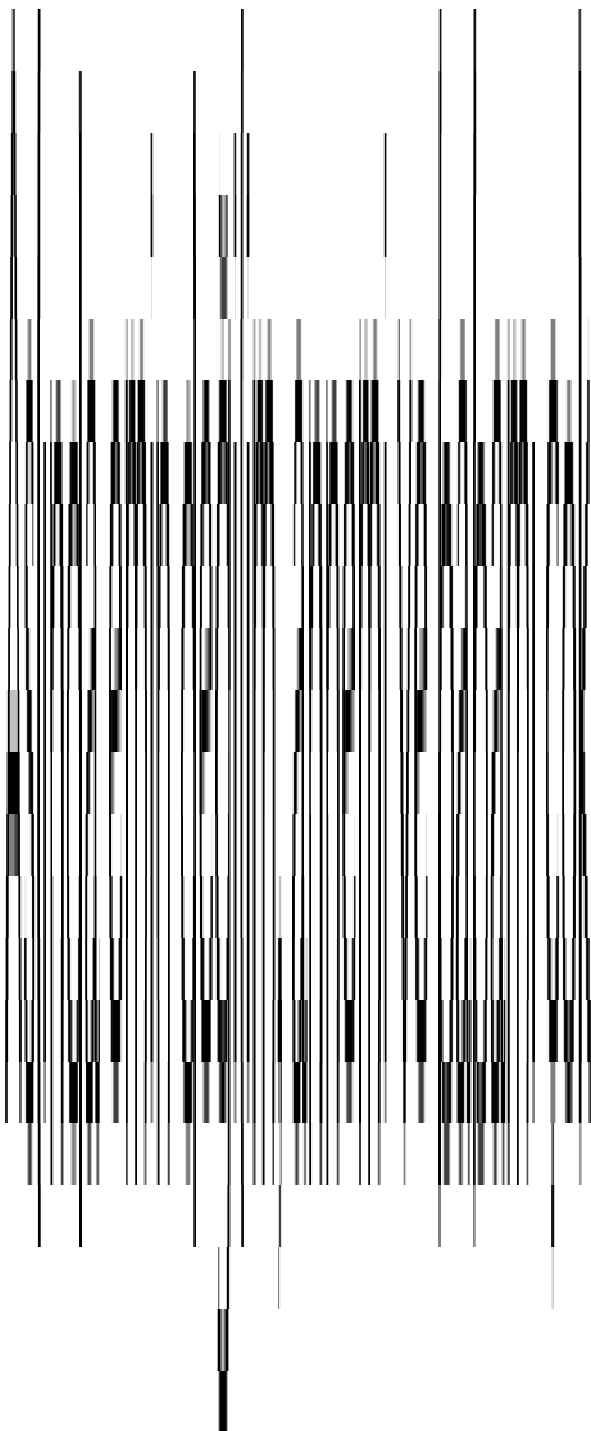


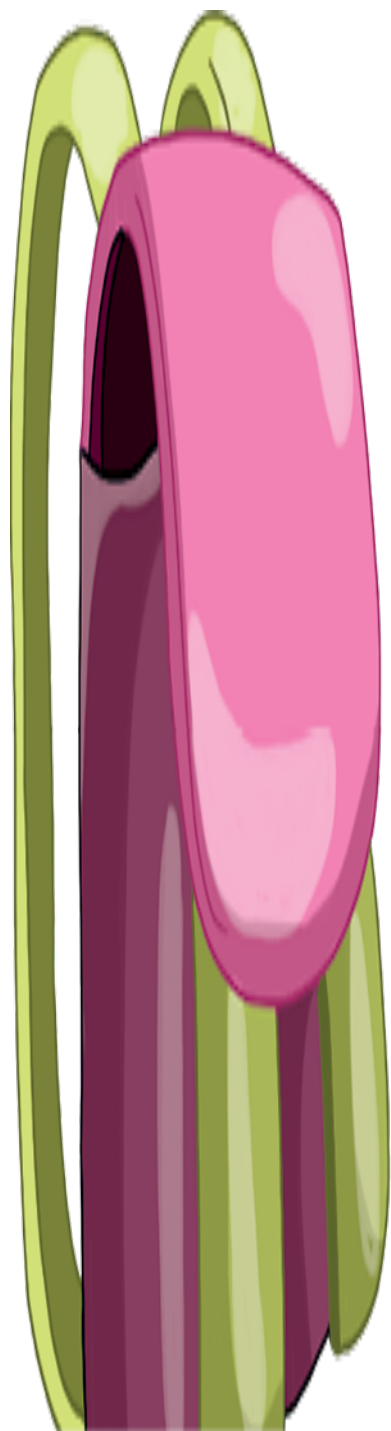


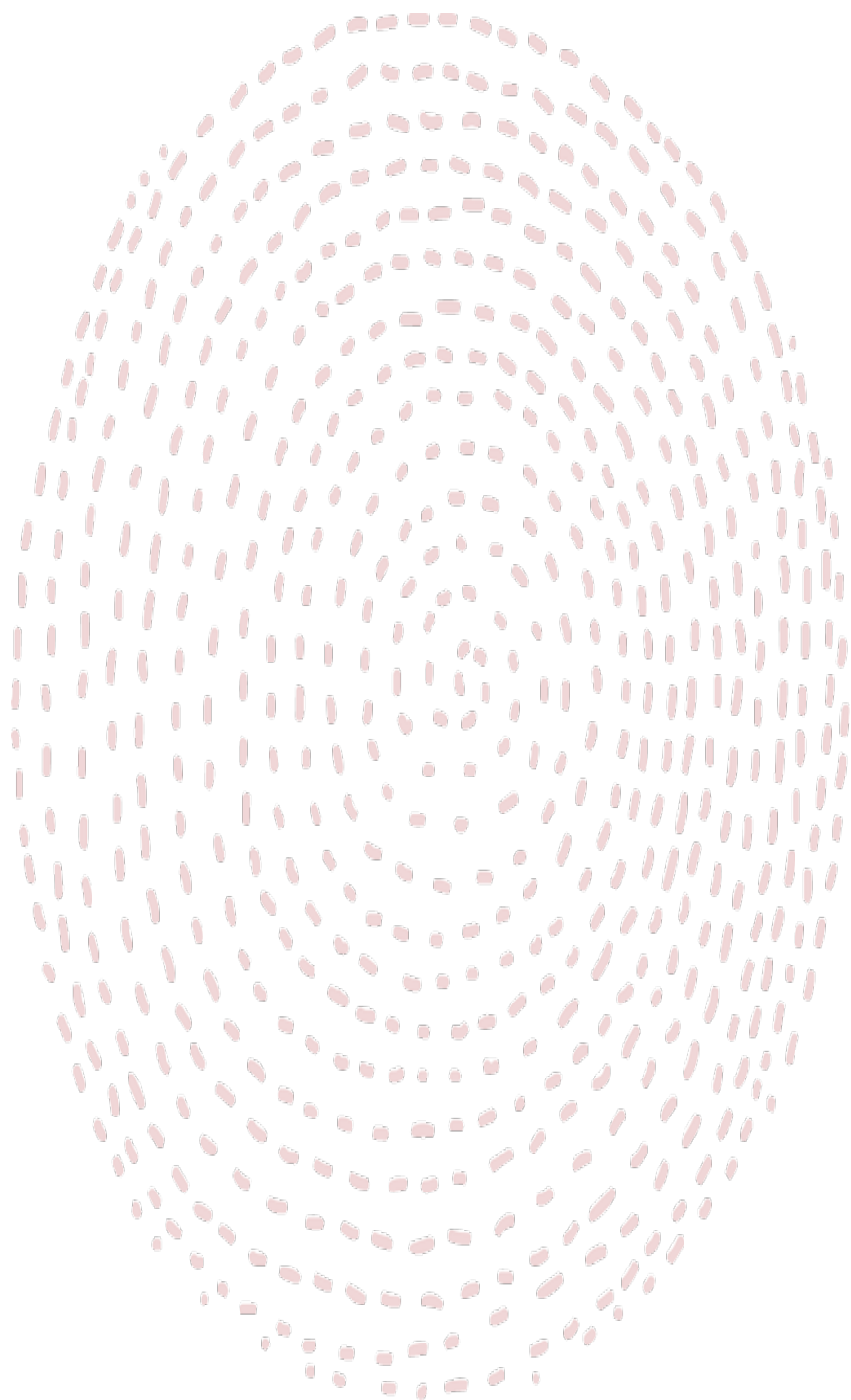


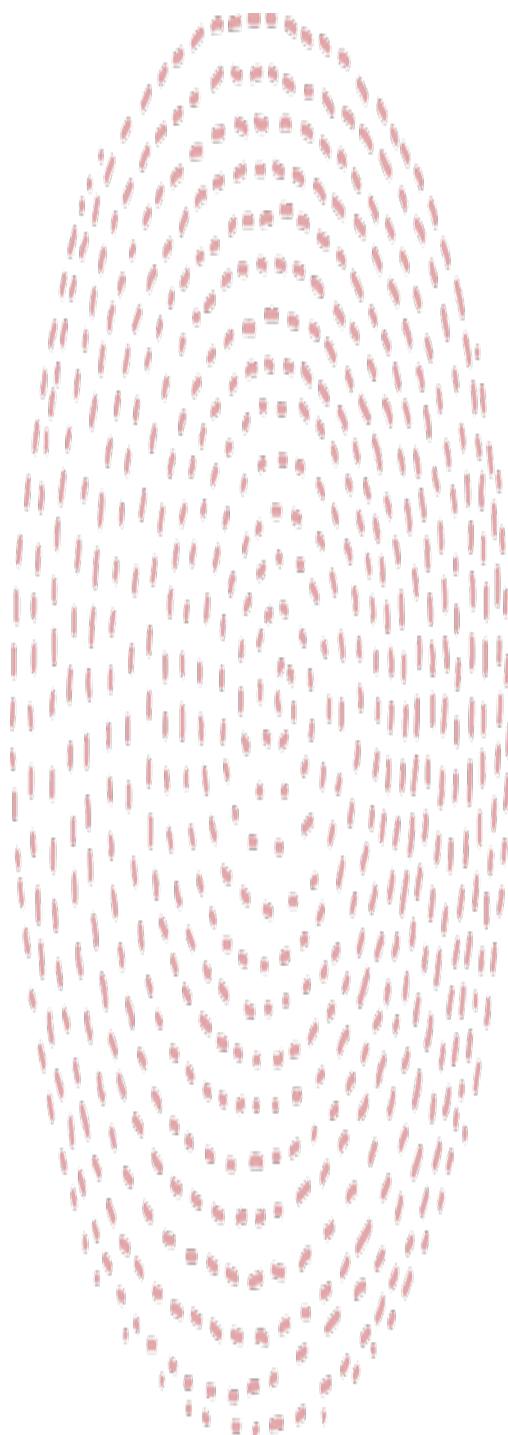




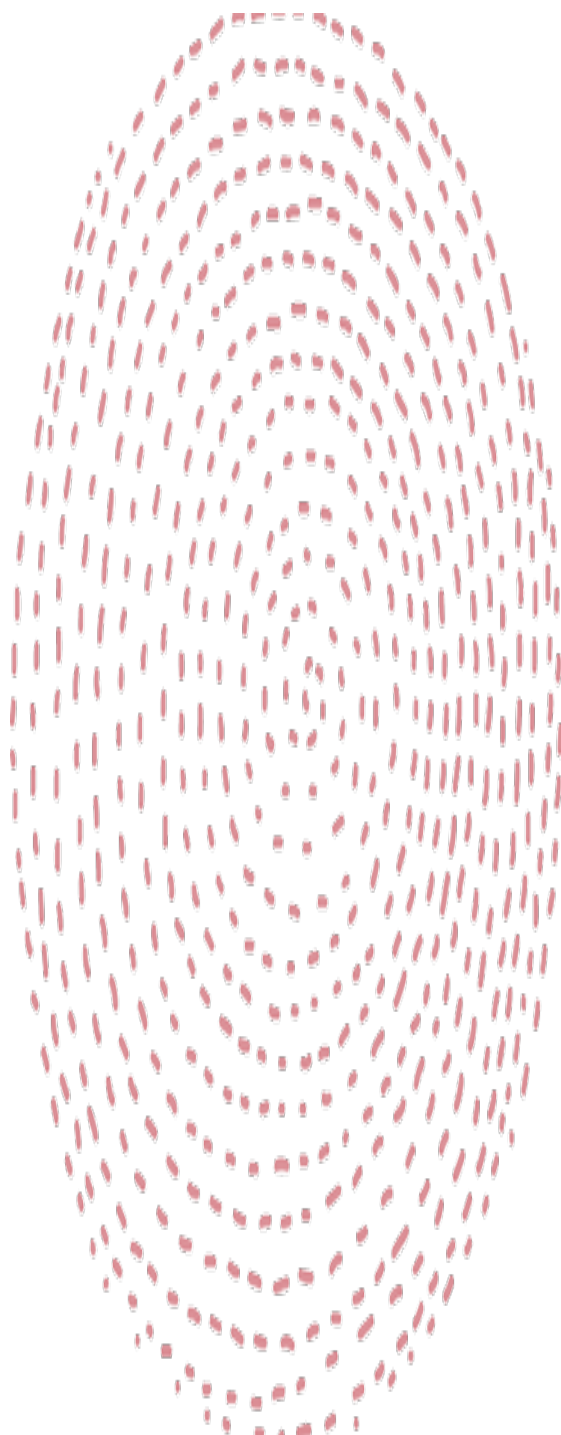


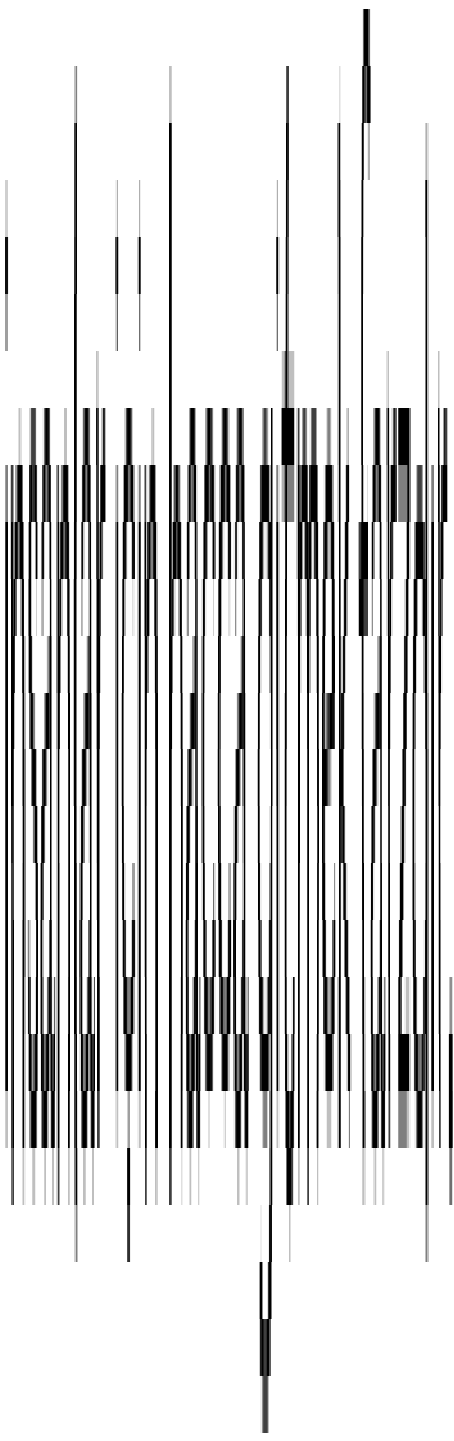


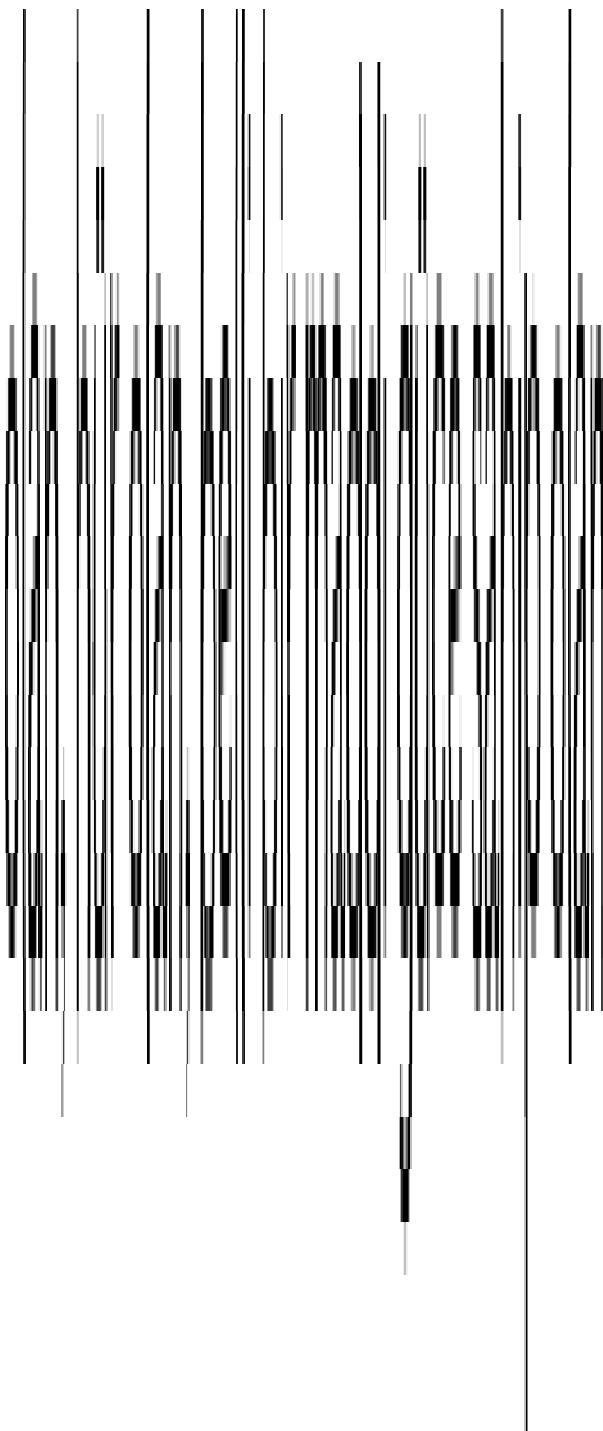


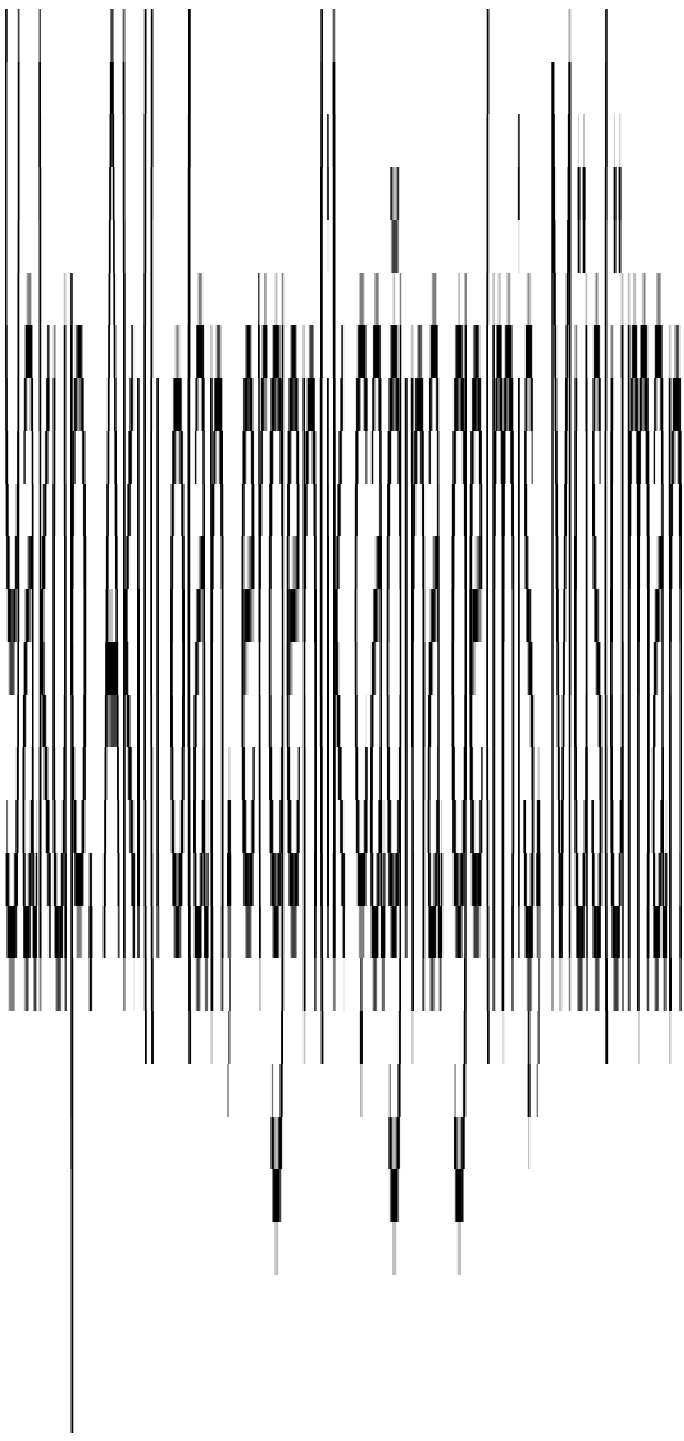


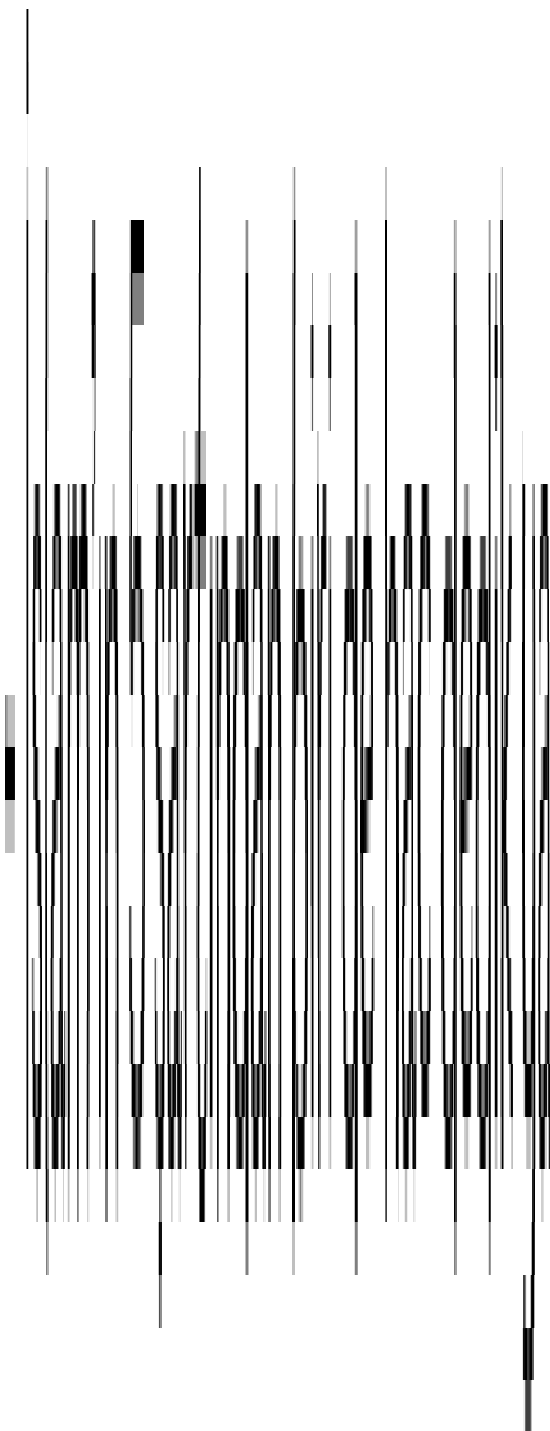
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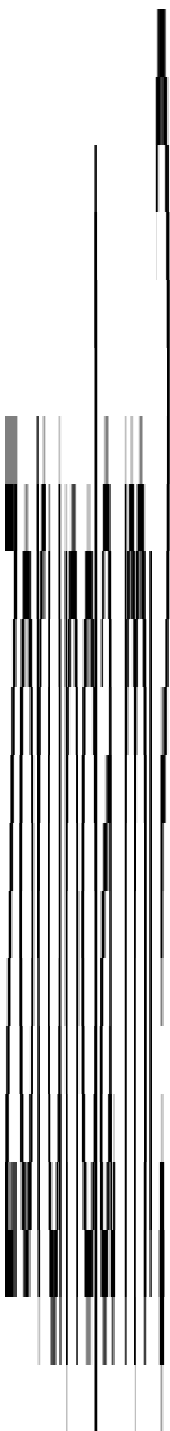


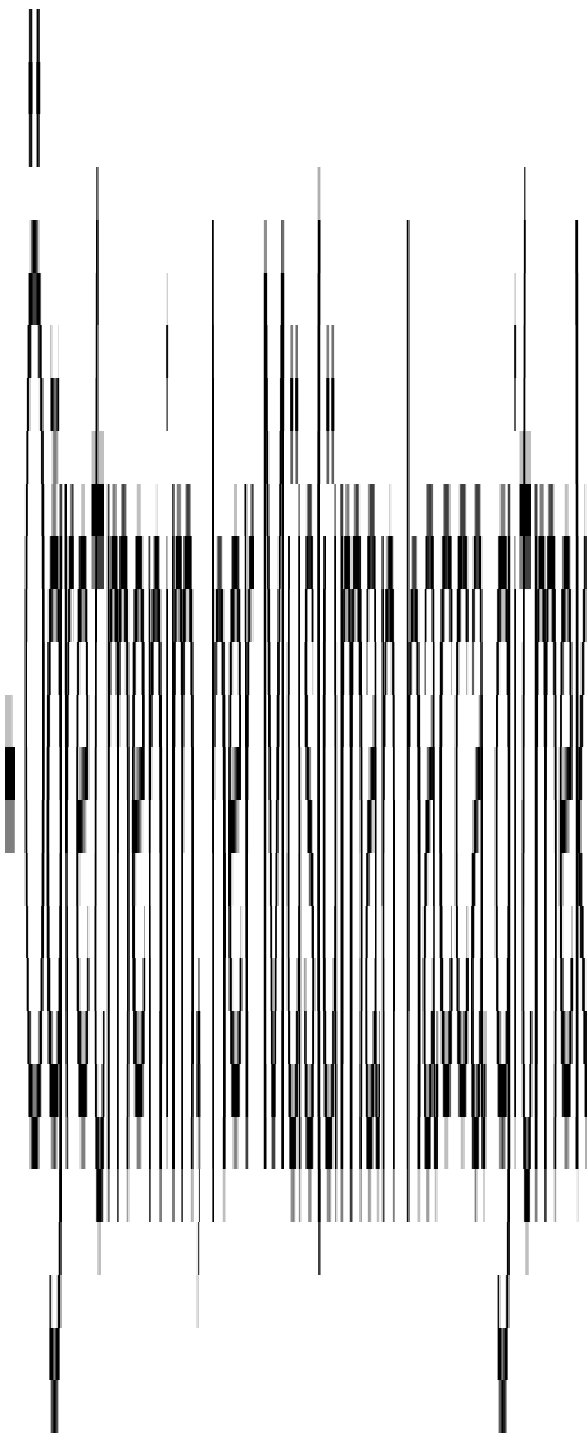


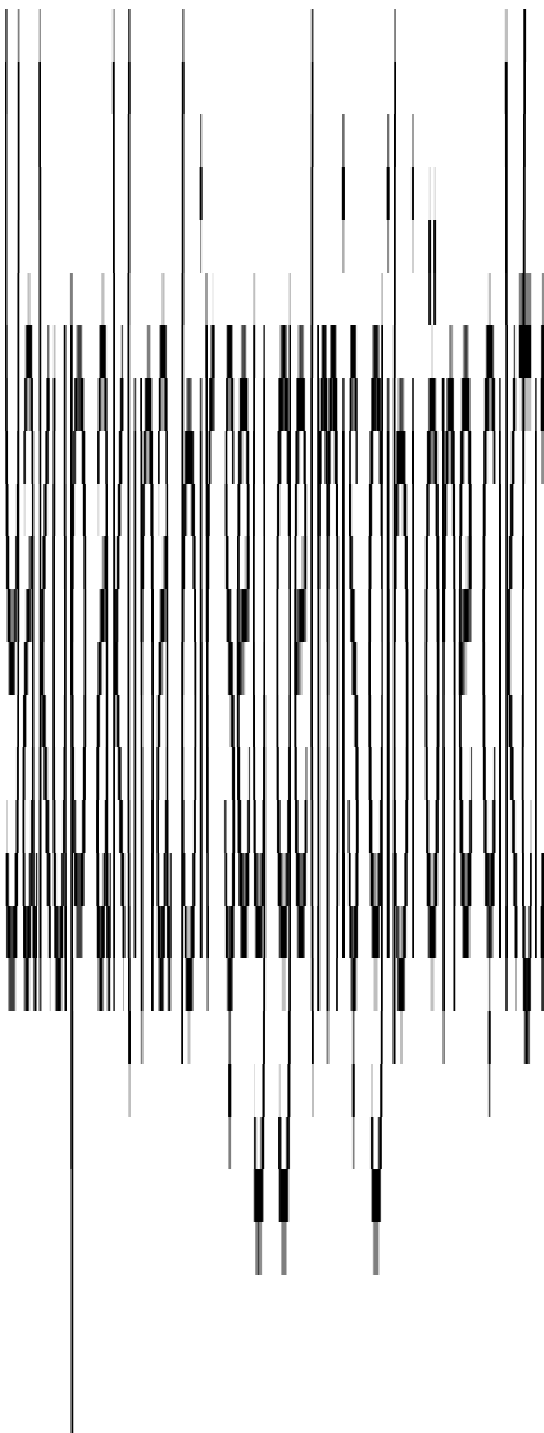


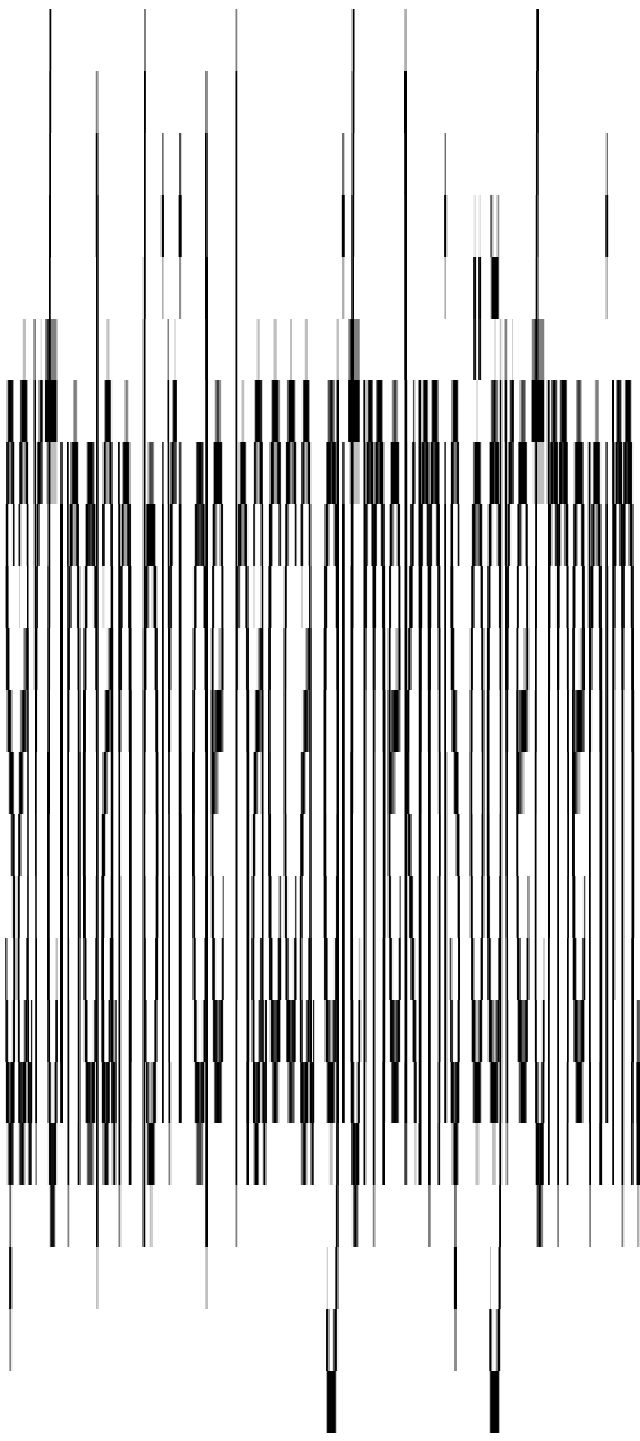


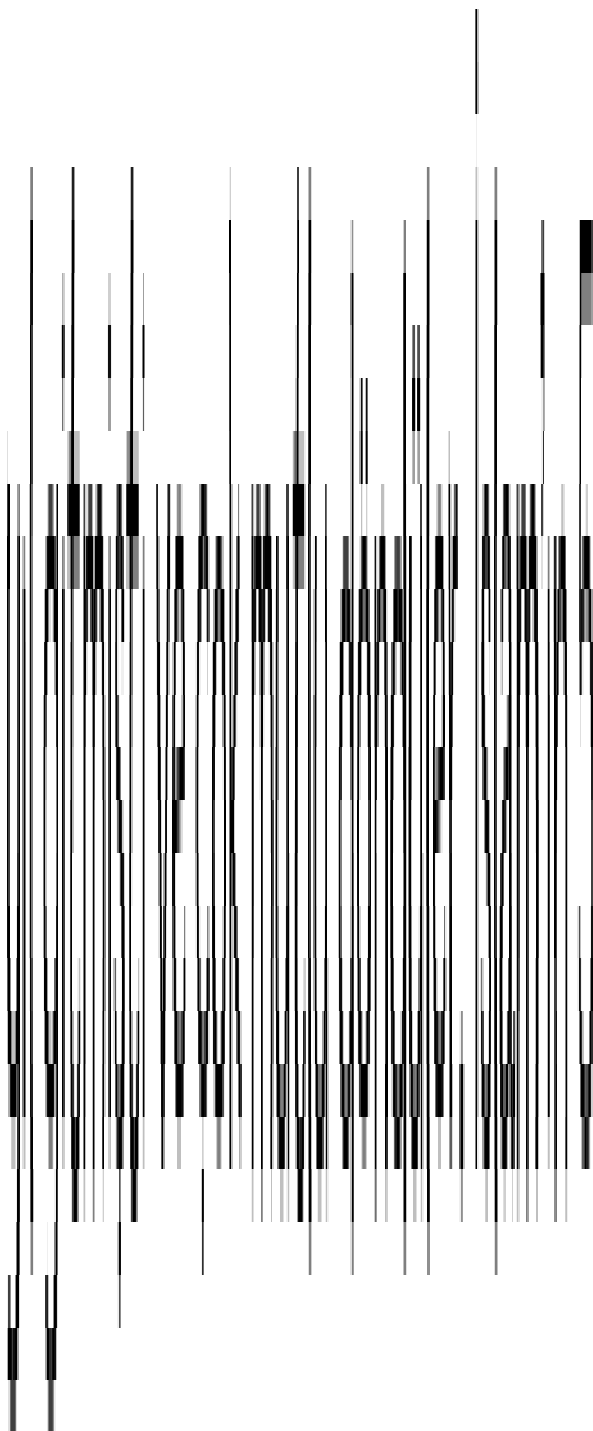


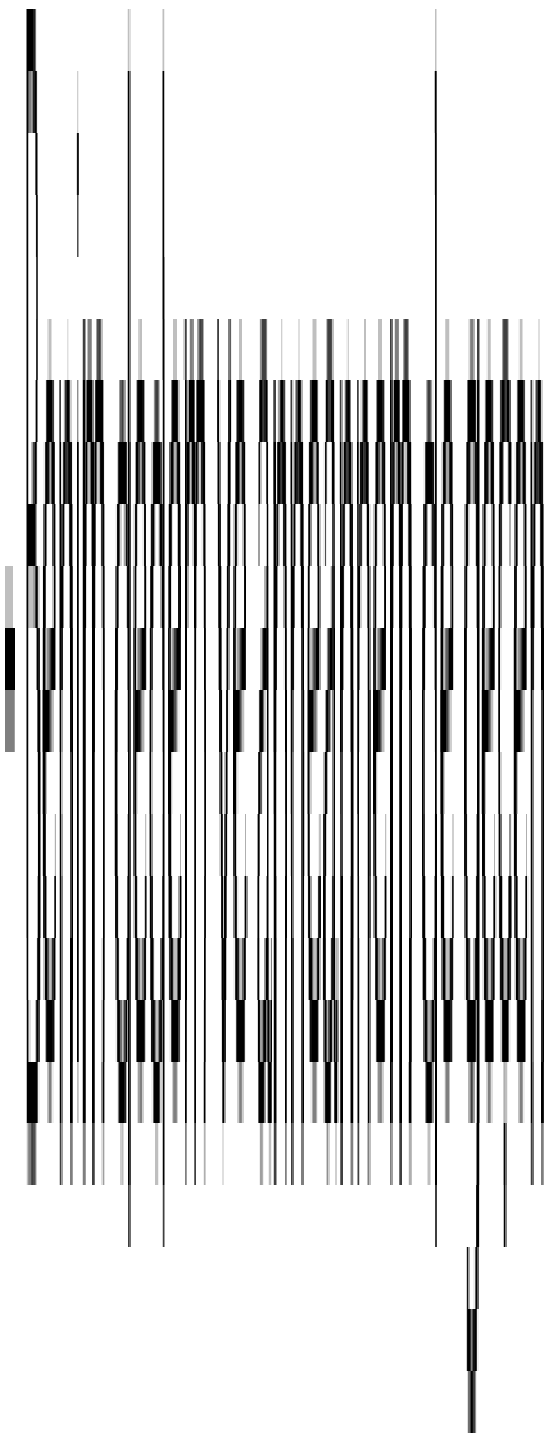


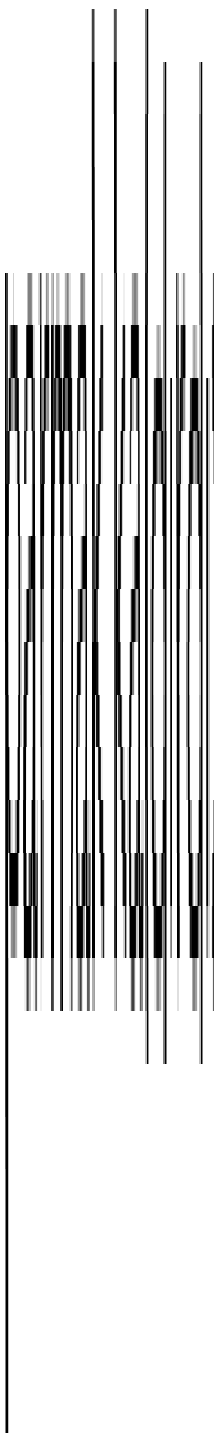


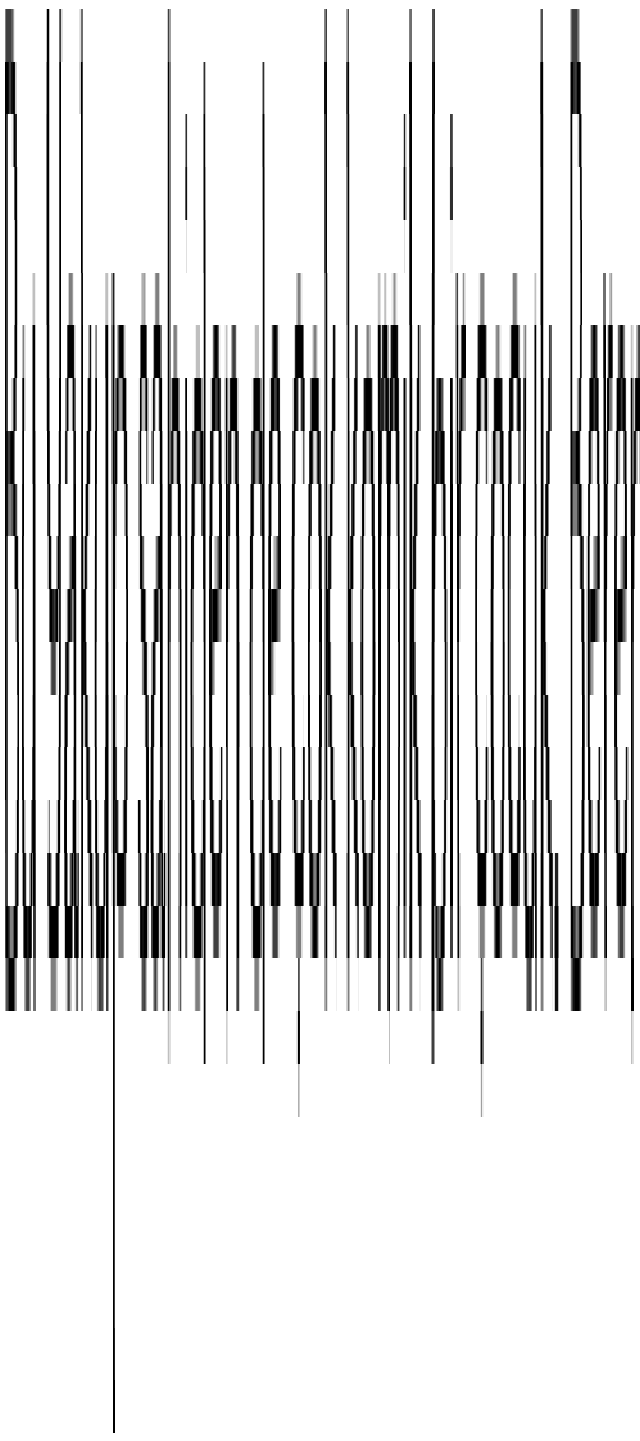


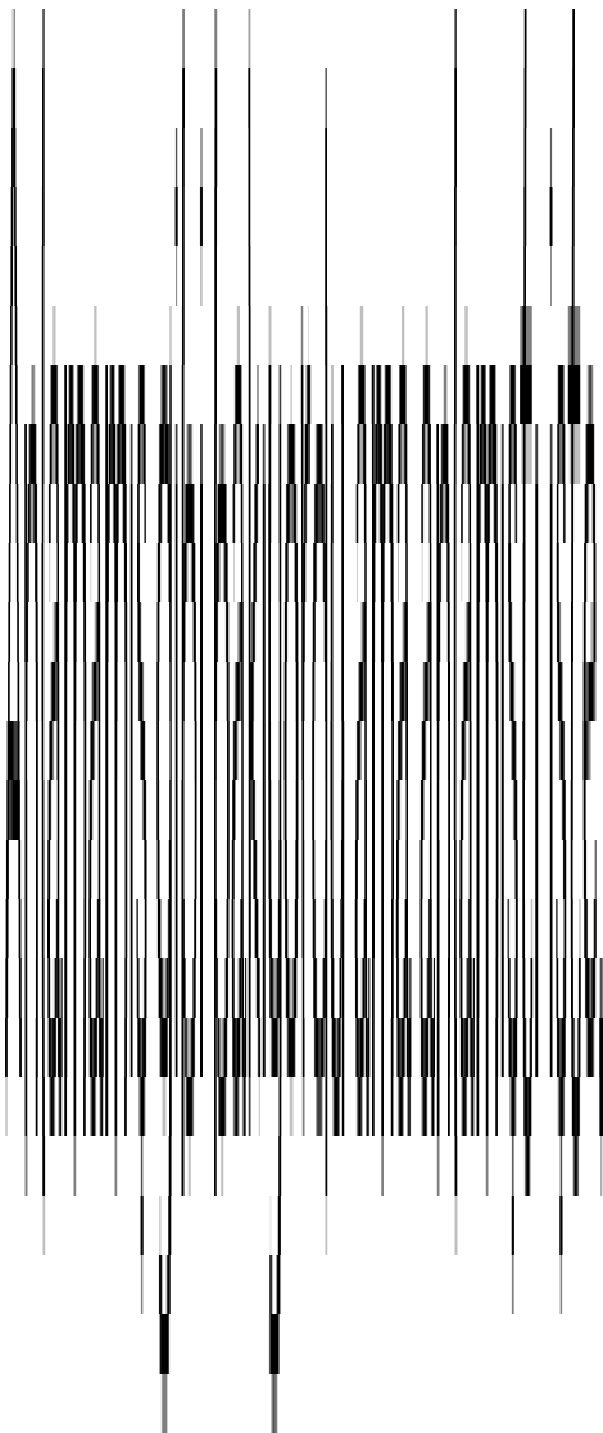


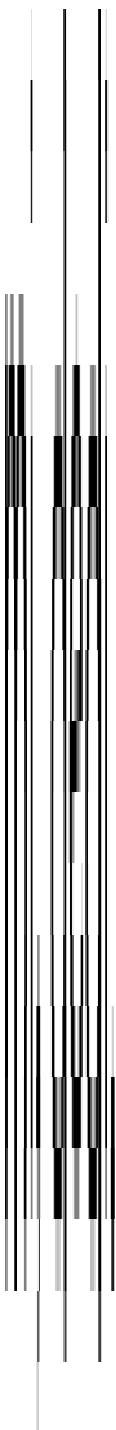


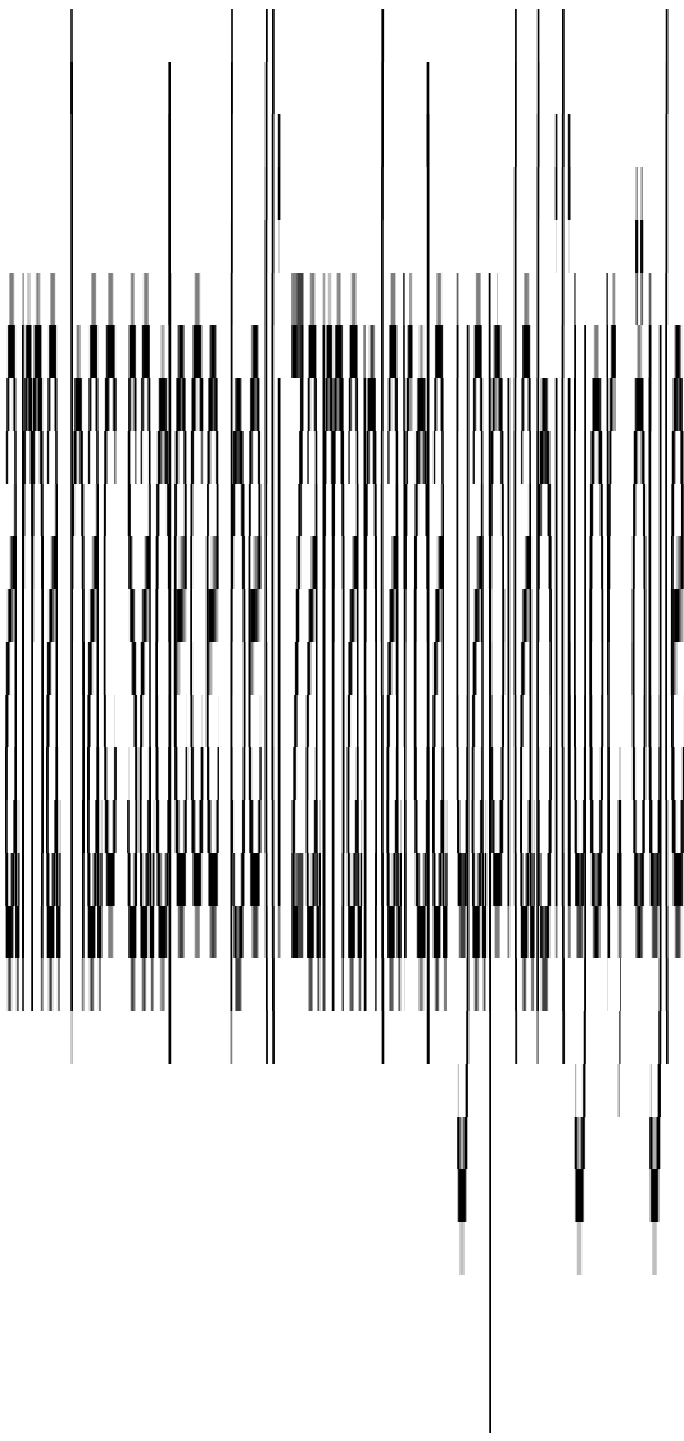


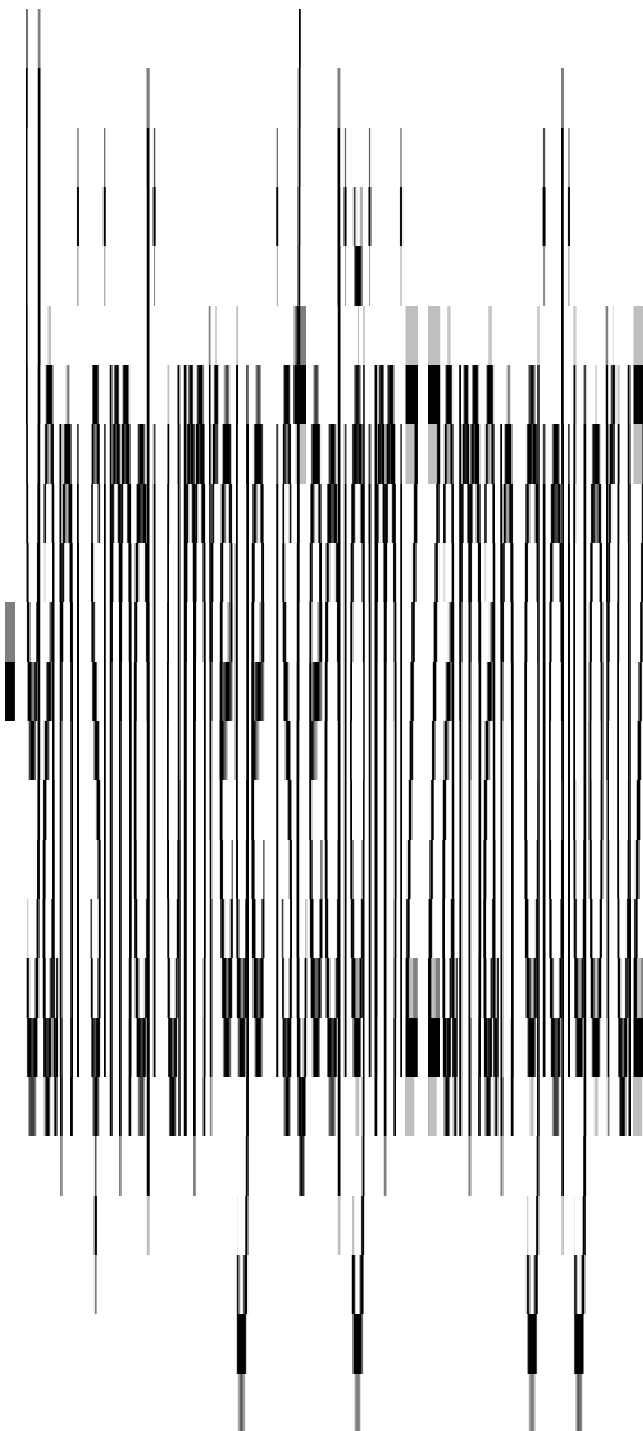


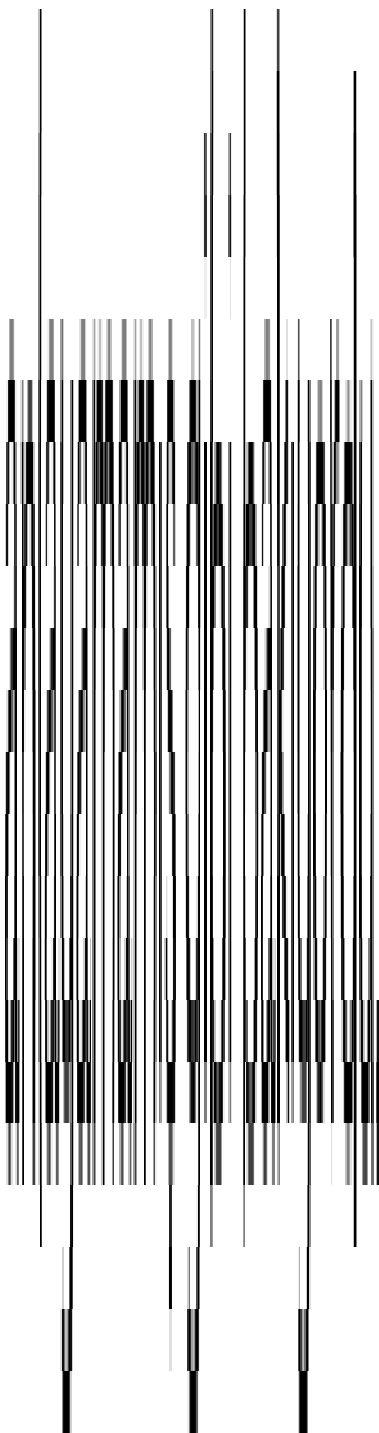


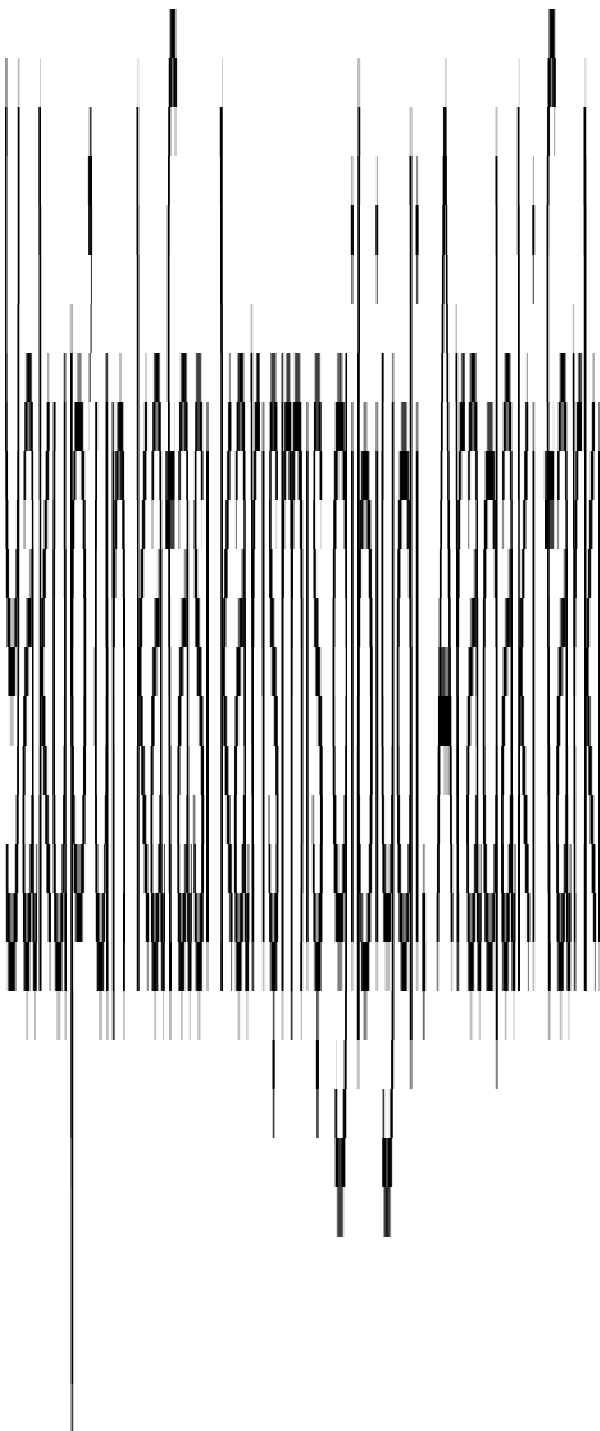


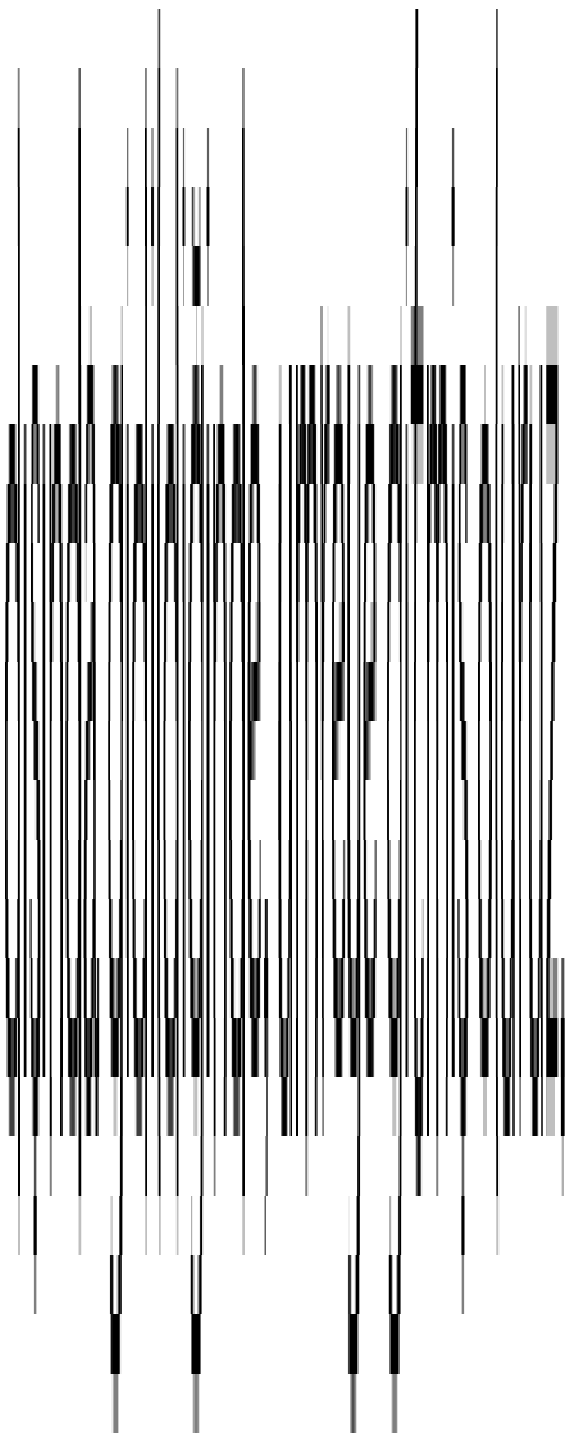


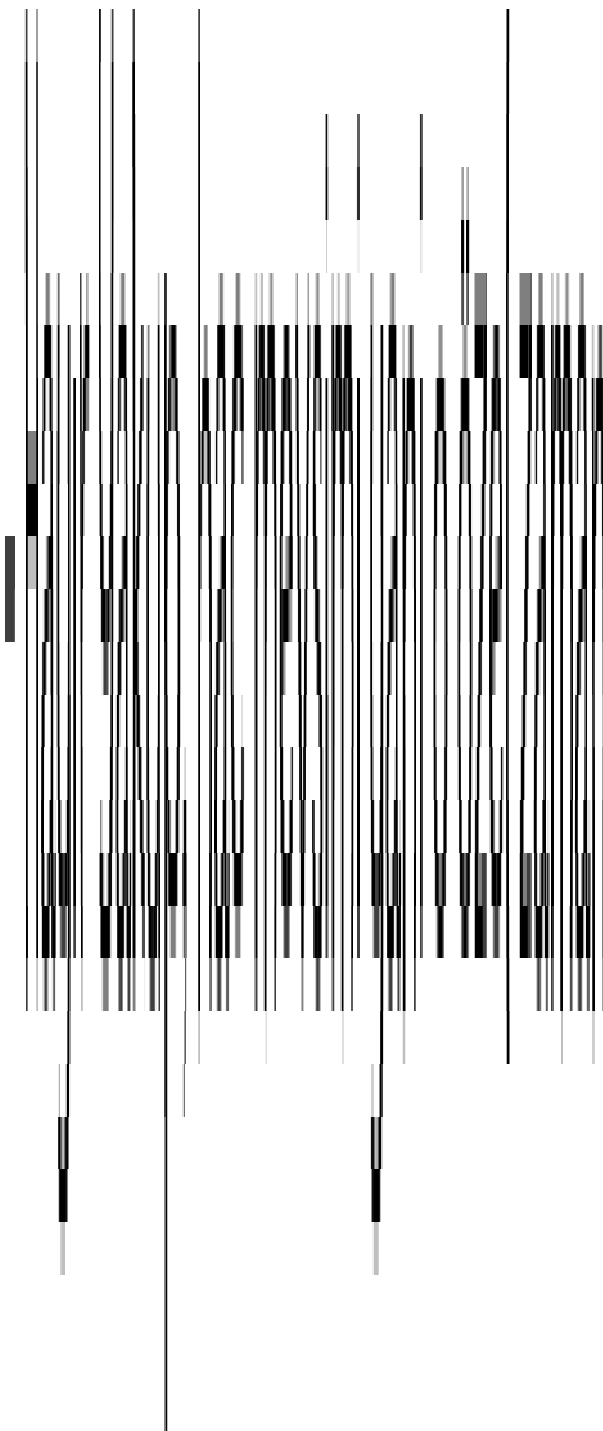


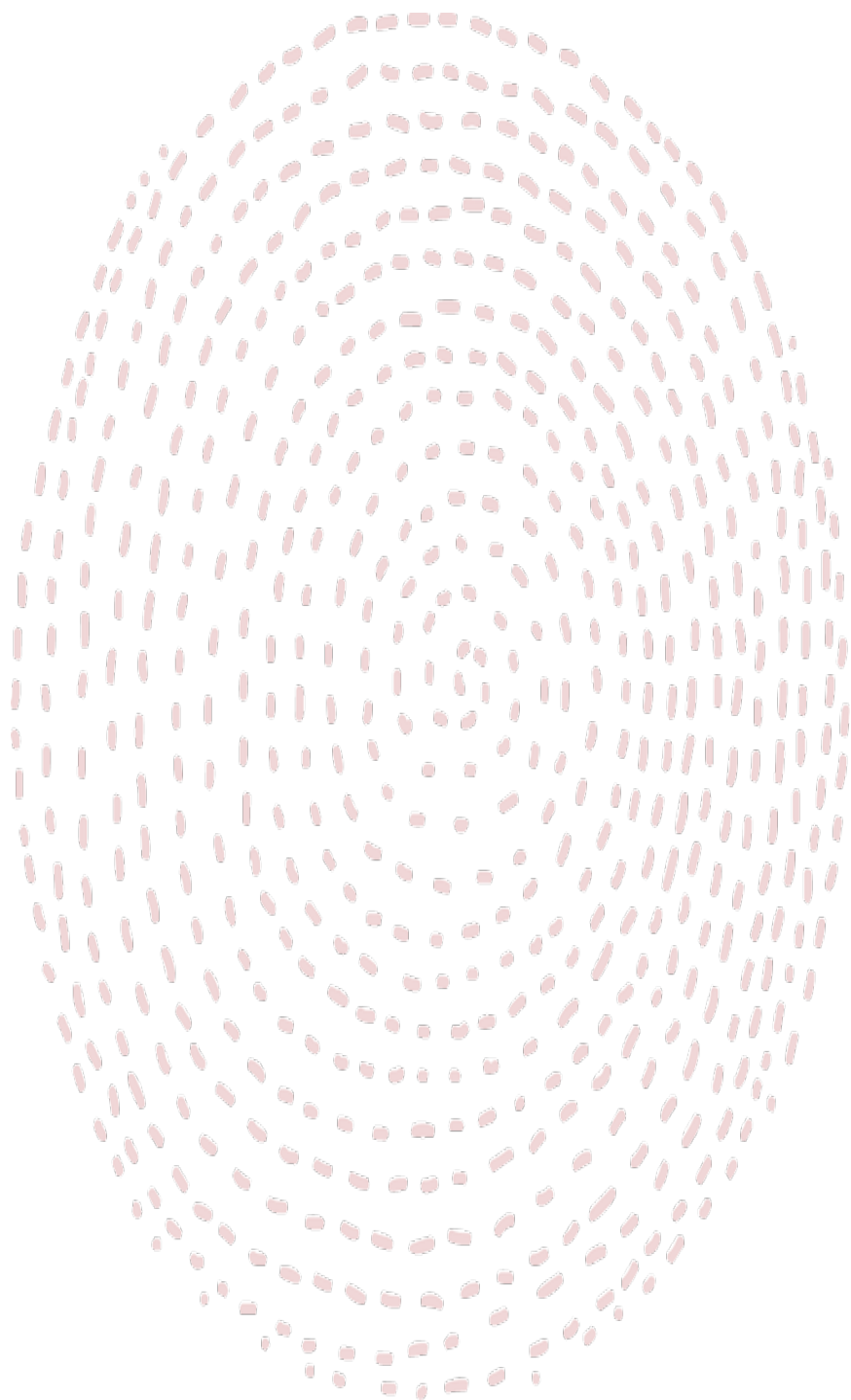


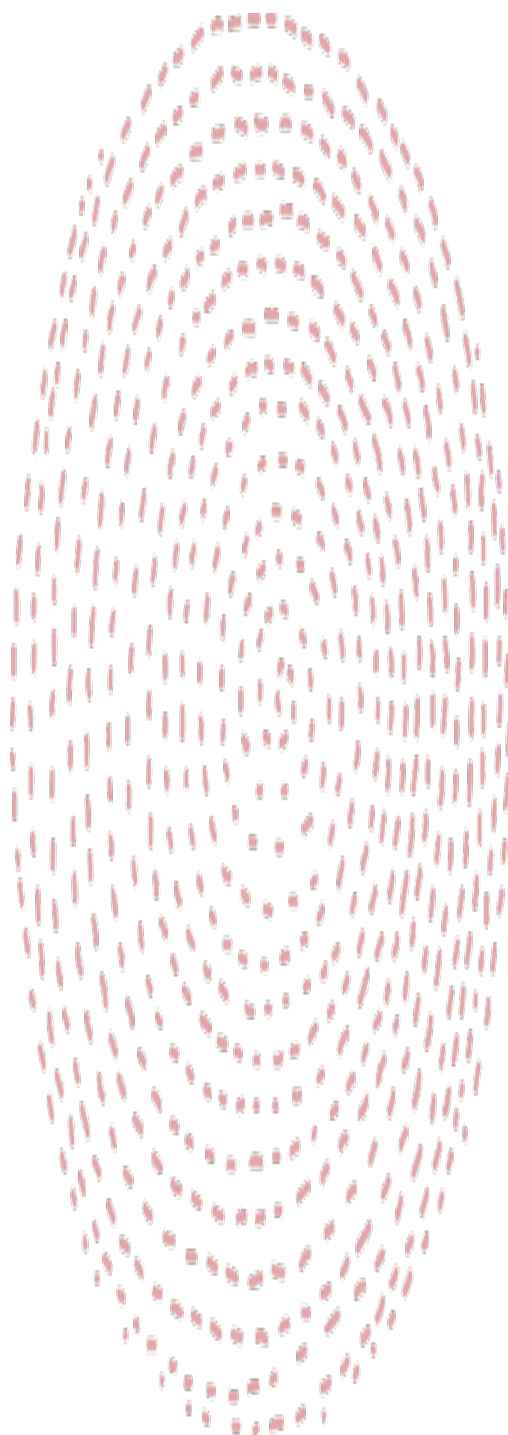




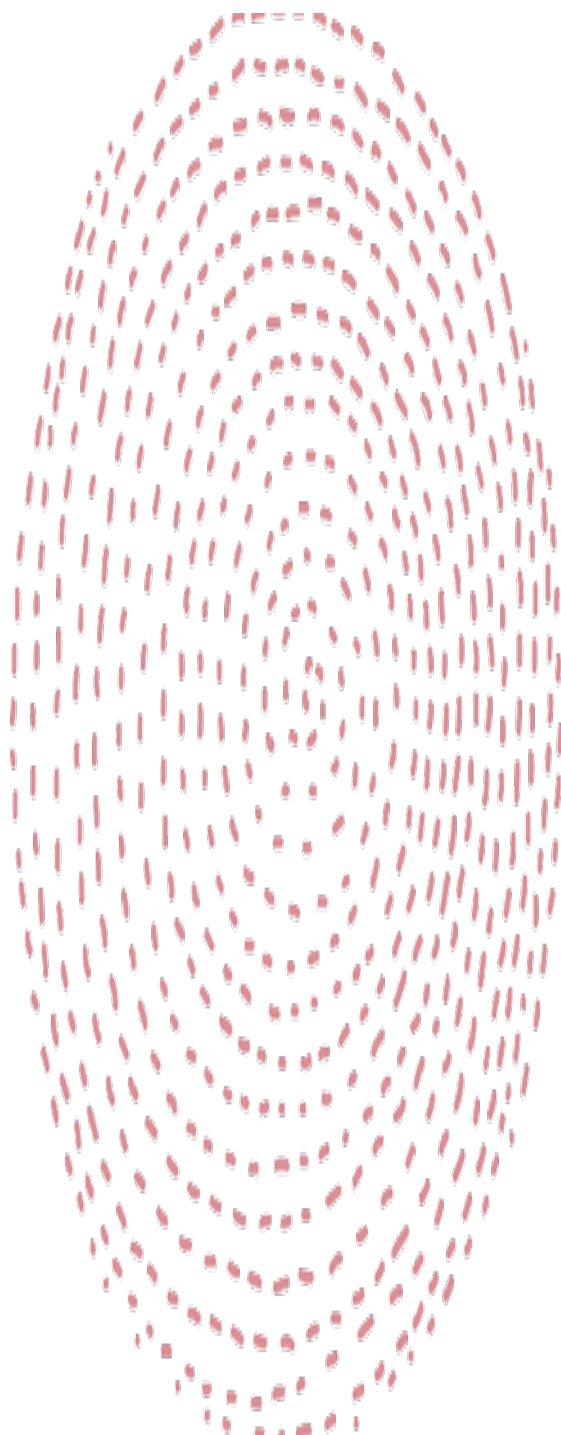


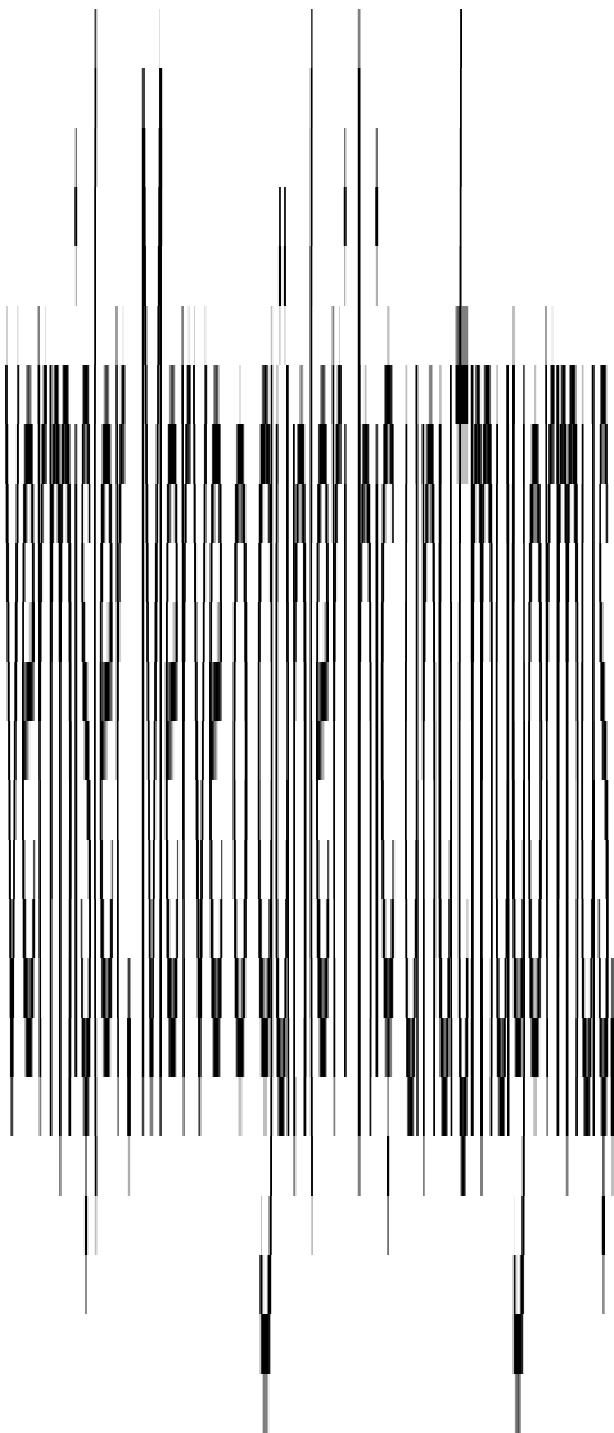


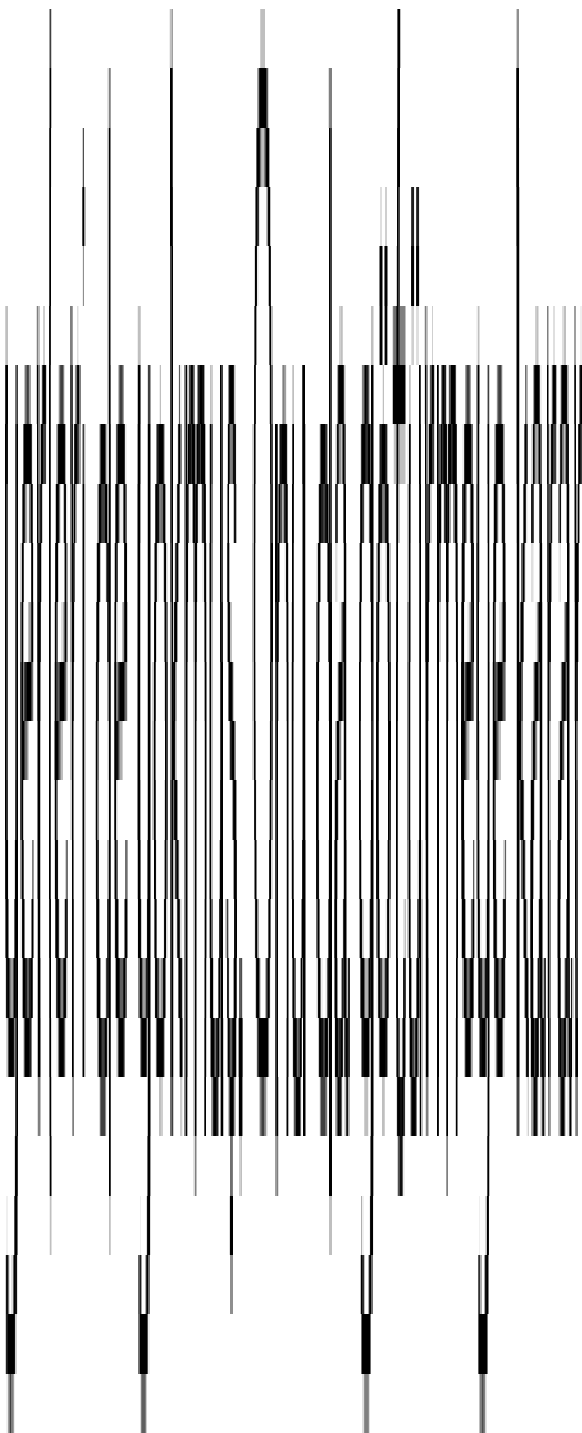


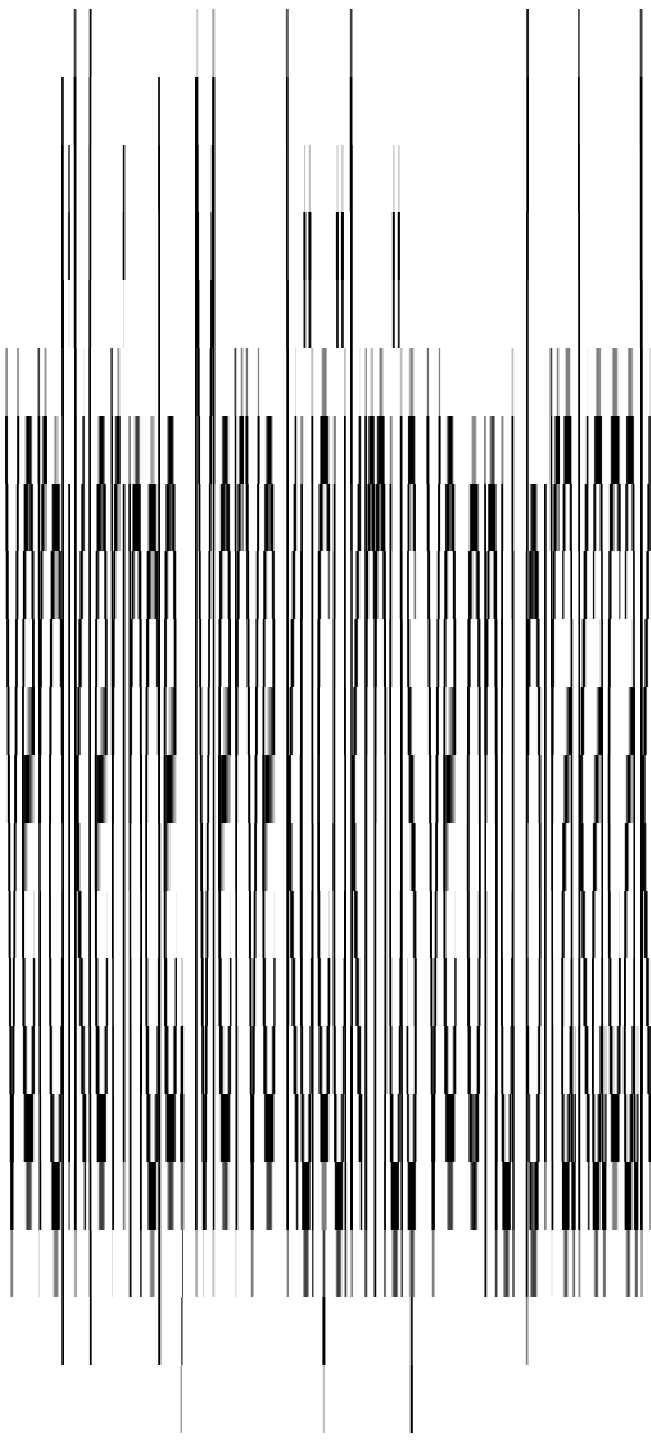


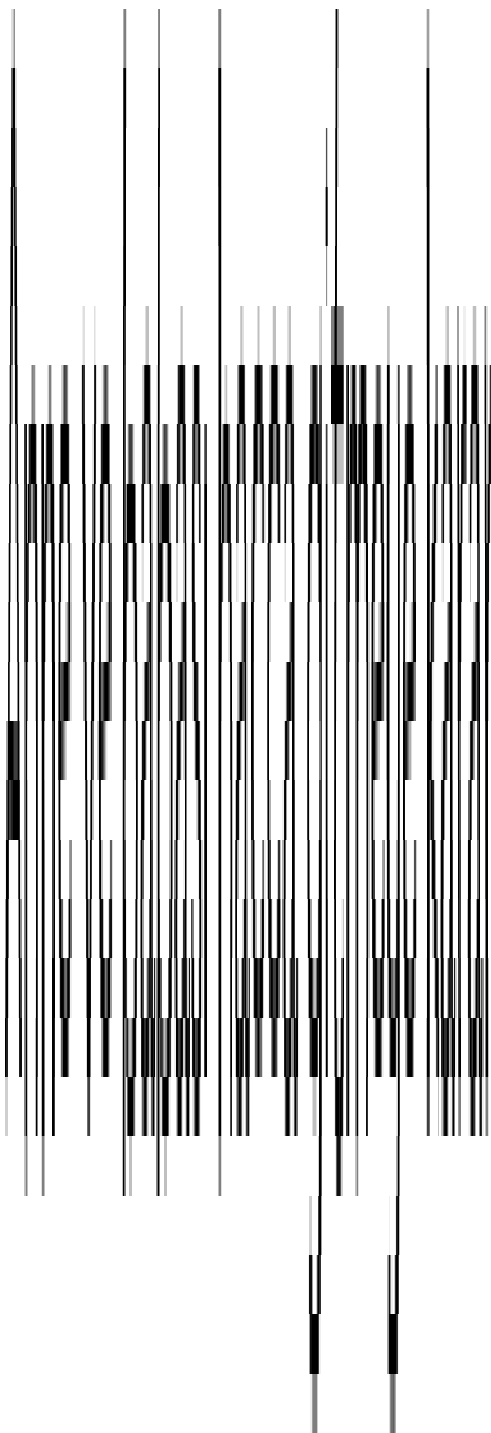
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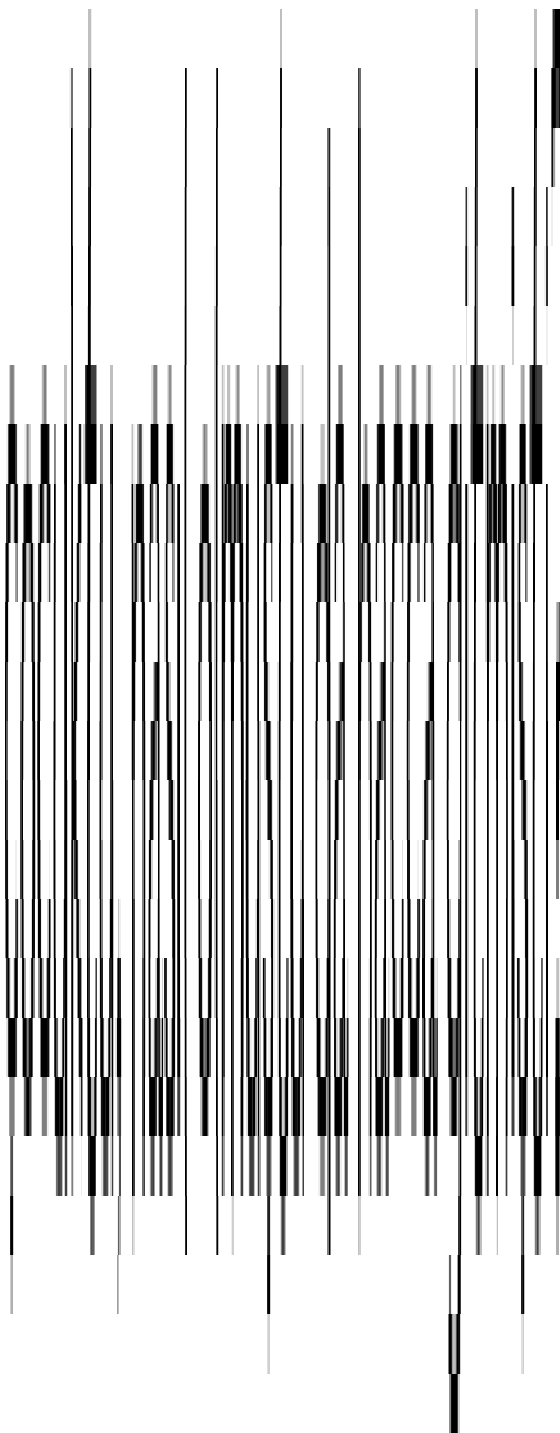


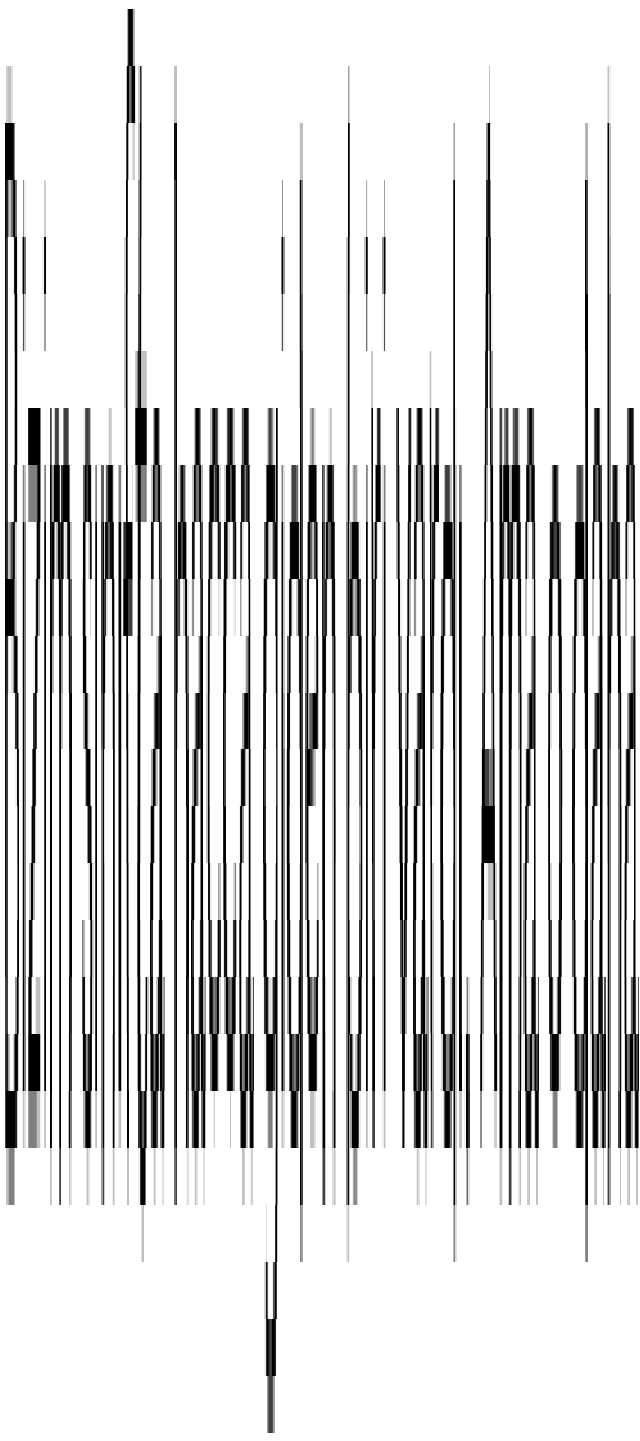


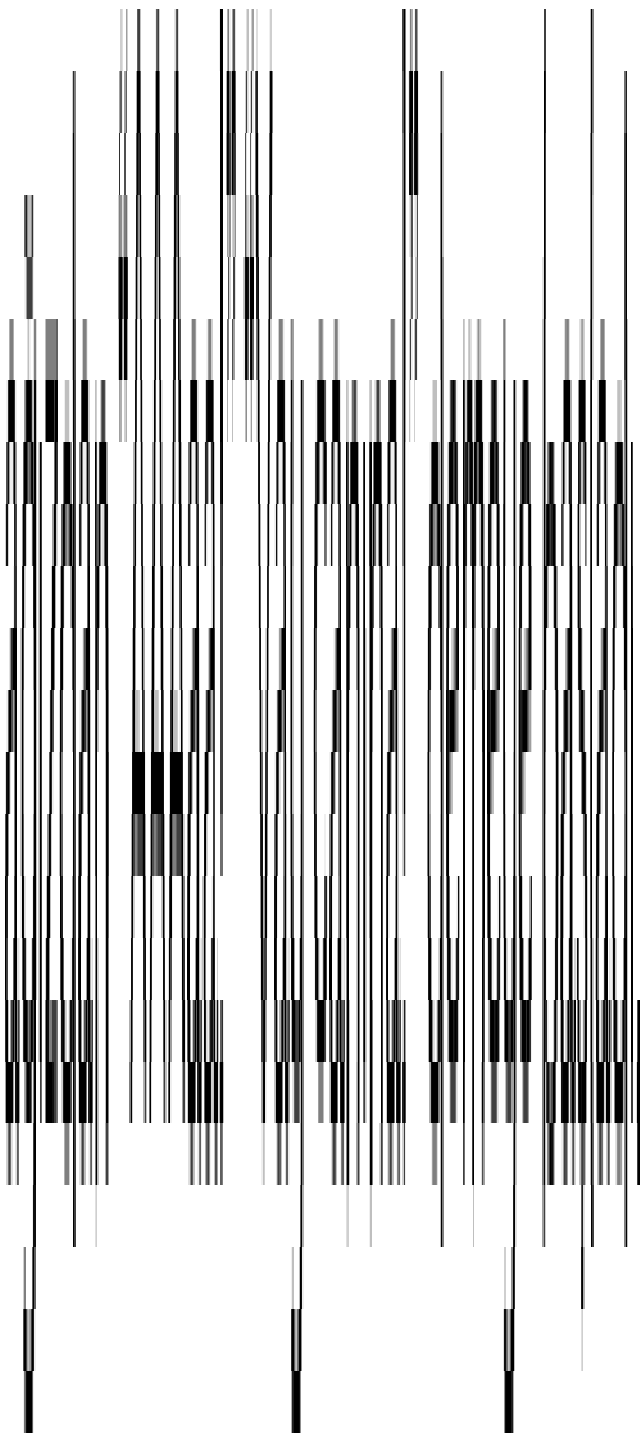


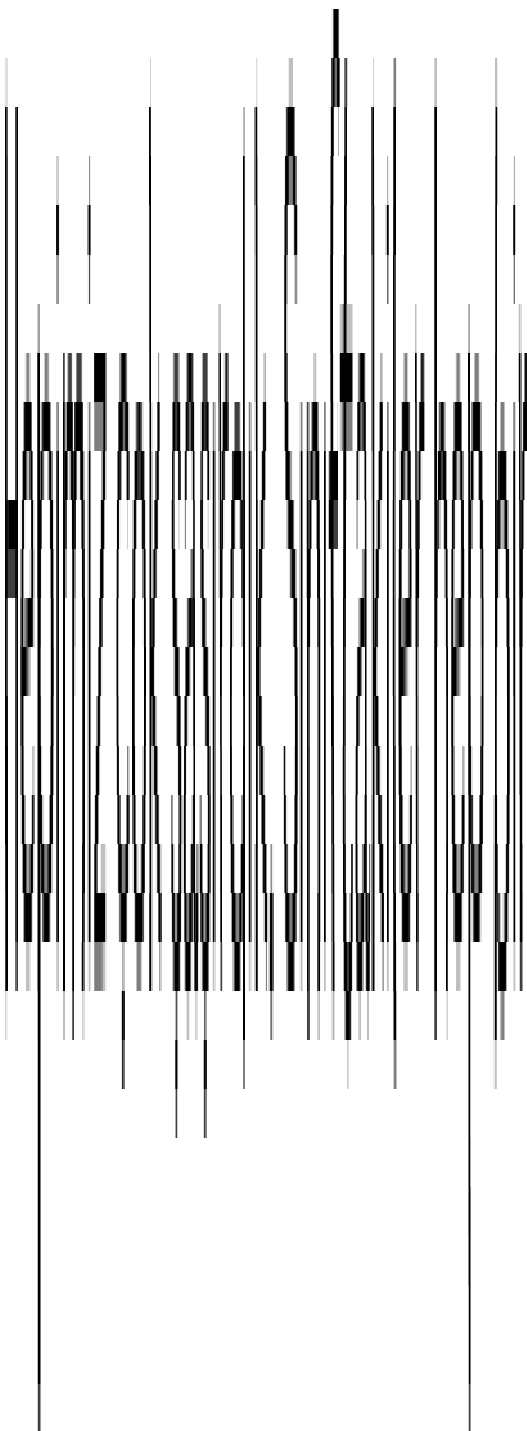


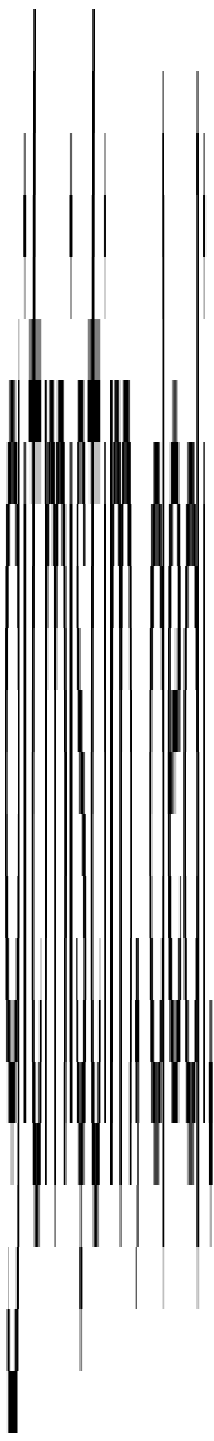


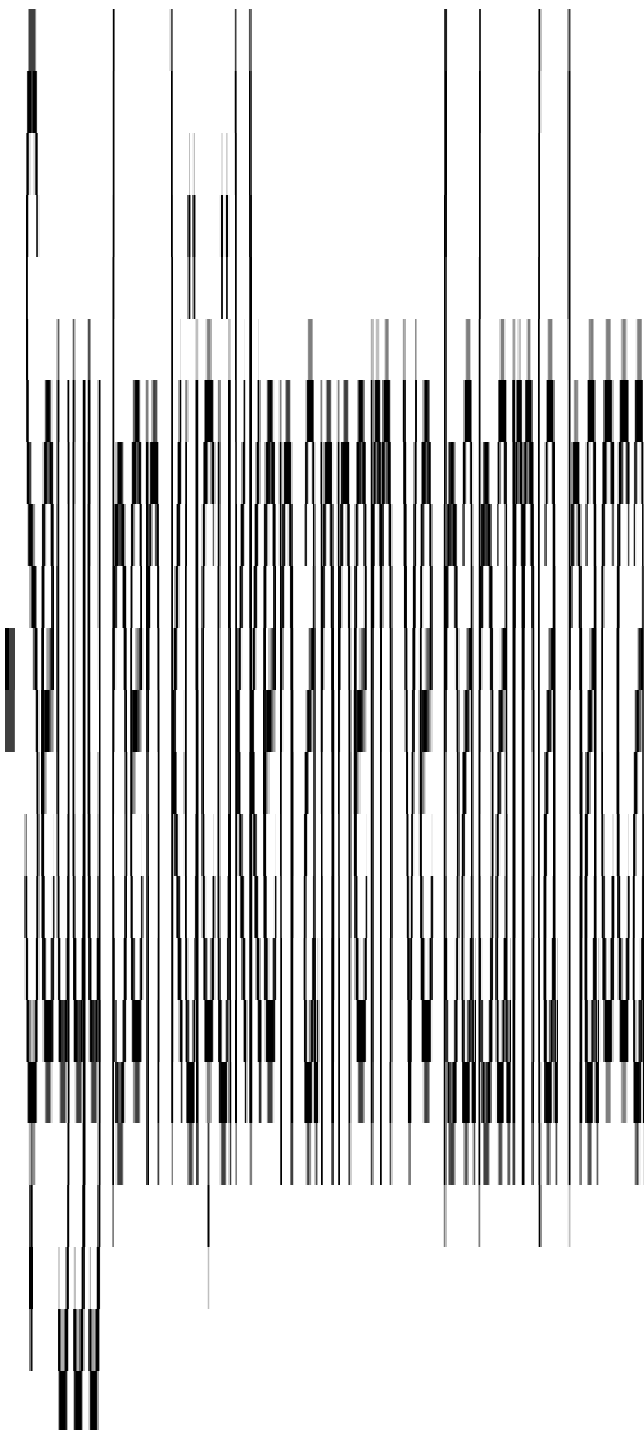


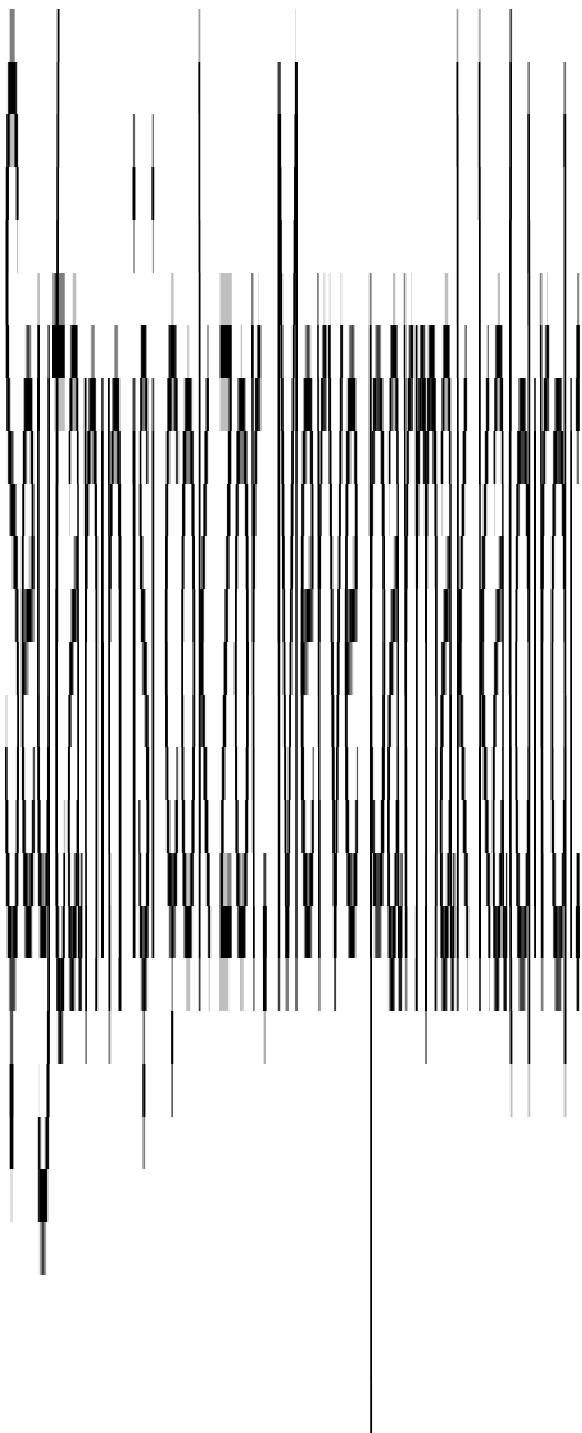


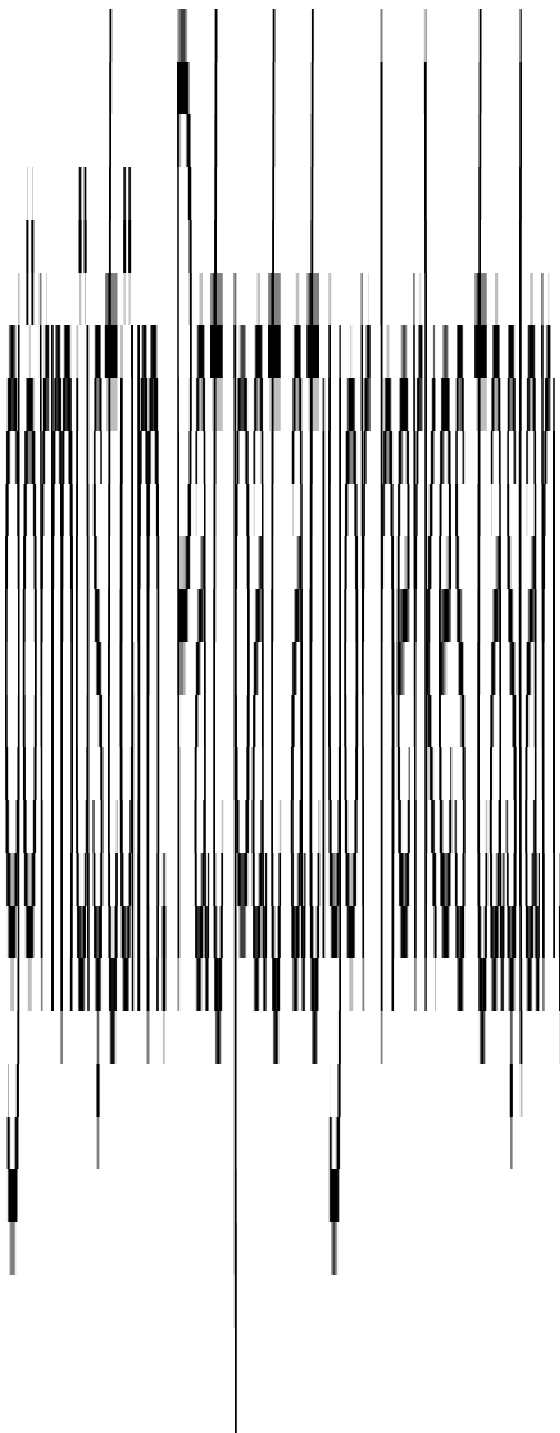


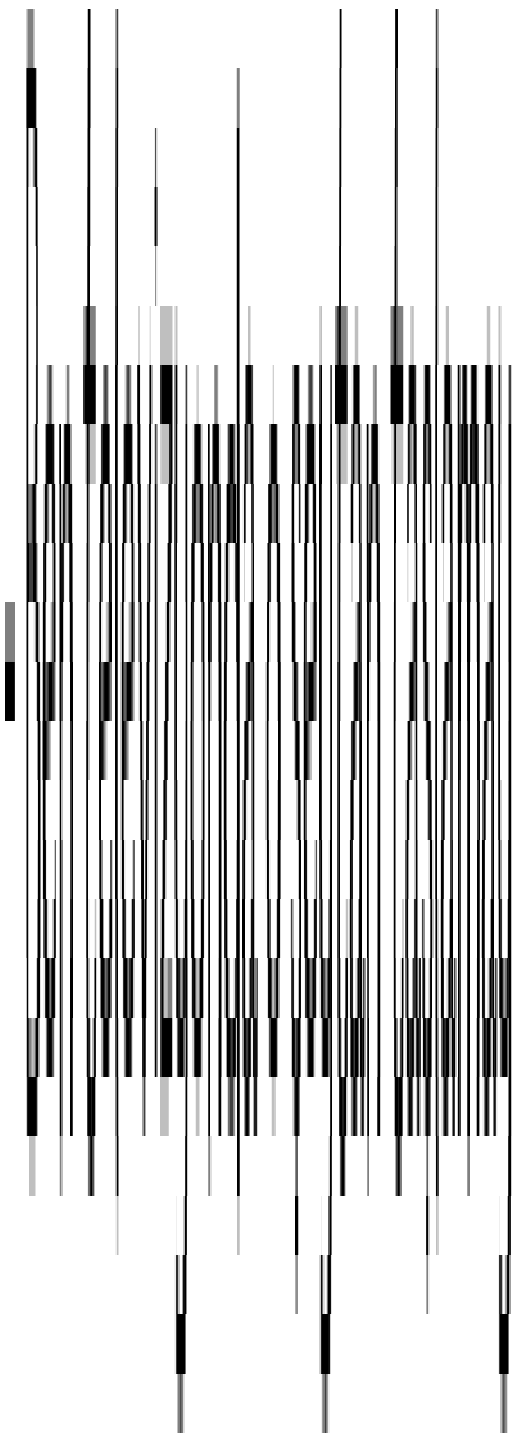


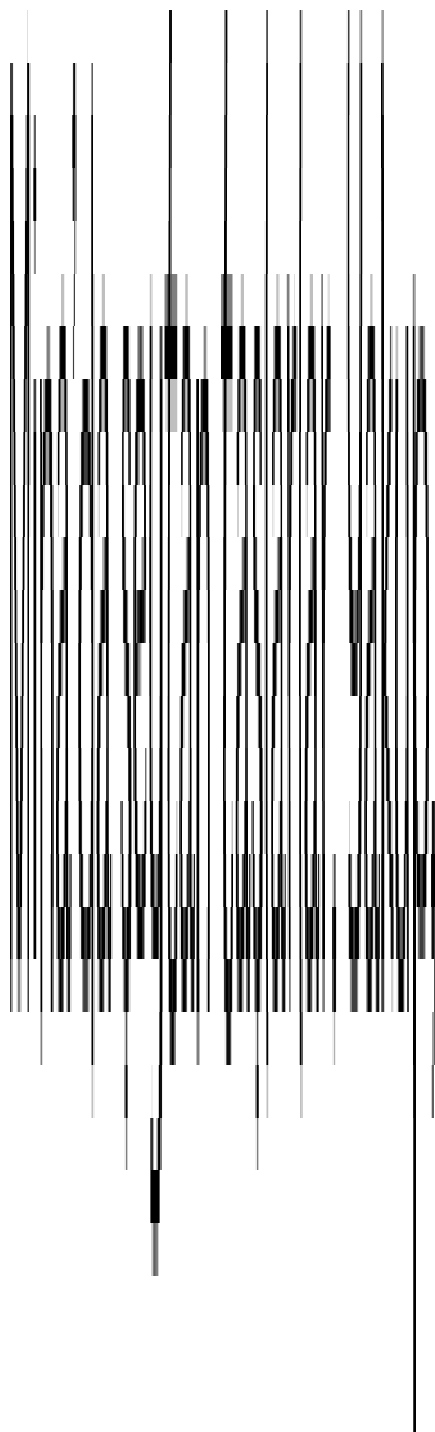


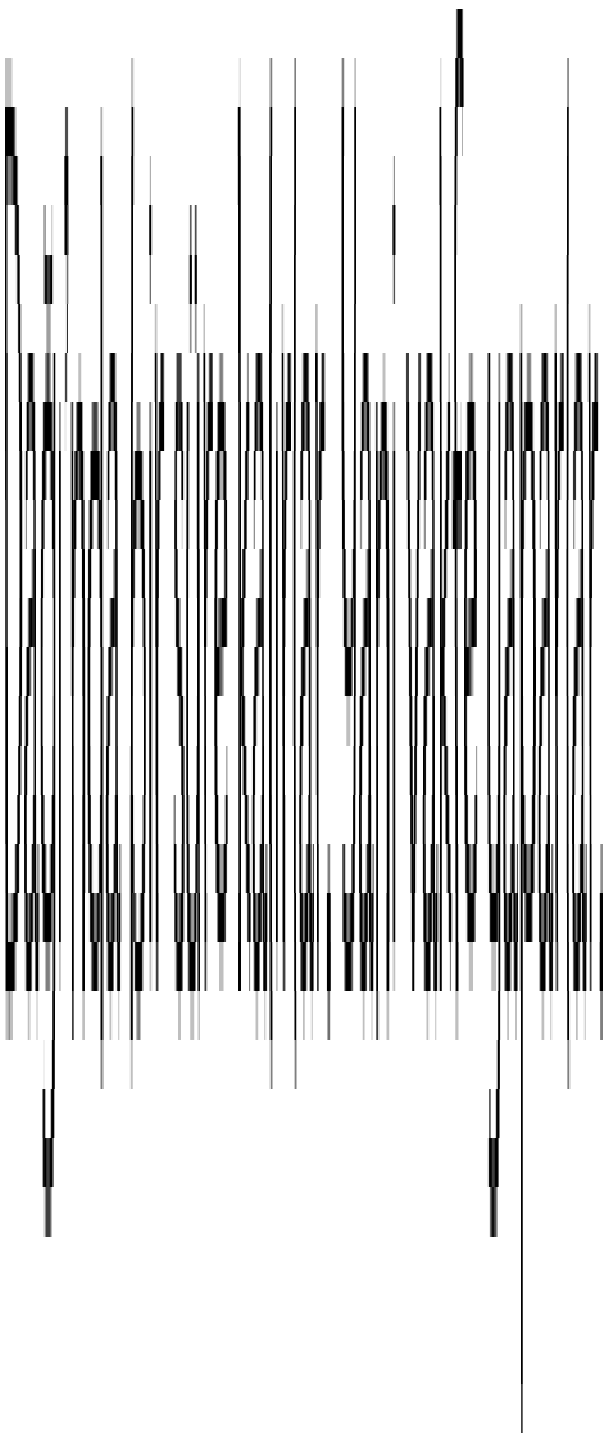


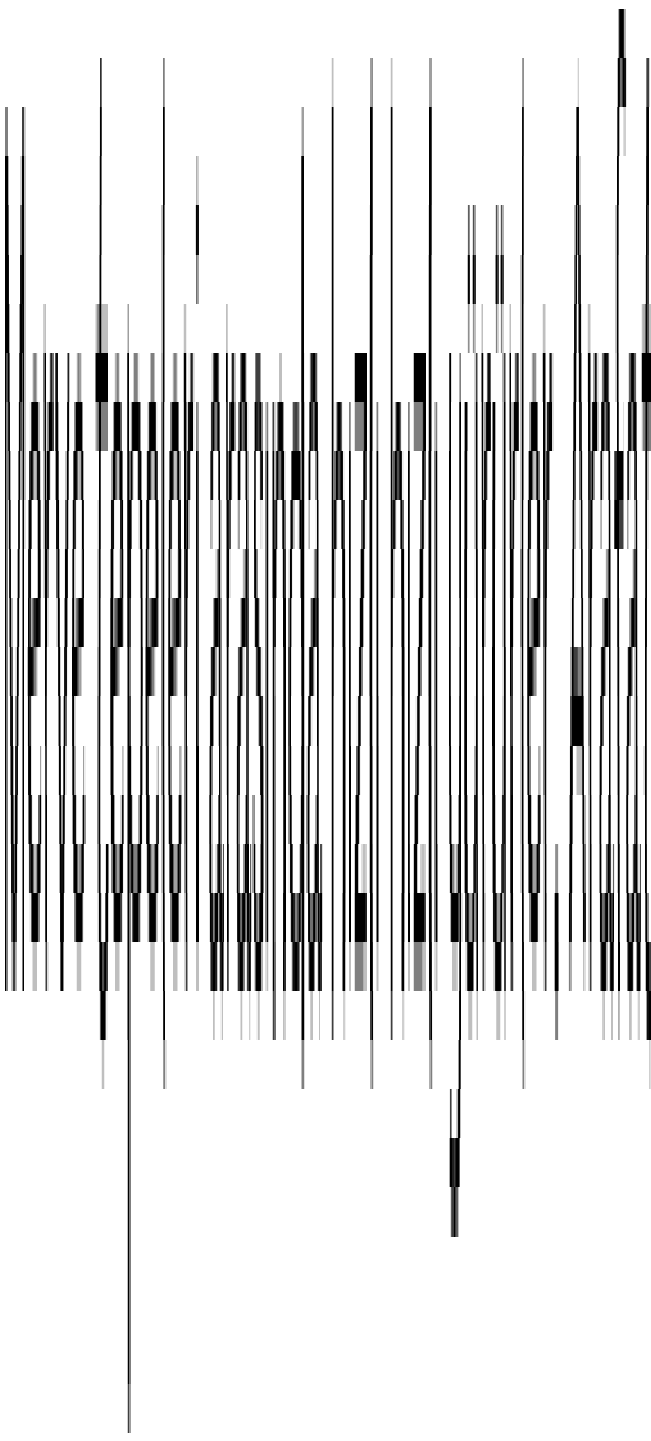


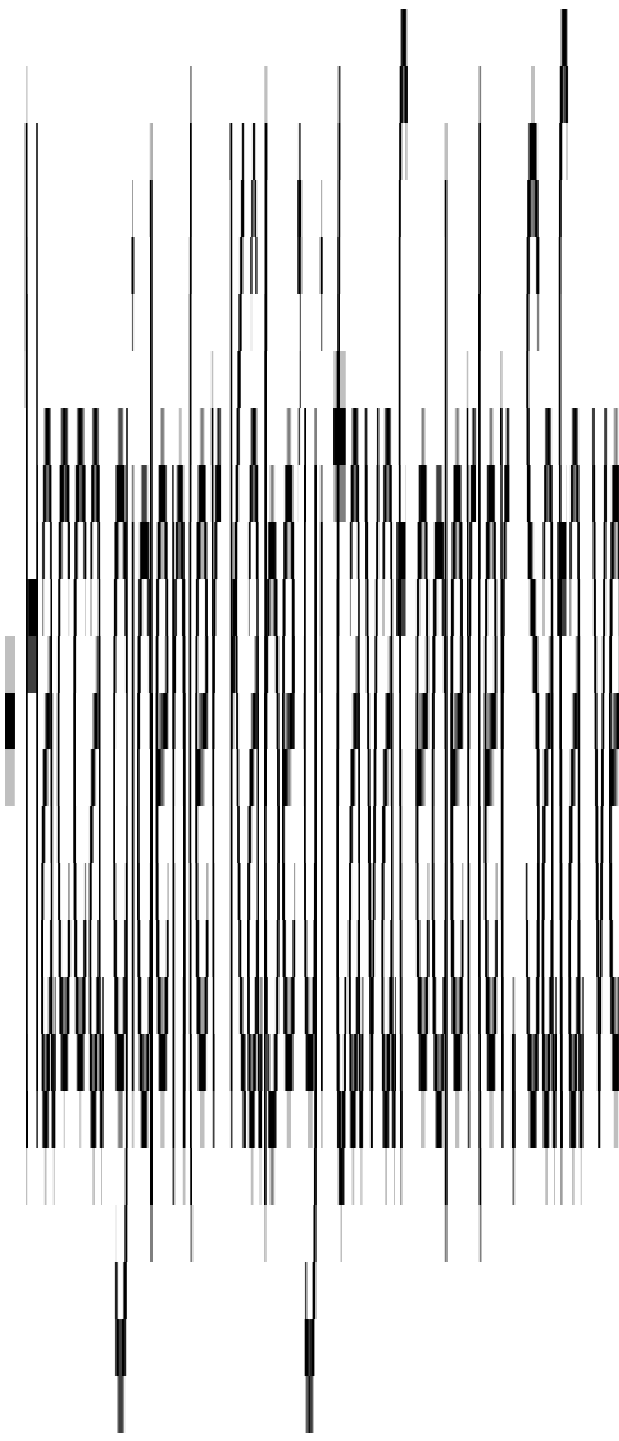


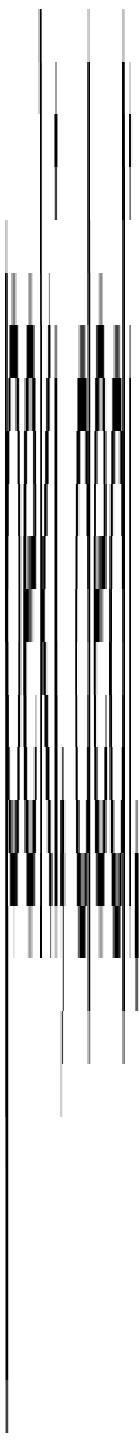


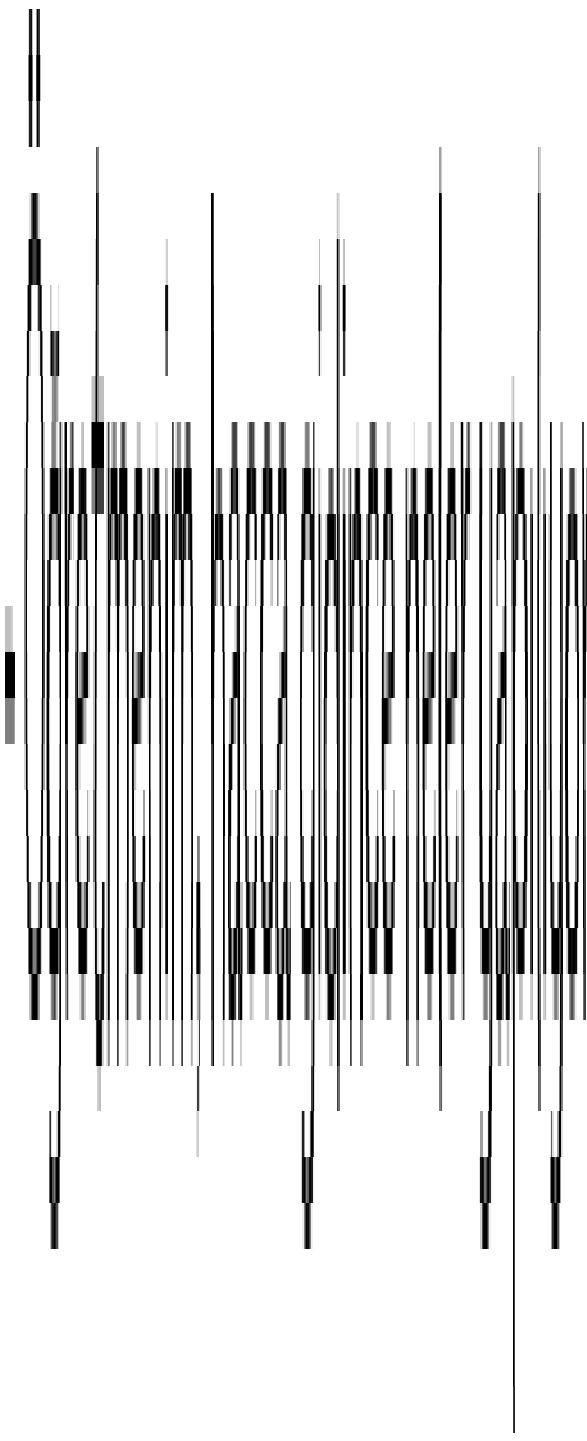


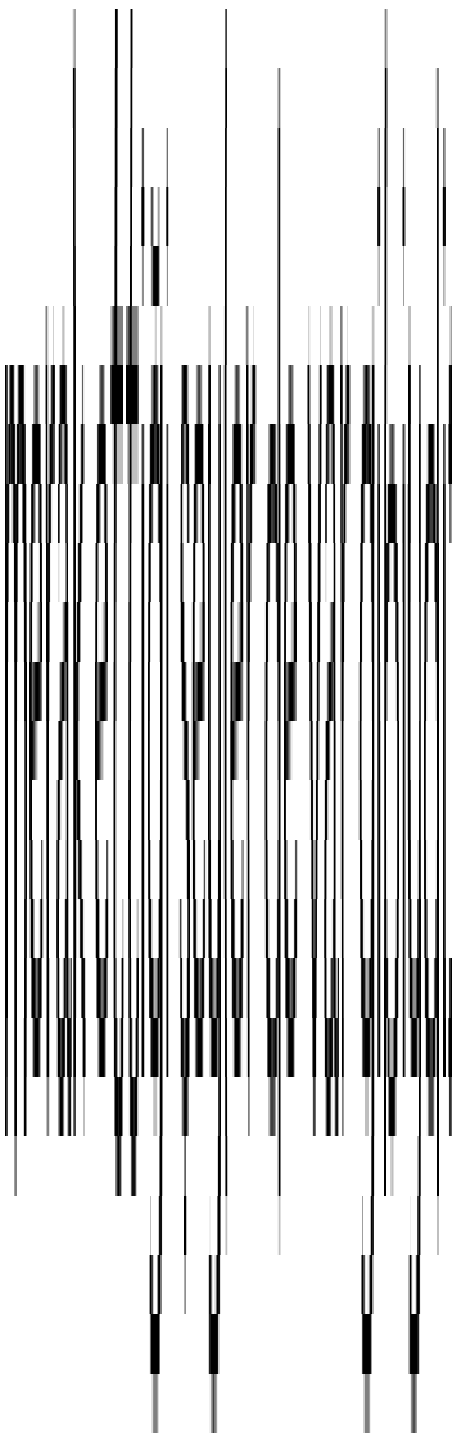


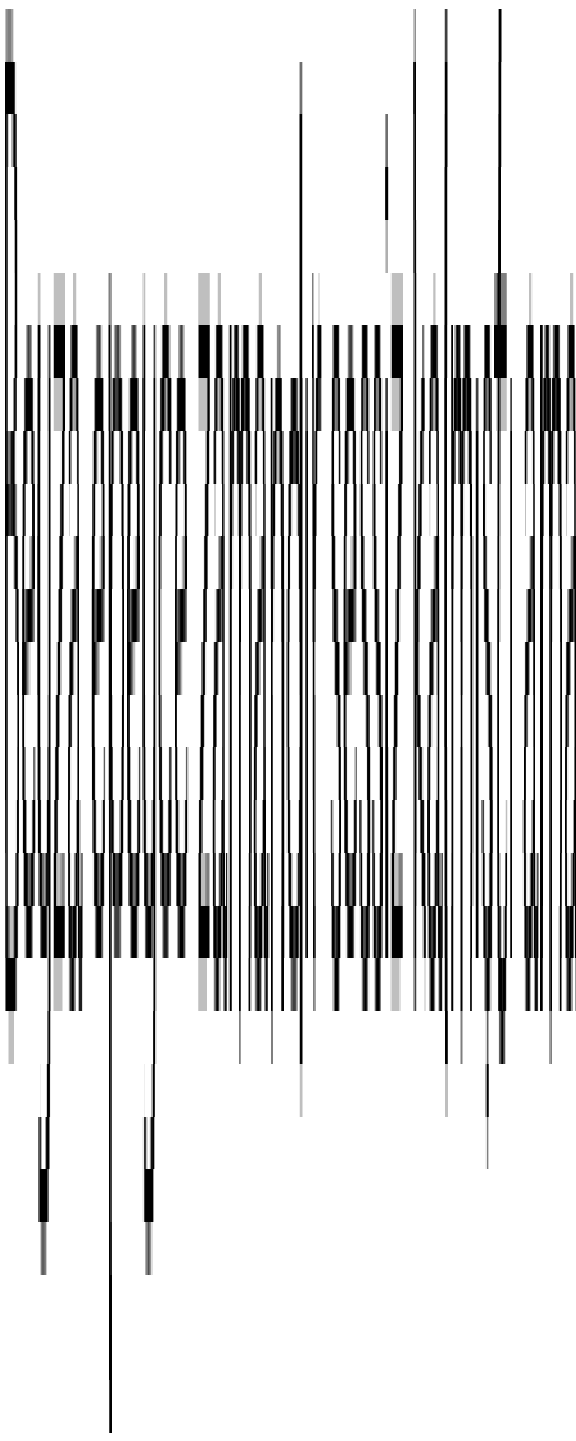


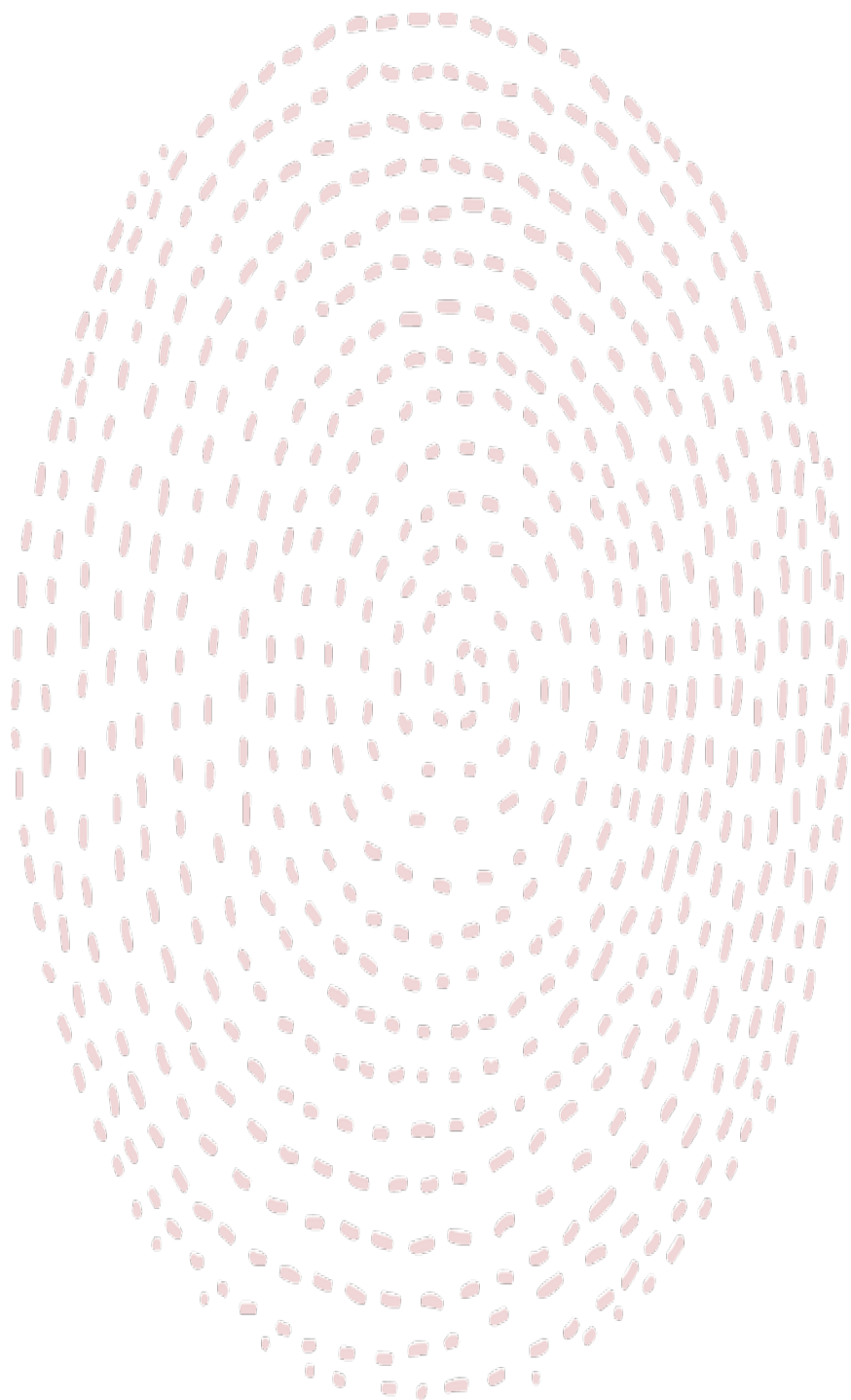


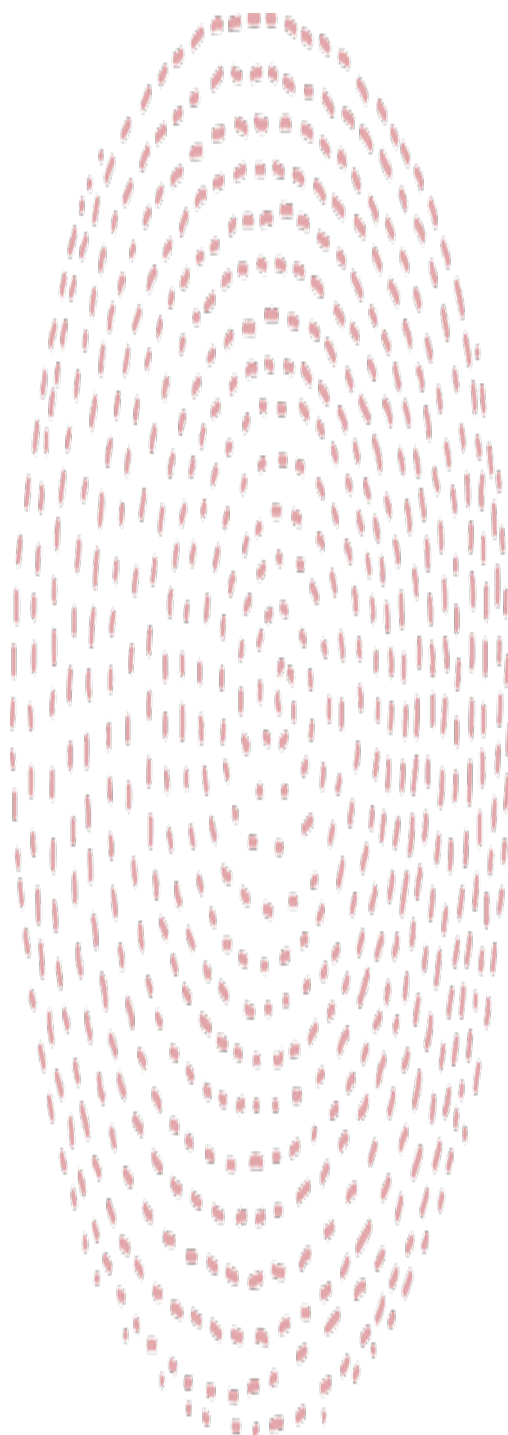


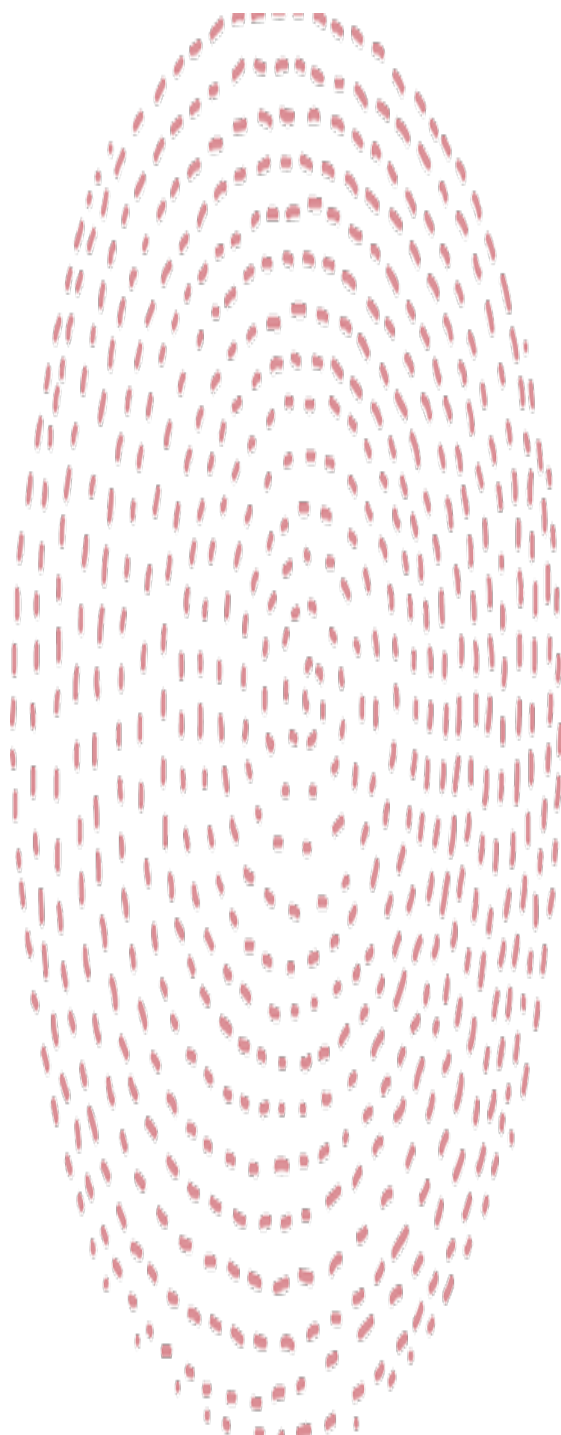


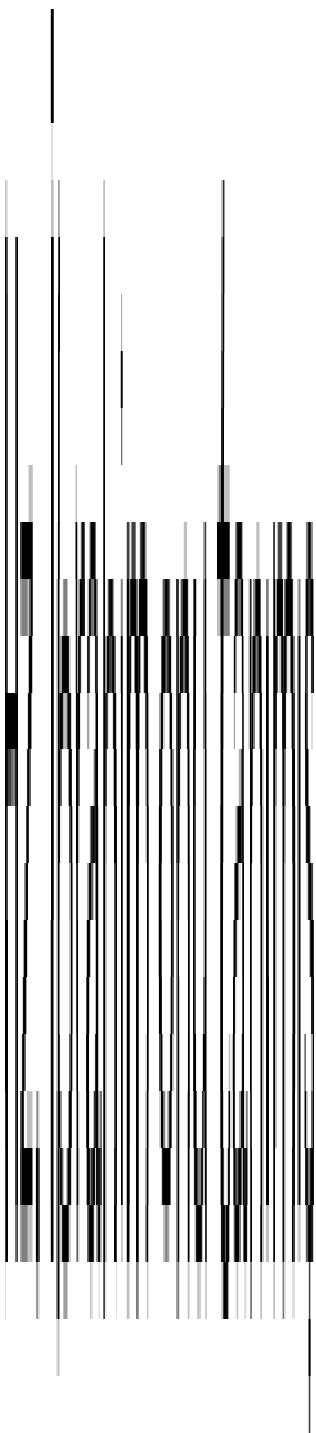


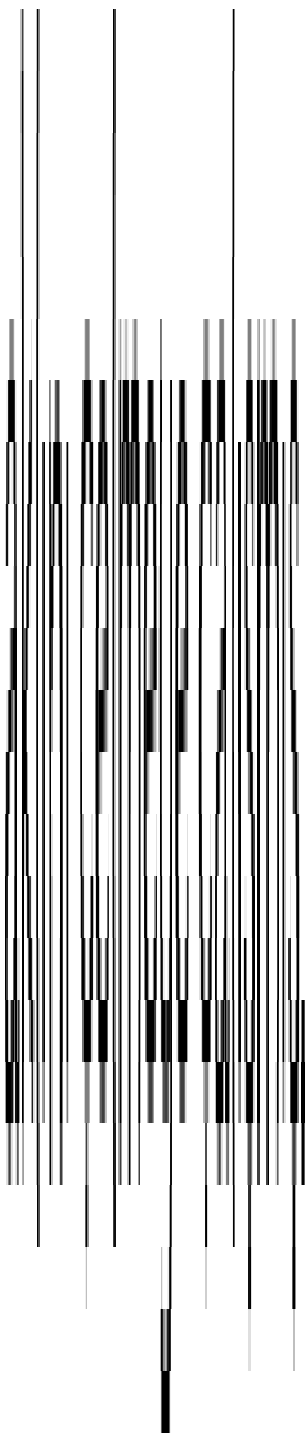


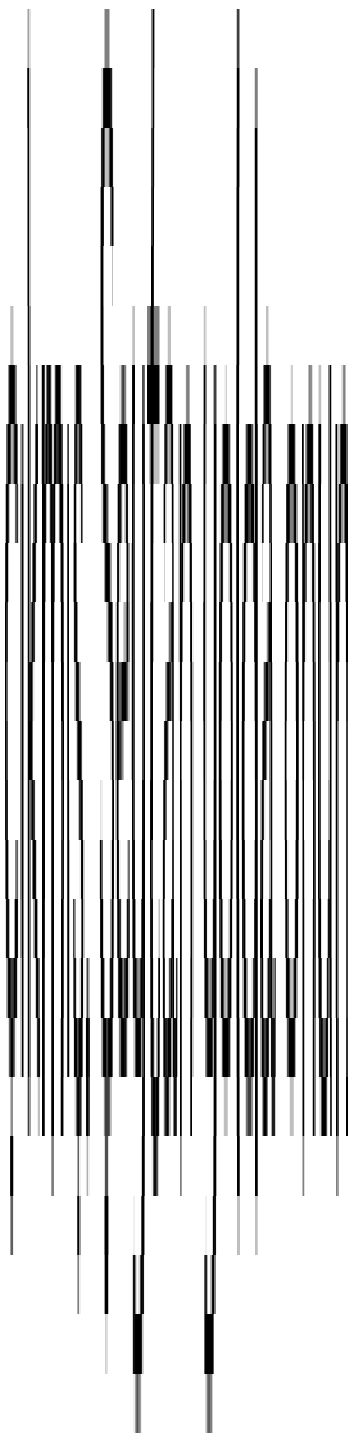


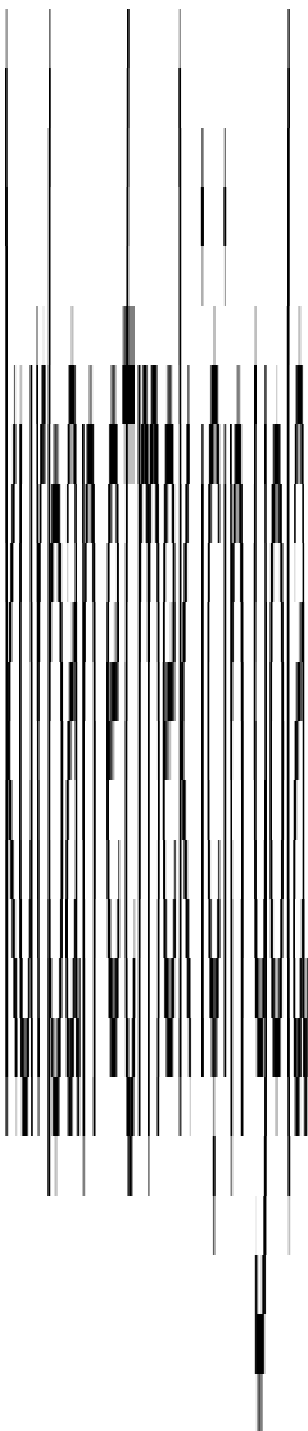


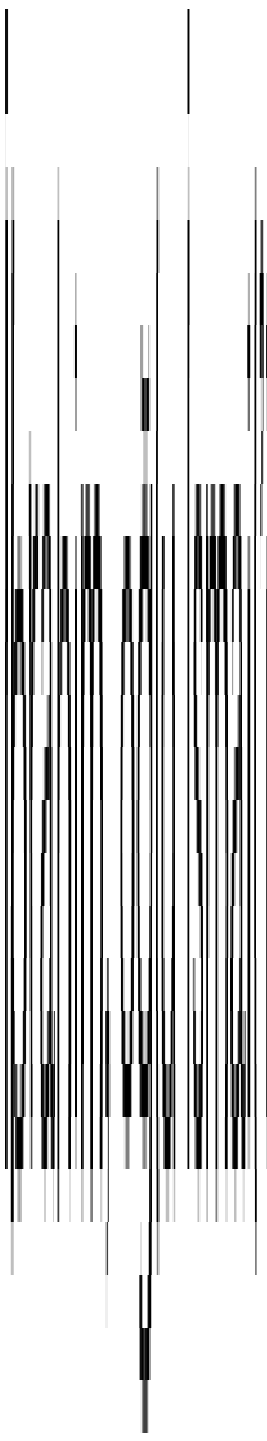


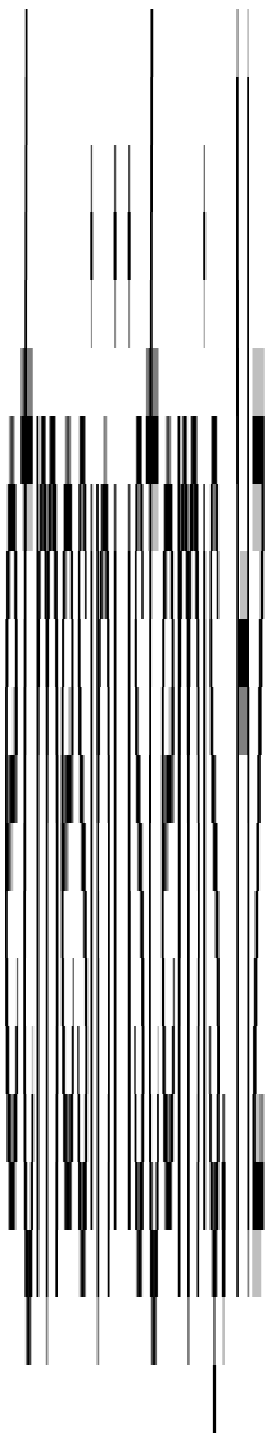


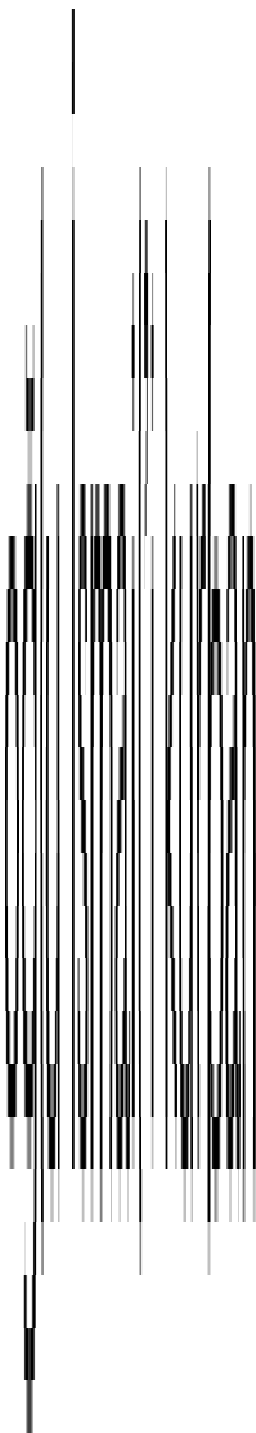


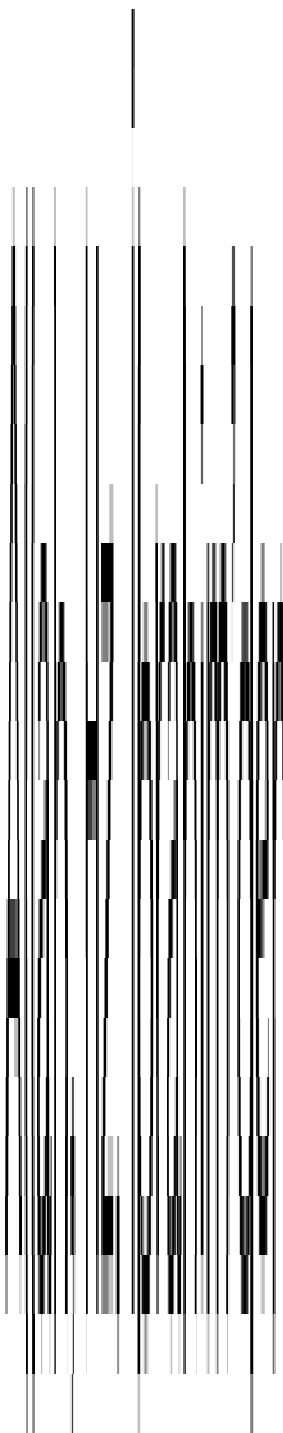


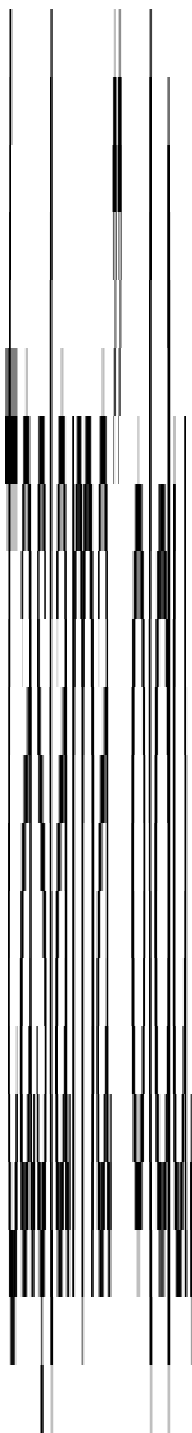


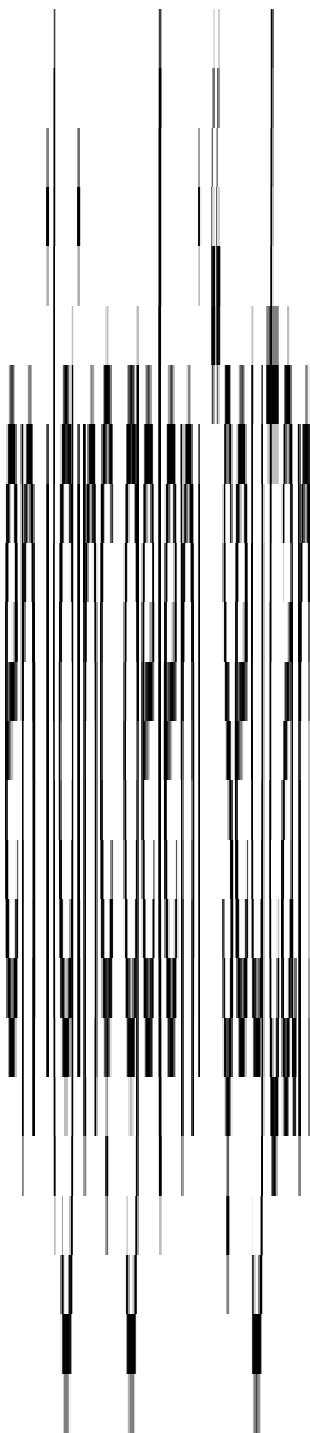


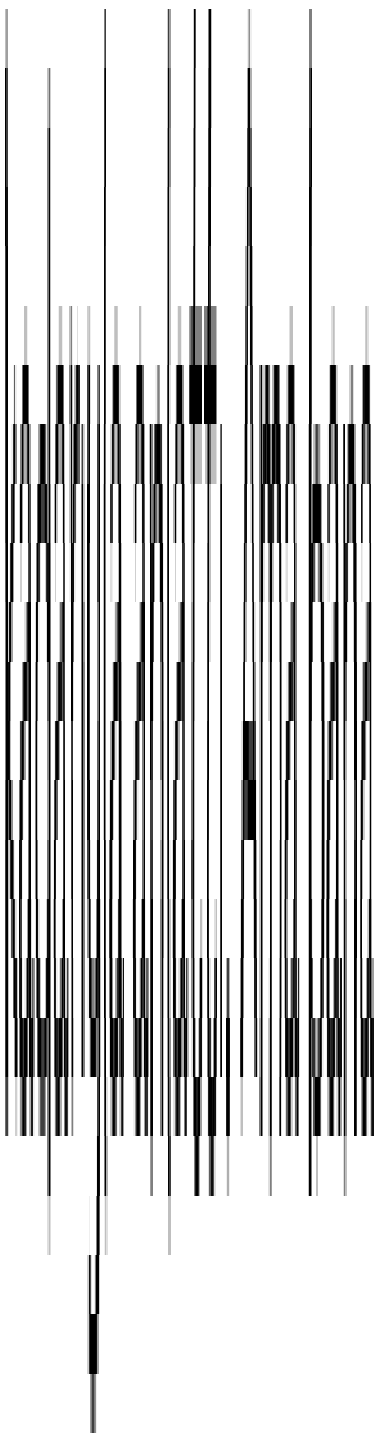


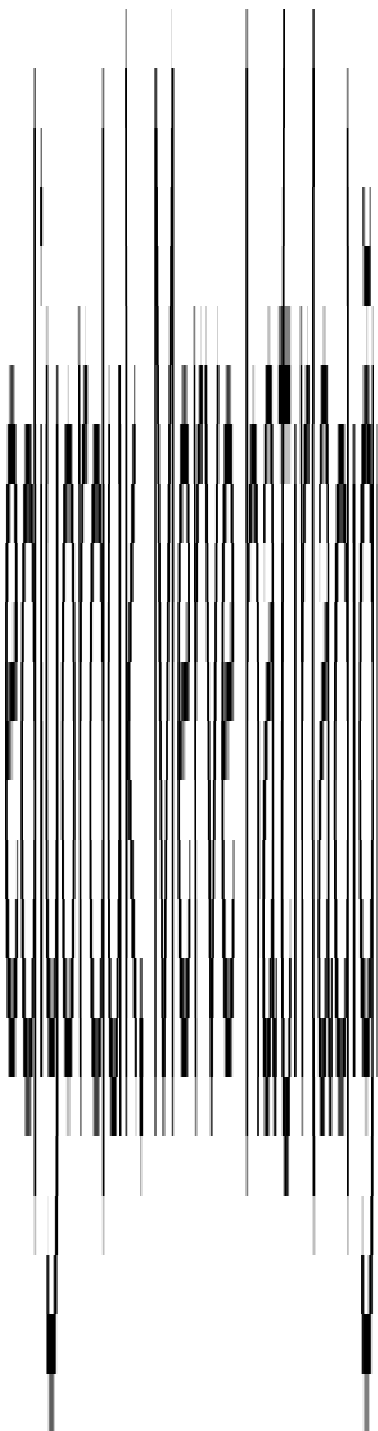


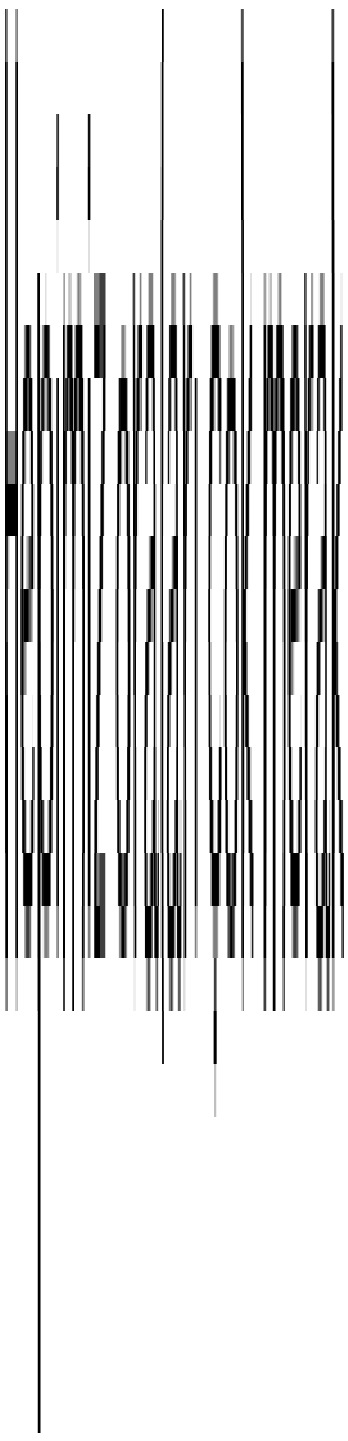


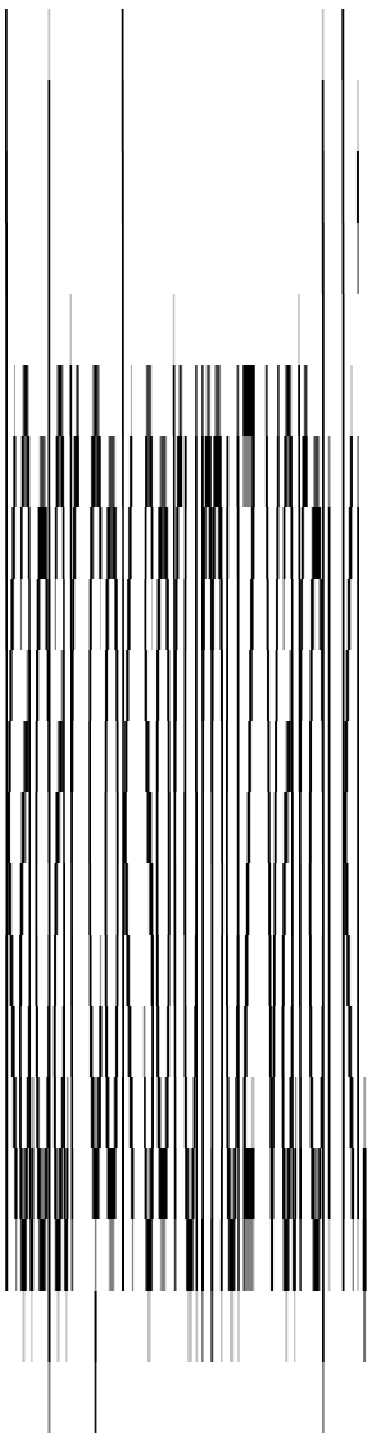


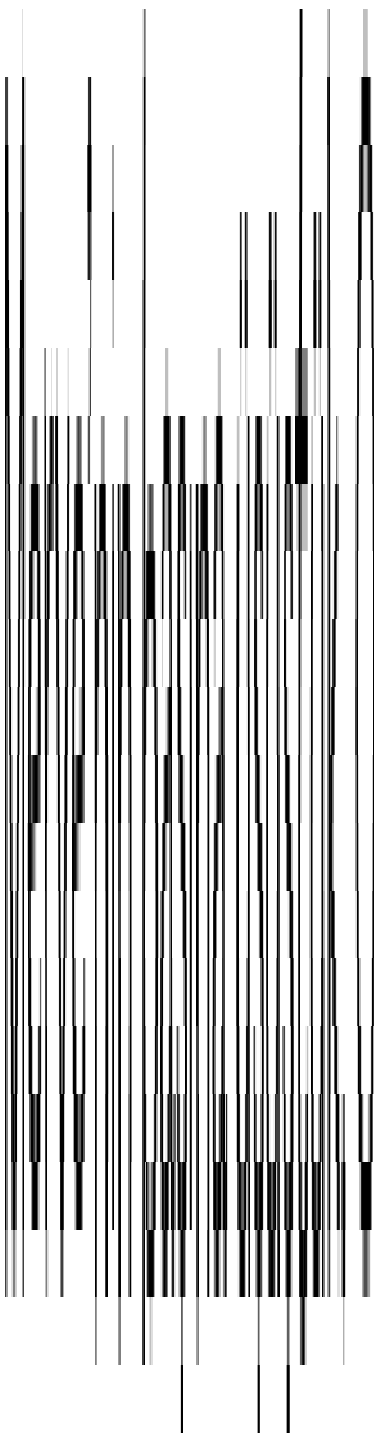


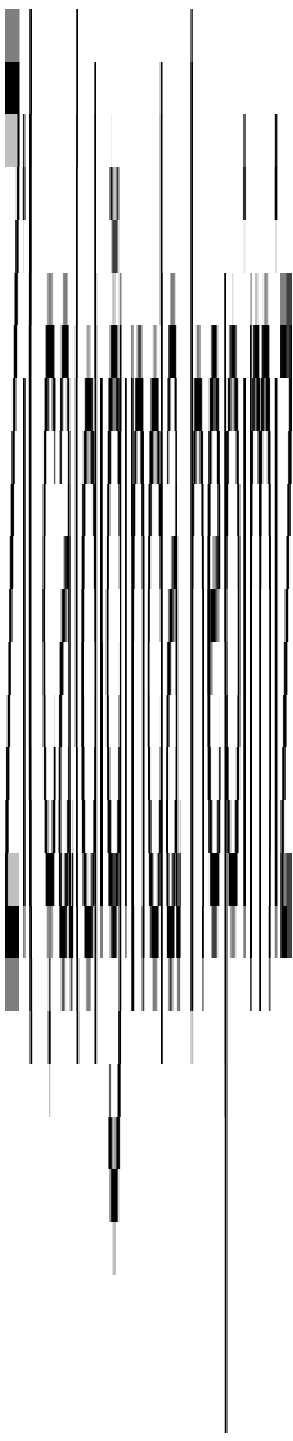


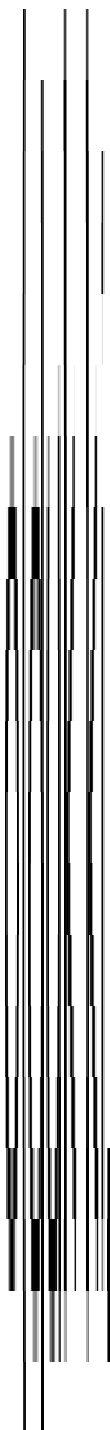


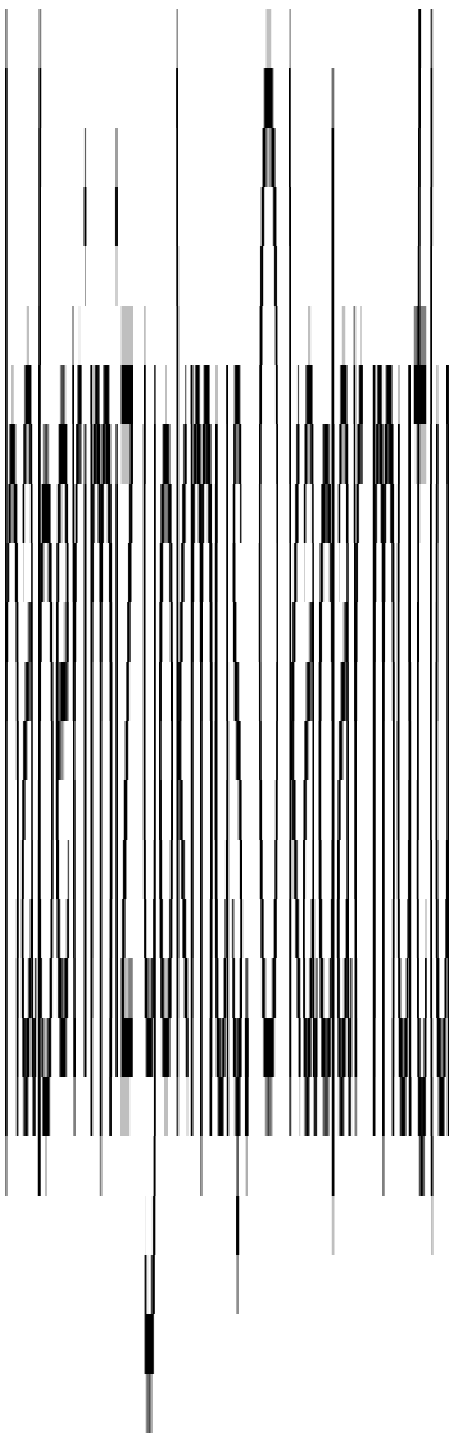


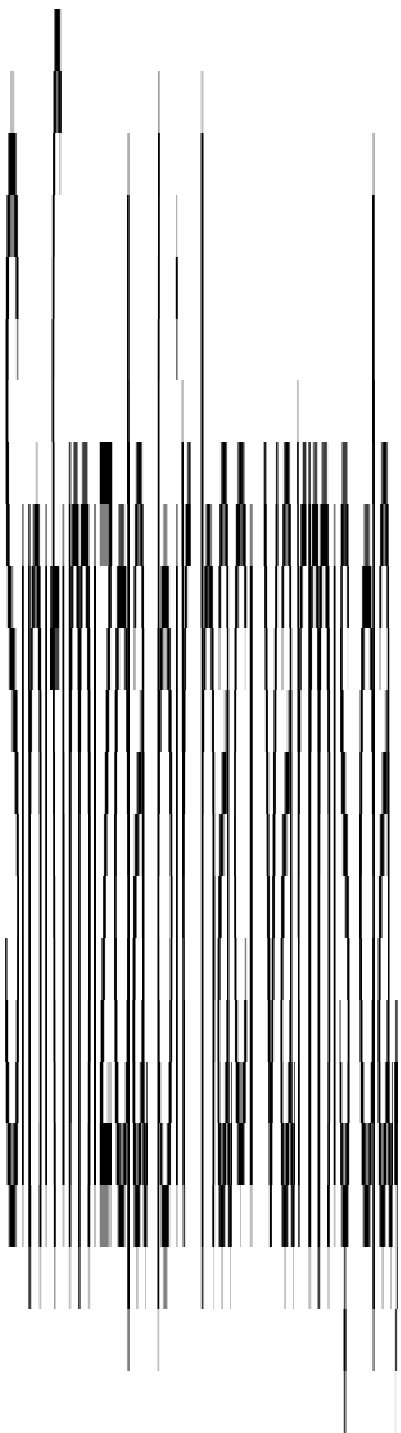


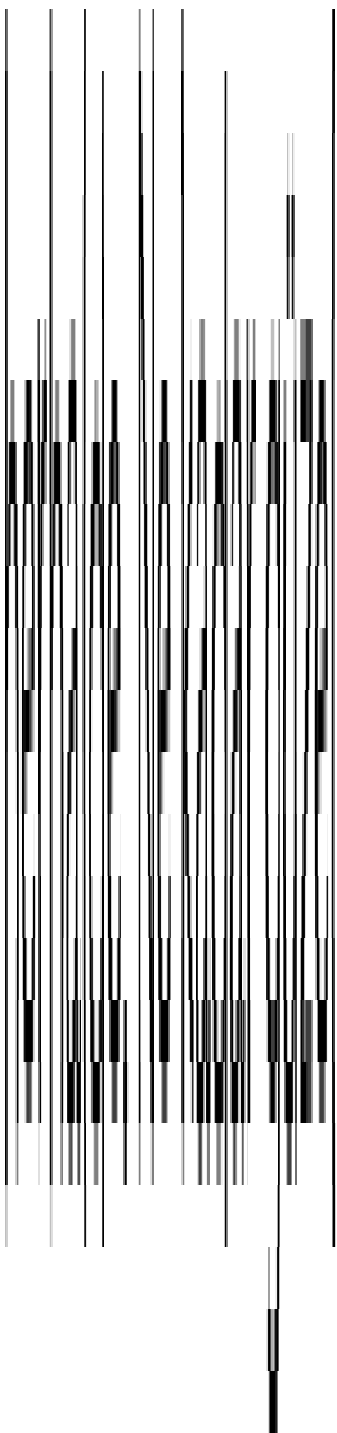


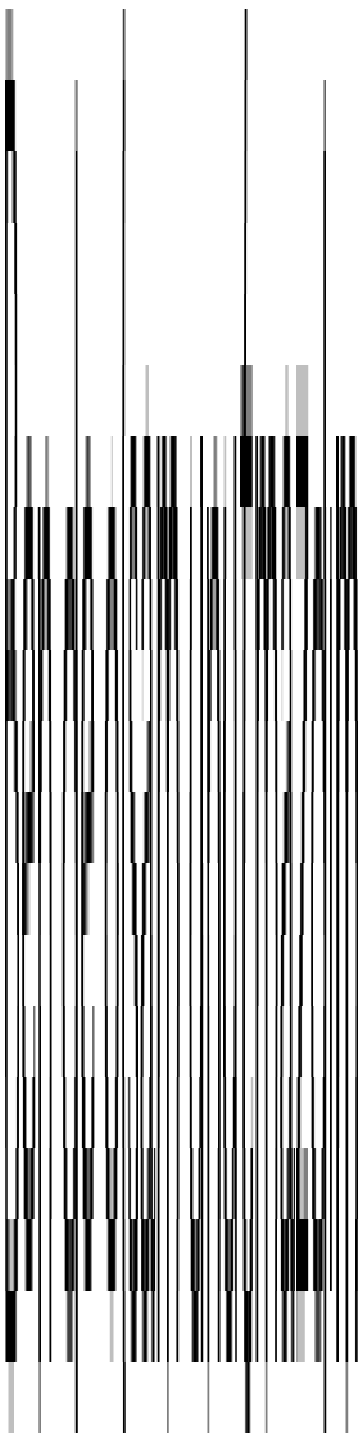






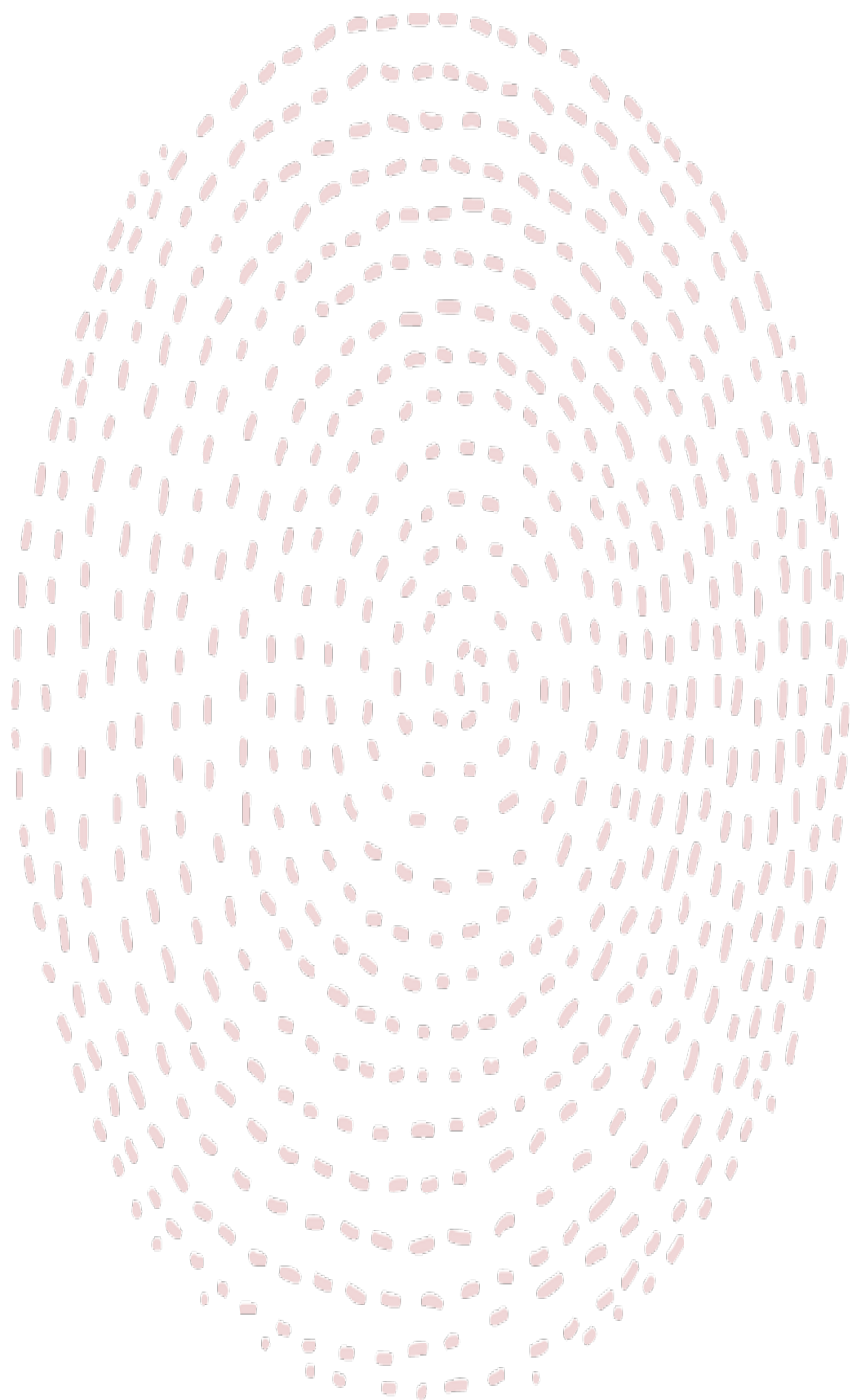


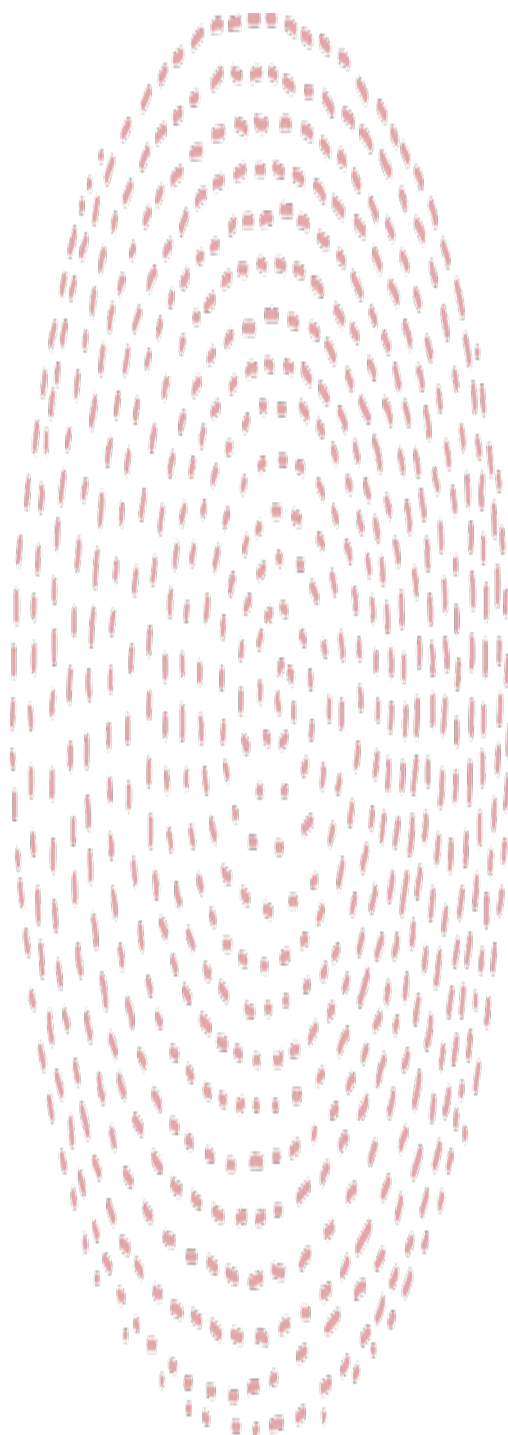




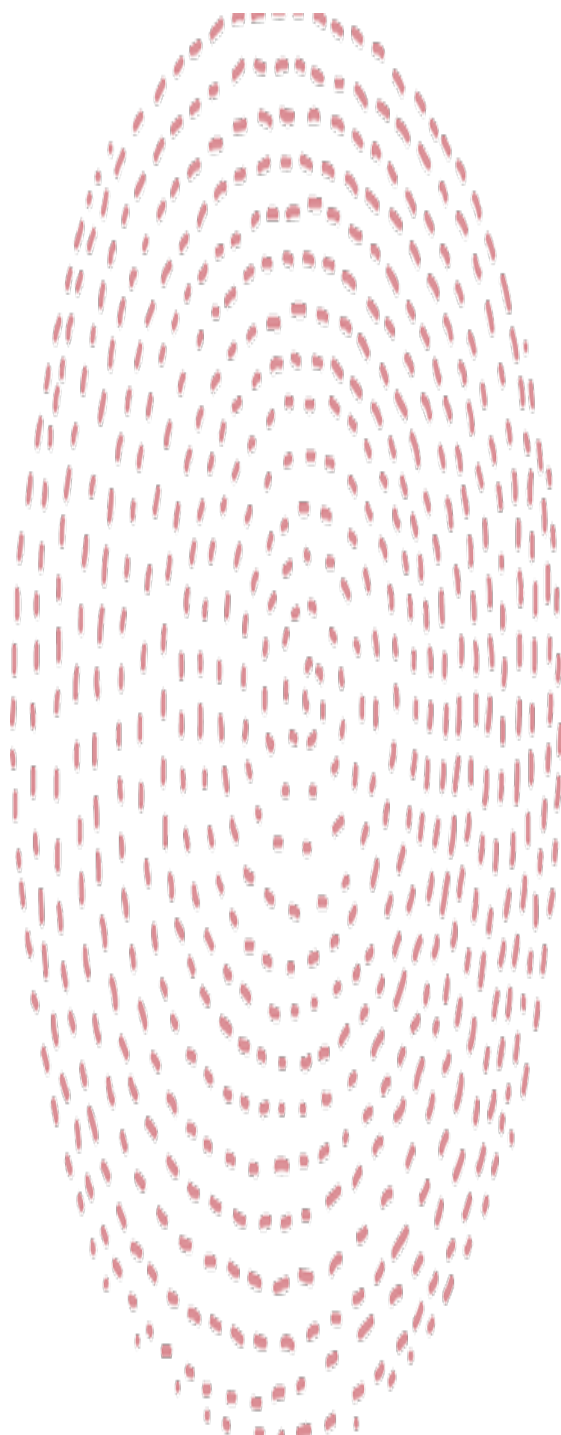


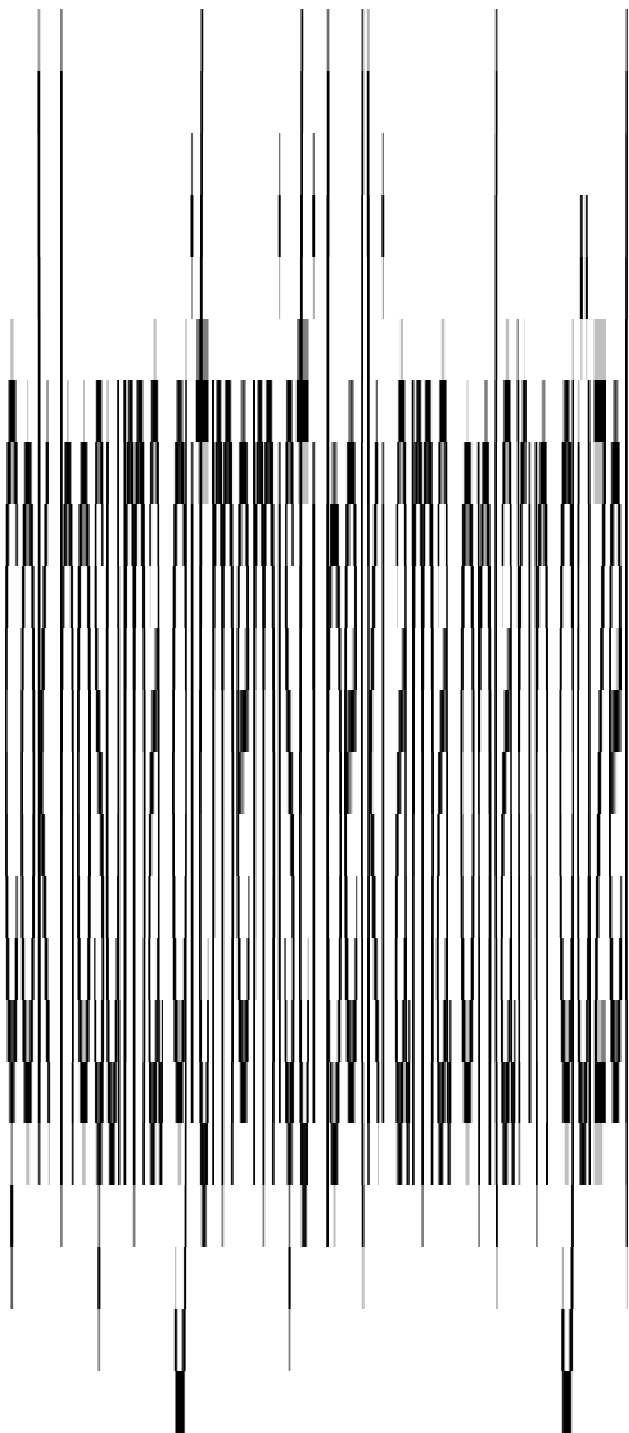


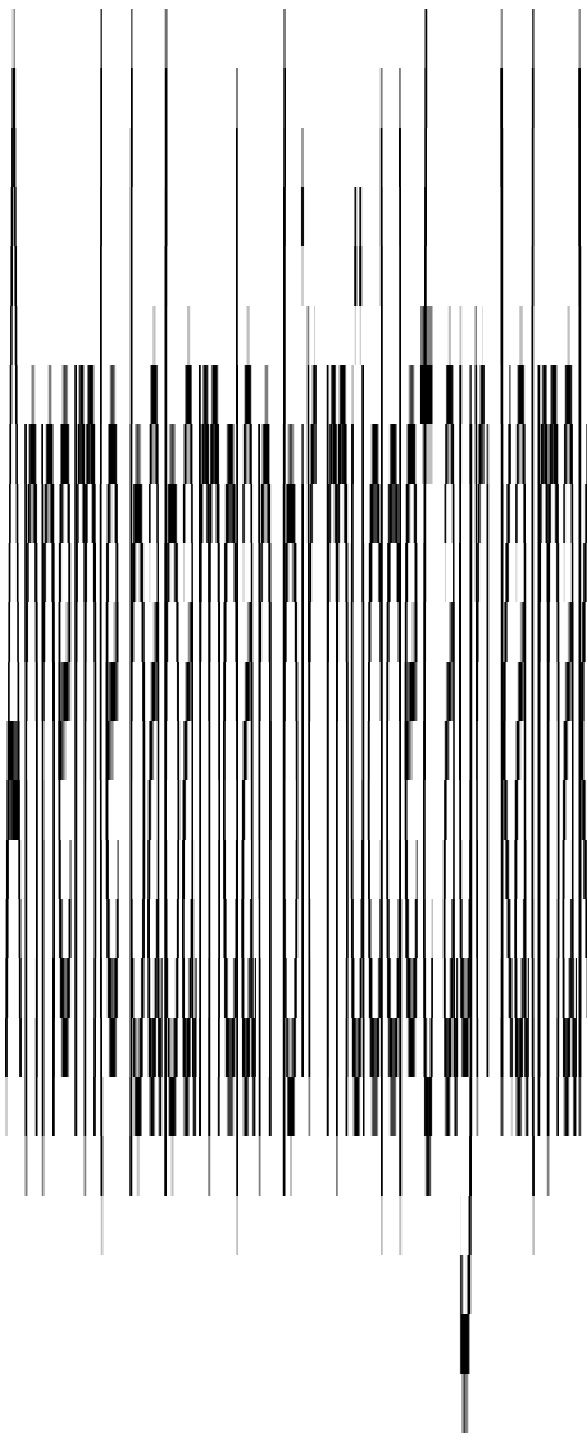


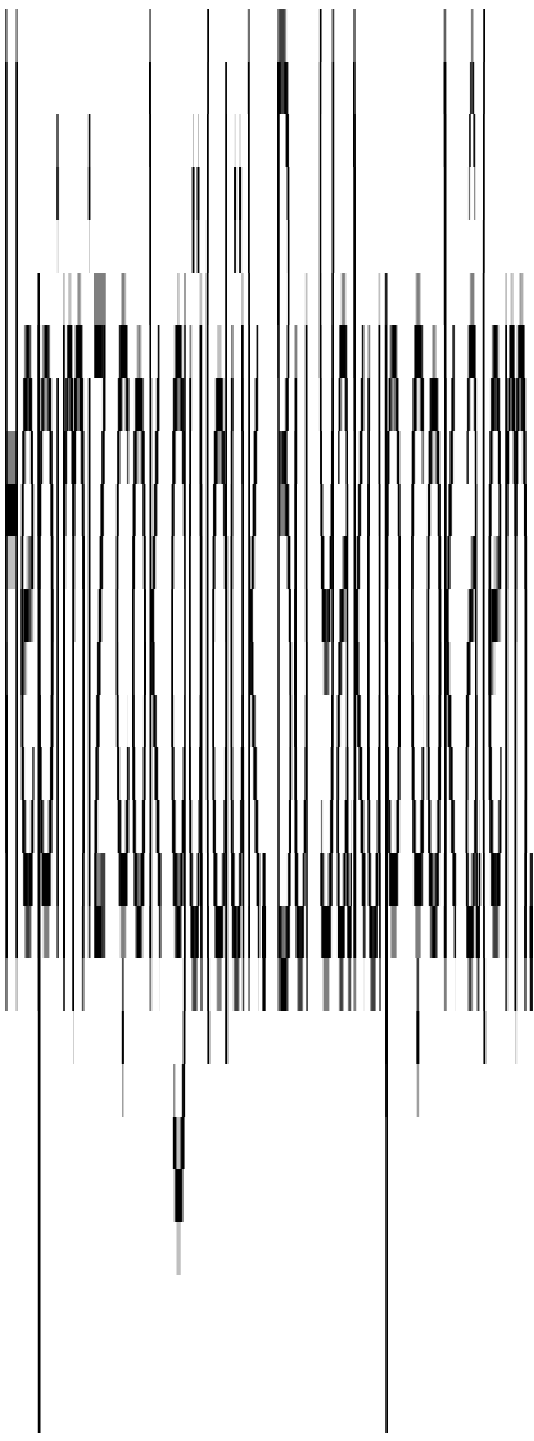


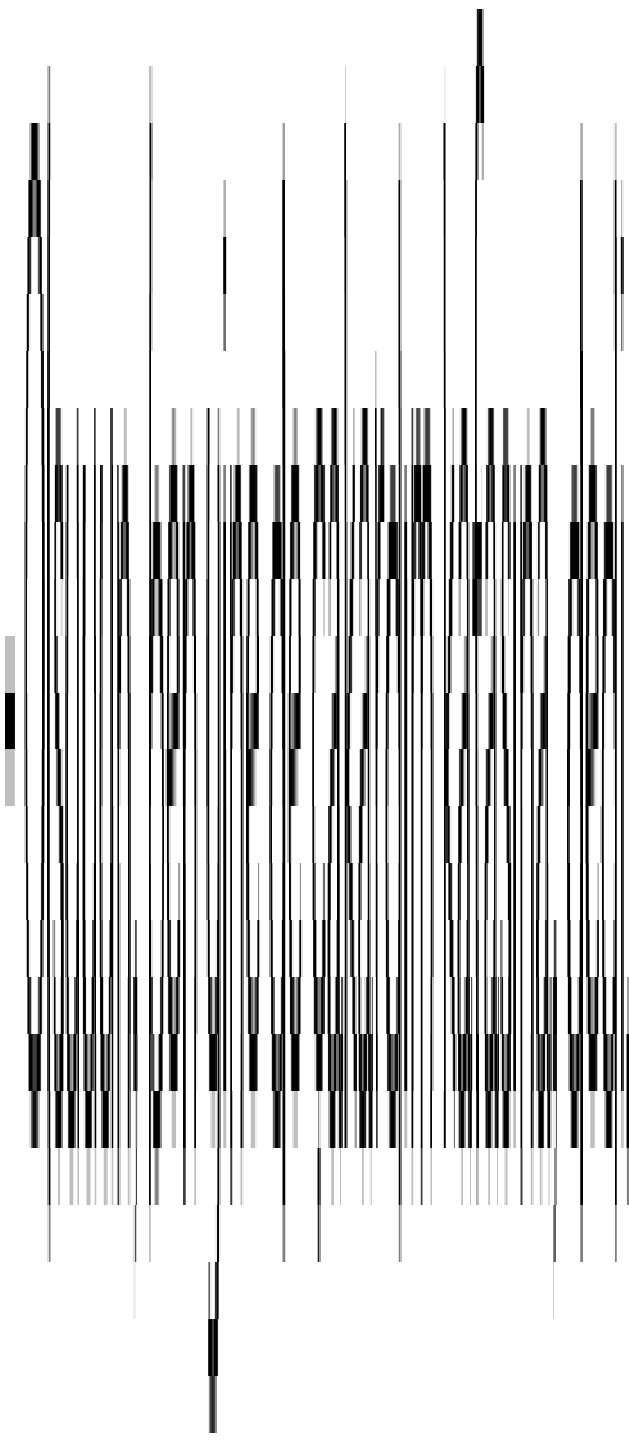
The first of these is the fact that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The second is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The third is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The fourth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The fifth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The sixth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The seventh is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The eighth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The ninth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The tenth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable.

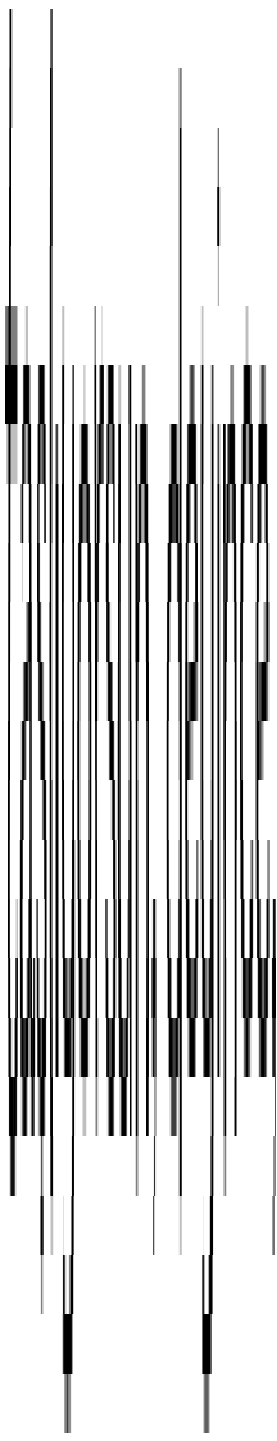


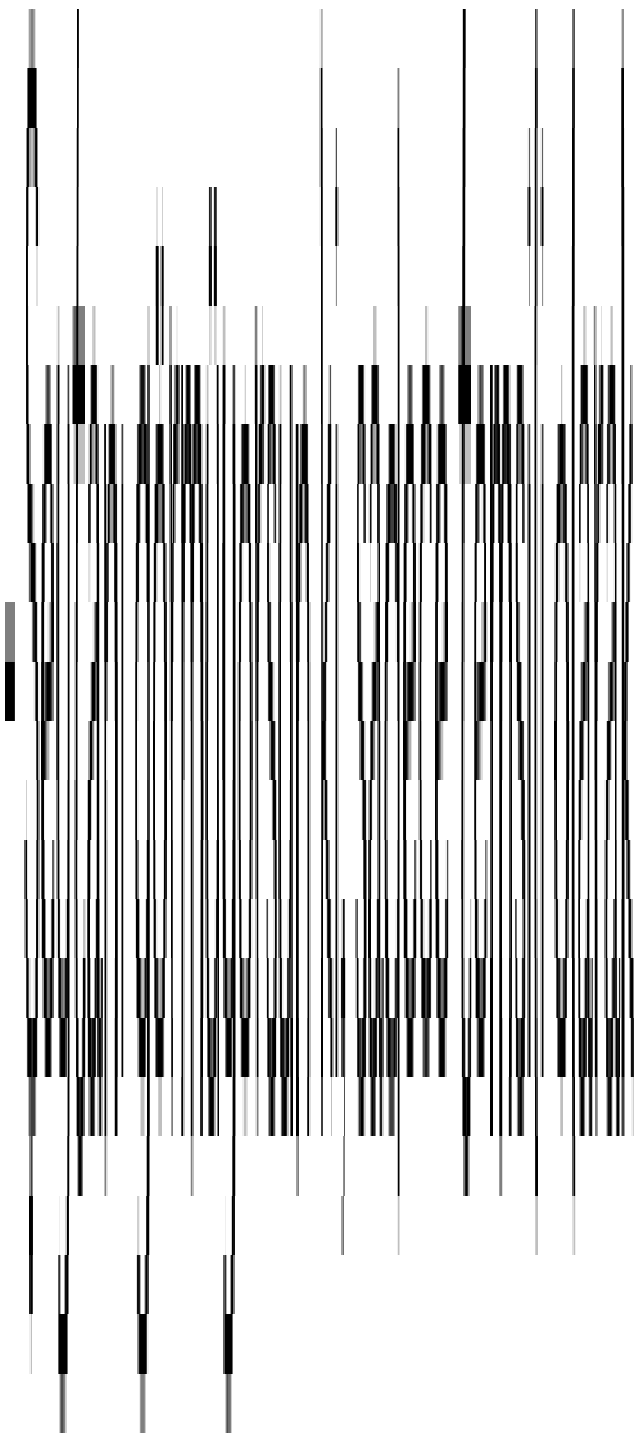


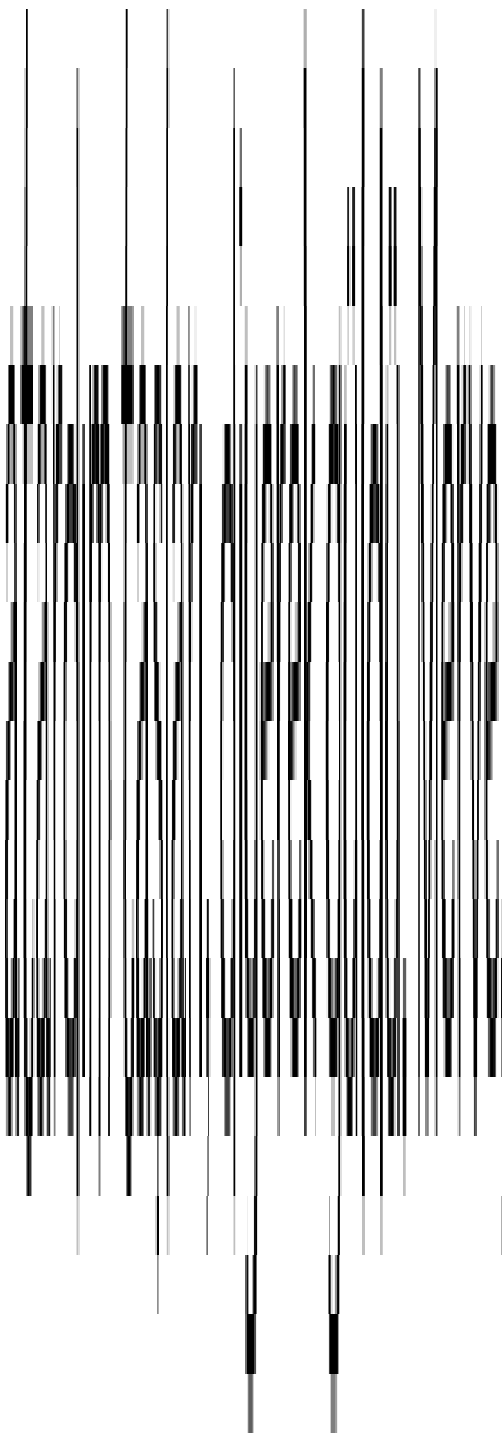


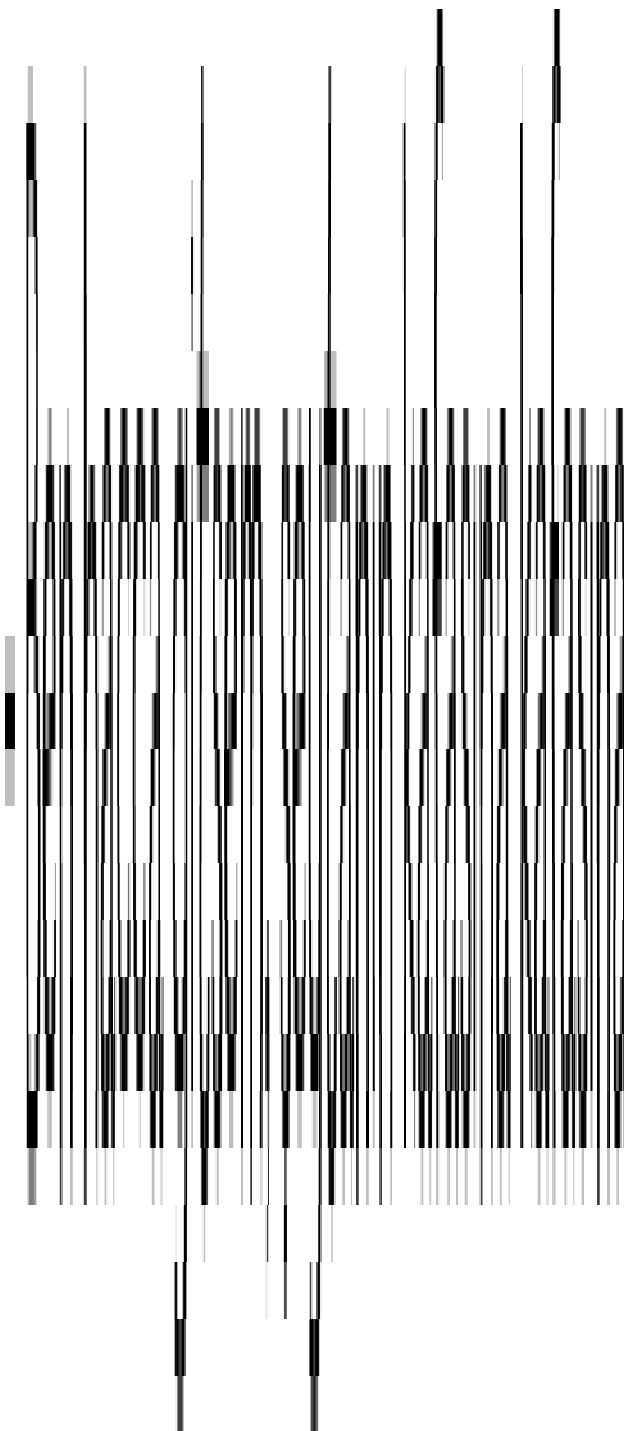


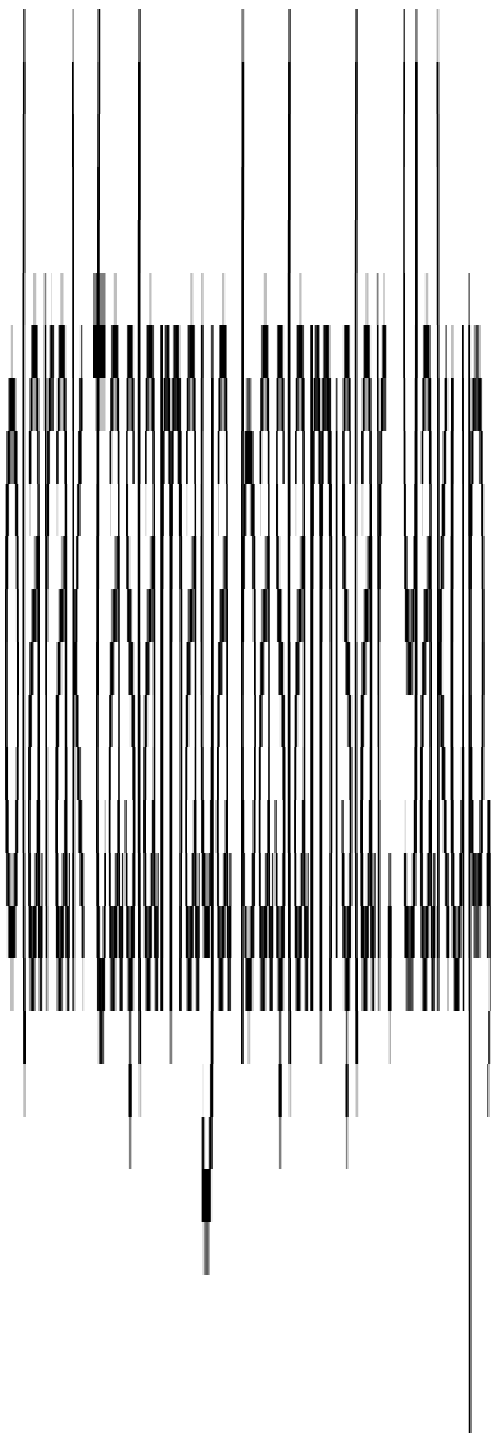


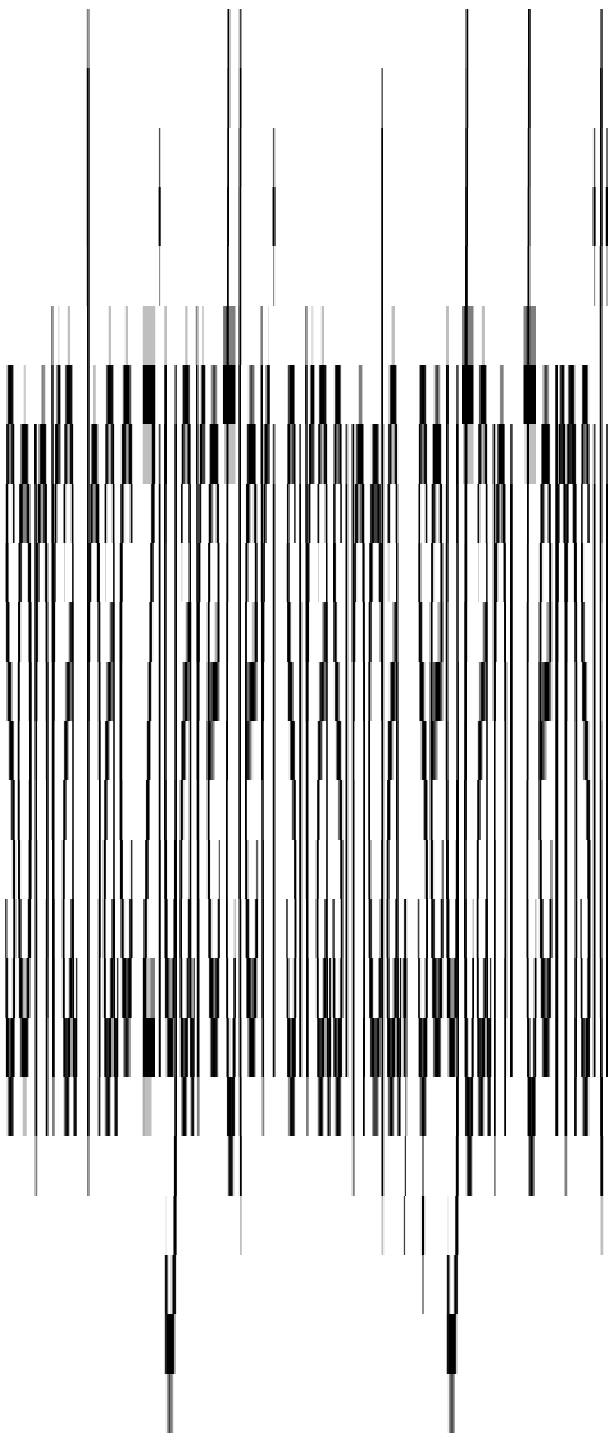


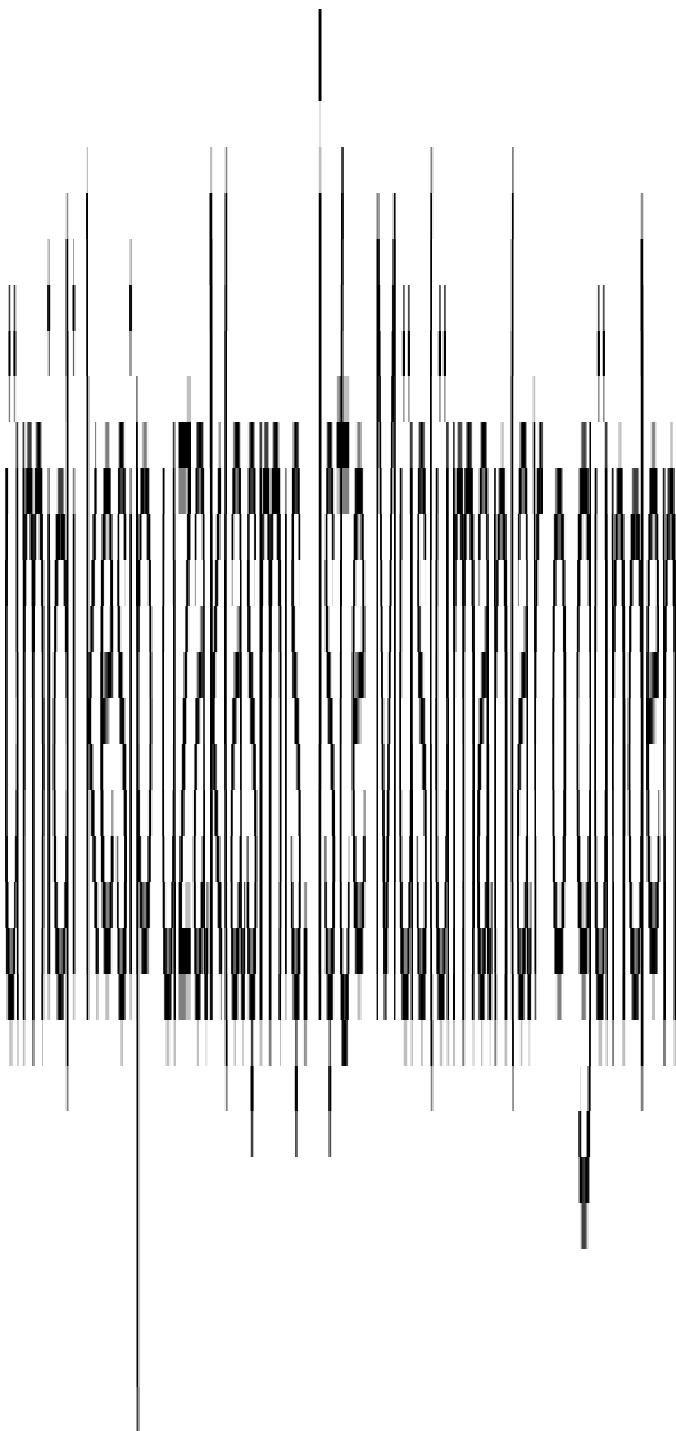


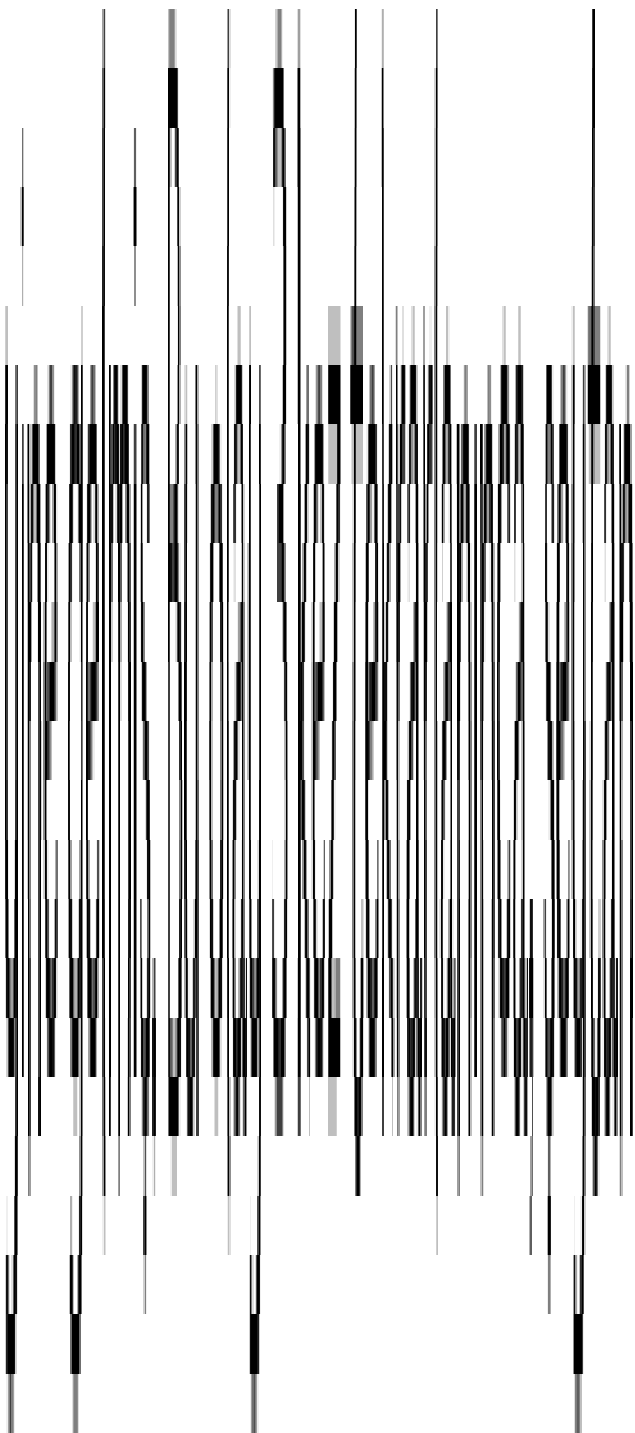


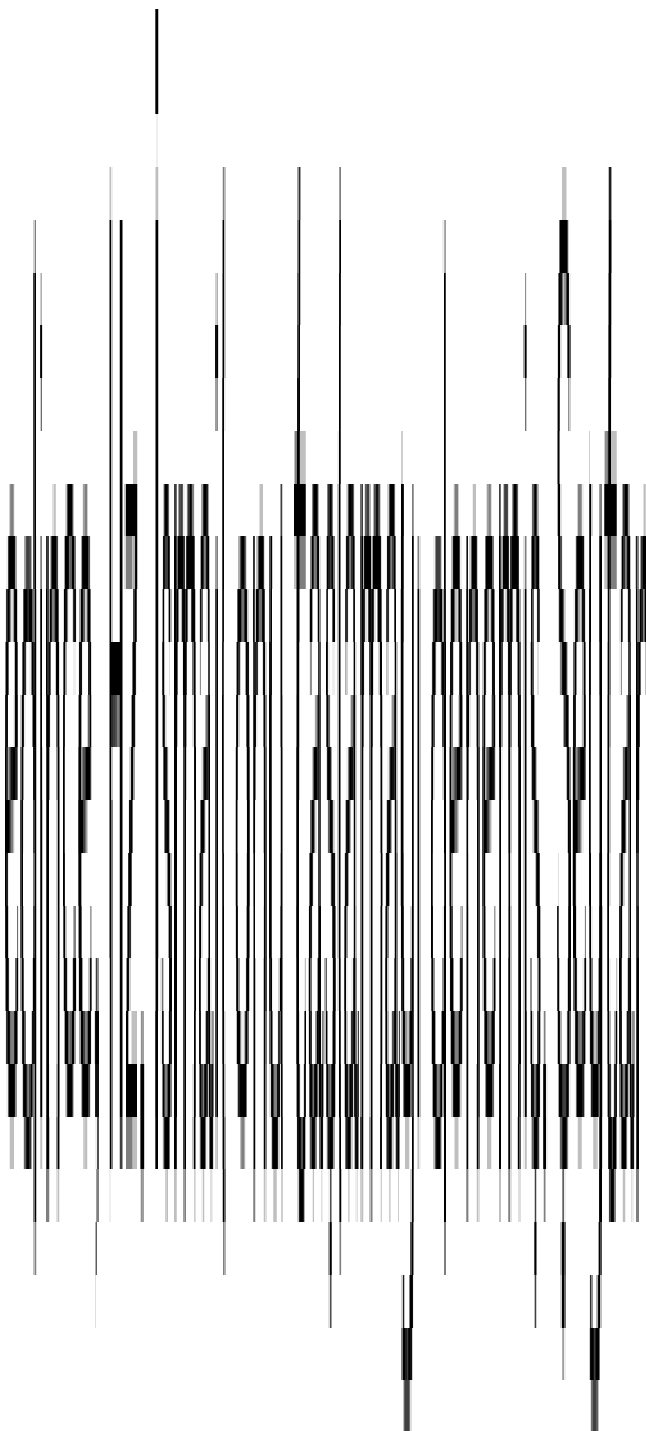


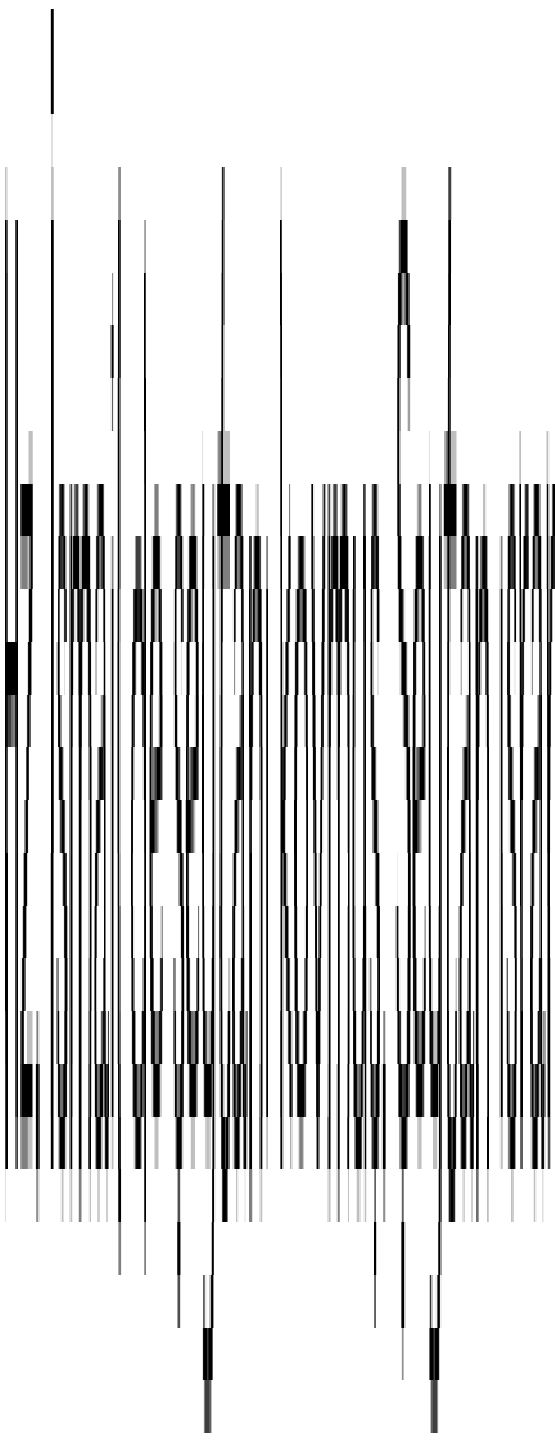


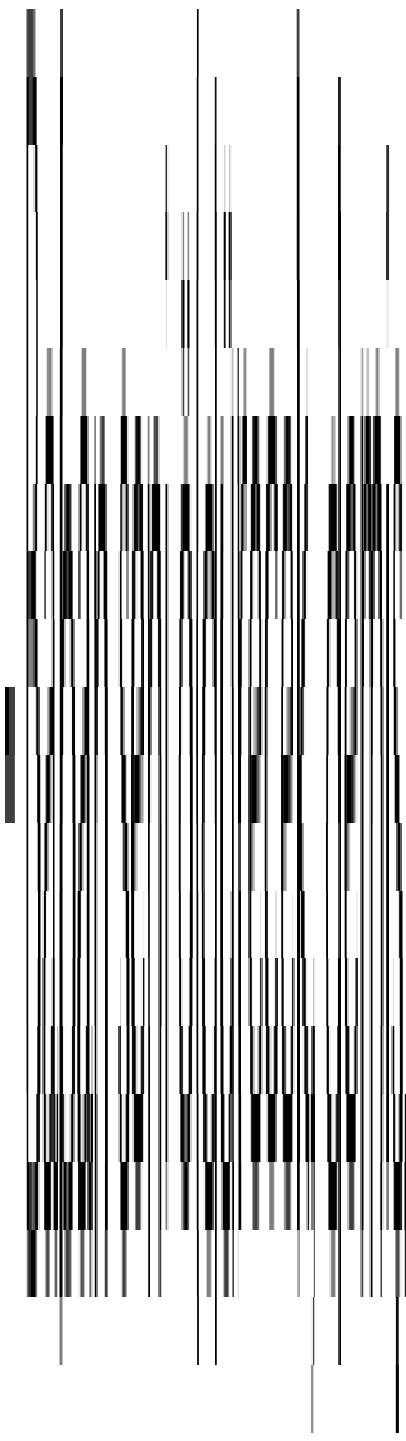


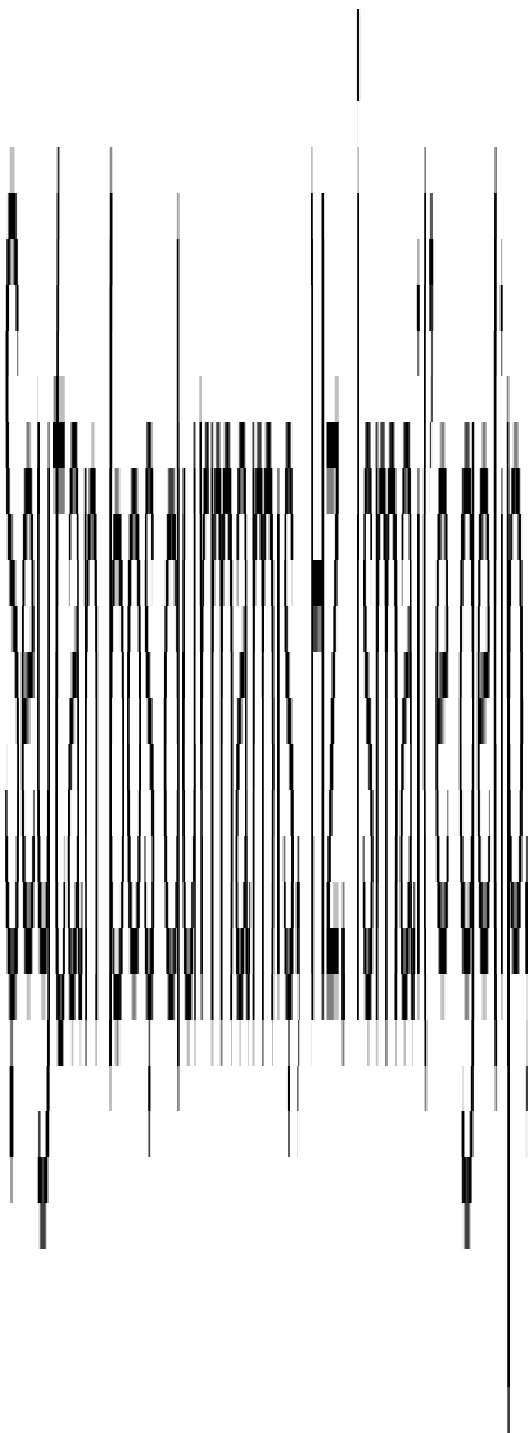


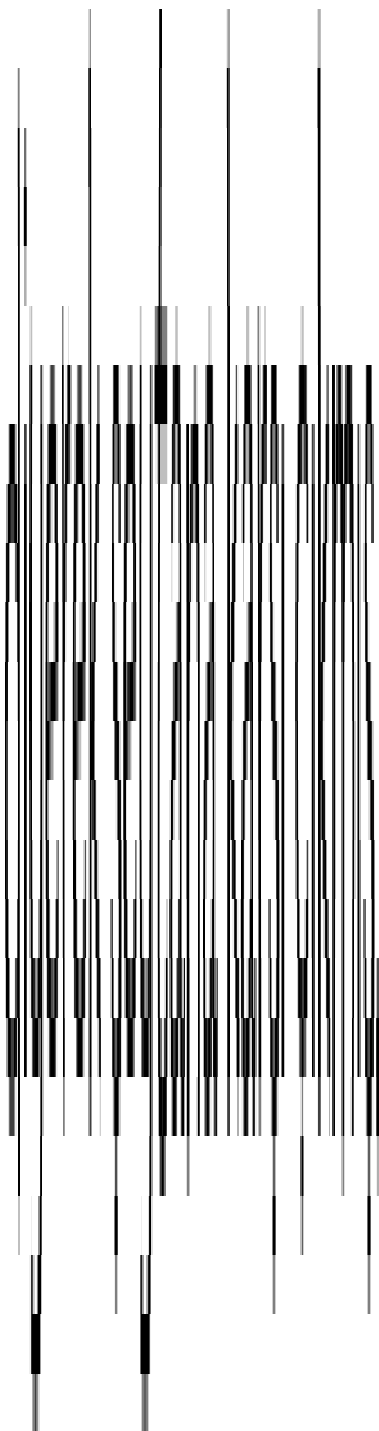


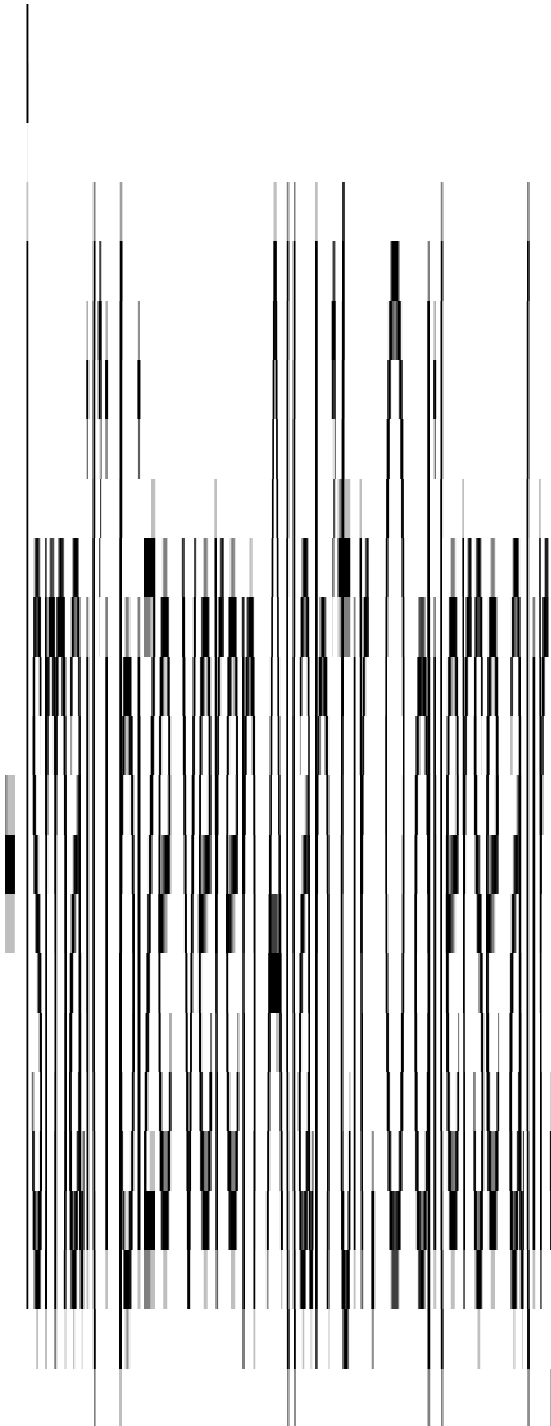


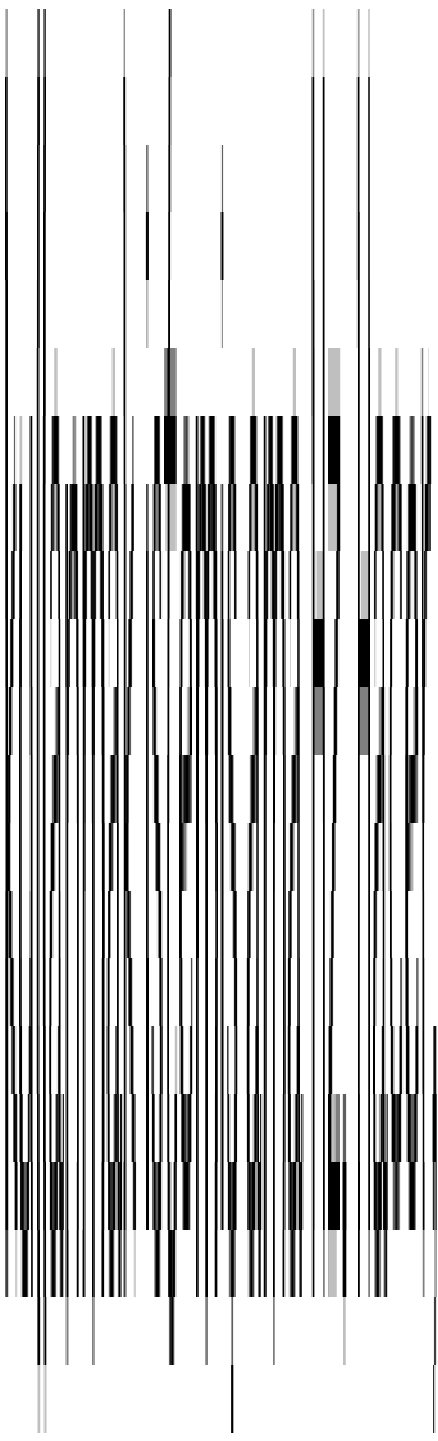


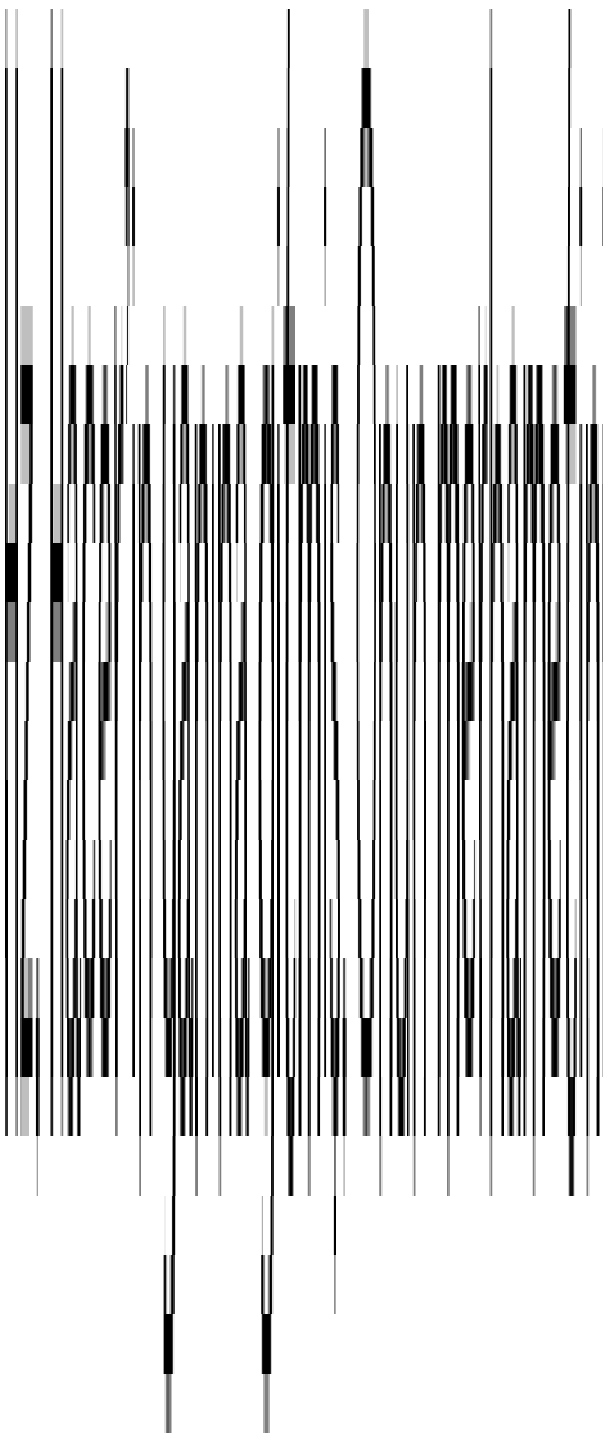


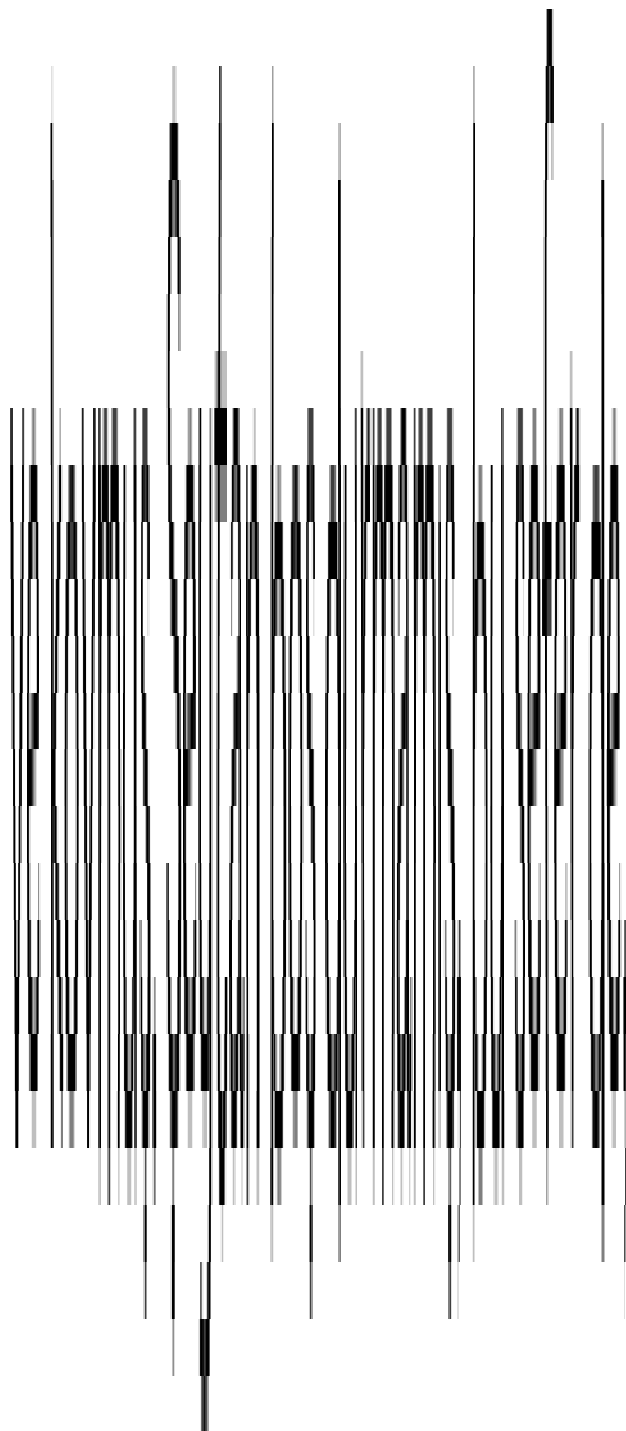


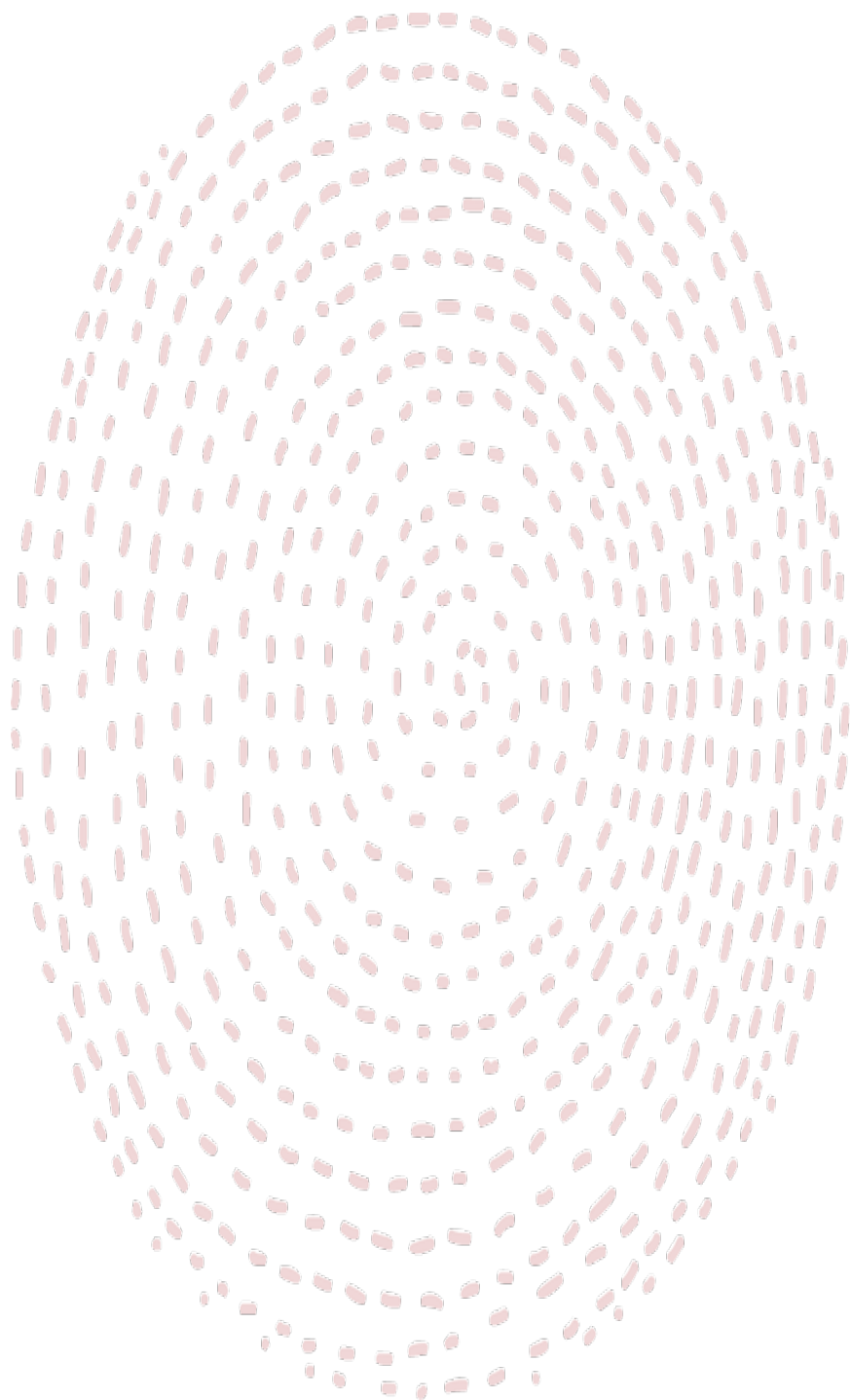


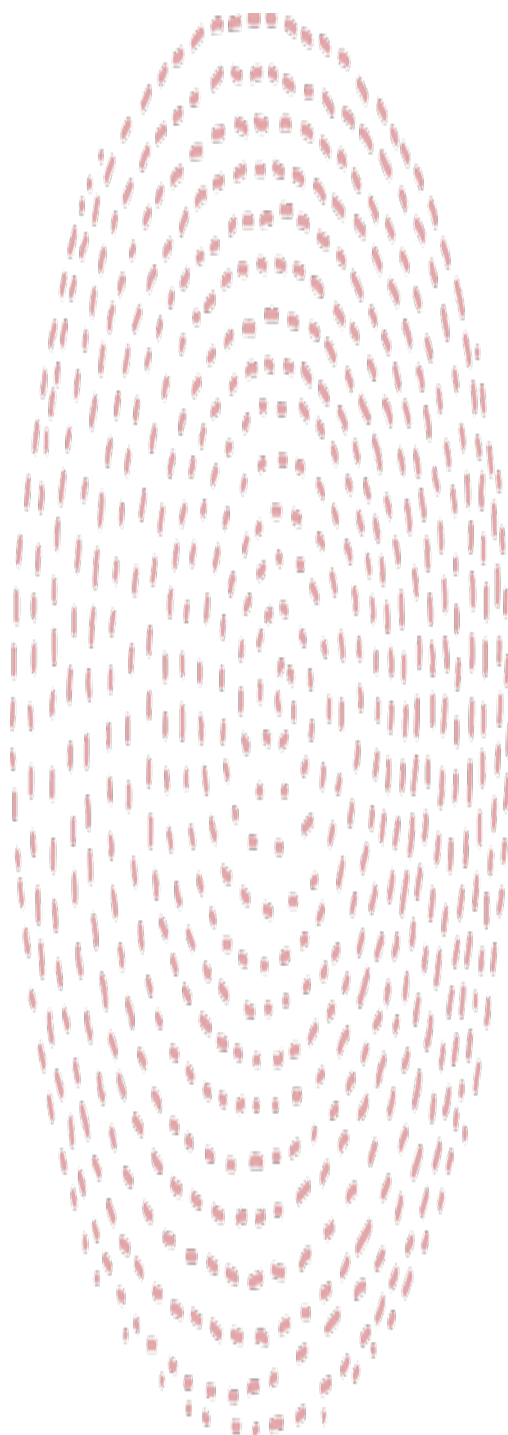




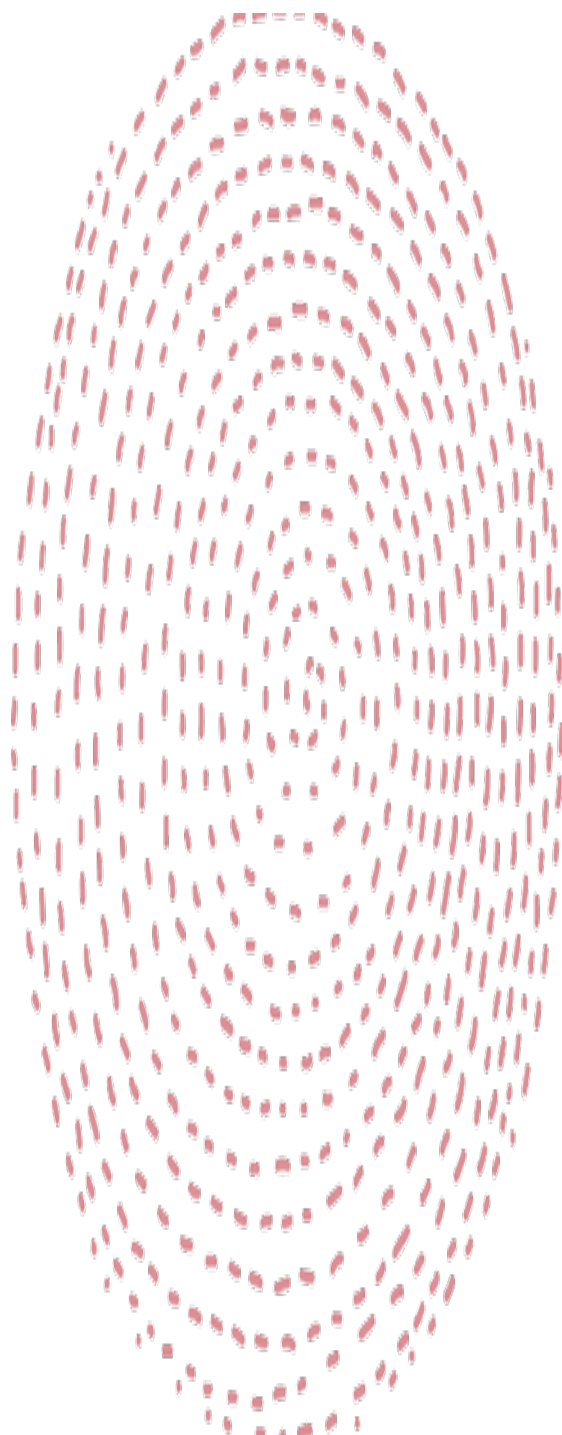


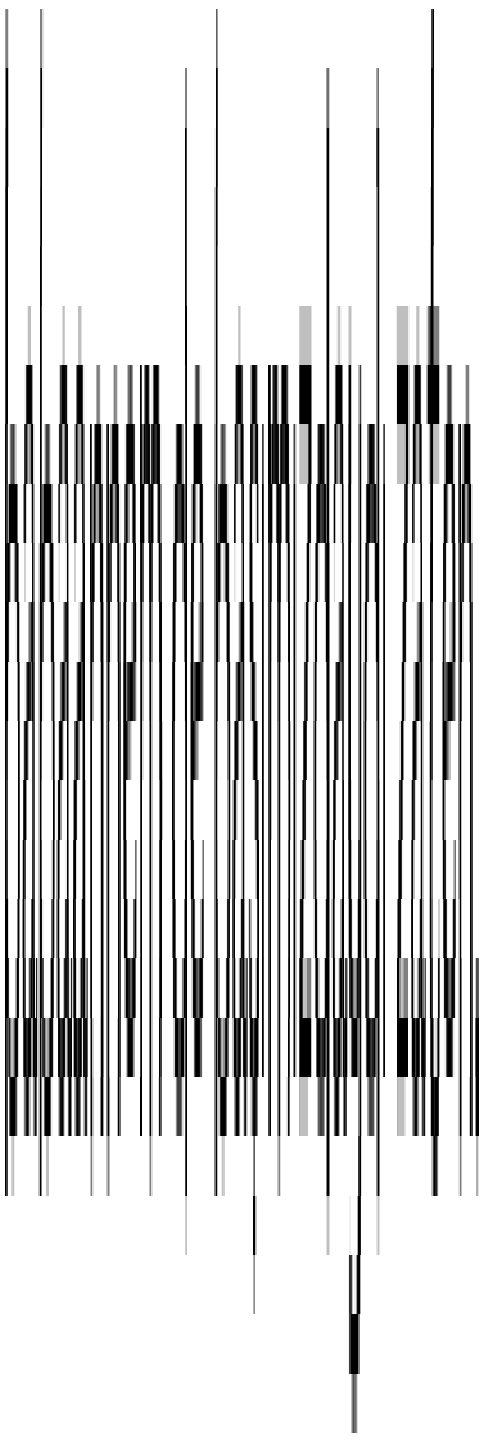


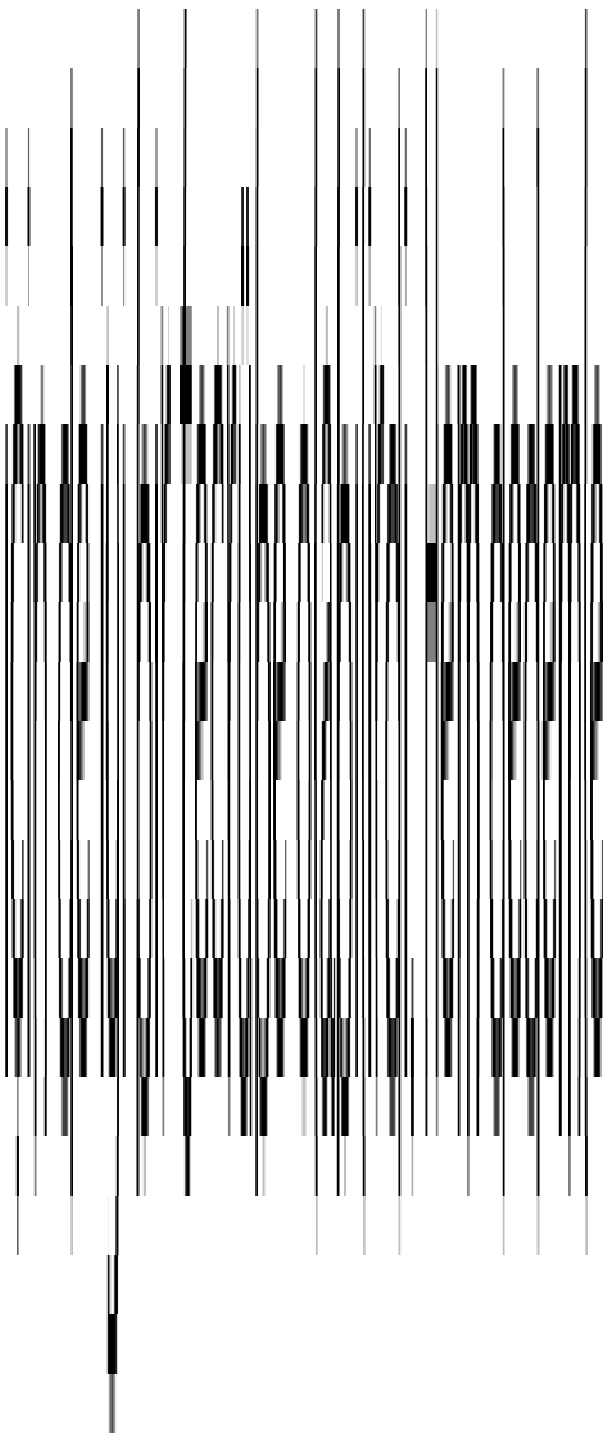


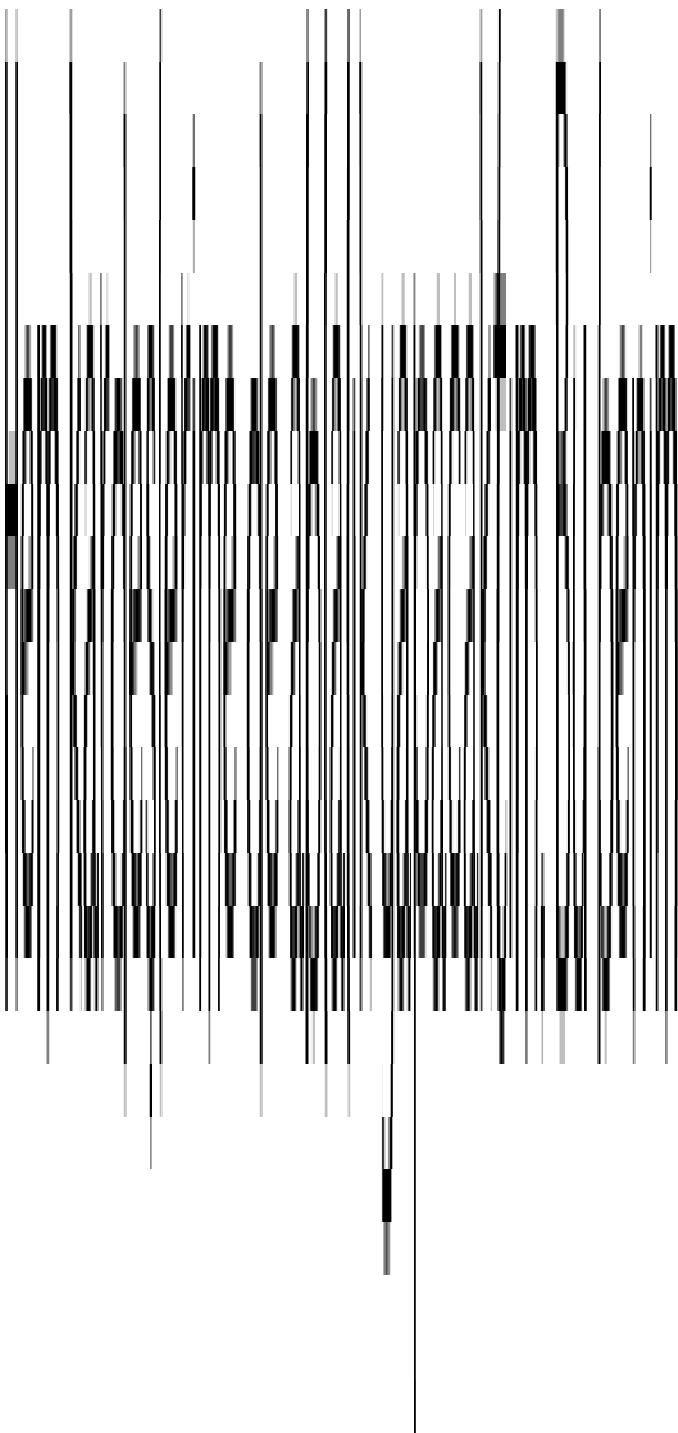


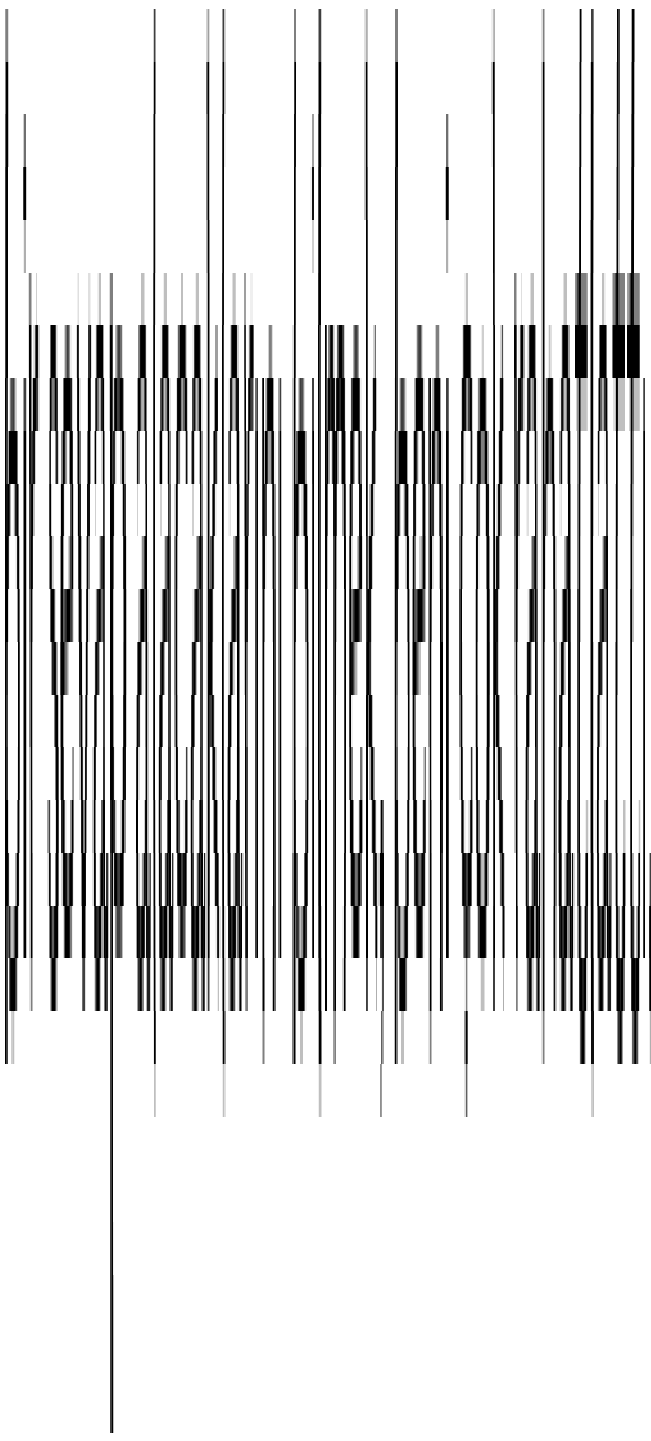
The first part of the paper discusses the importance of the research and the need for a new approach. It then goes on to describe the methodology used in the study, which involves a combination of qualitative and quantitative methods. The results of the study are then presented, showing that there is a significant difference between the two groups. Finally, the paper concludes by discussing the implications of the findings and suggesting further research.

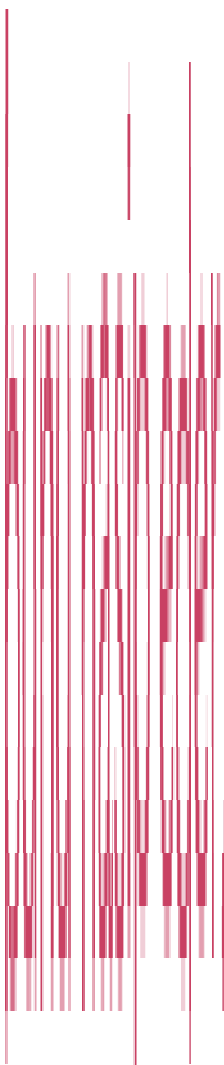


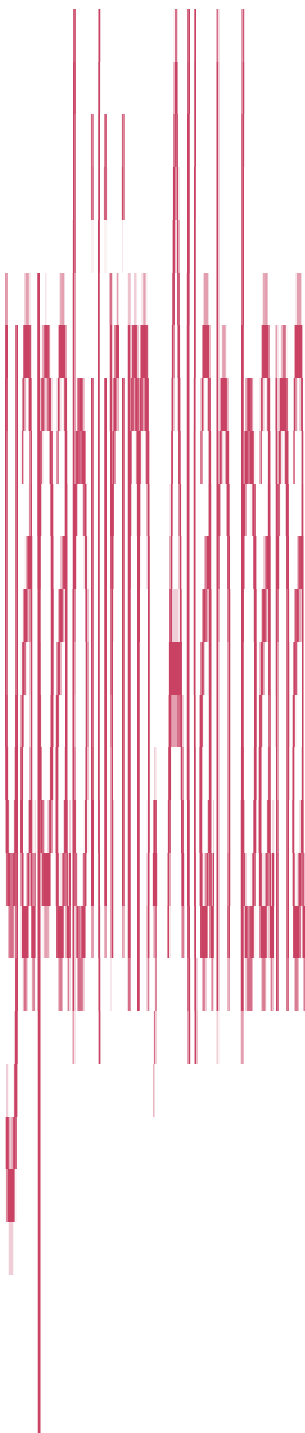


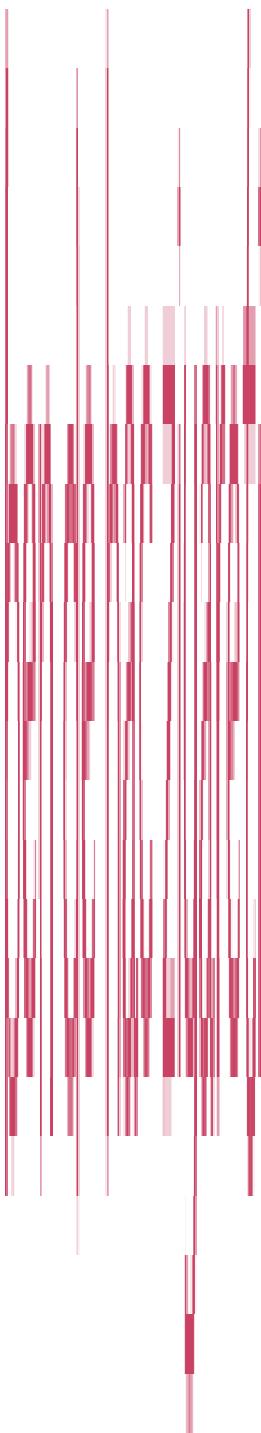


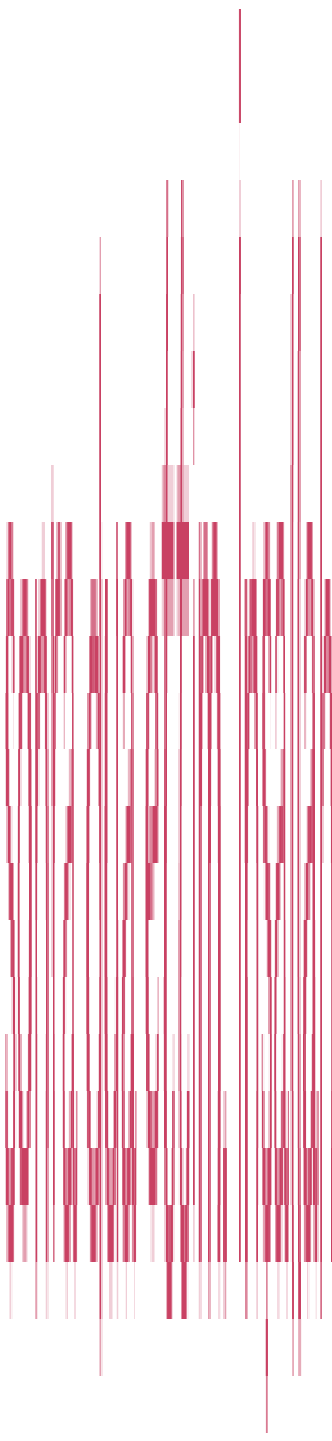


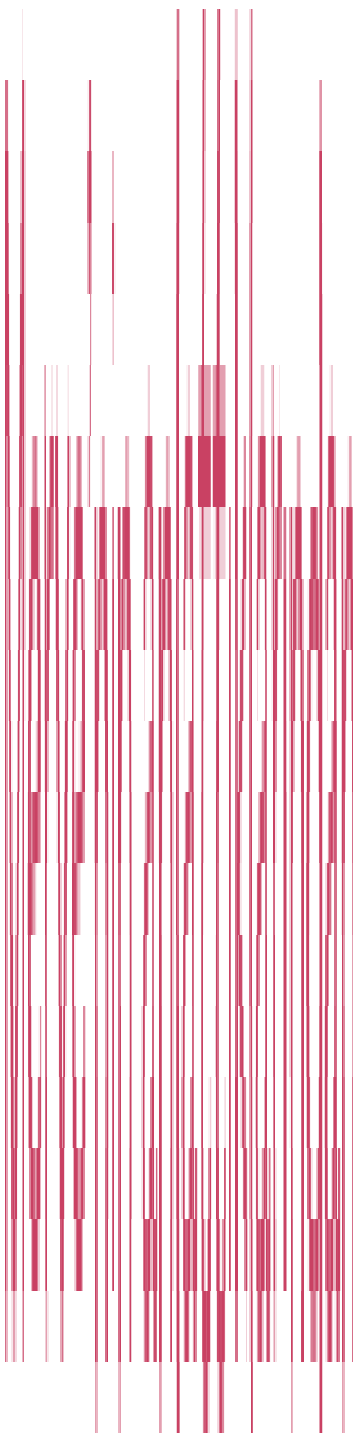






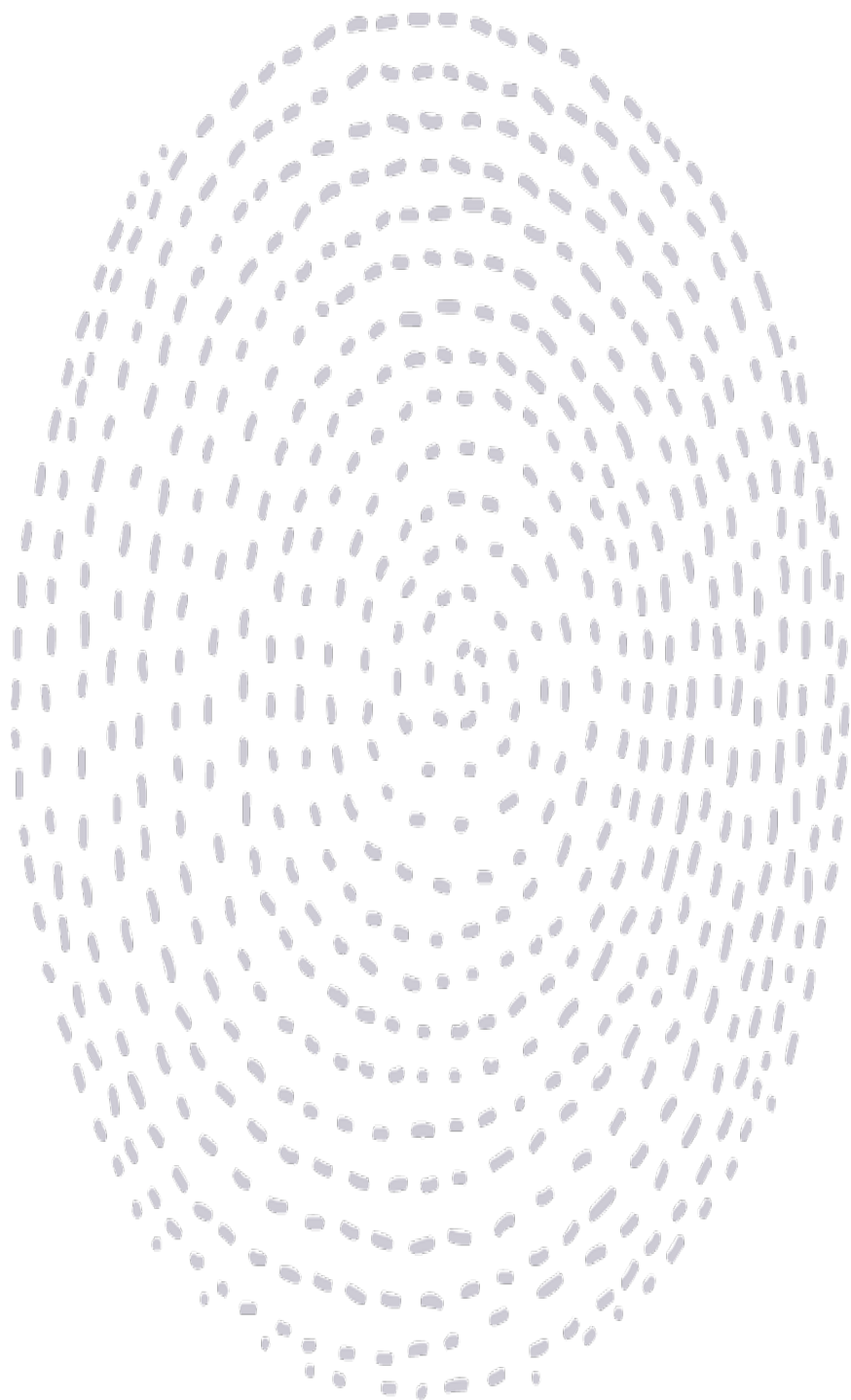


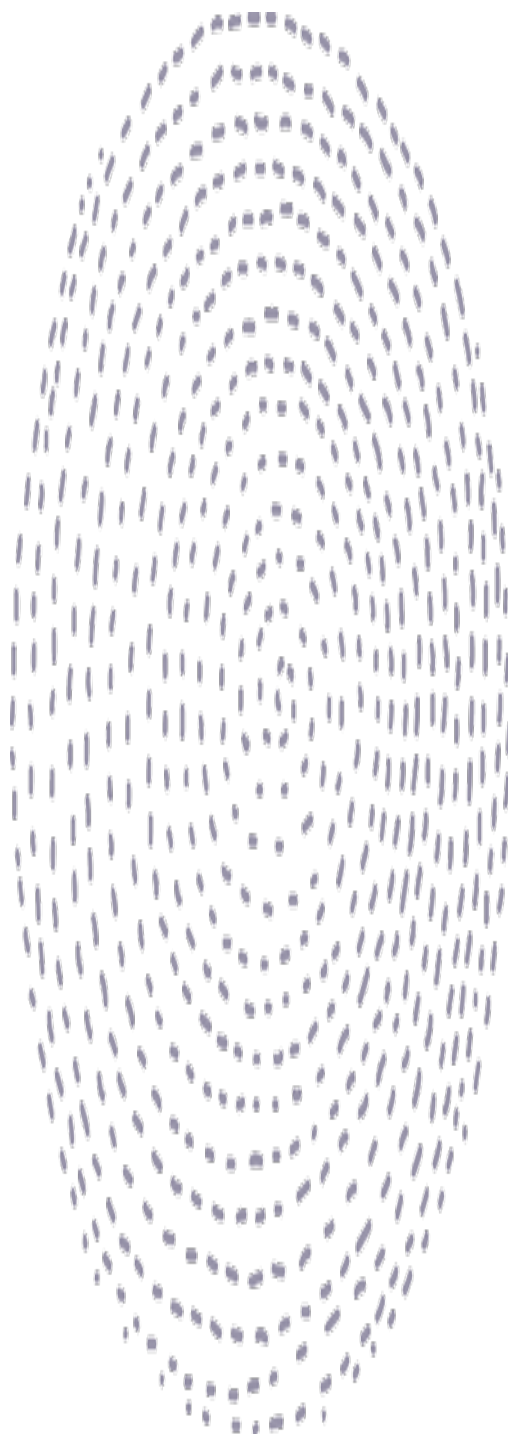




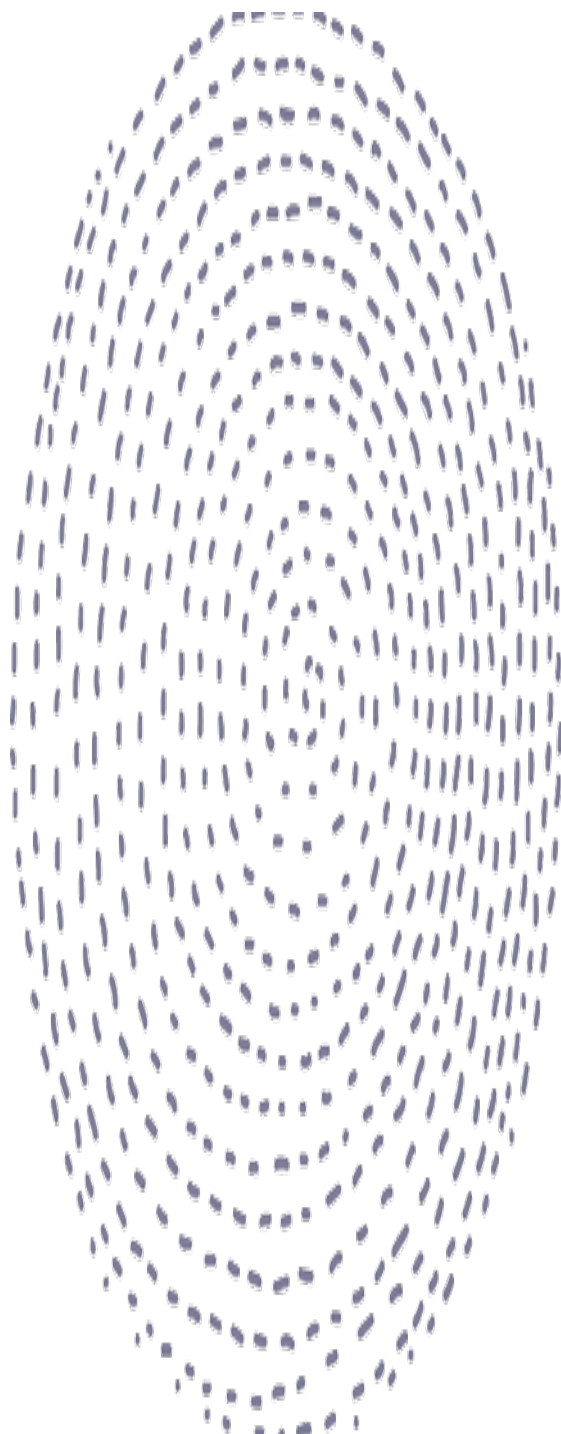
The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. The document then outlines the specific procedures for recording transactions, including the use of standardized forms and the requirement for double-checking entries. It also addresses the importance of regular audits to ensure the integrity of the data. The second part of the document focuses on the financial aspects of the organization, detailing the budgeting process and the allocation of resources. It provides a clear breakdown of the various costs involved in the organization's operations and offers strategies for minimizing expenses without compromising quality. The document concludes by reiterating the commitment to financial responsibility and the goal of achieving long-term sustainability.

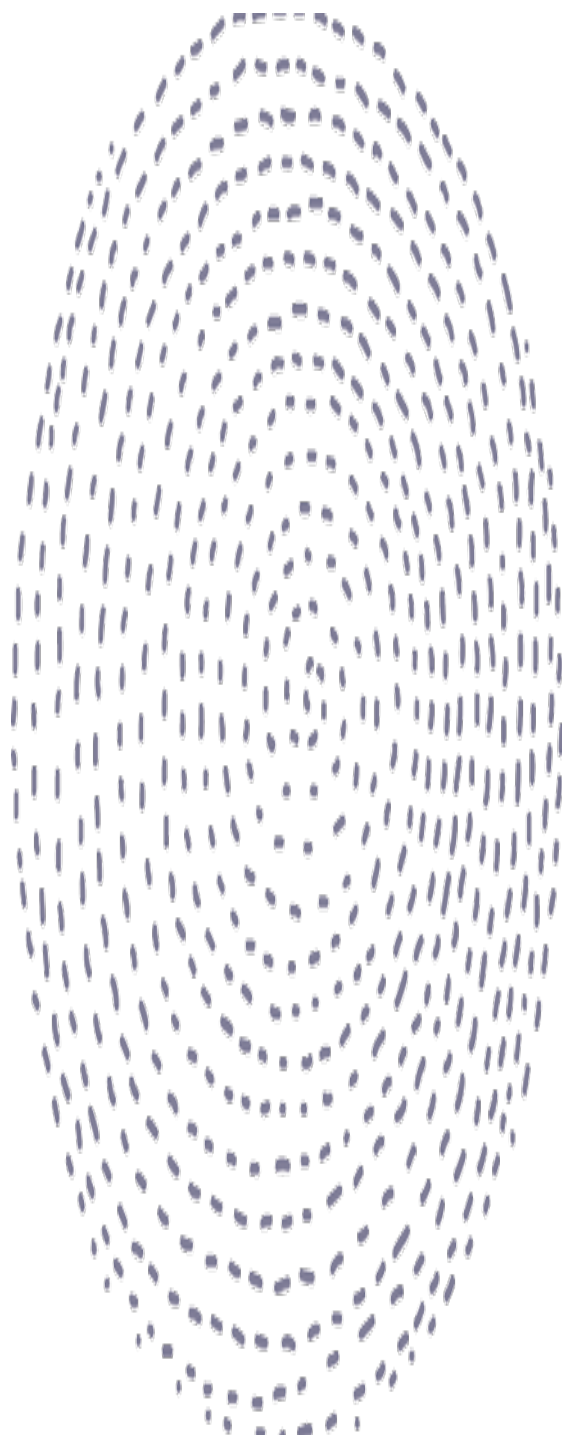


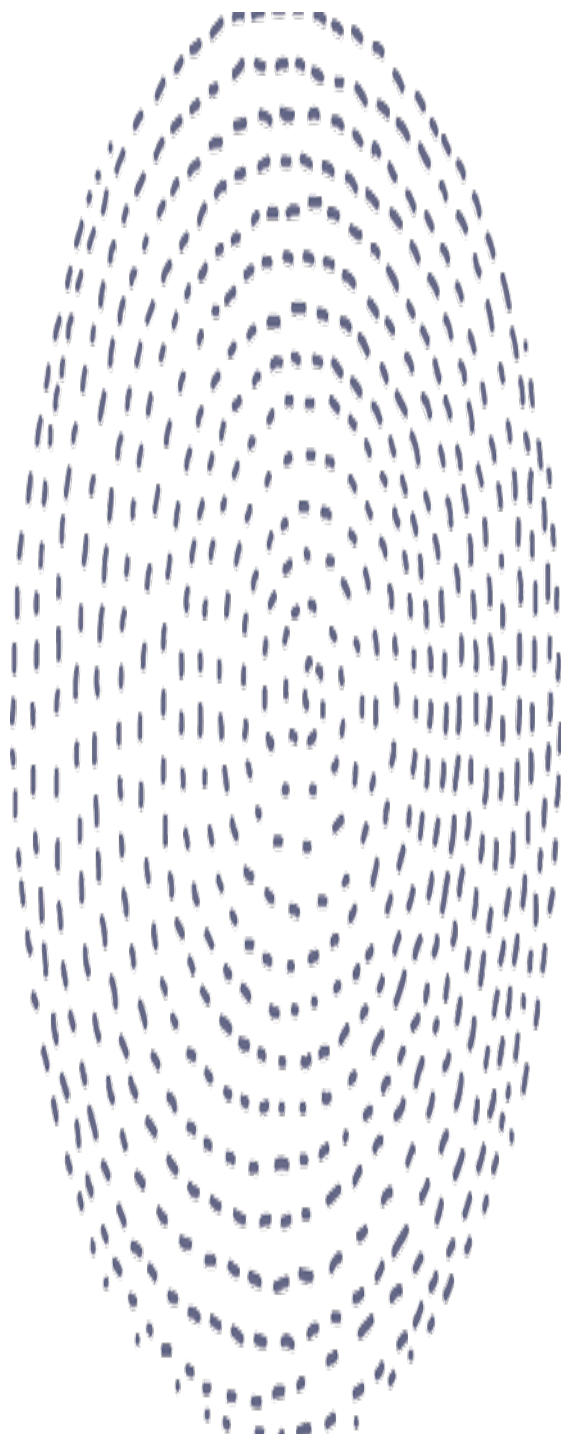


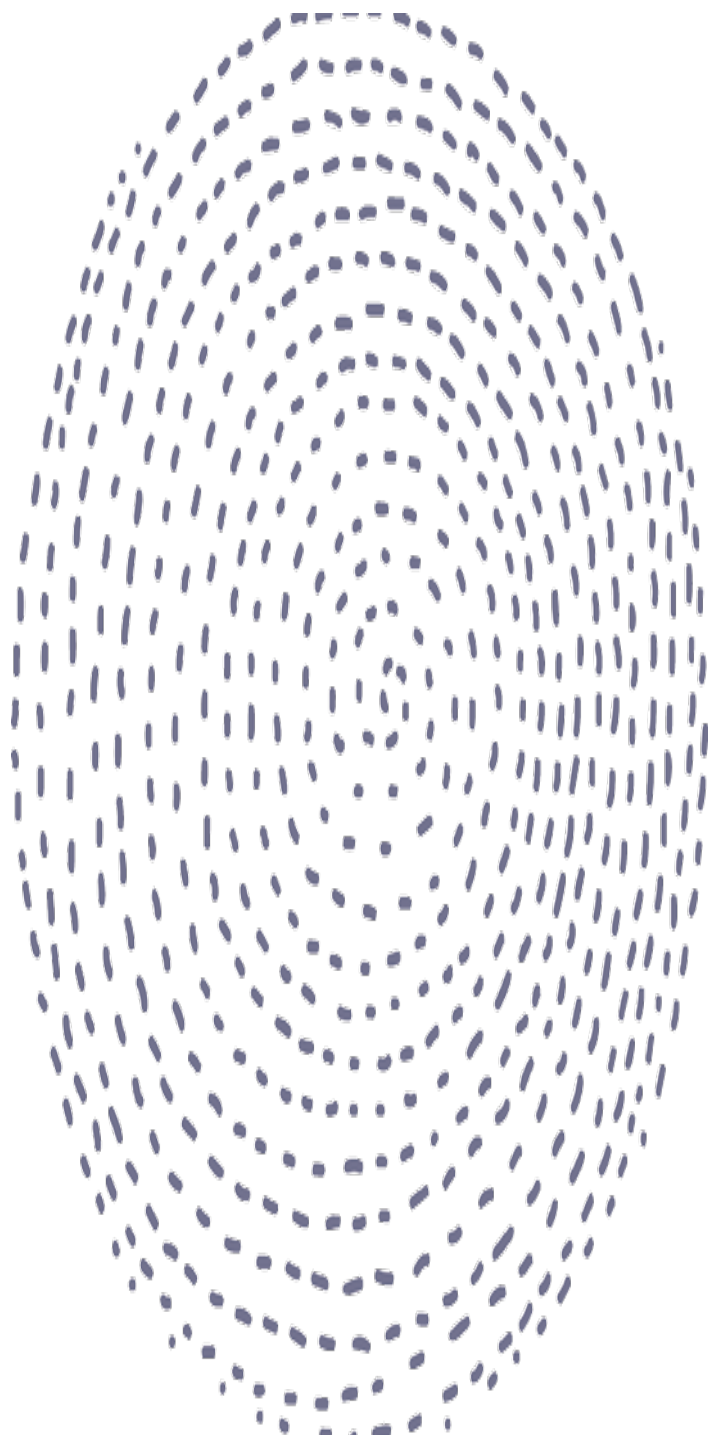












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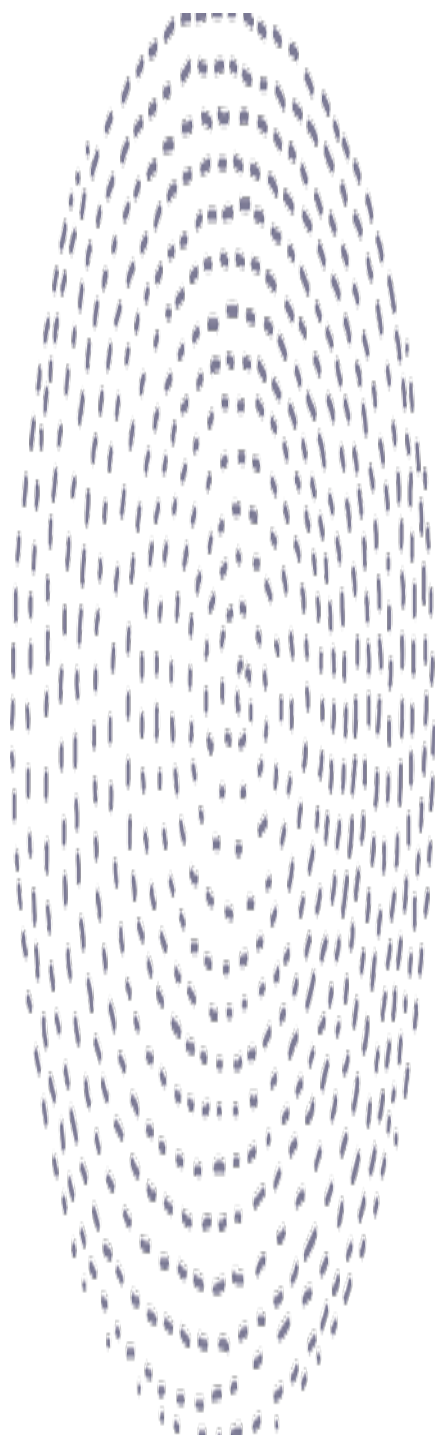
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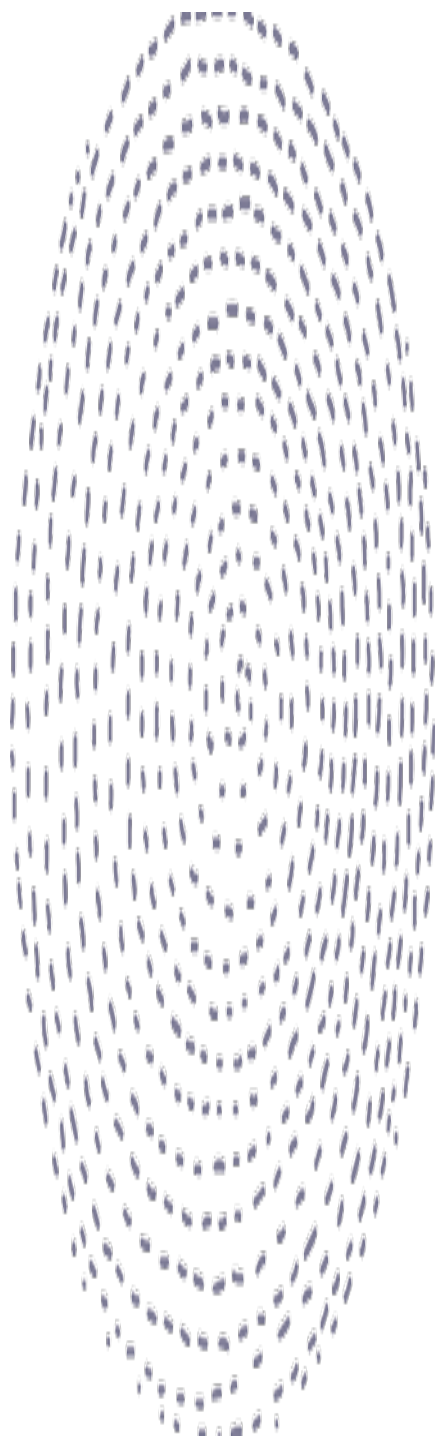
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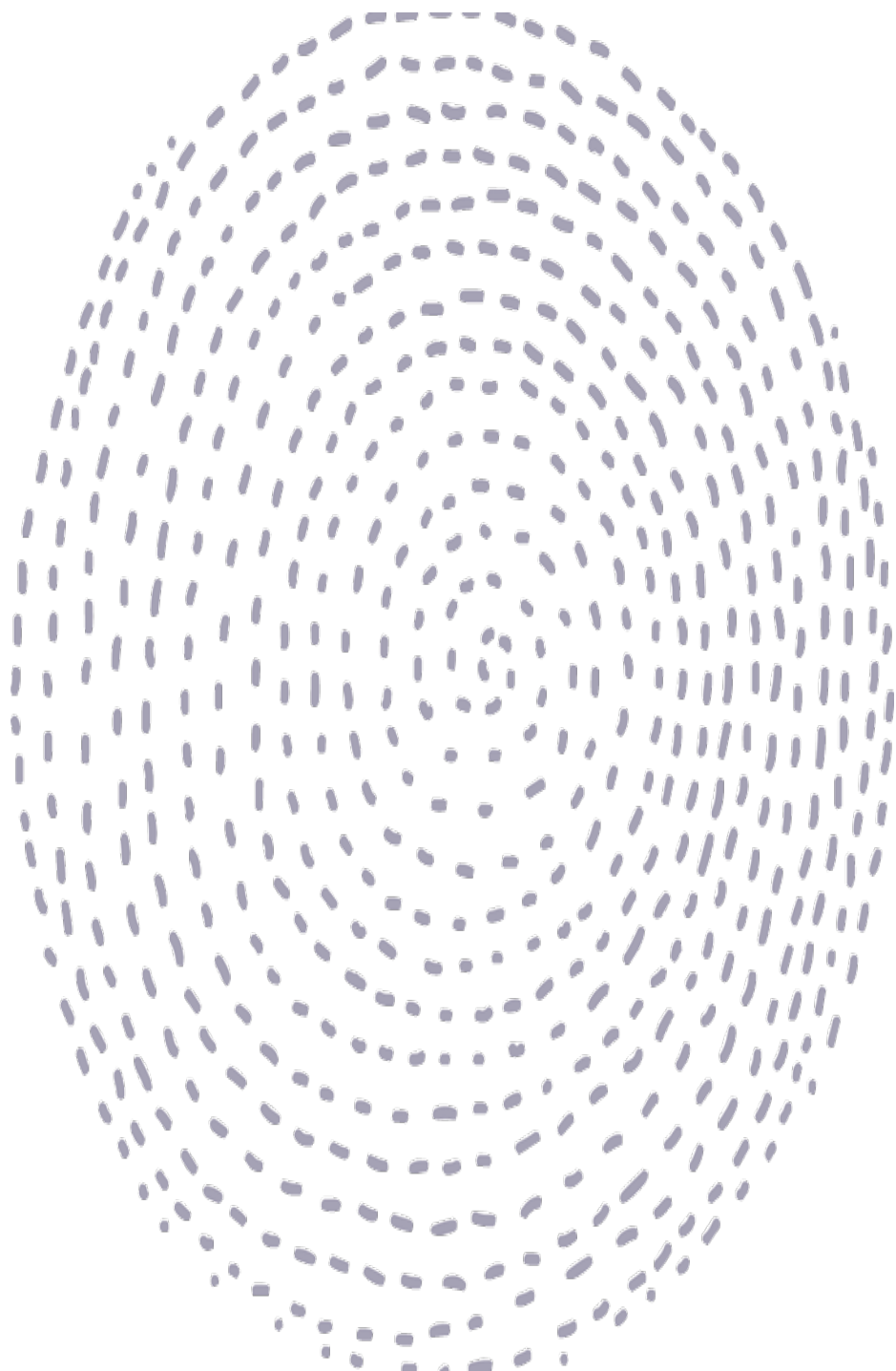
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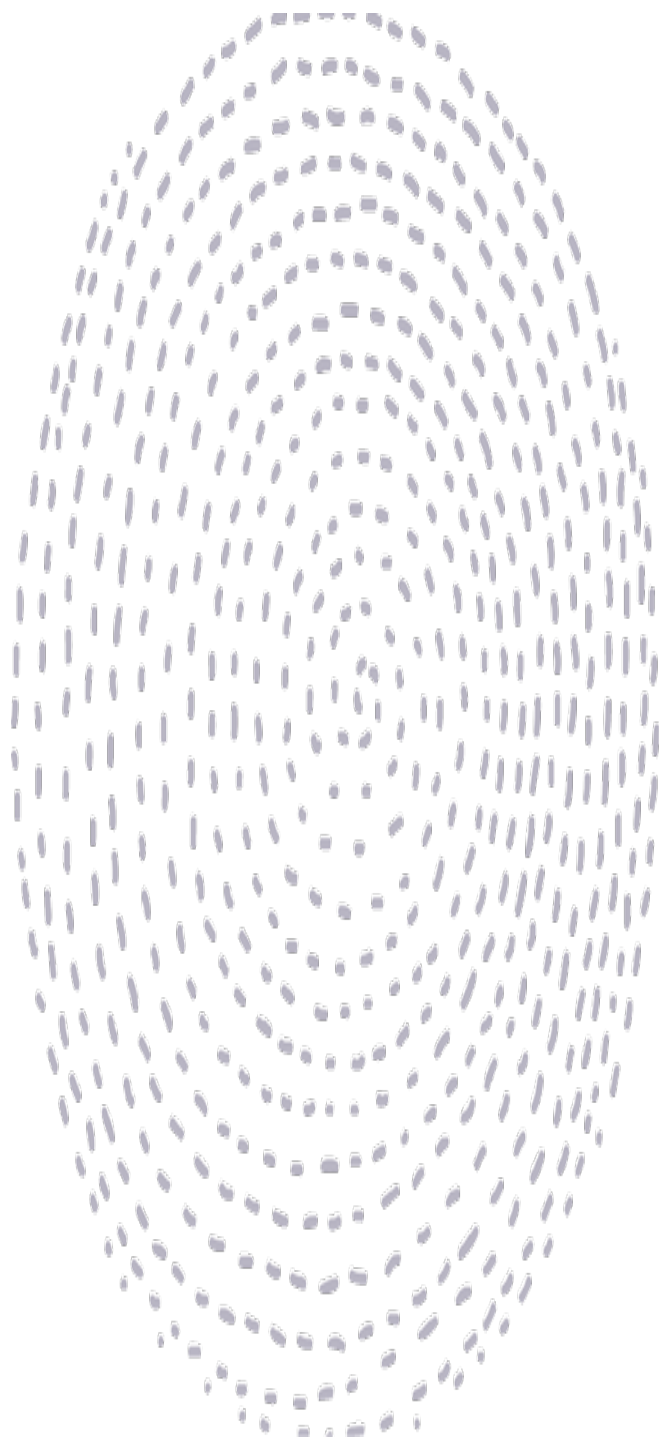
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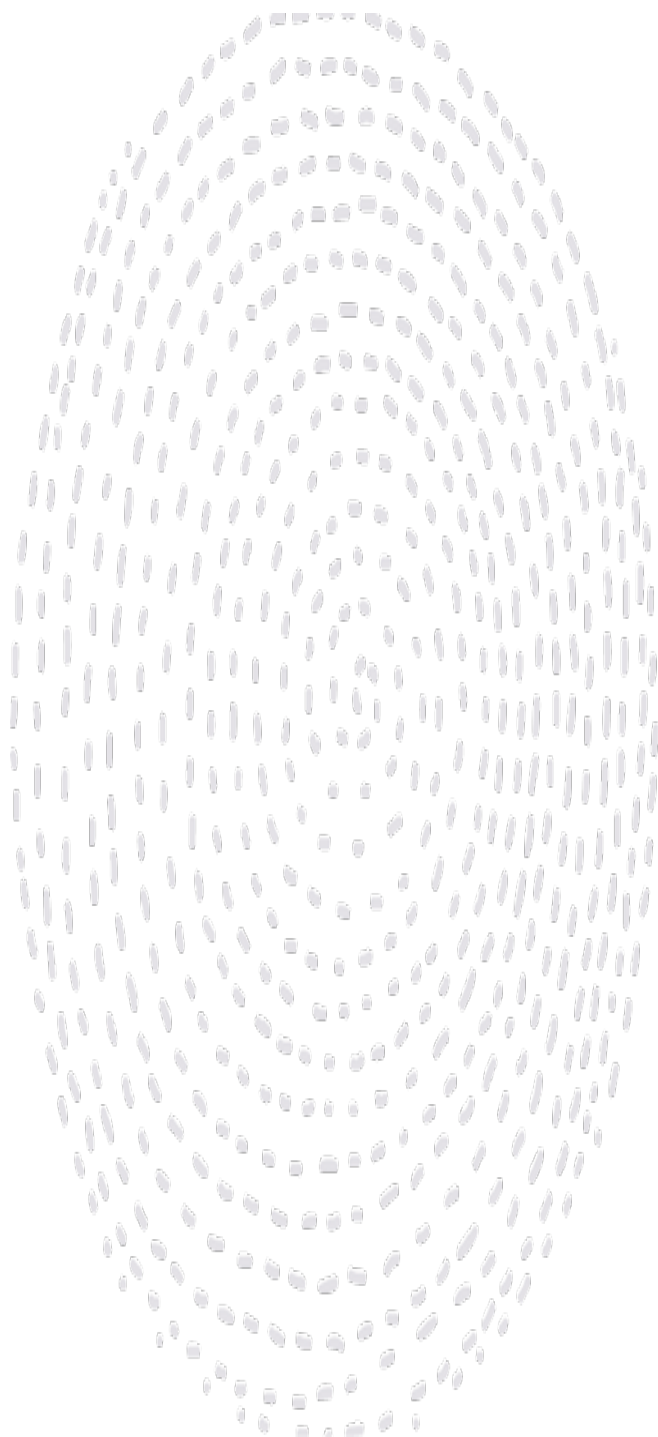


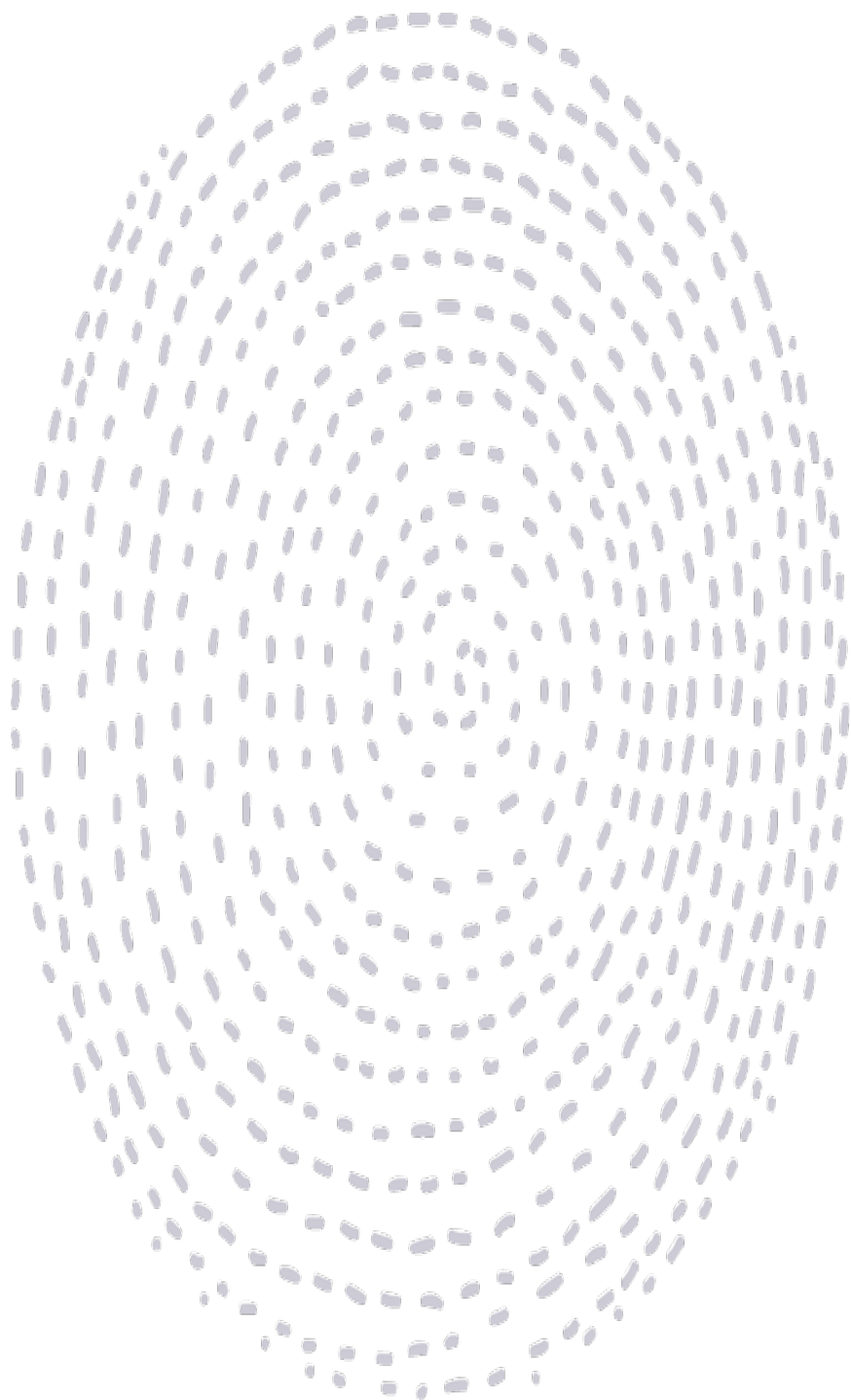


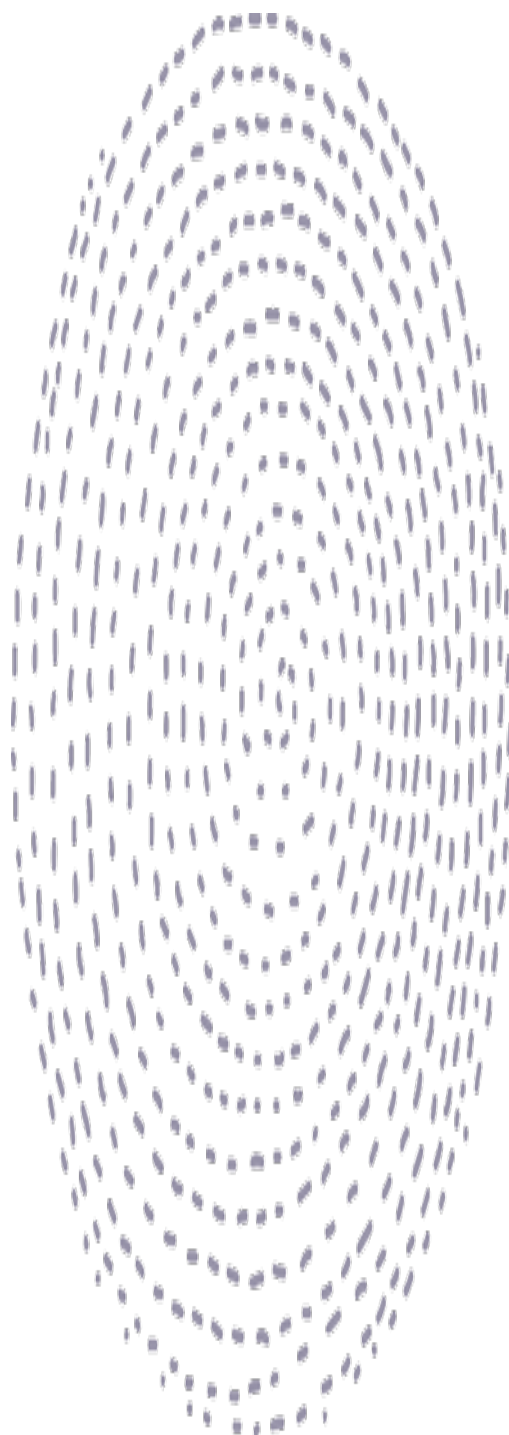




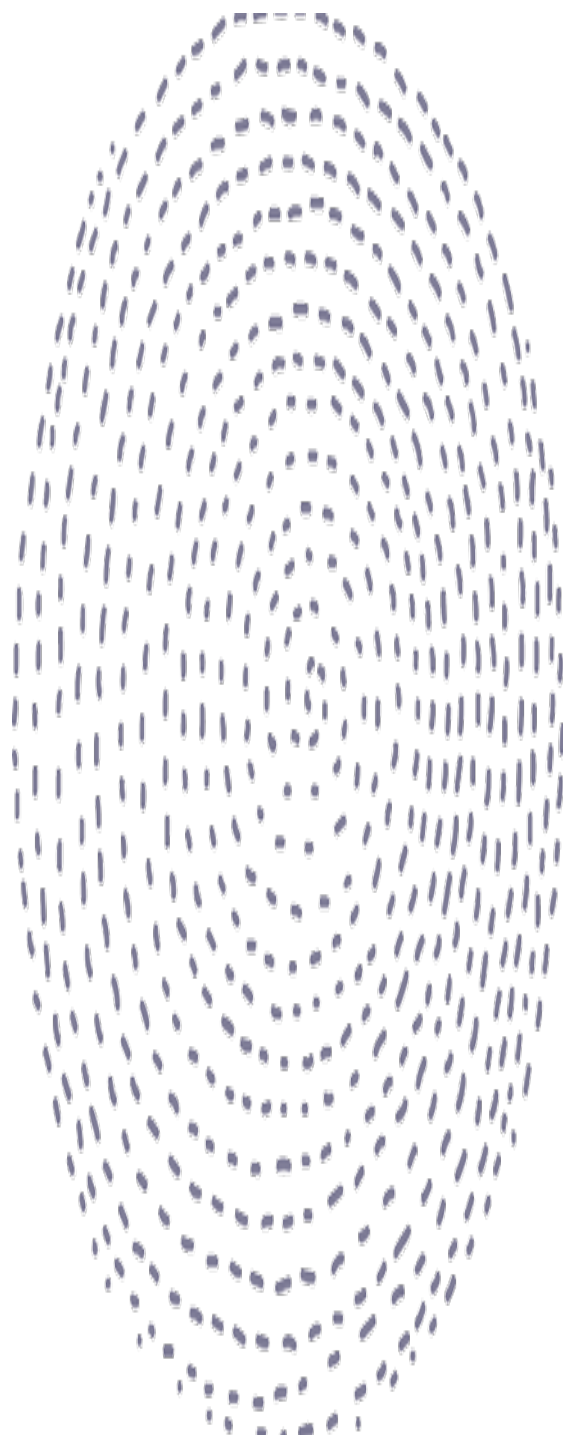


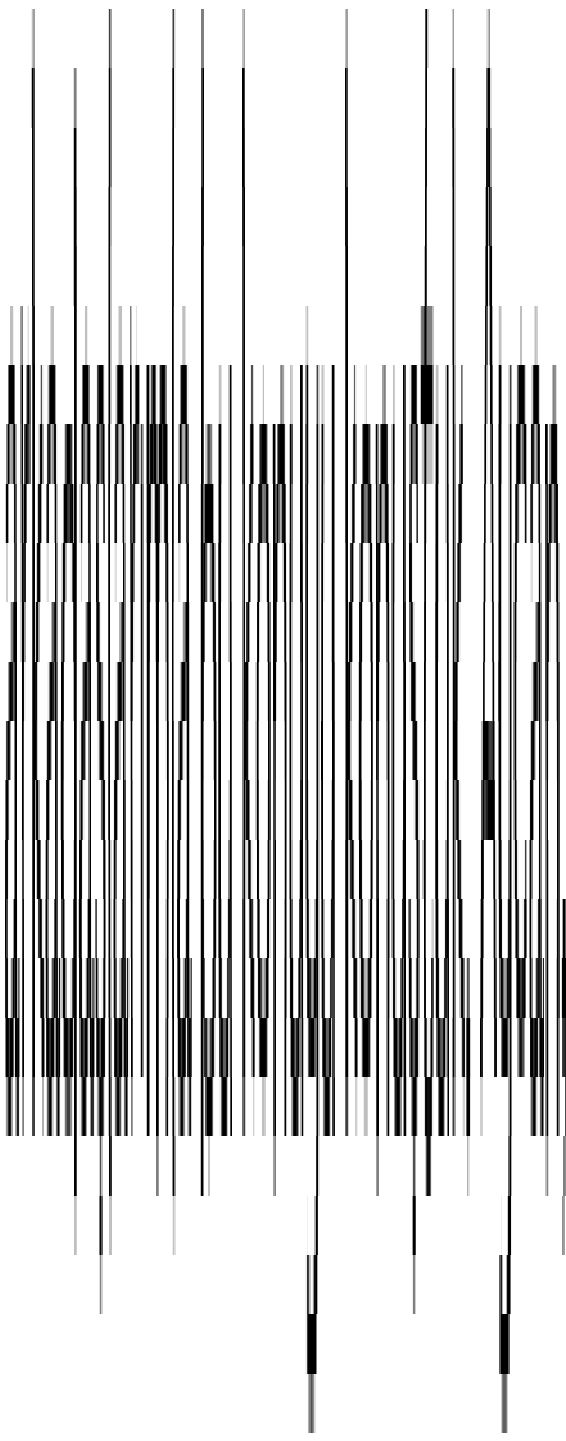


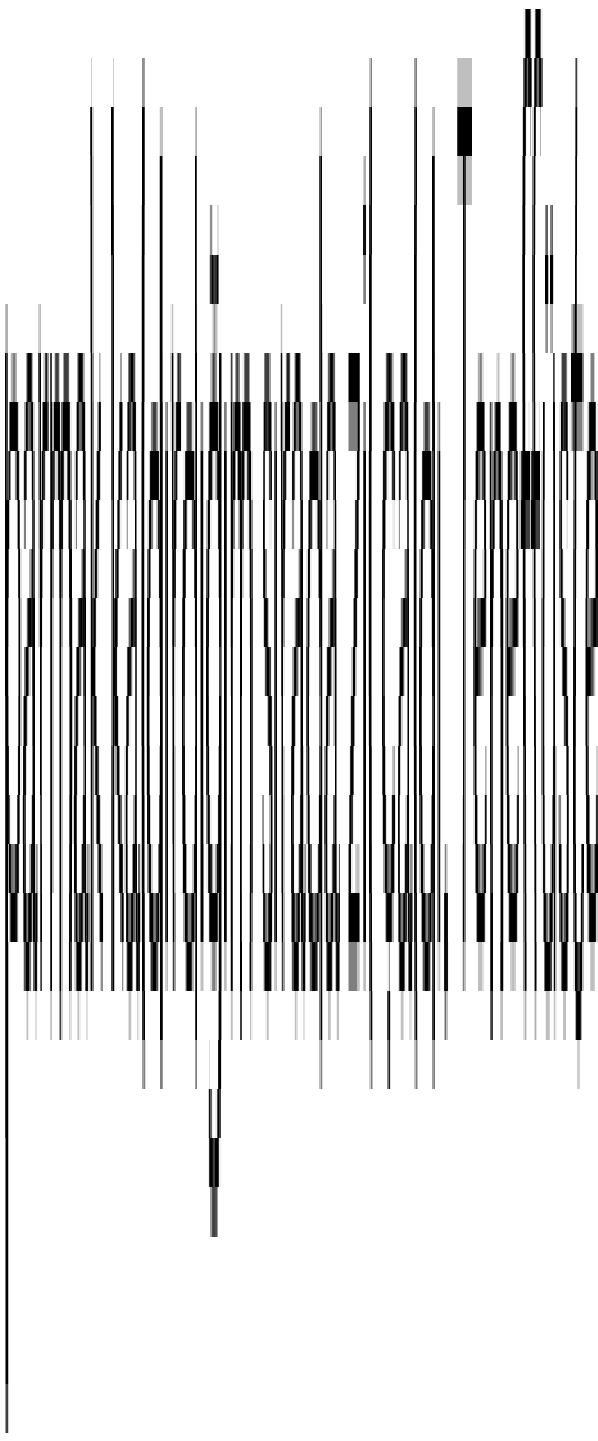


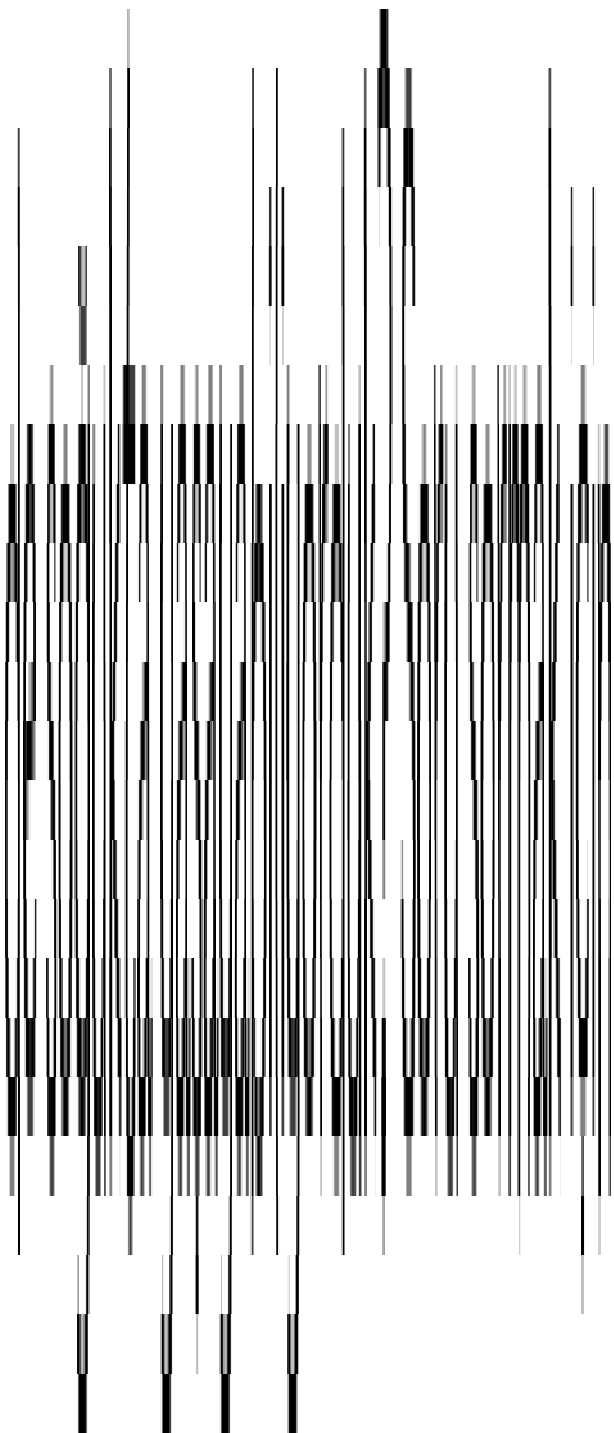


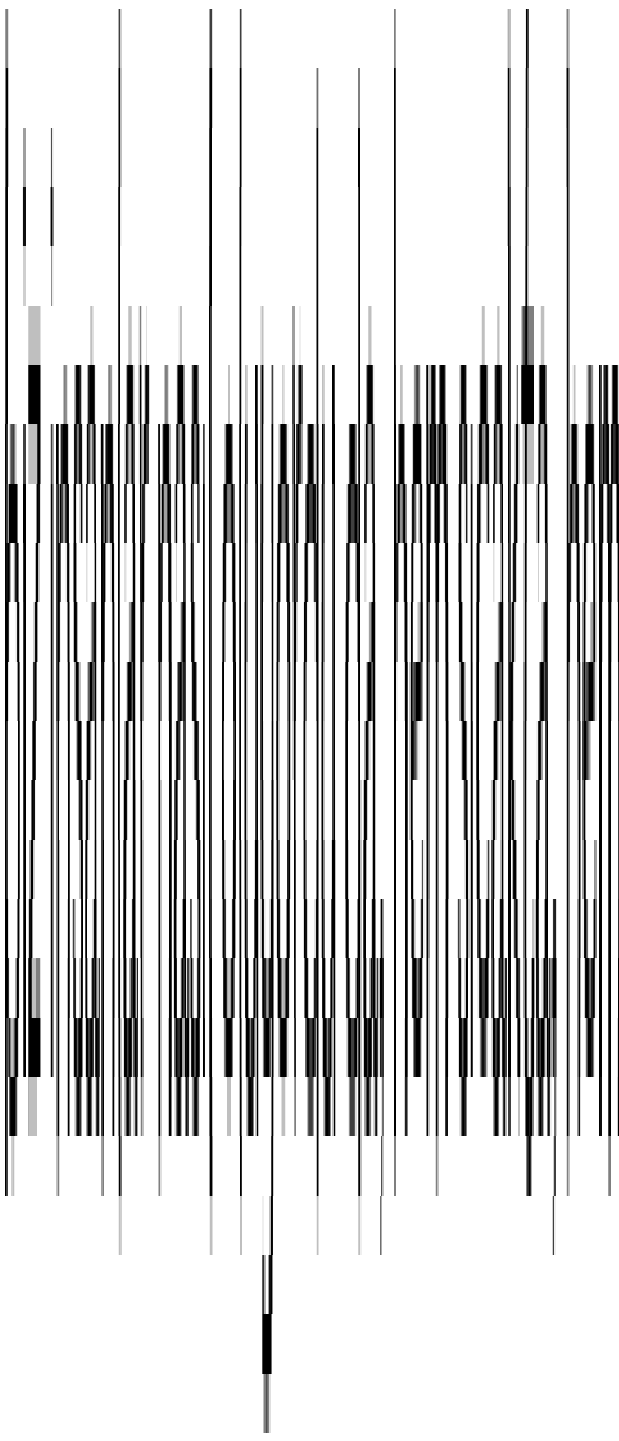
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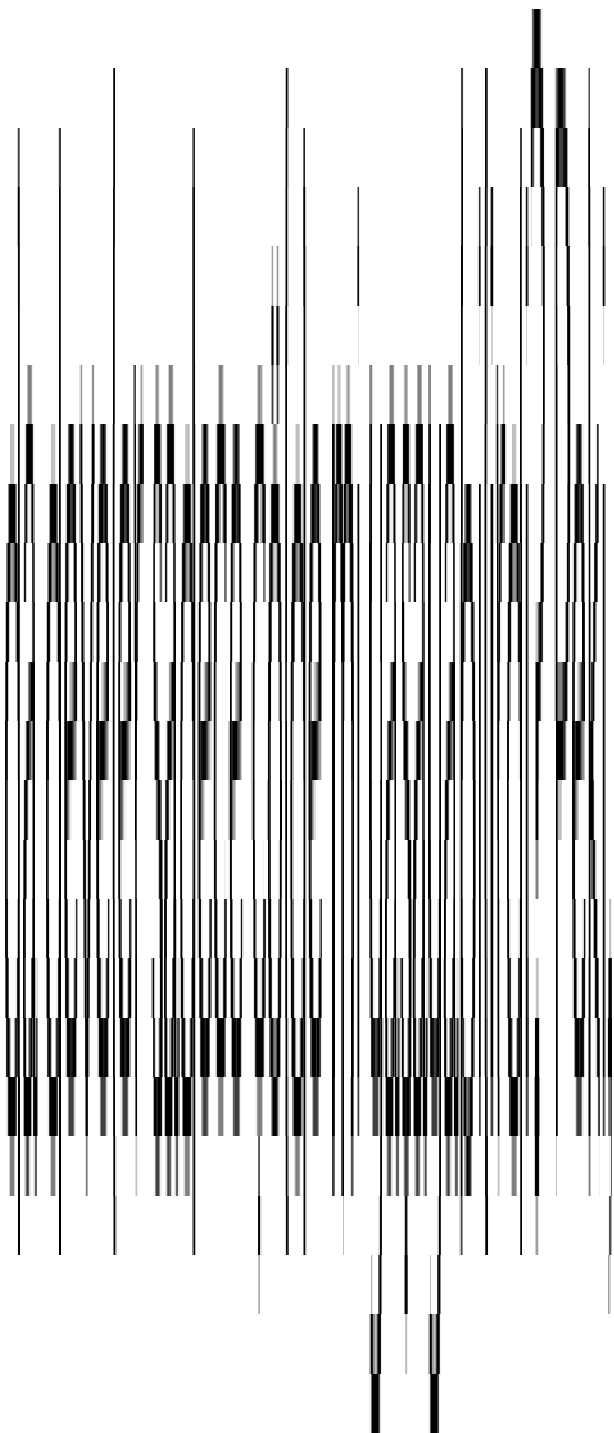


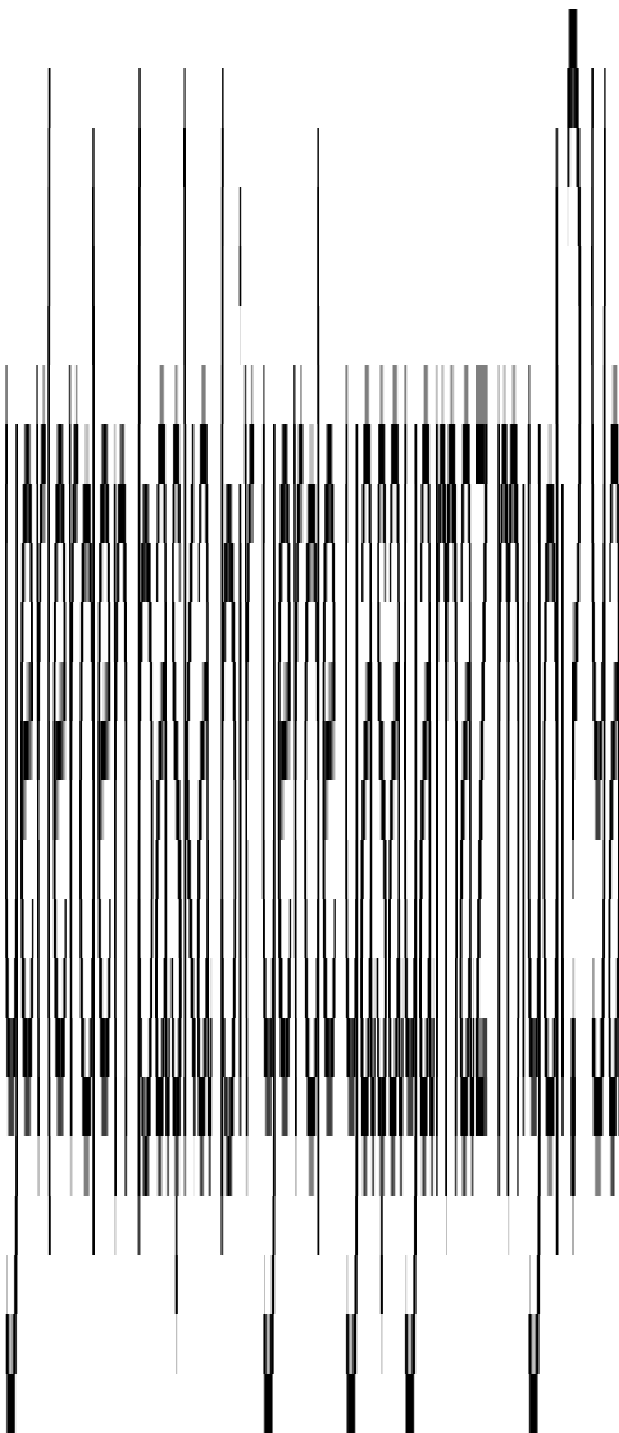


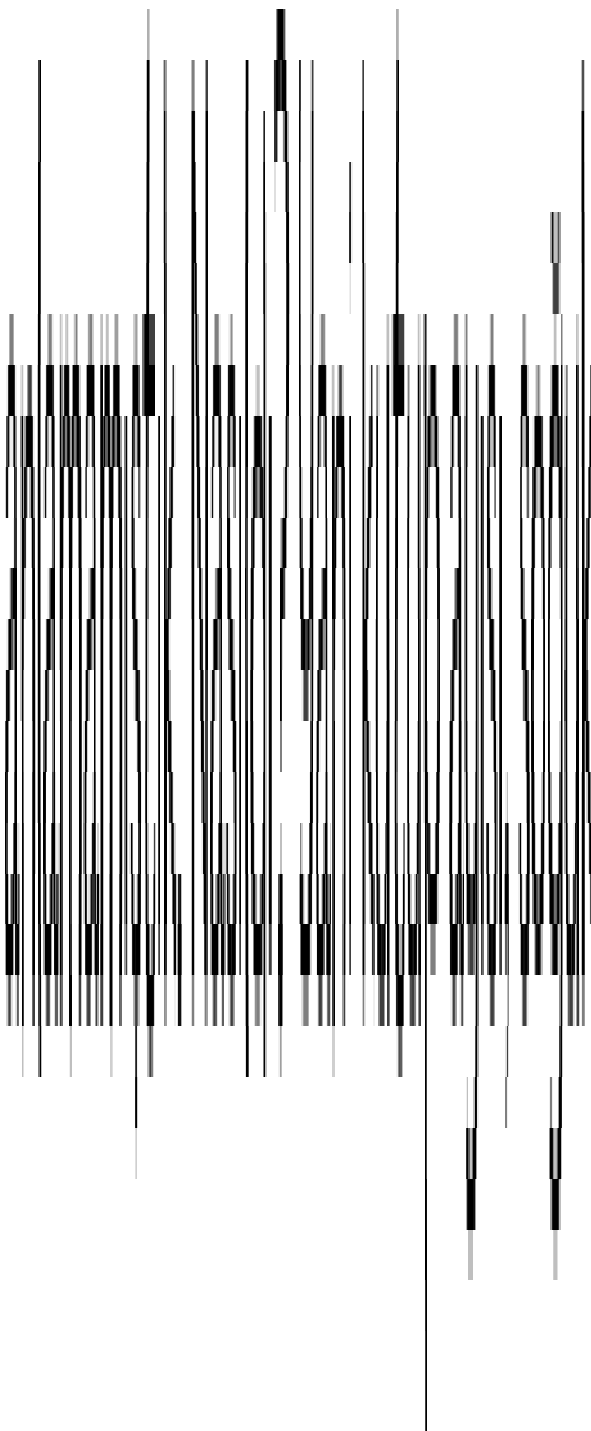


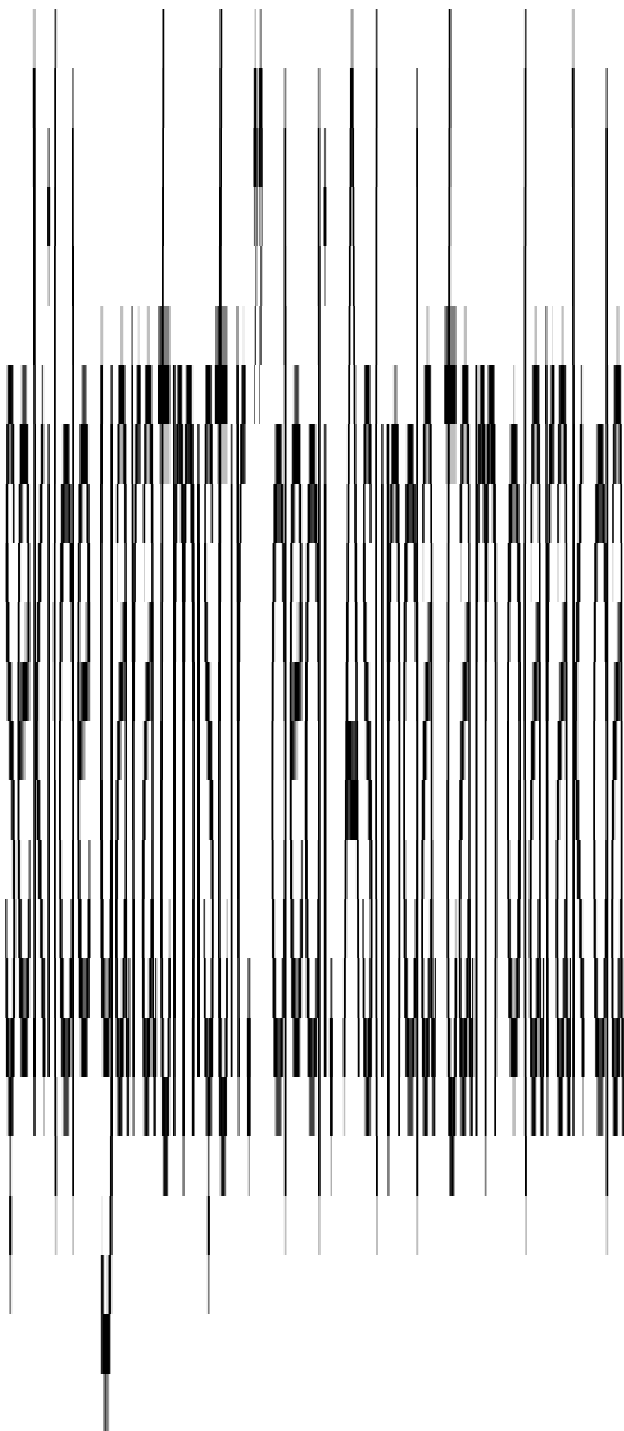


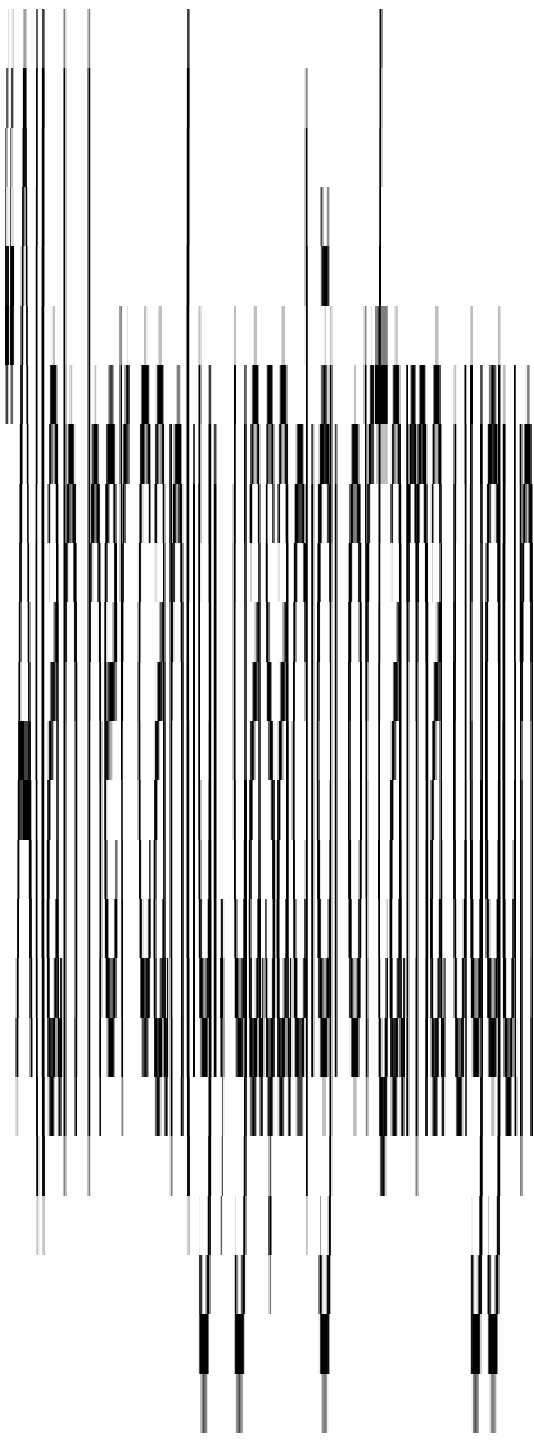


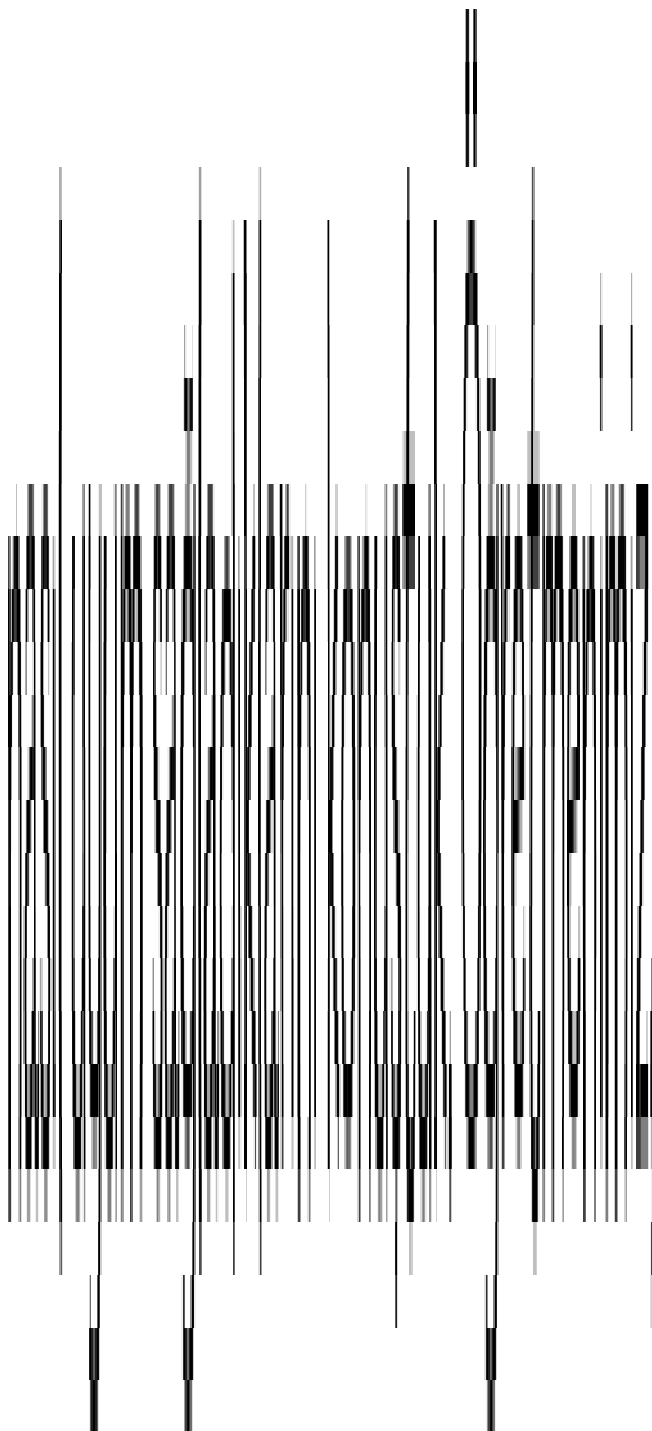


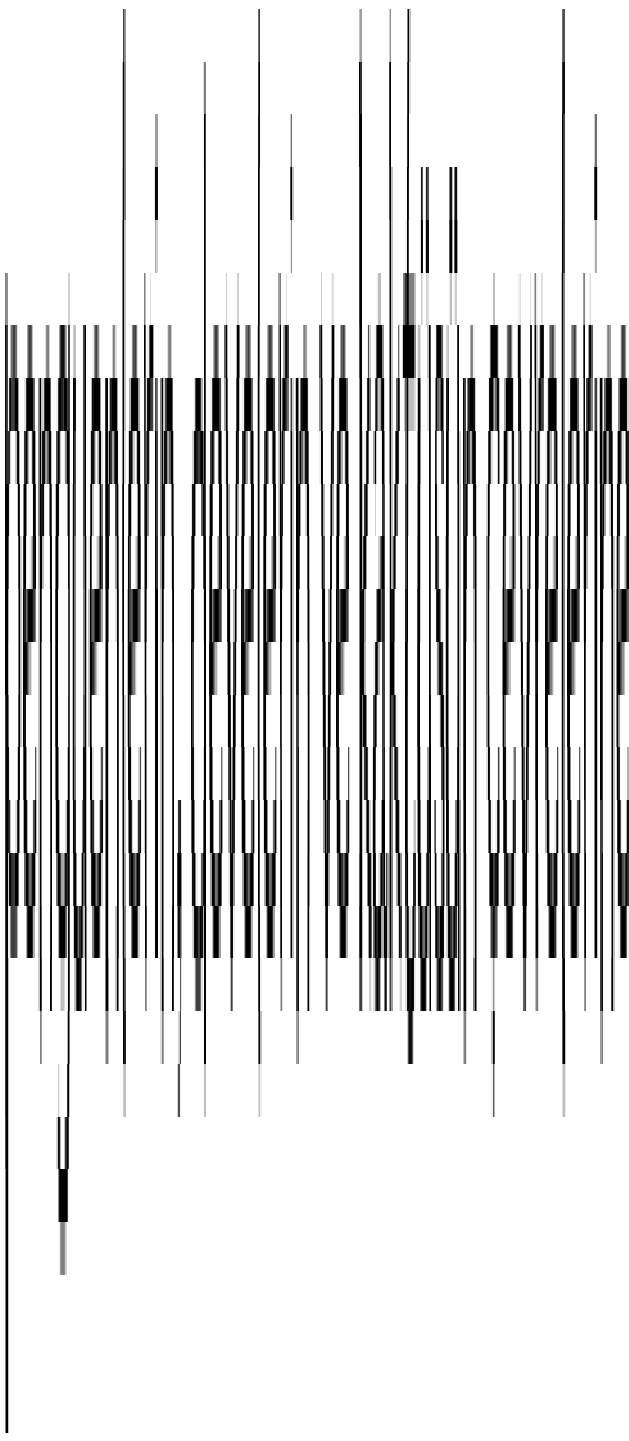


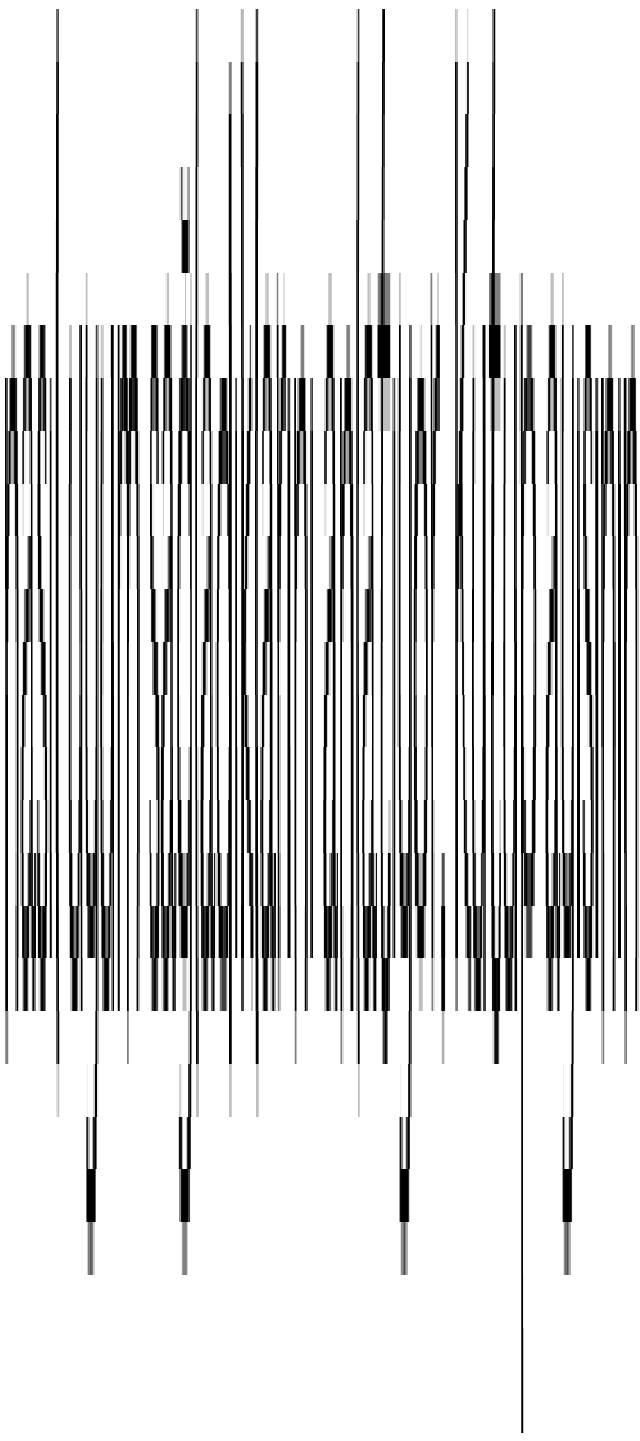


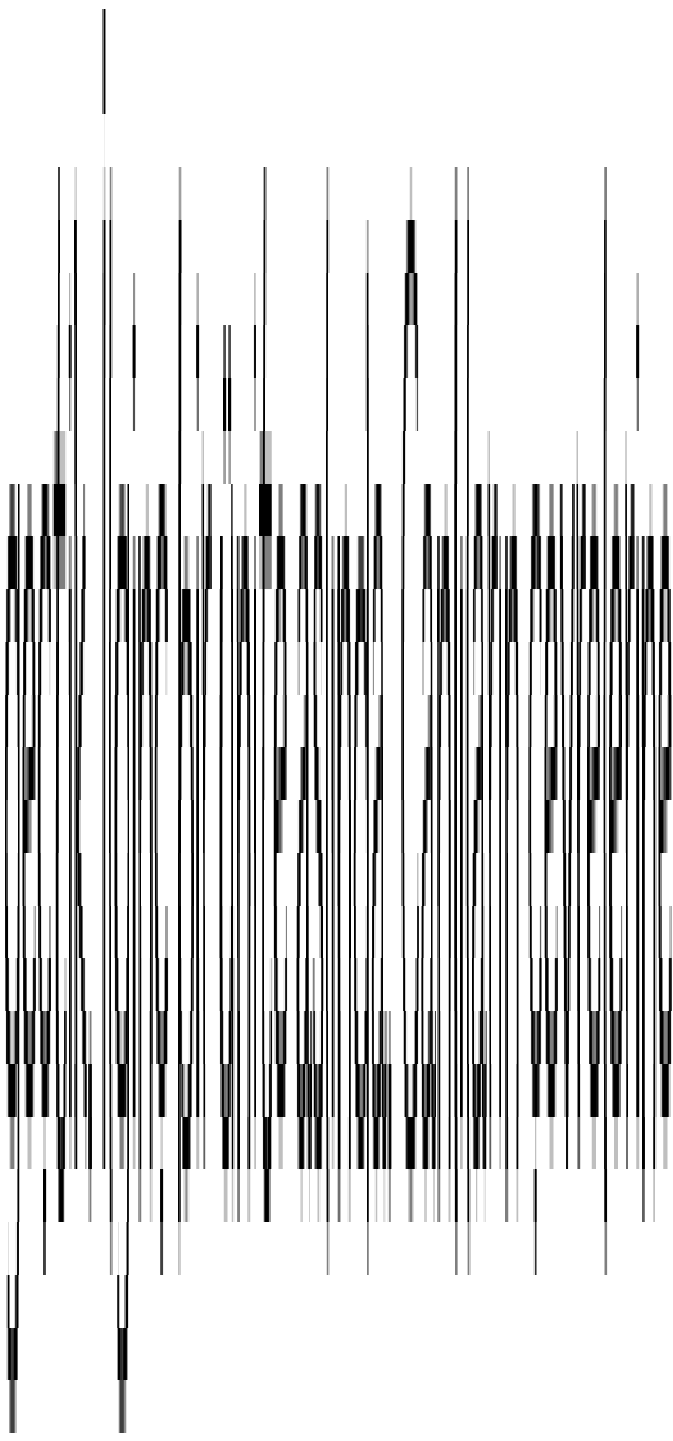


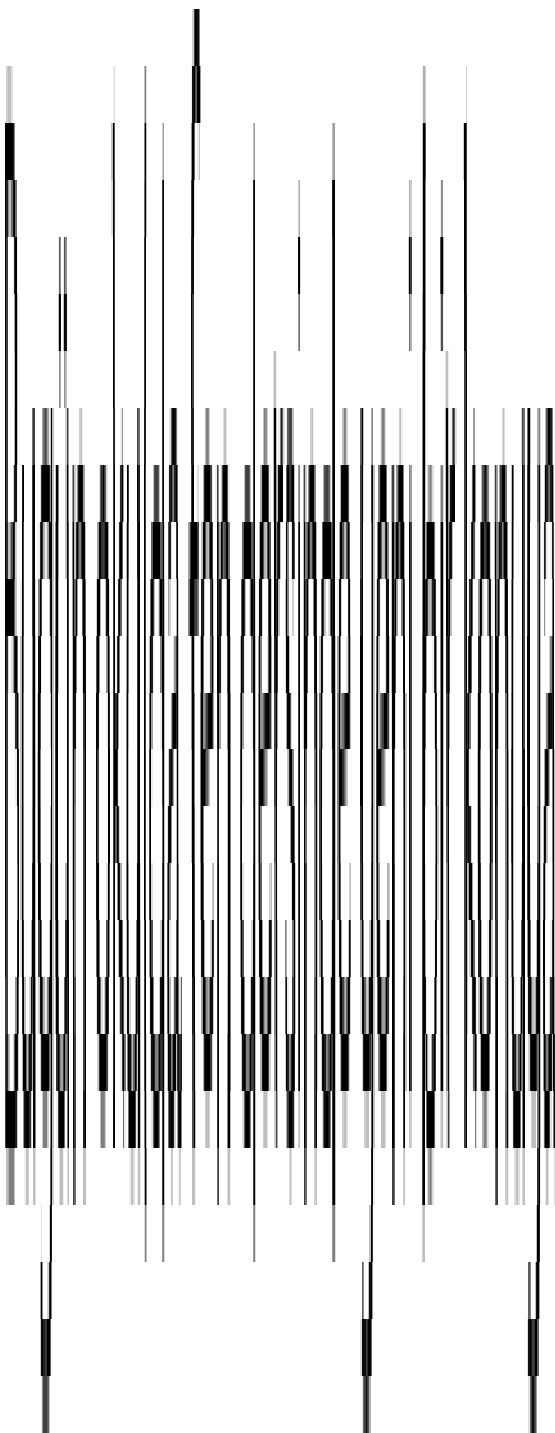


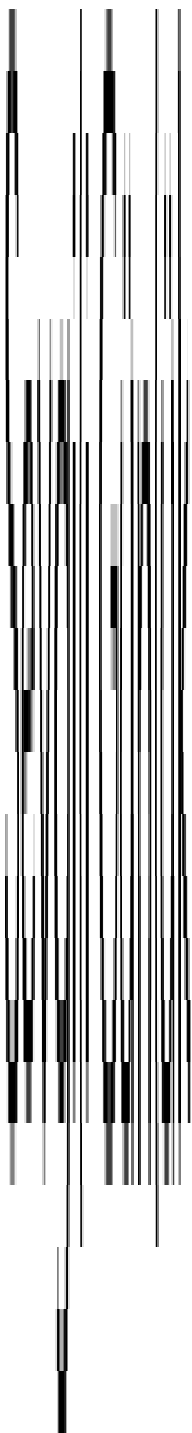




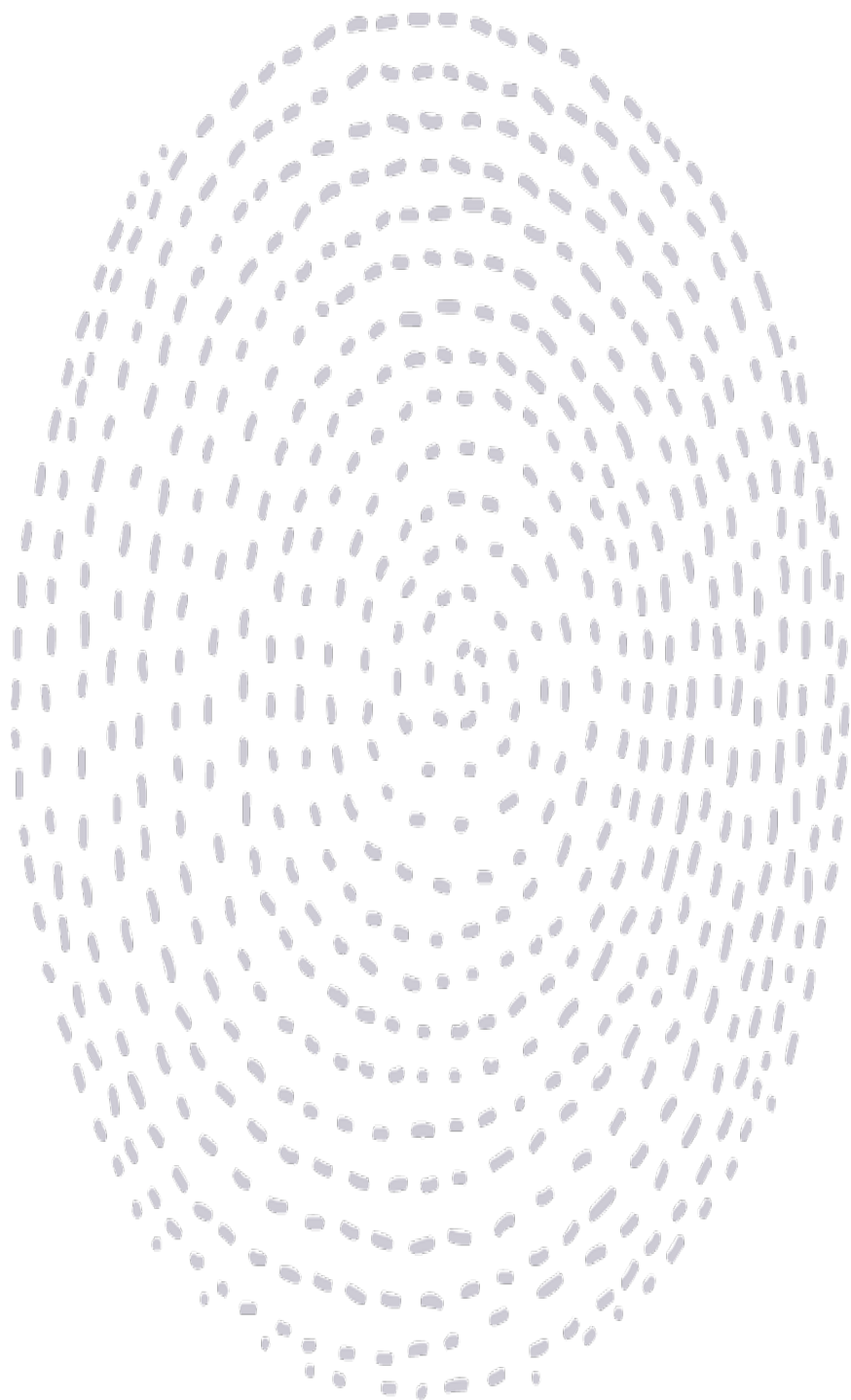


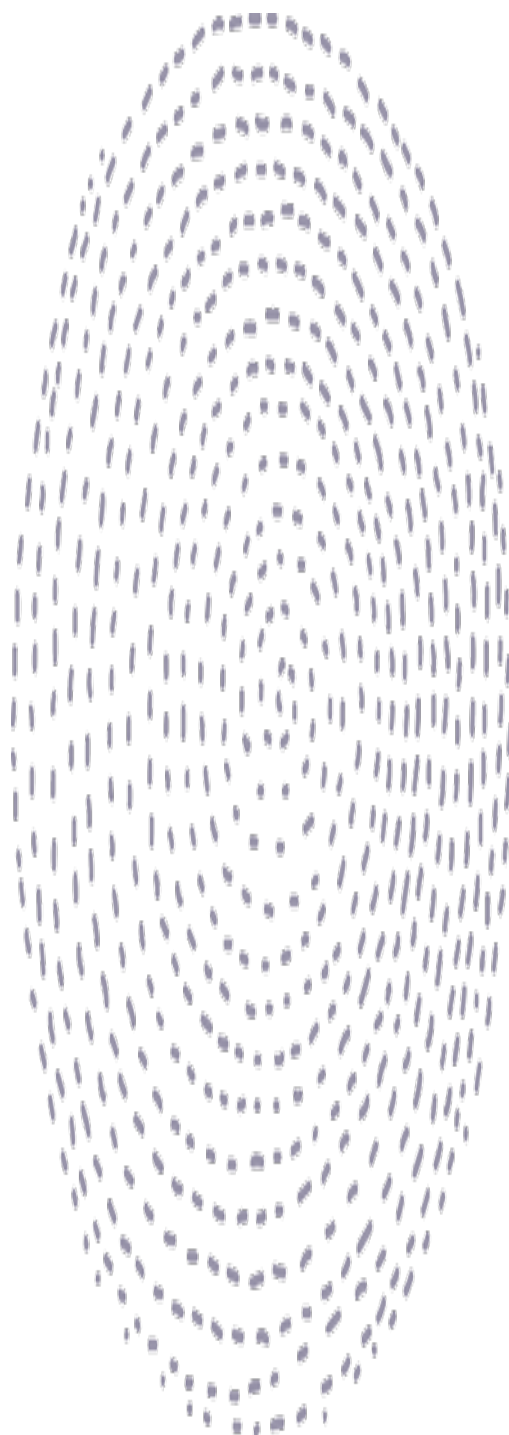




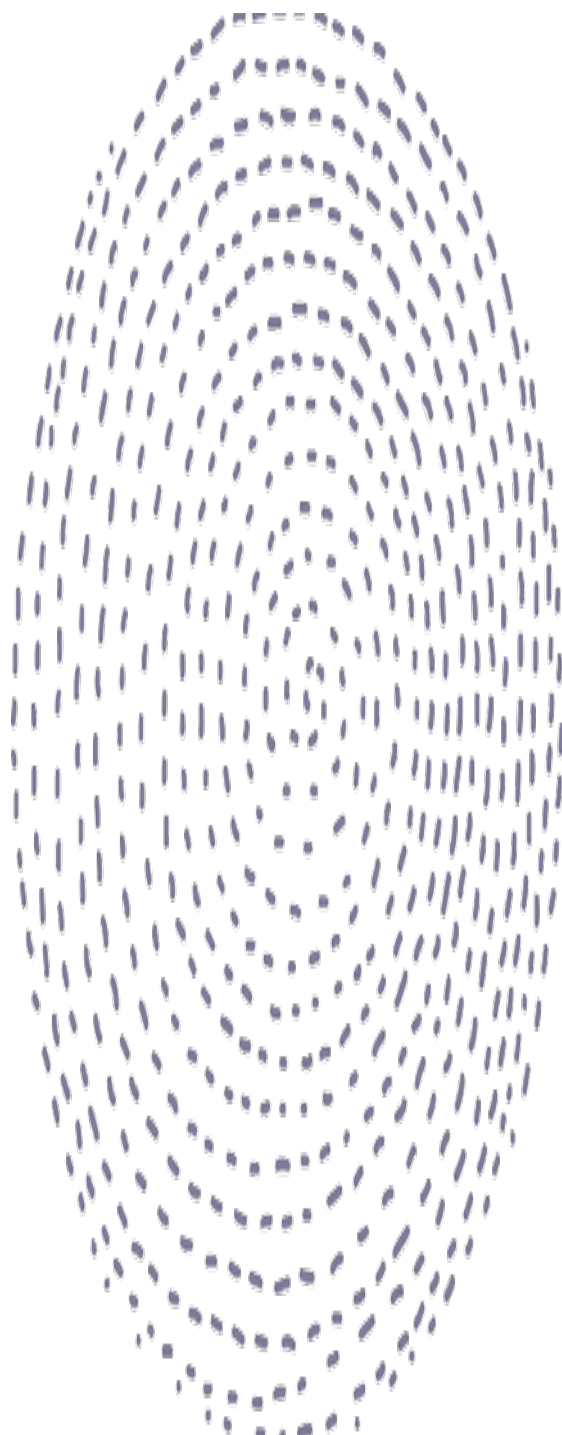


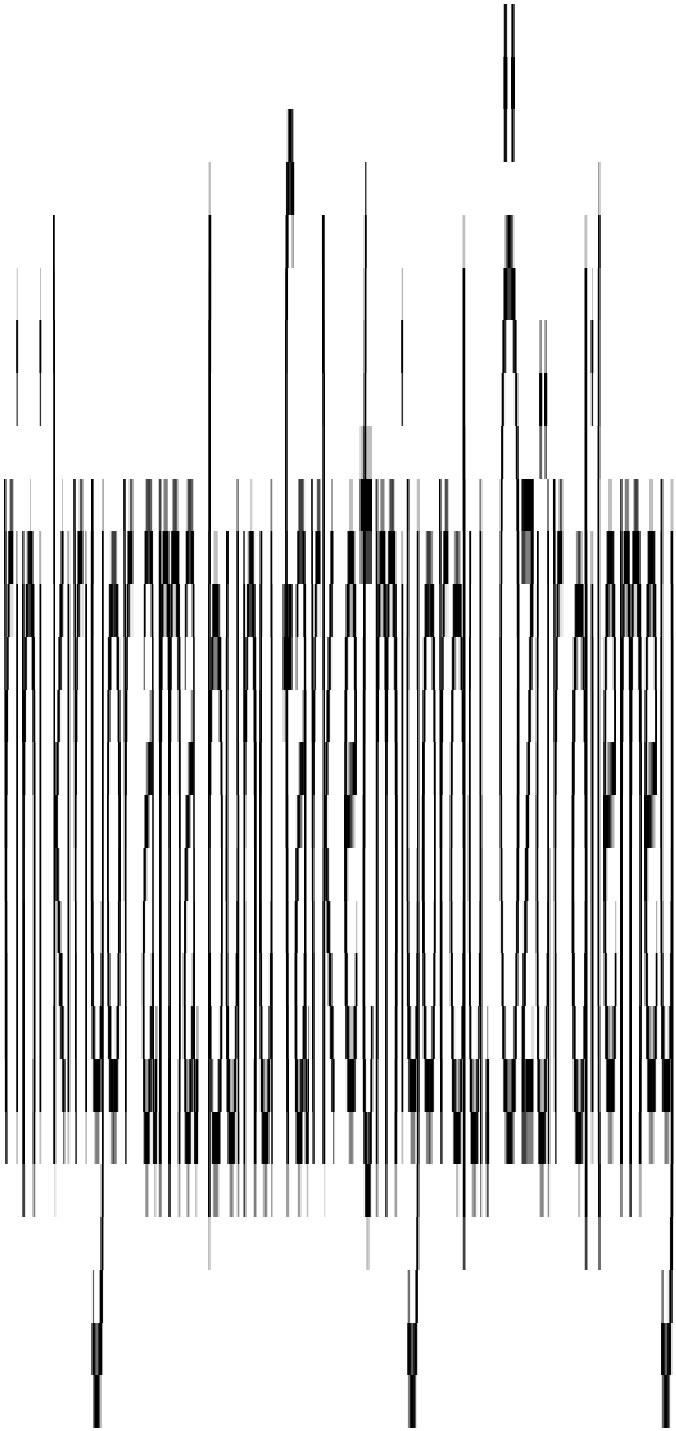


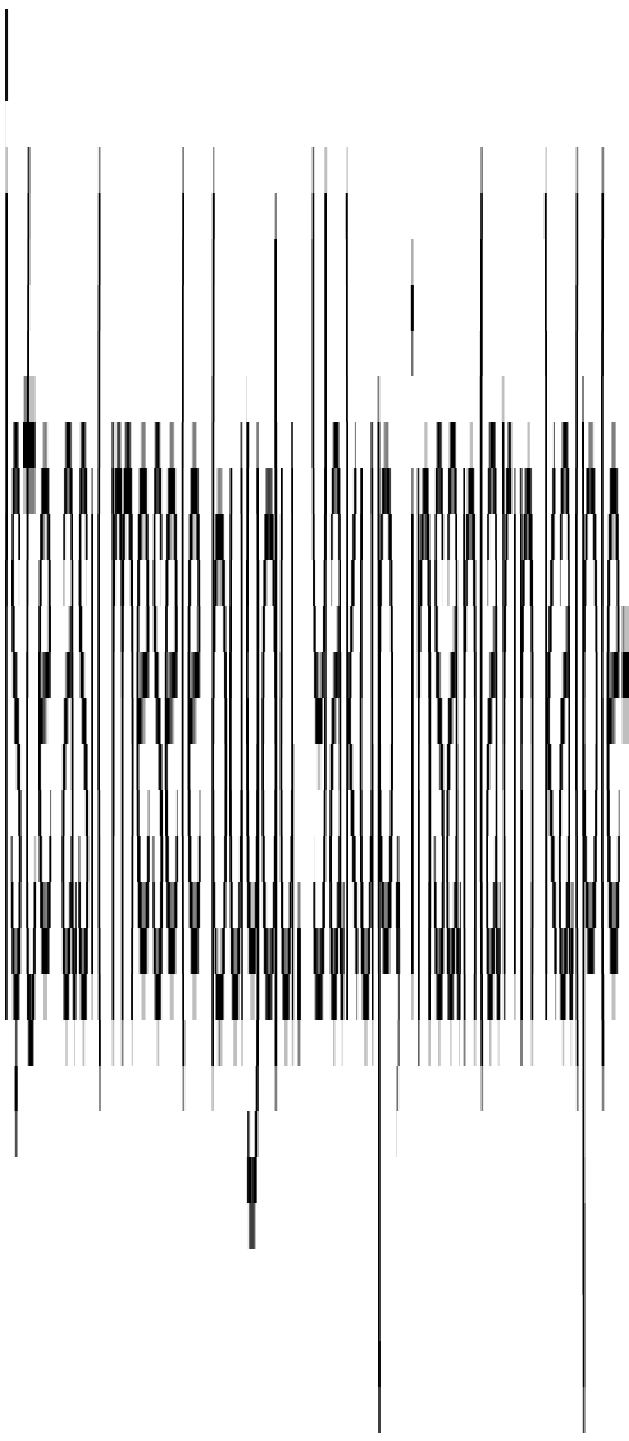


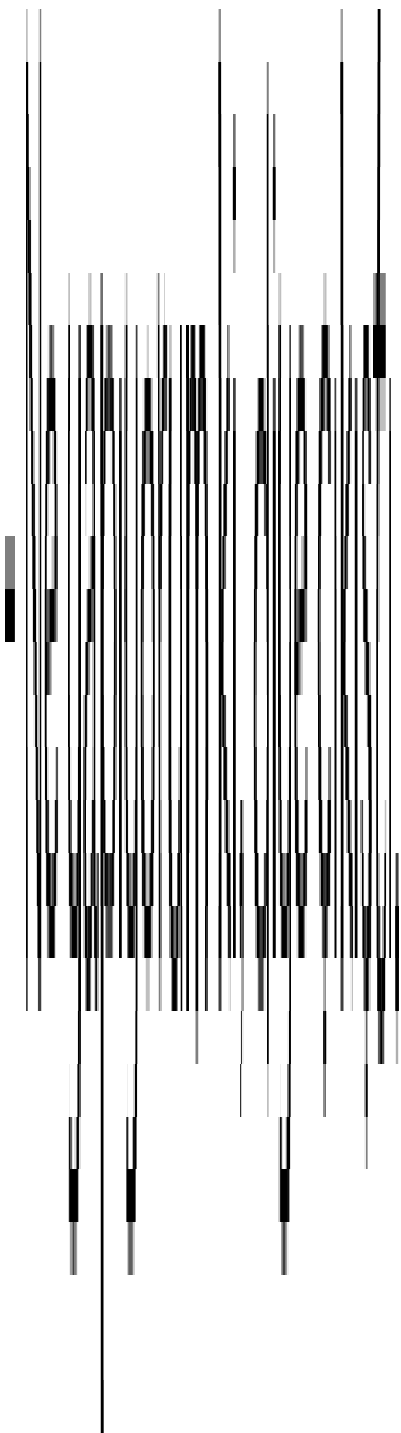


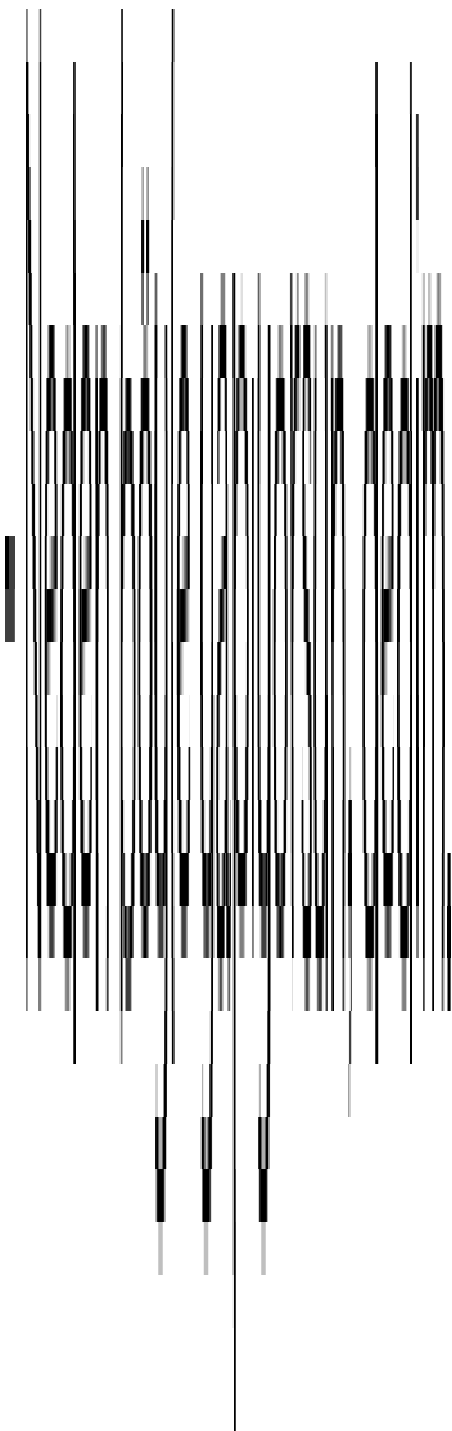


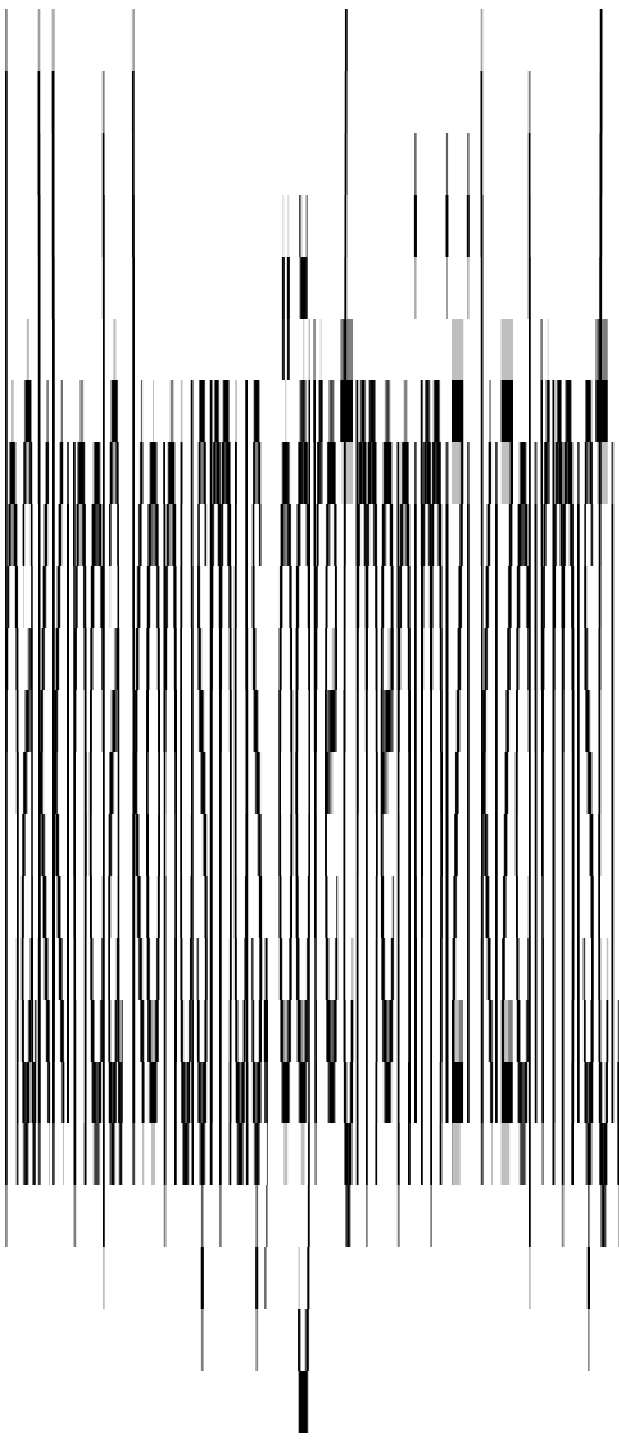


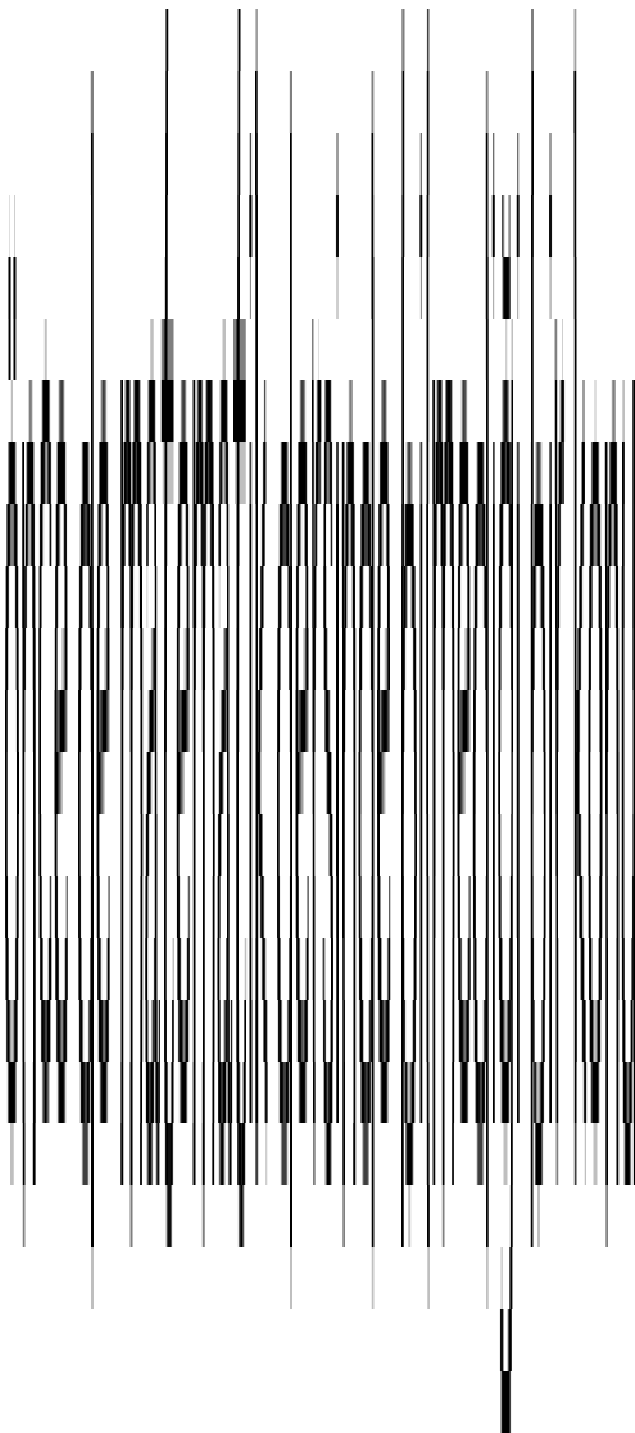


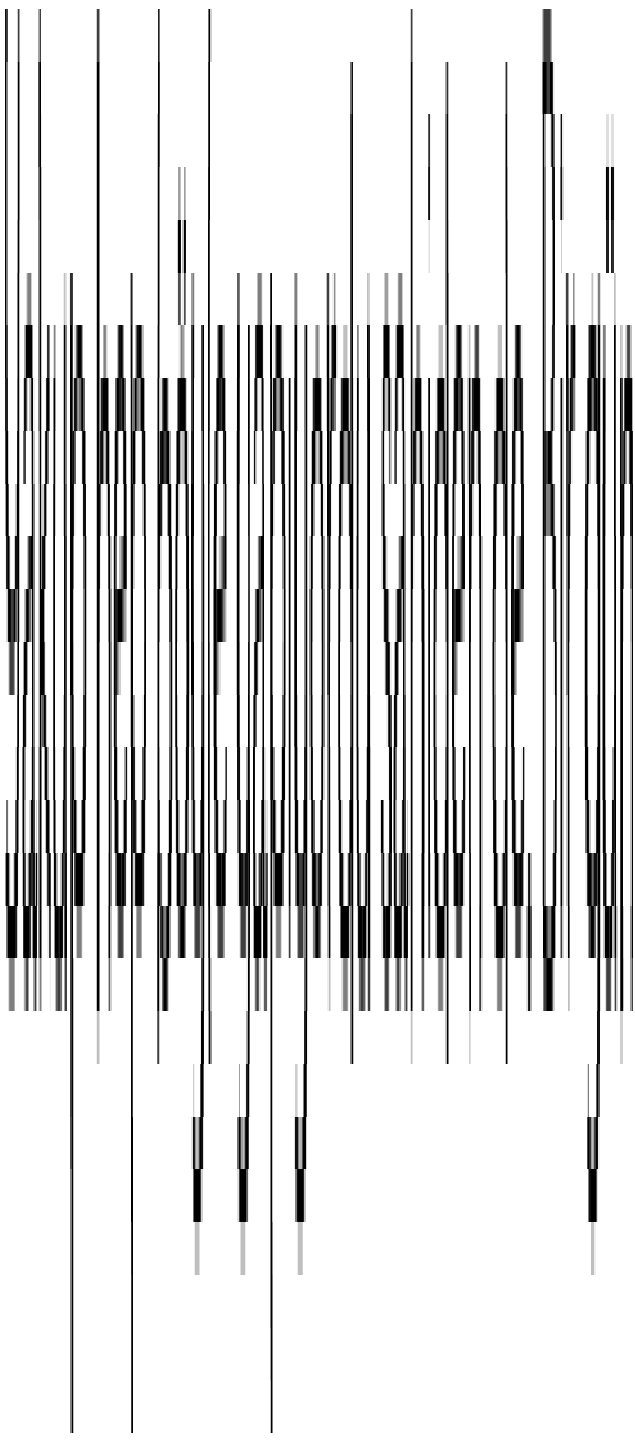


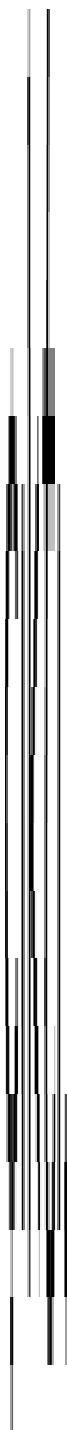


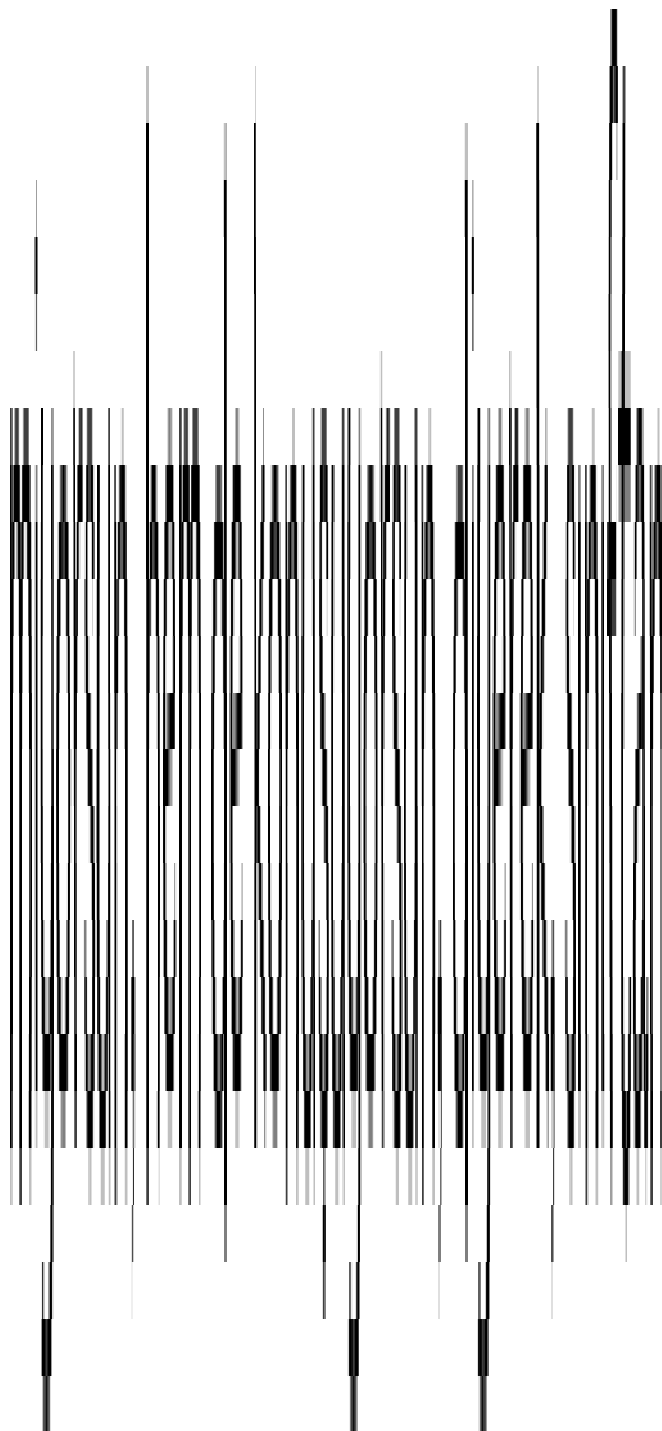


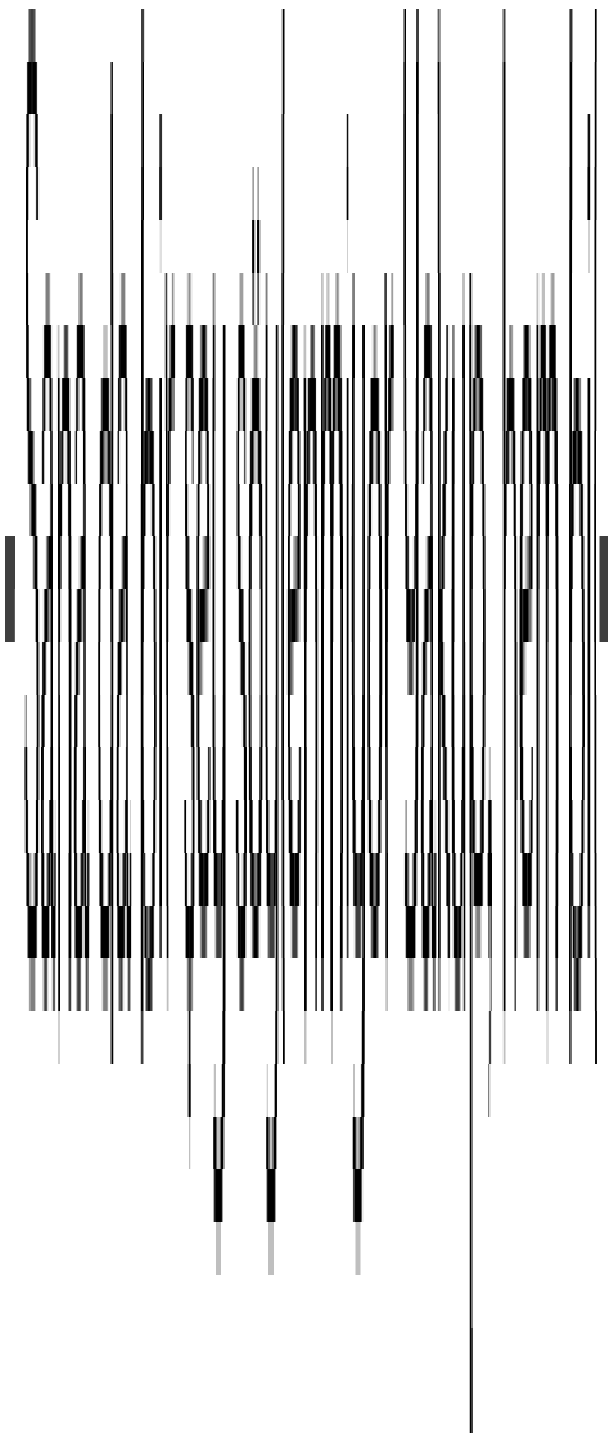


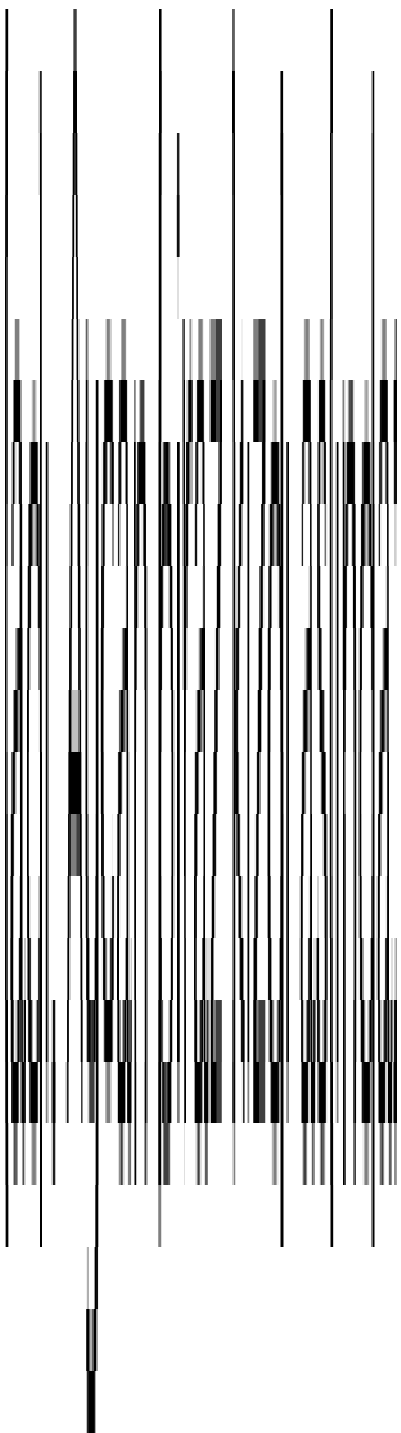


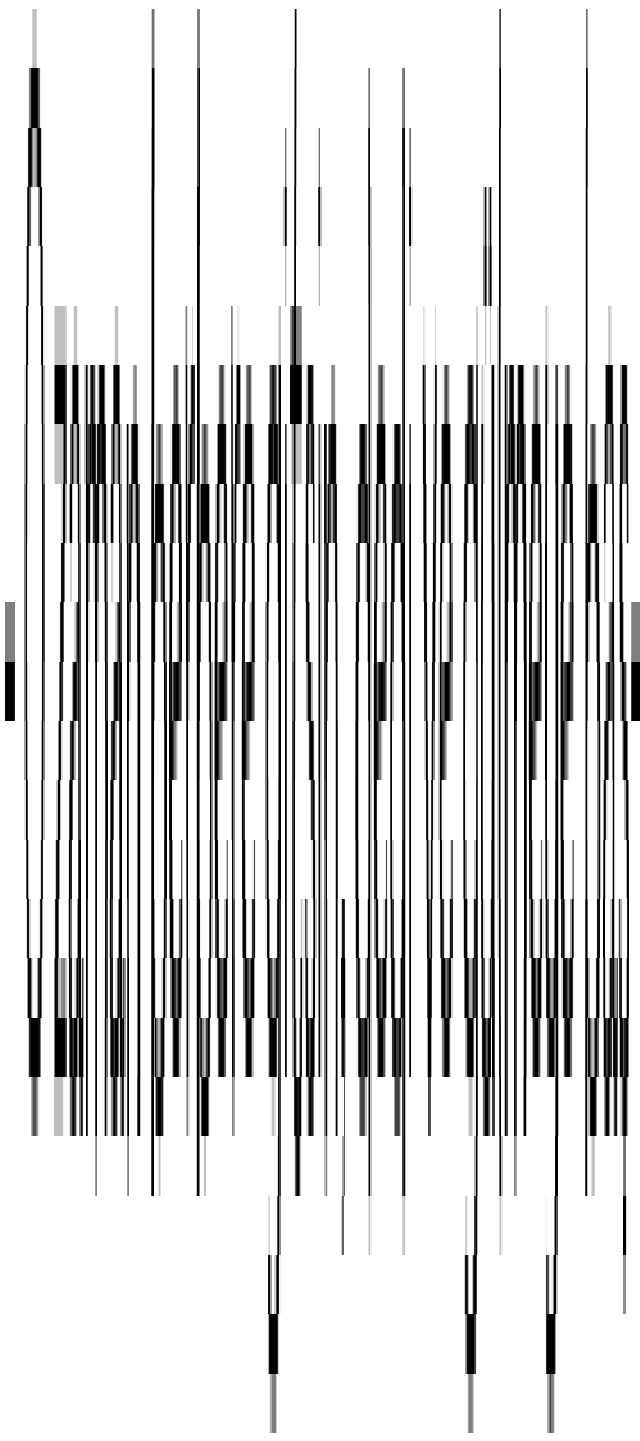


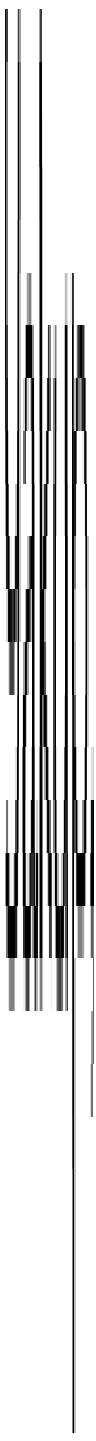


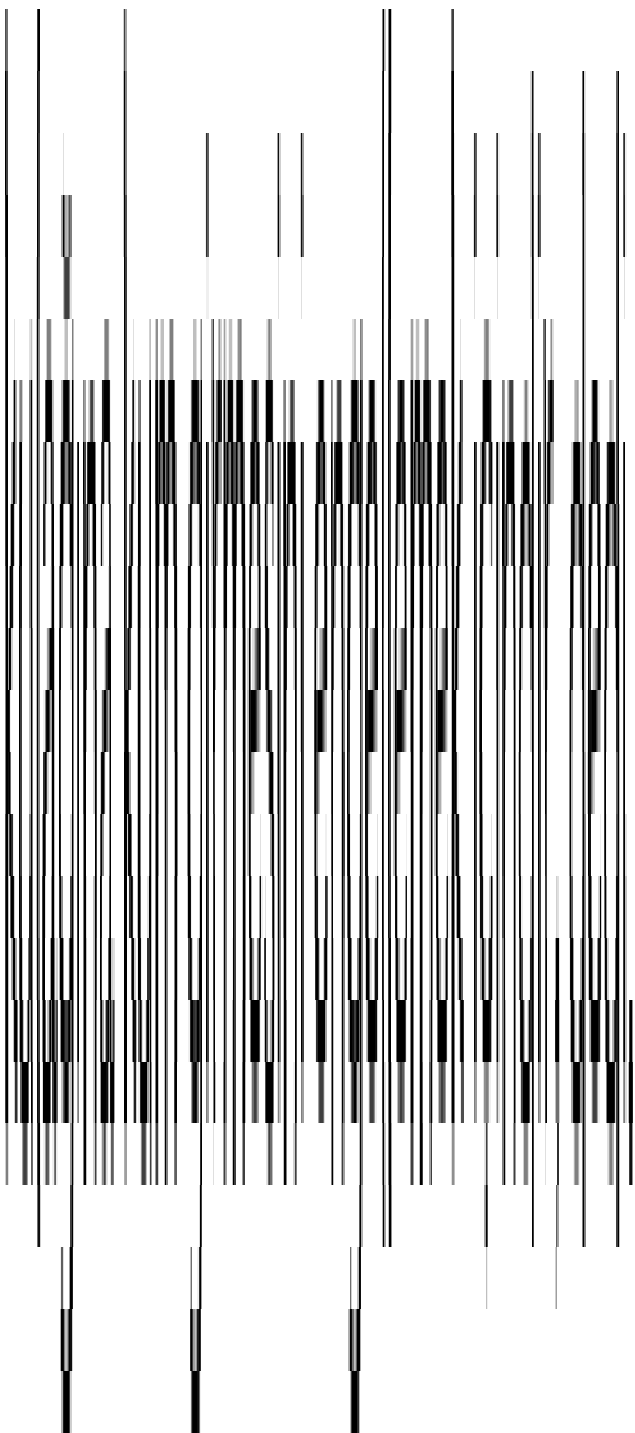


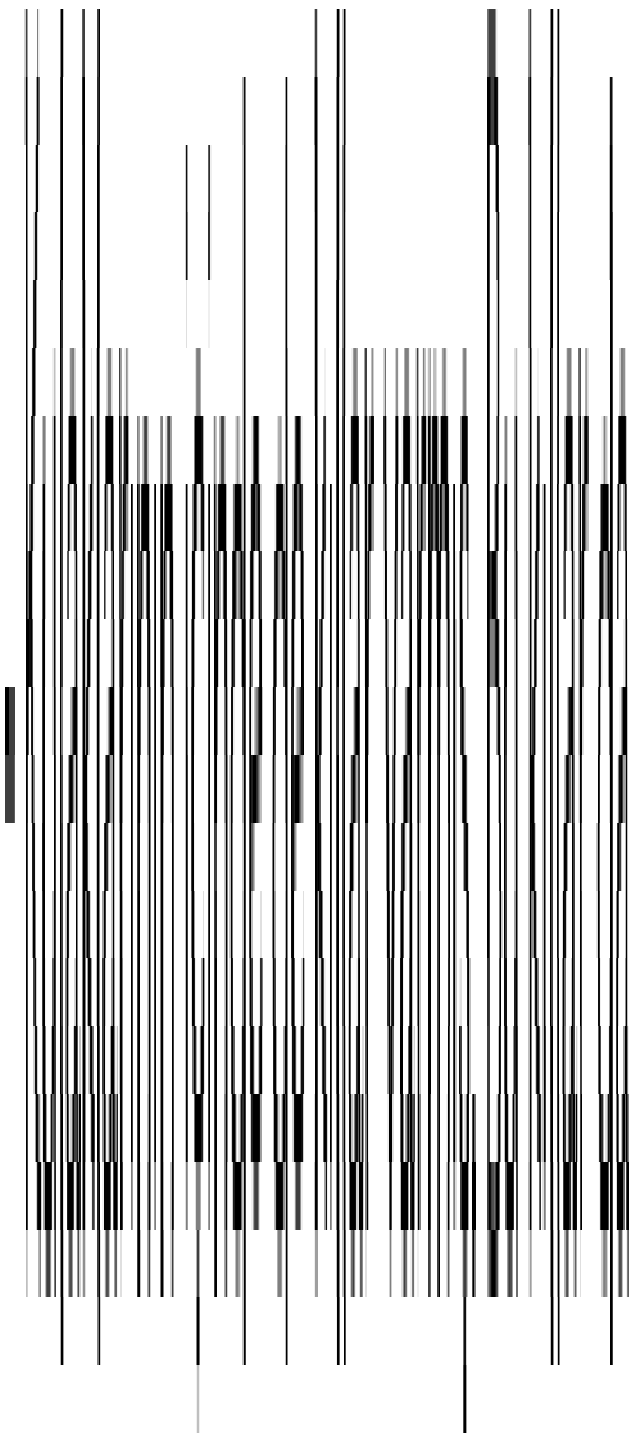


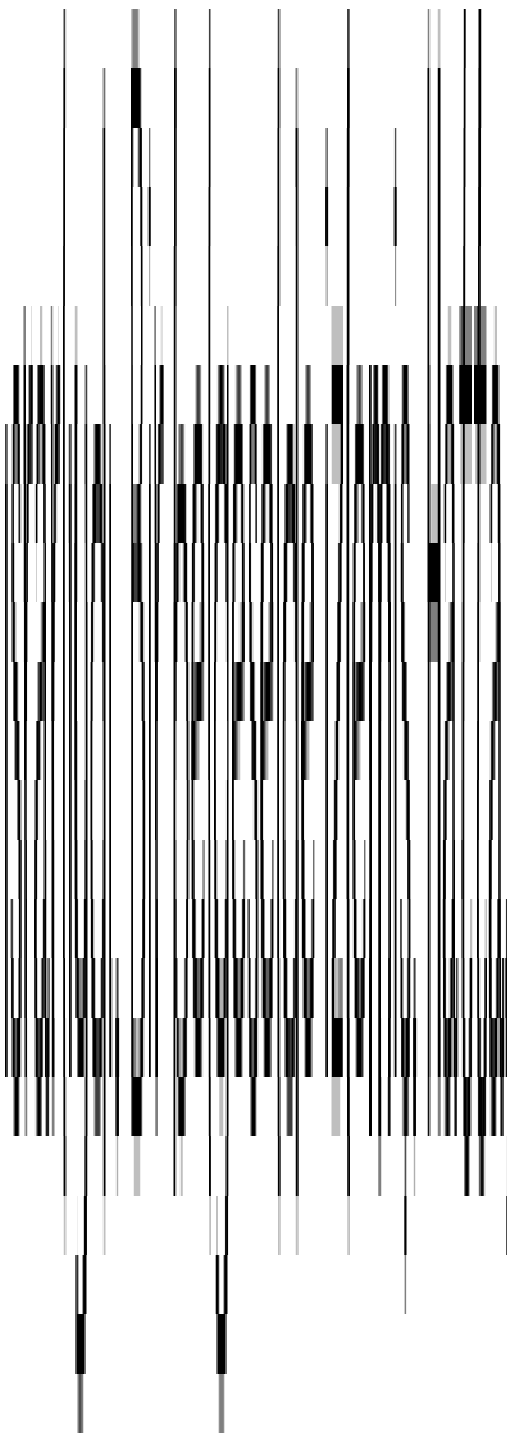


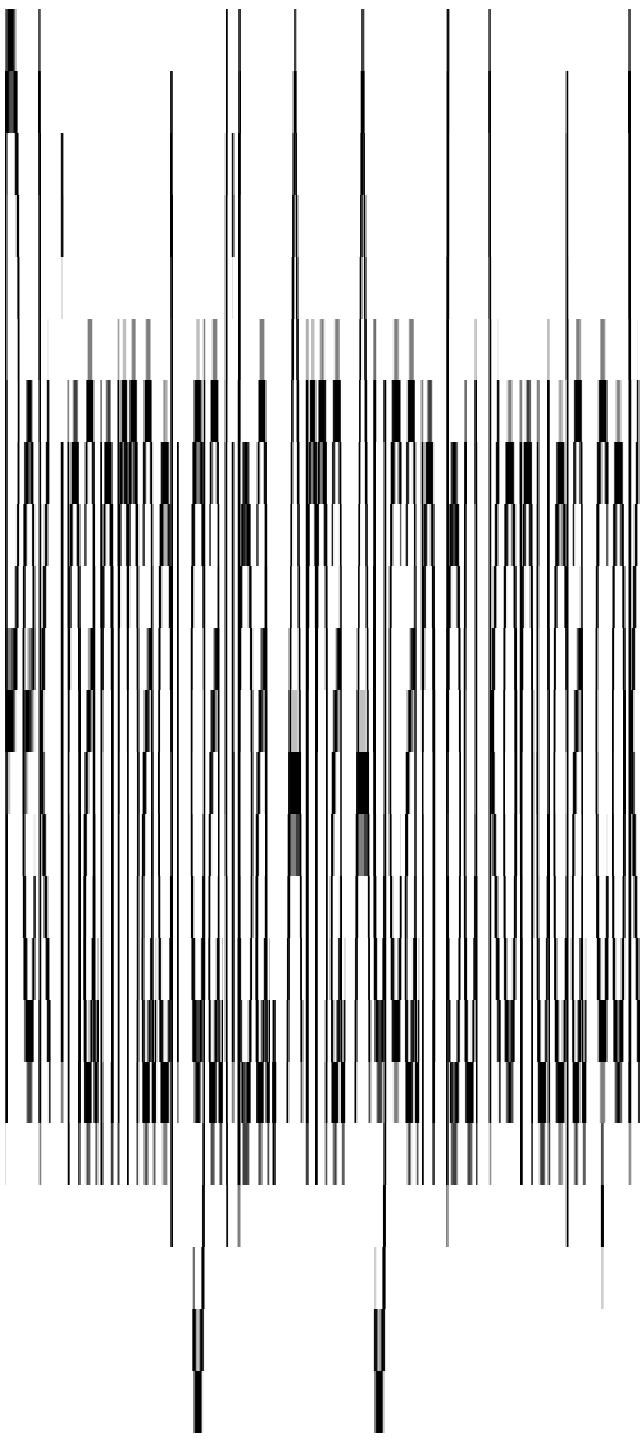


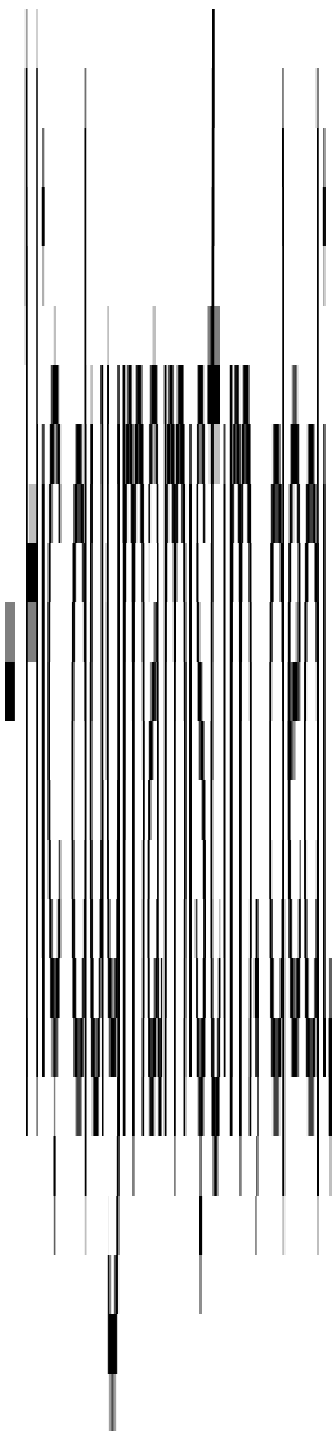


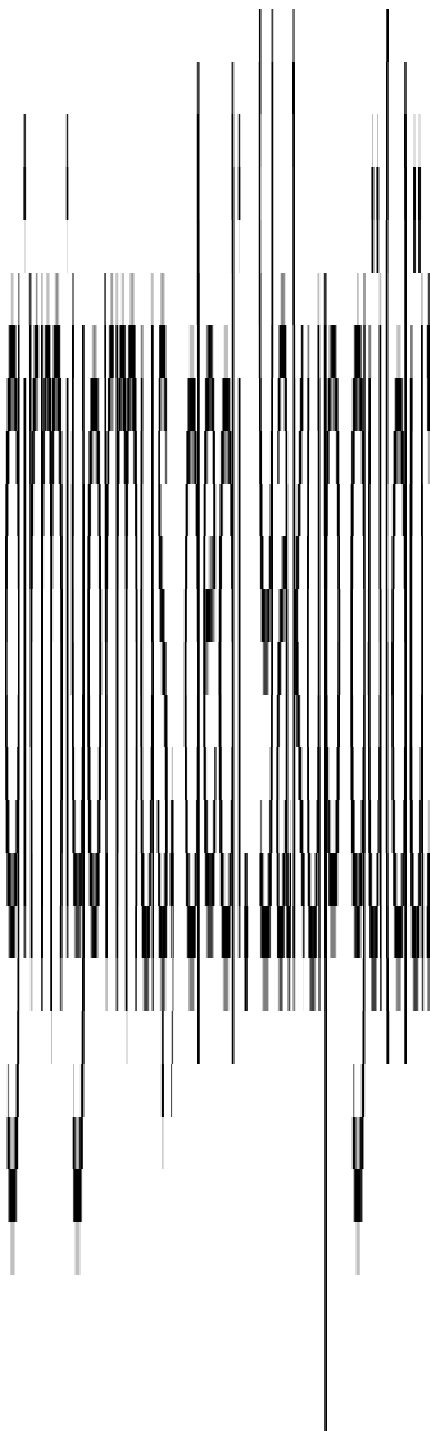


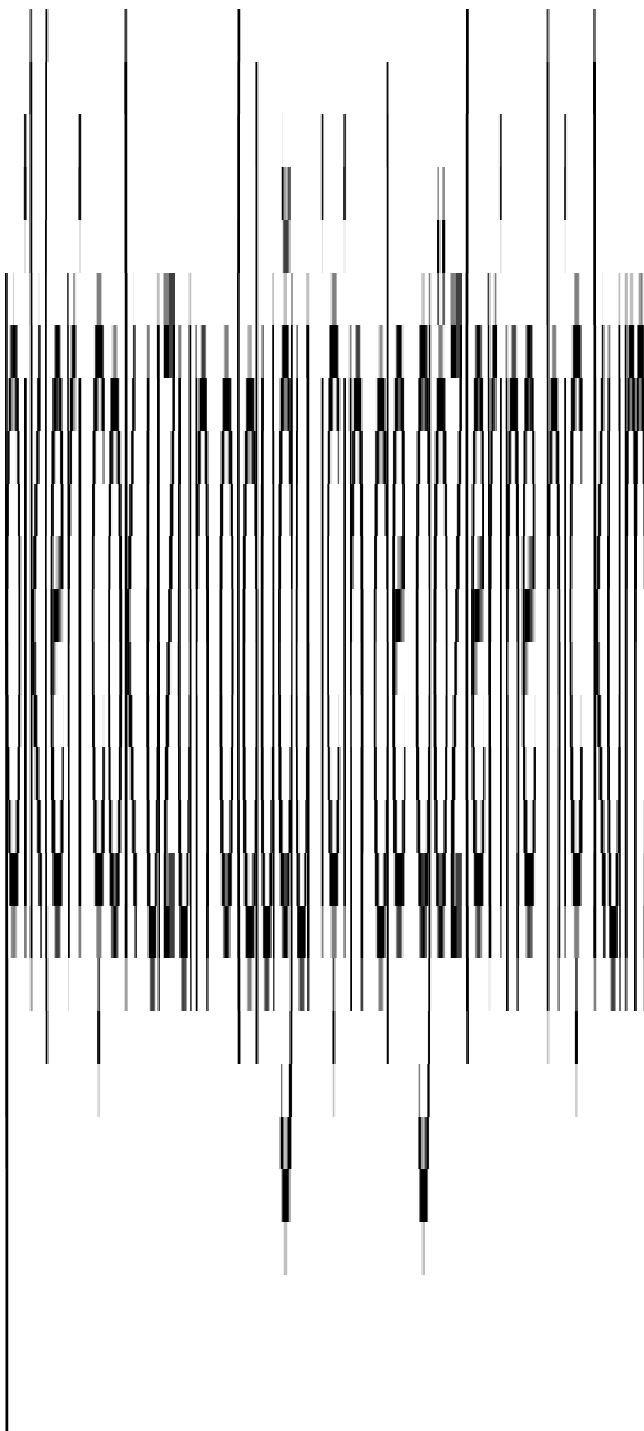


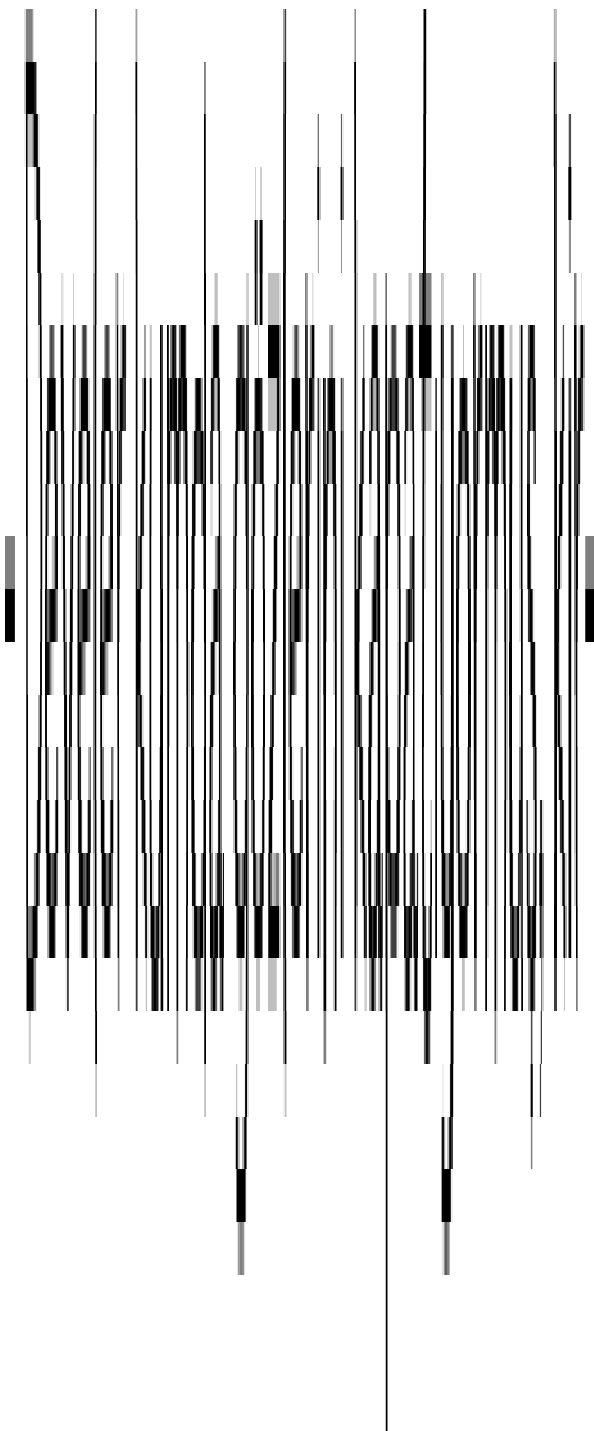


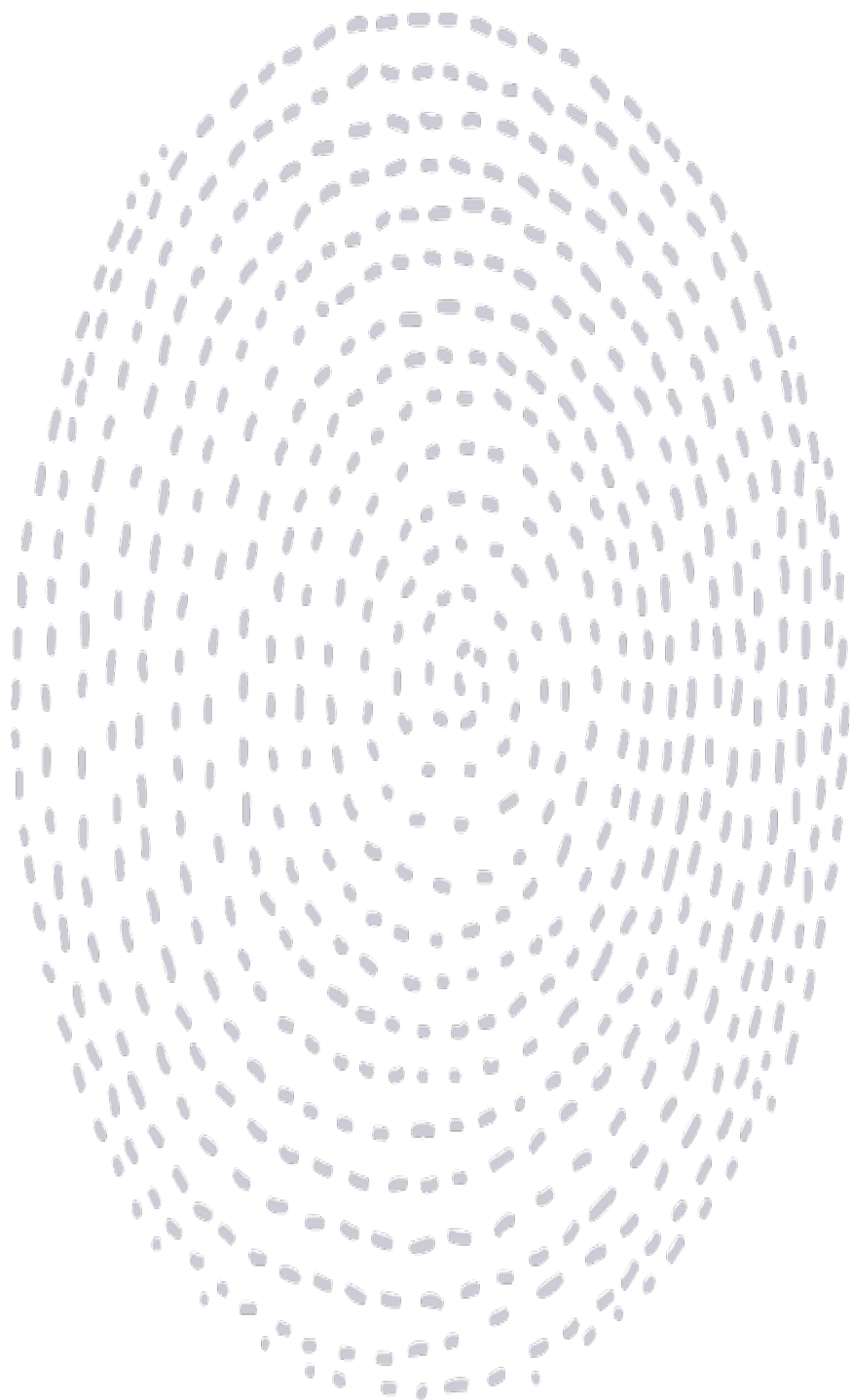


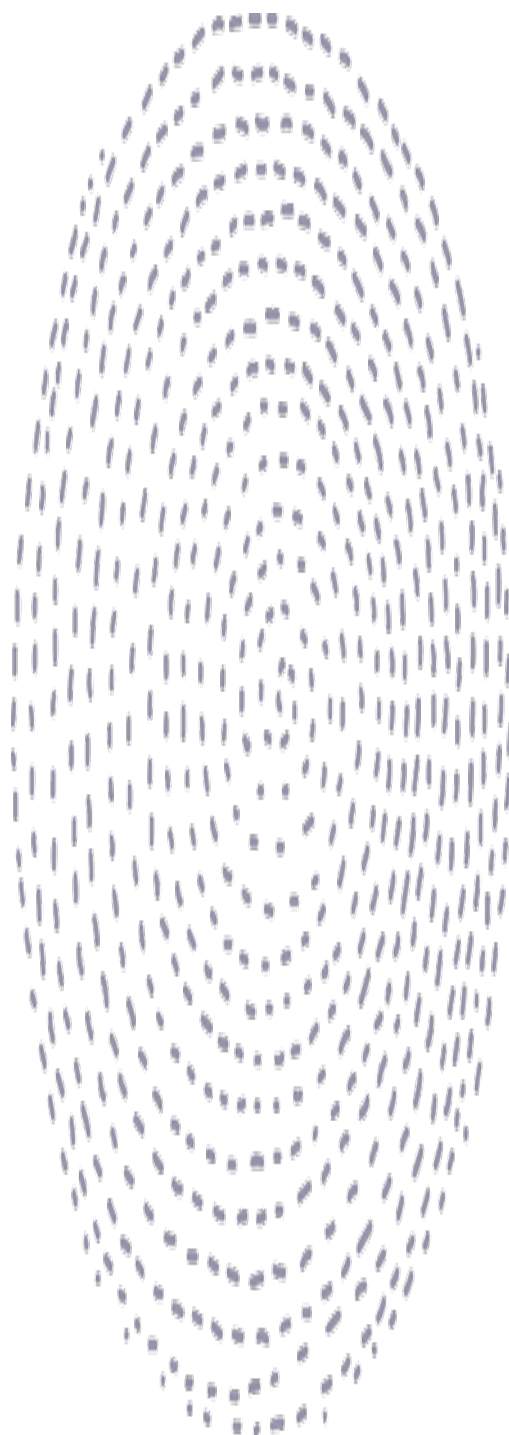




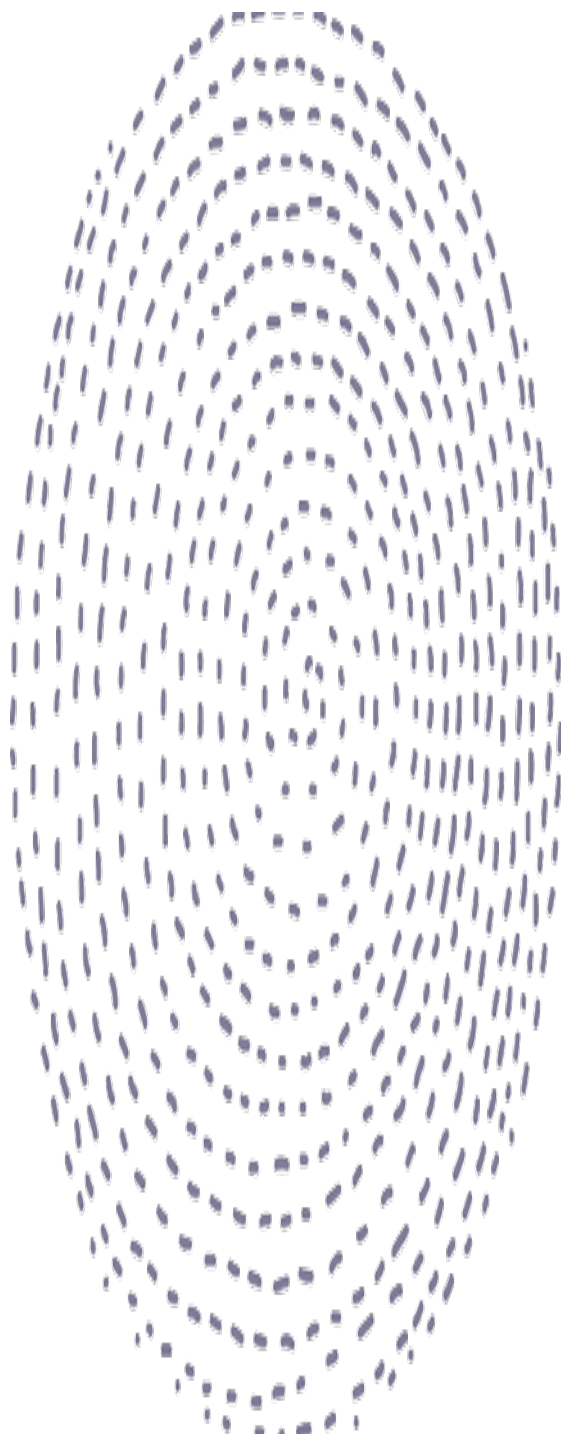


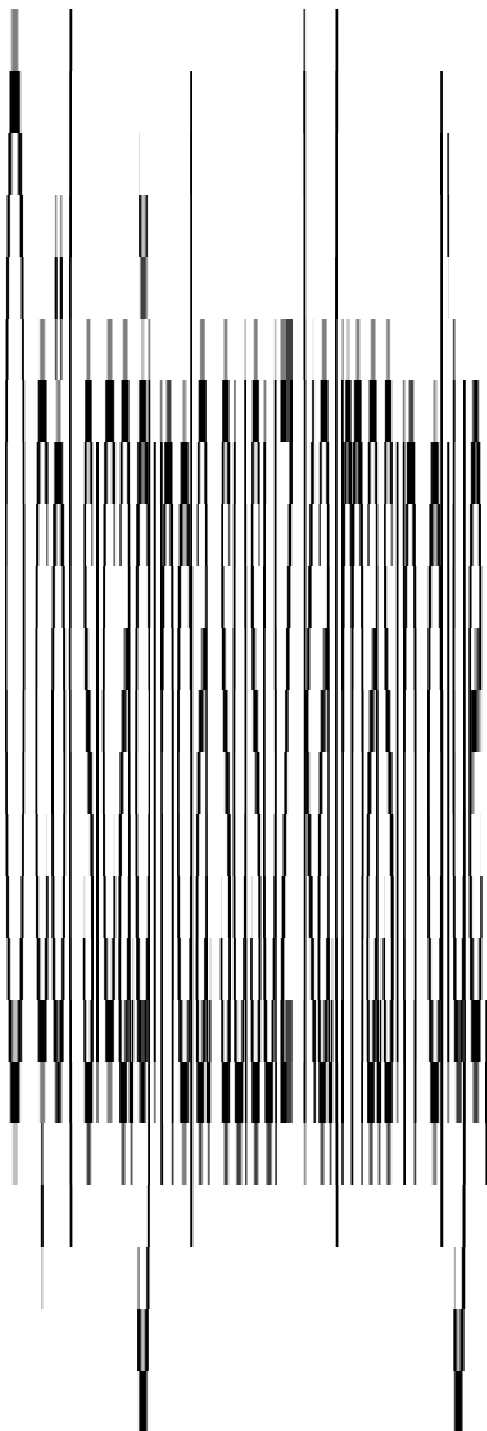


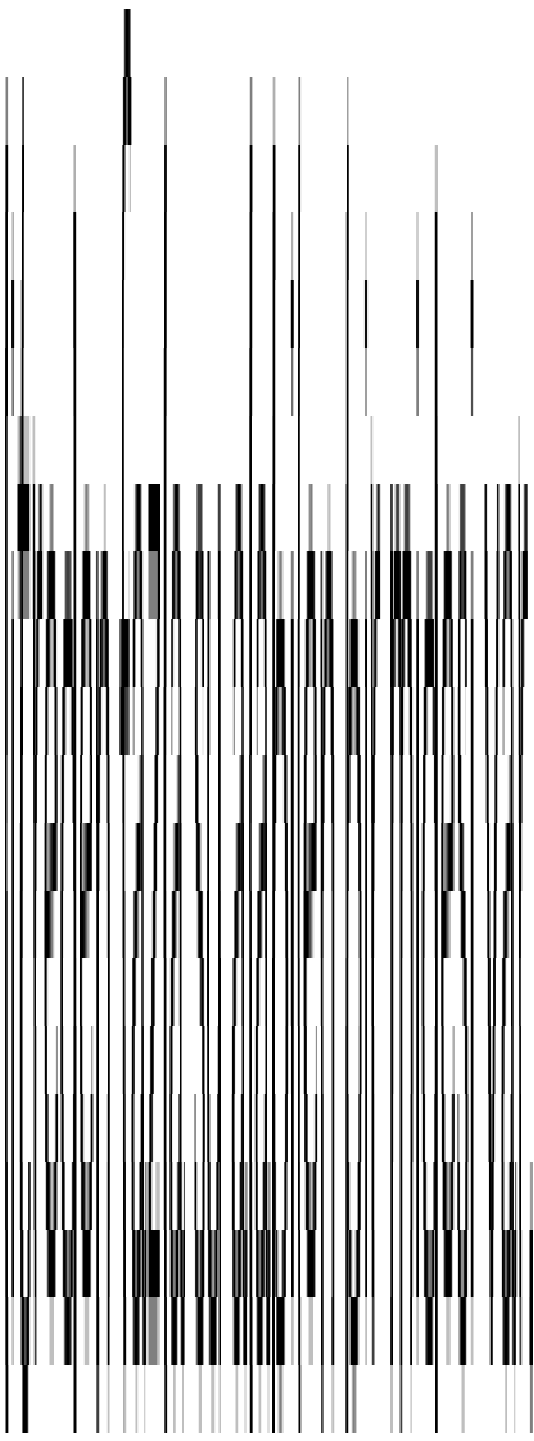


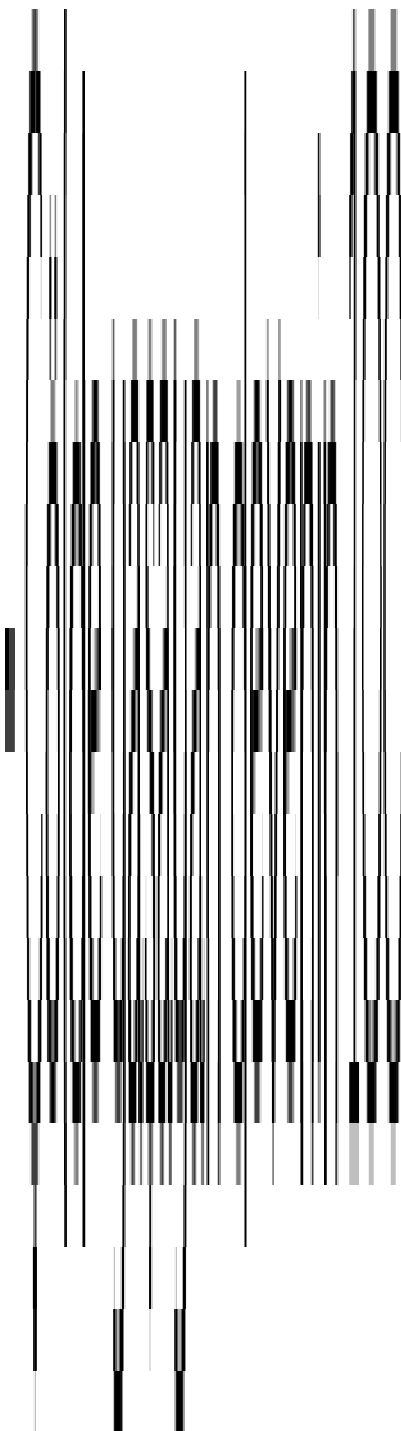


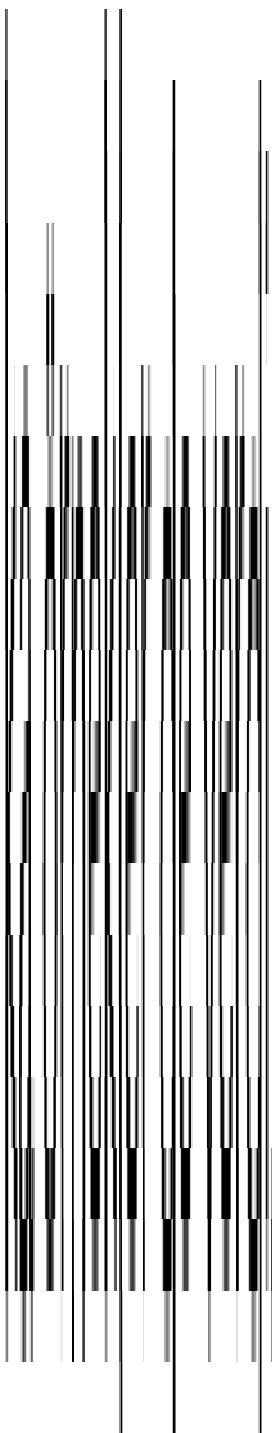


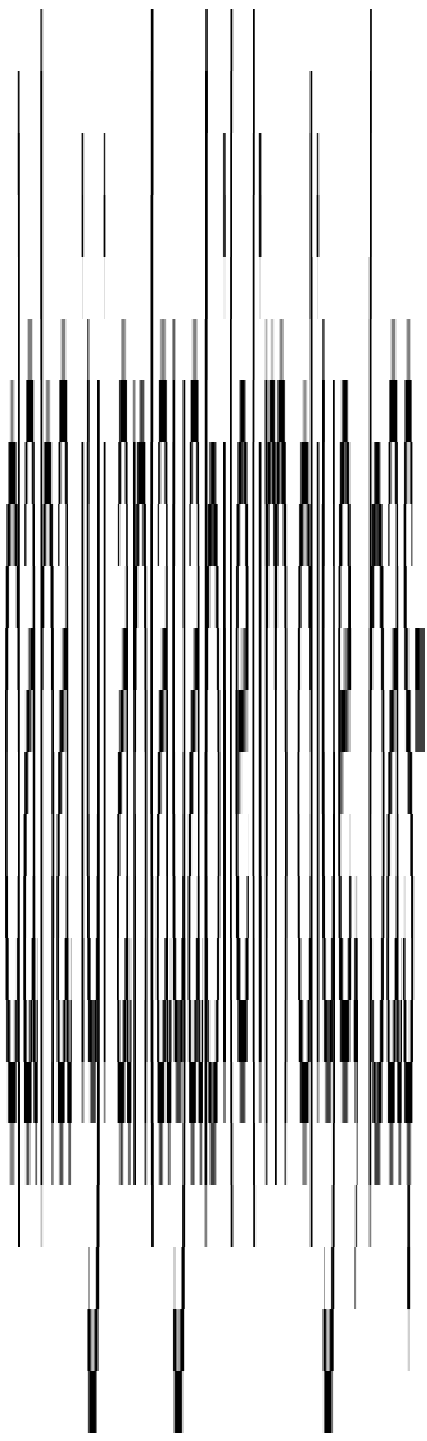


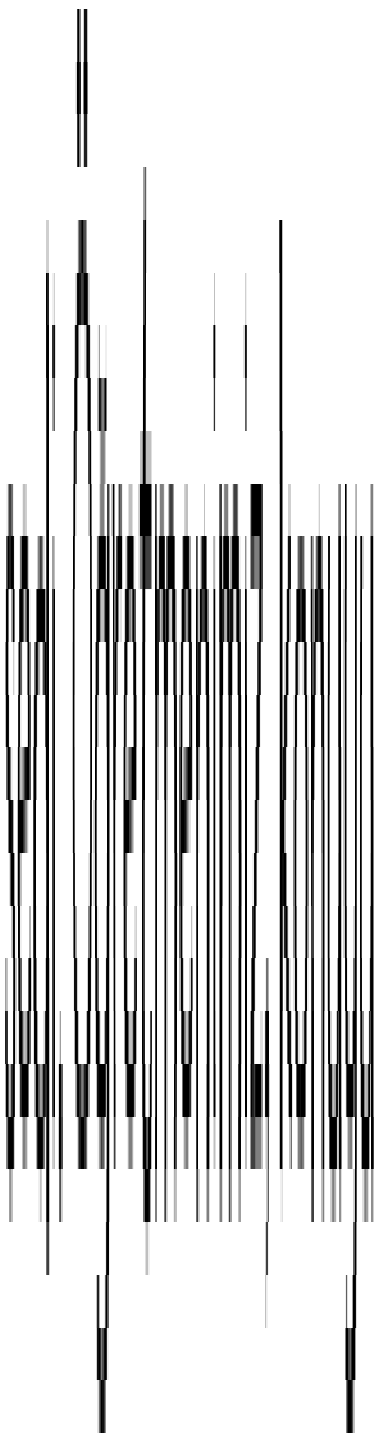


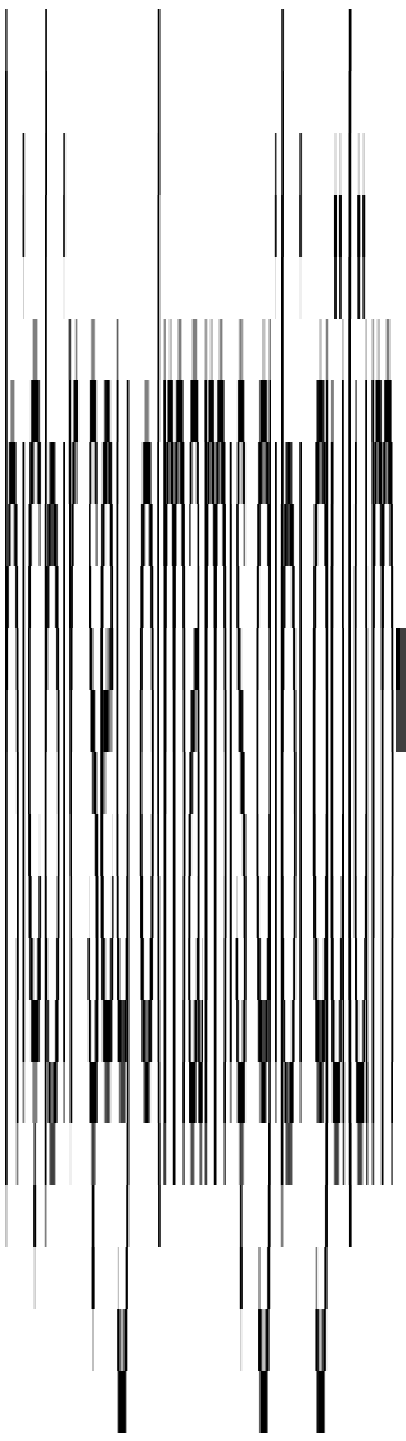




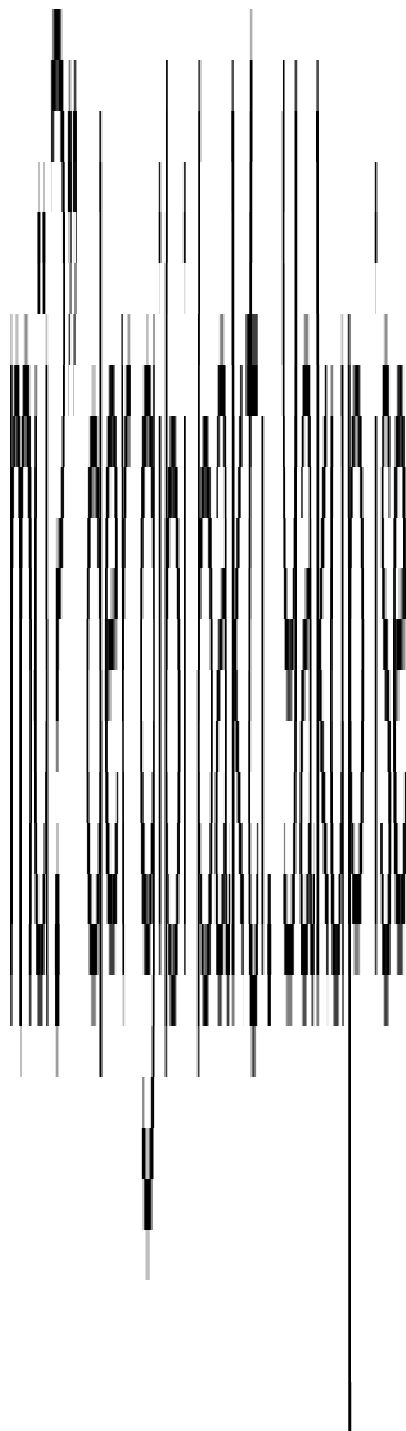


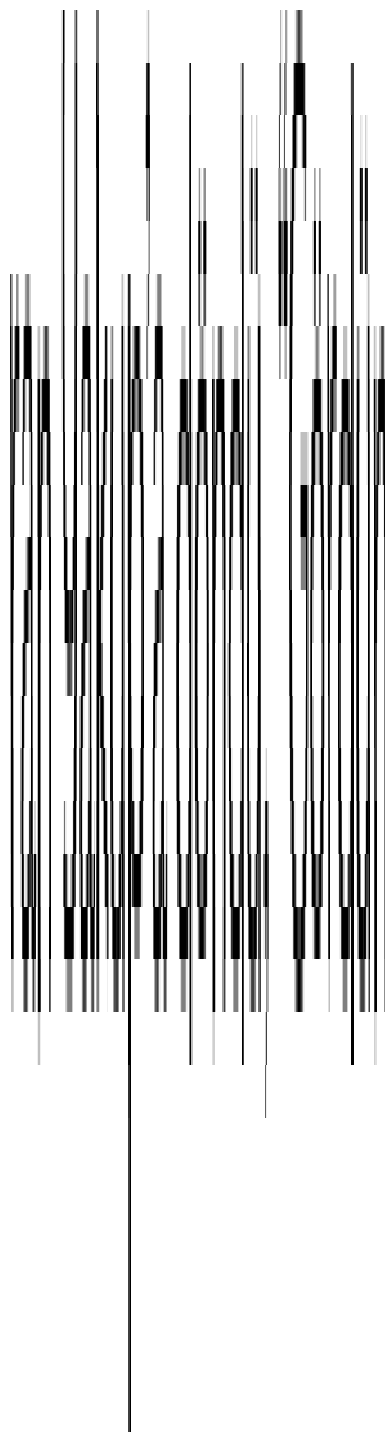


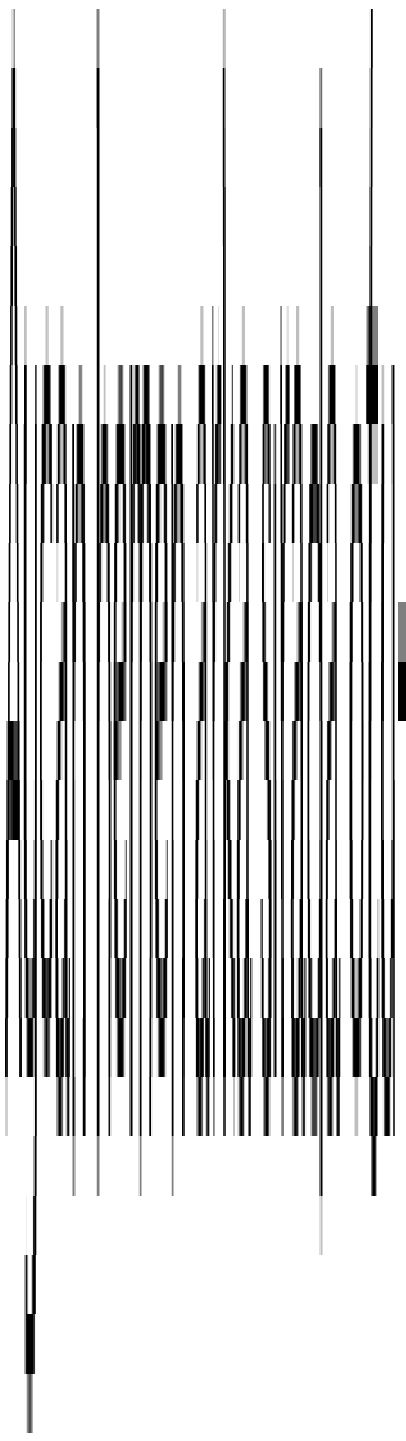


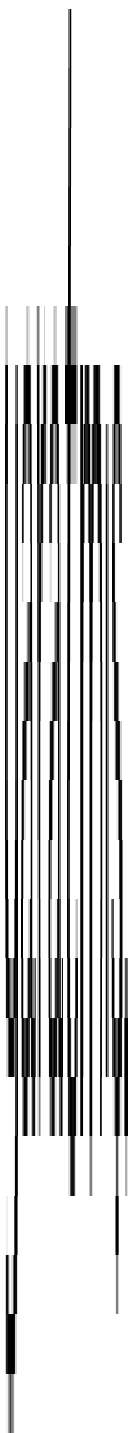


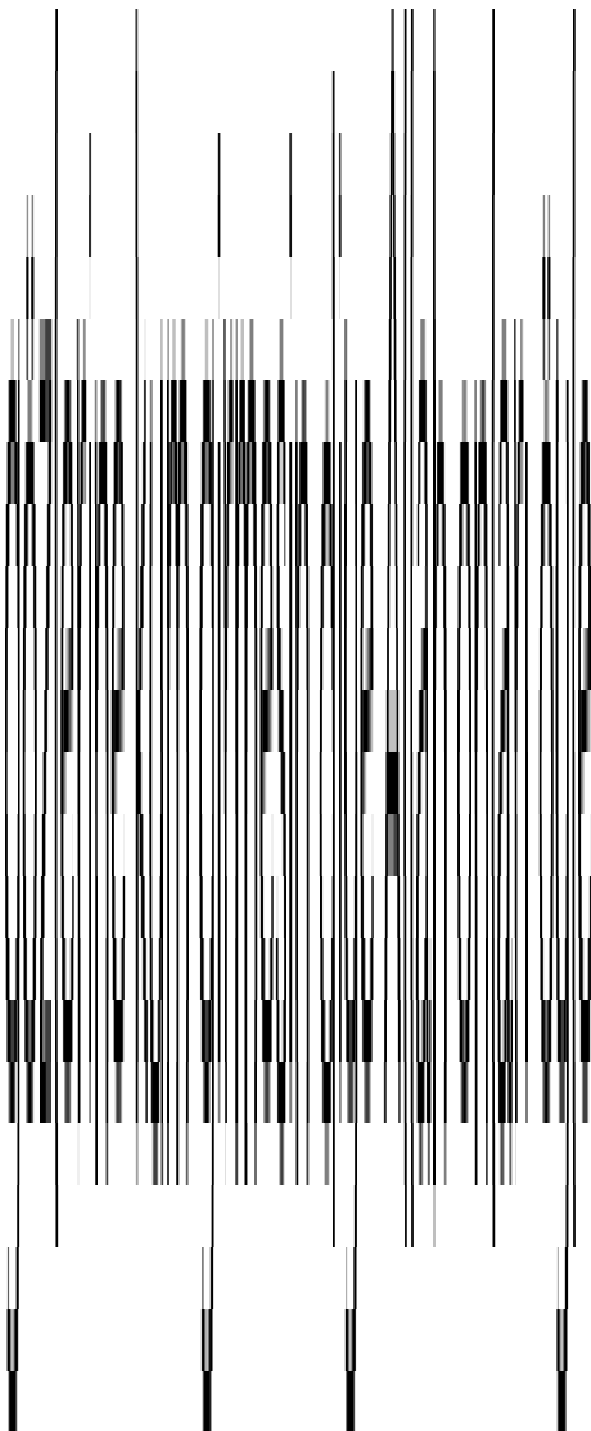
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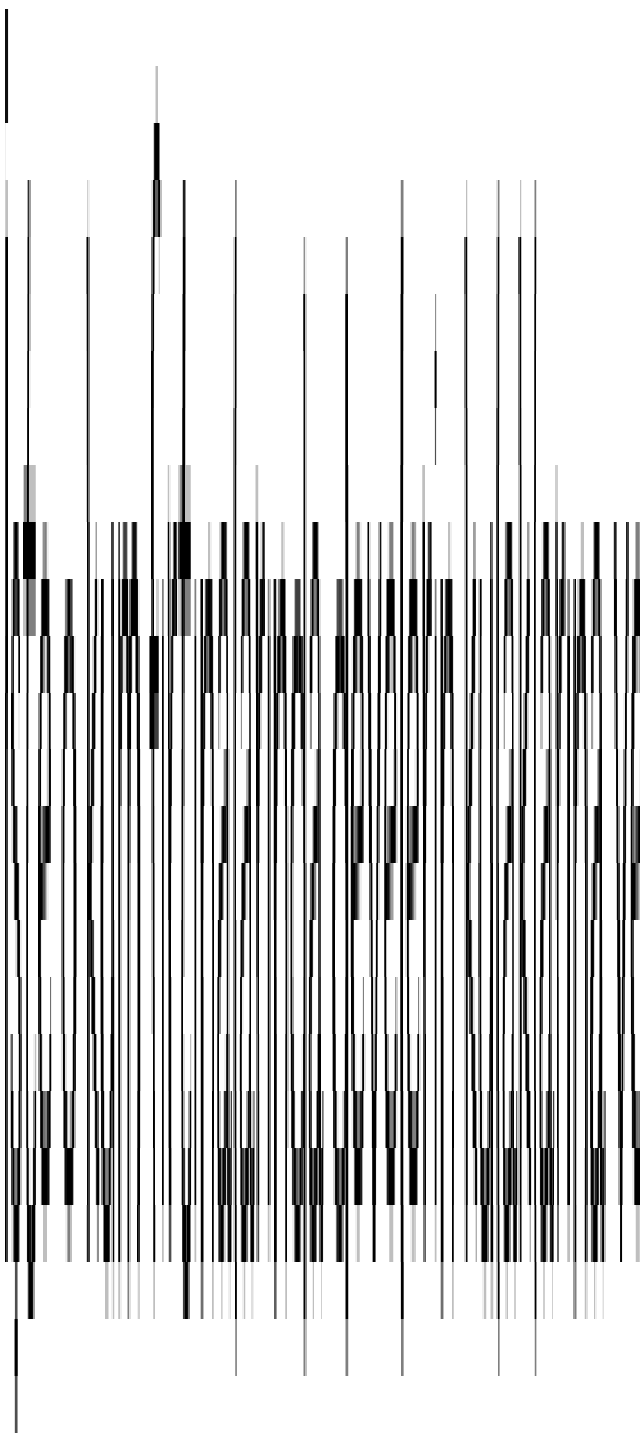


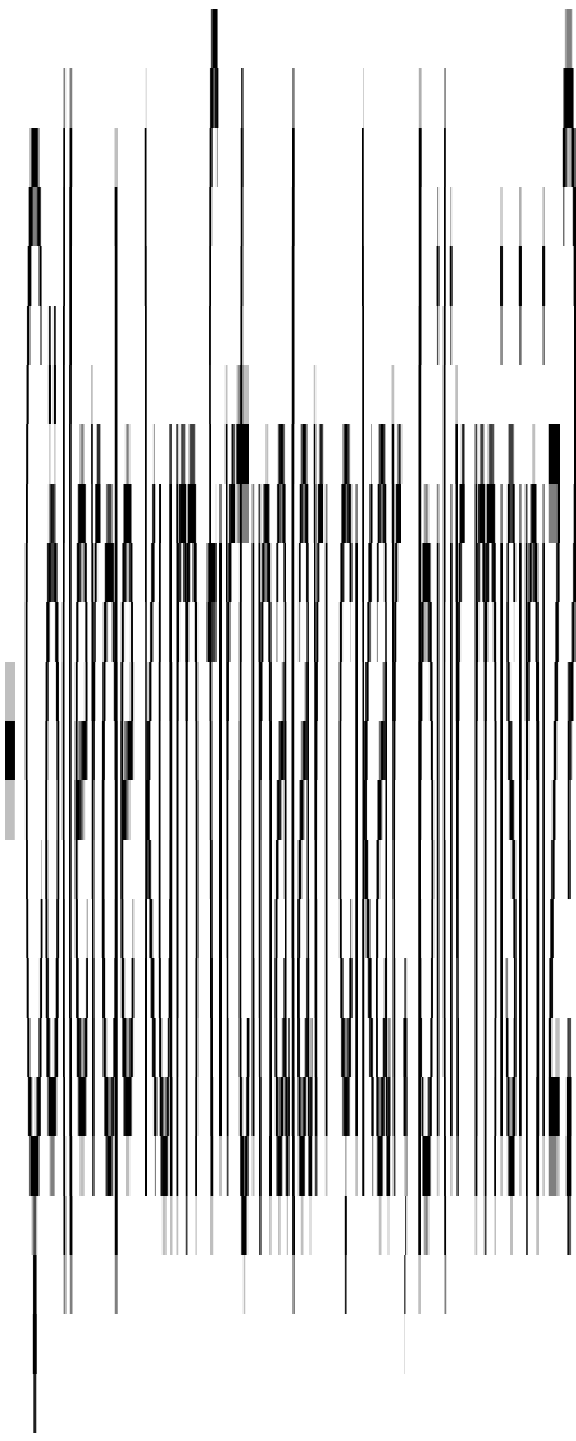












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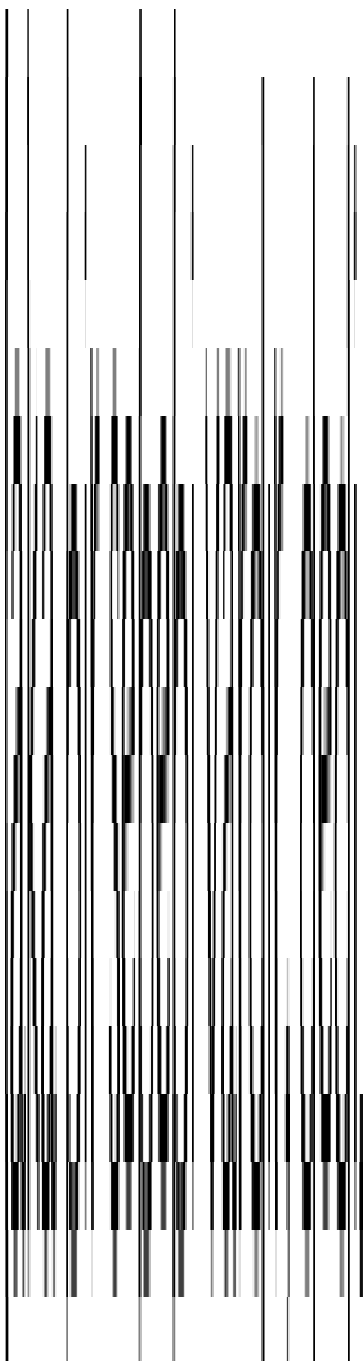
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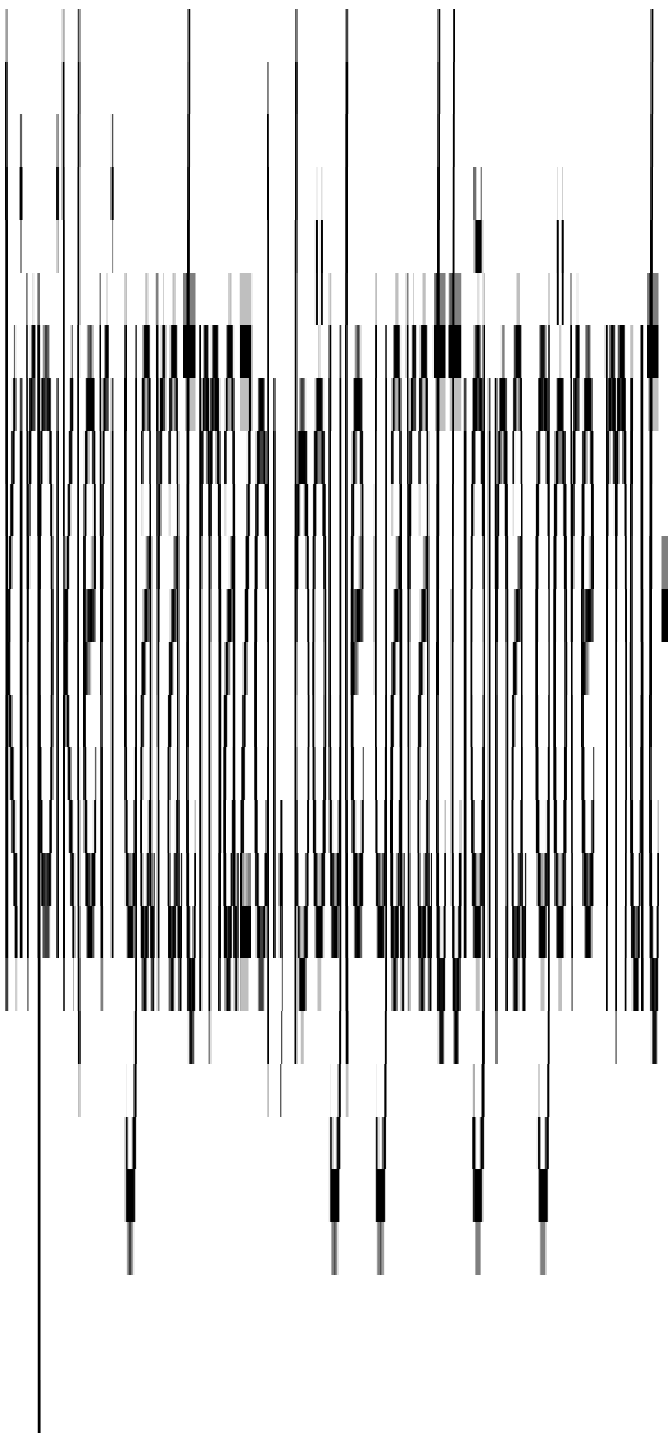
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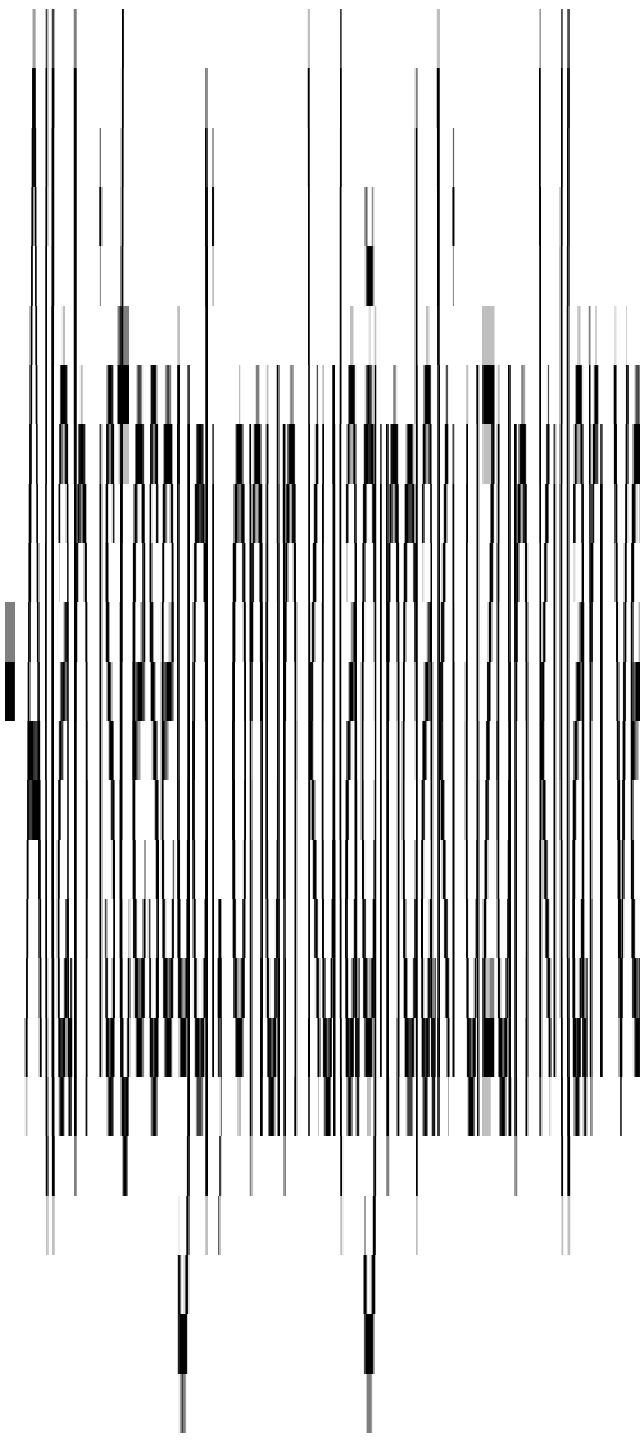
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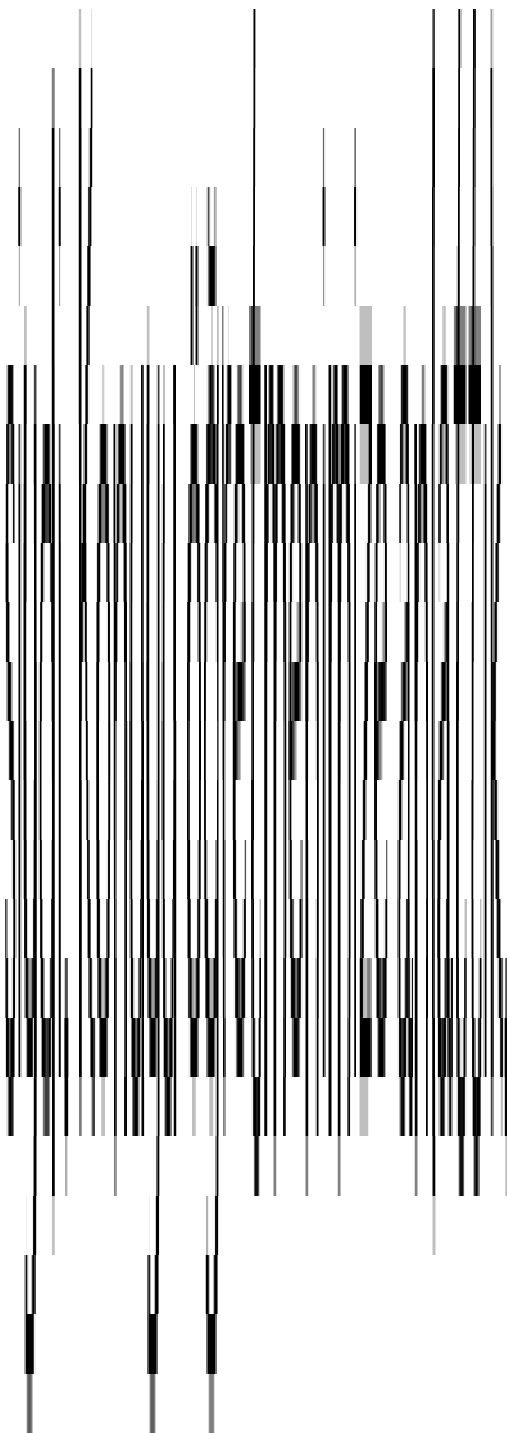
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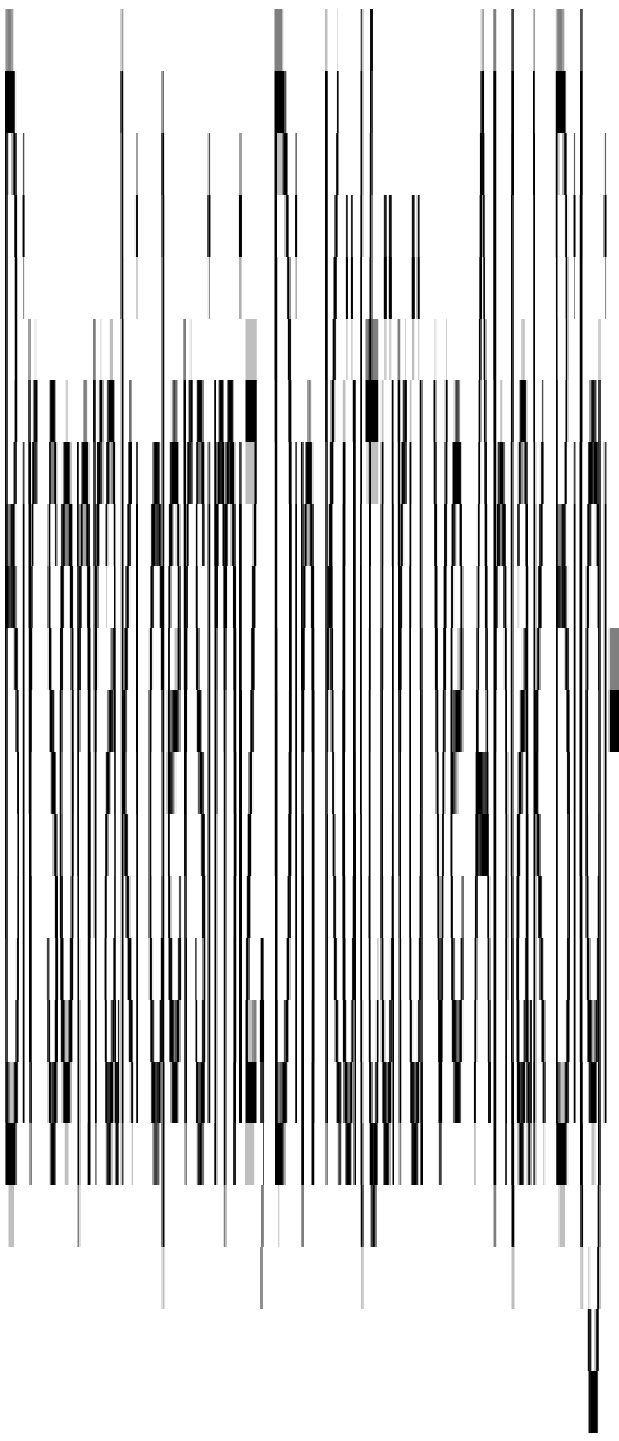
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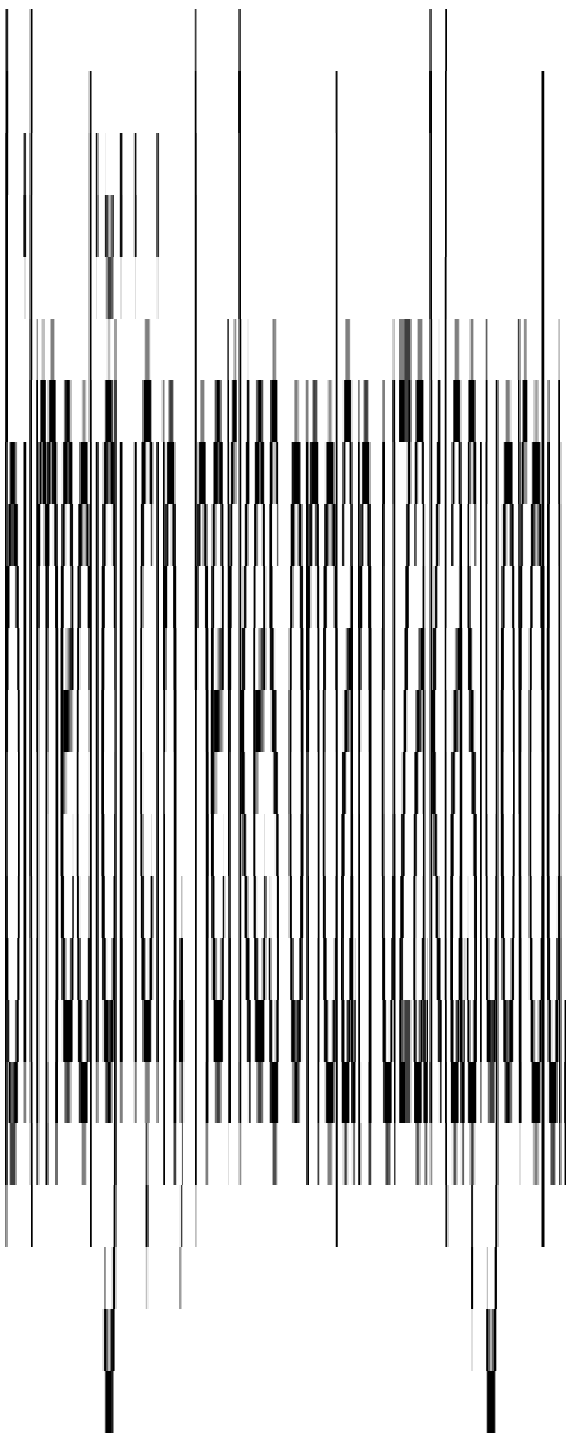


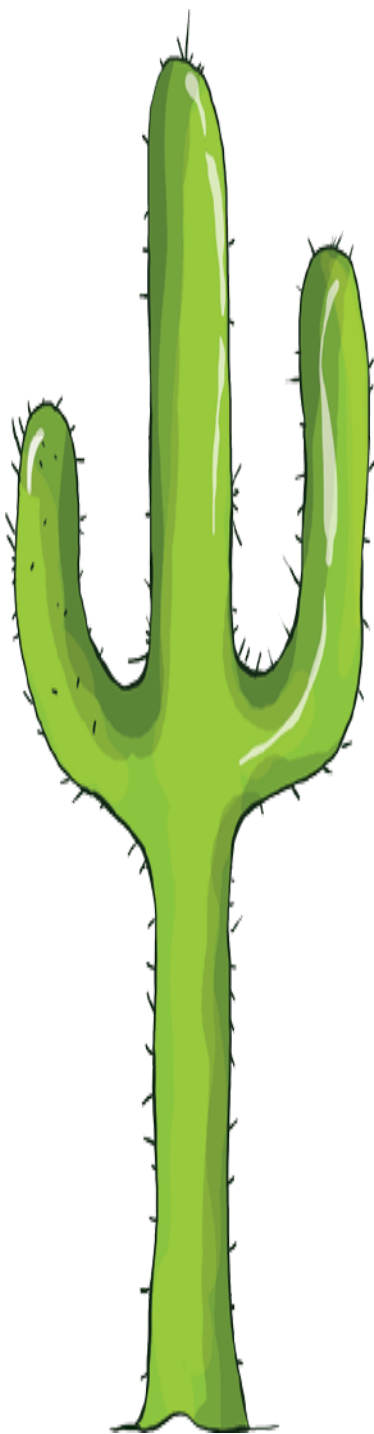


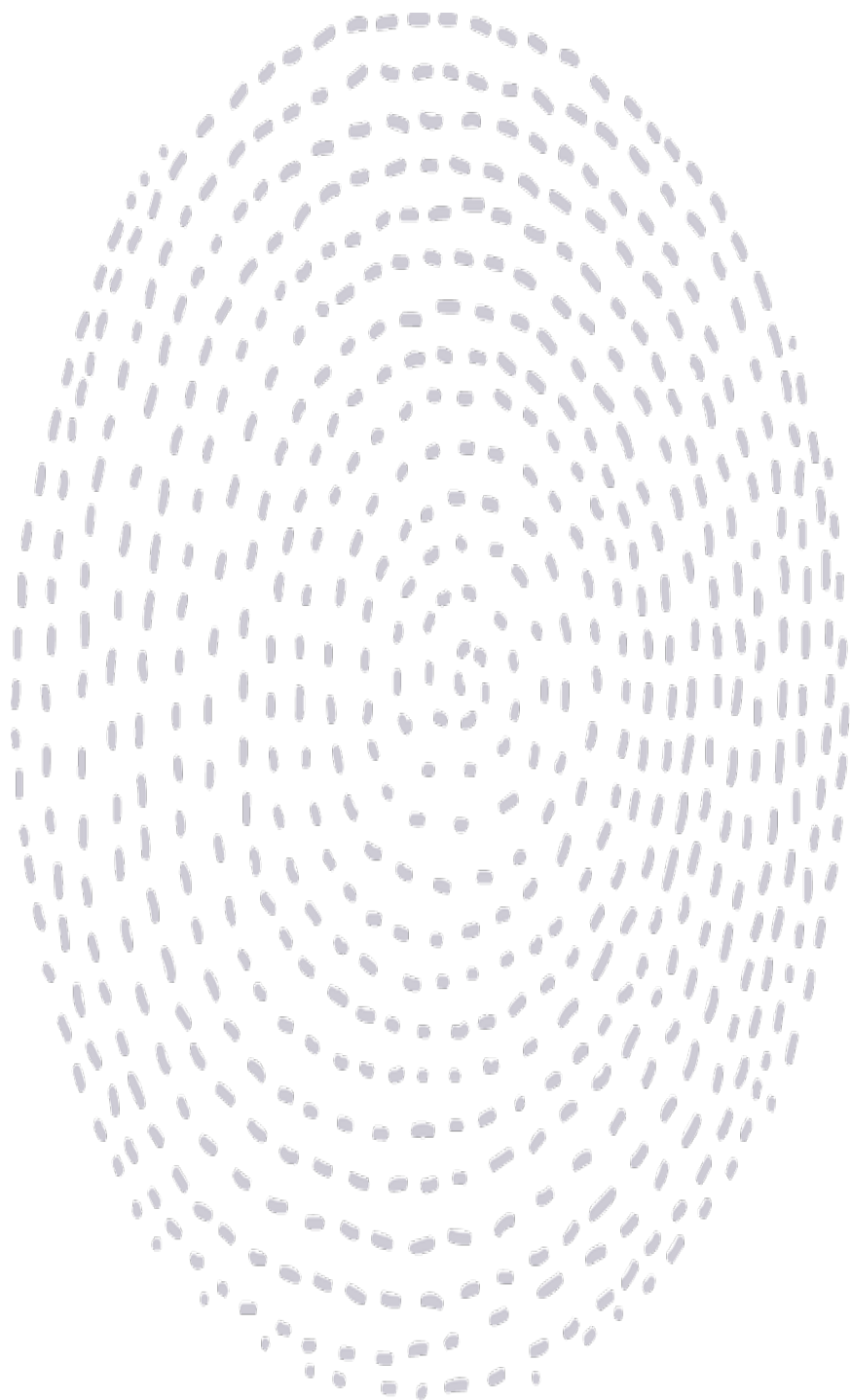


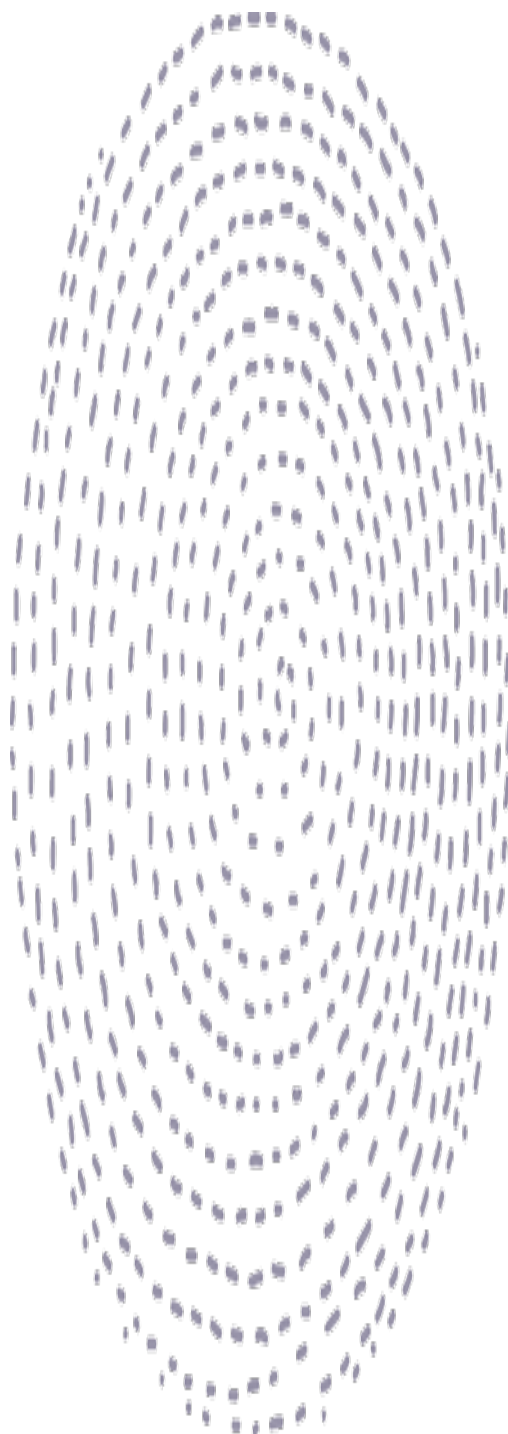




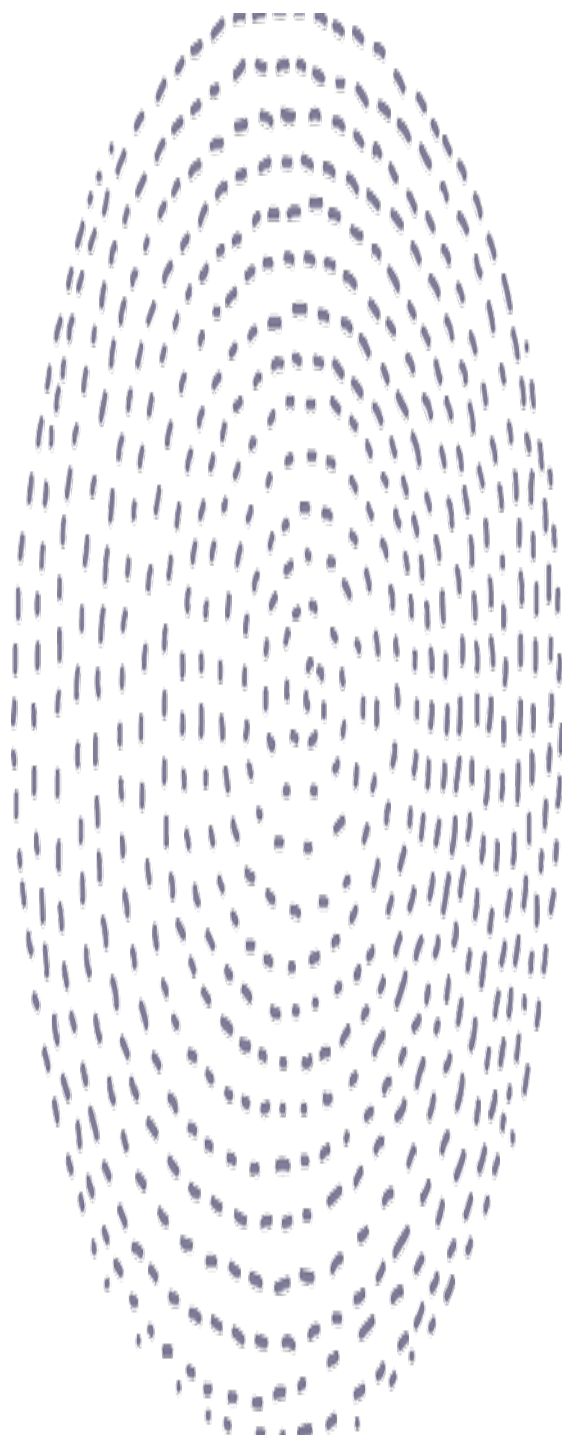


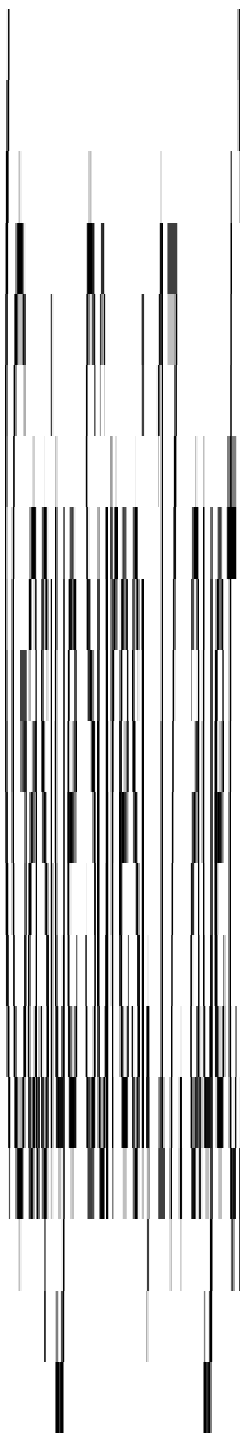


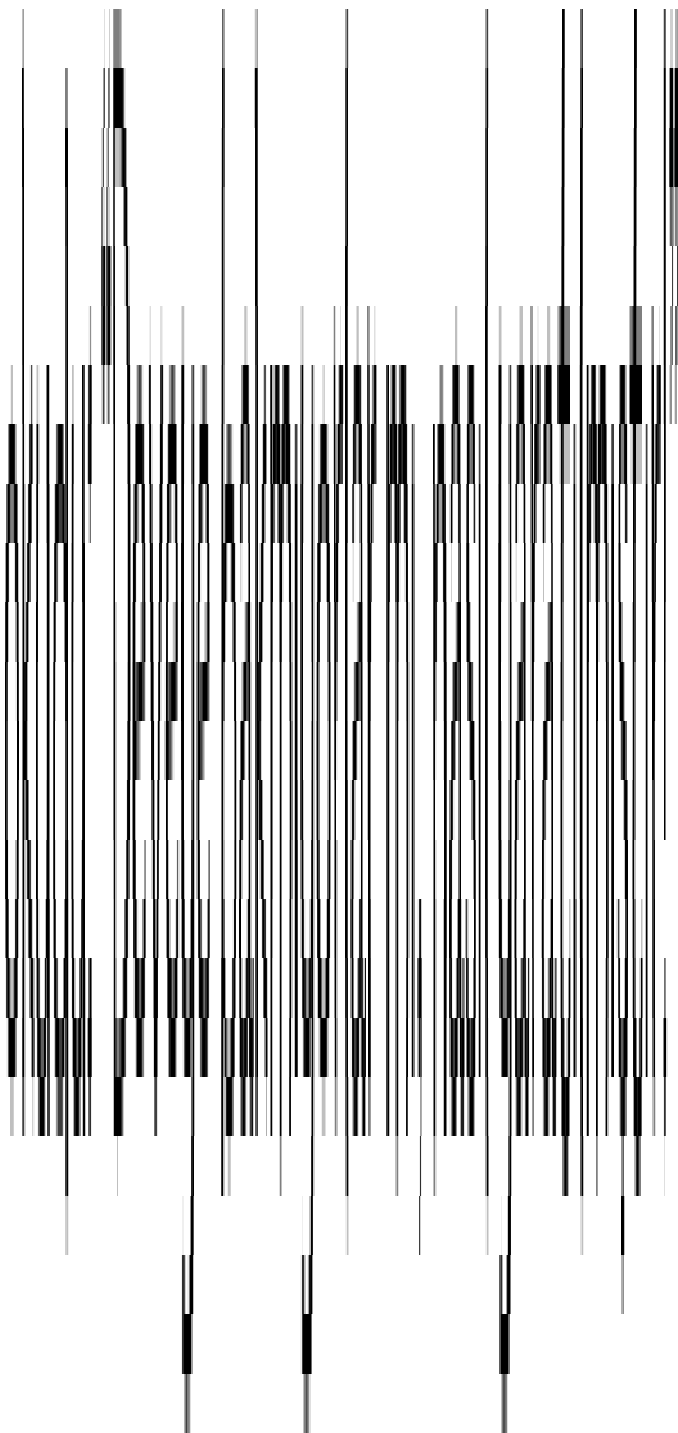


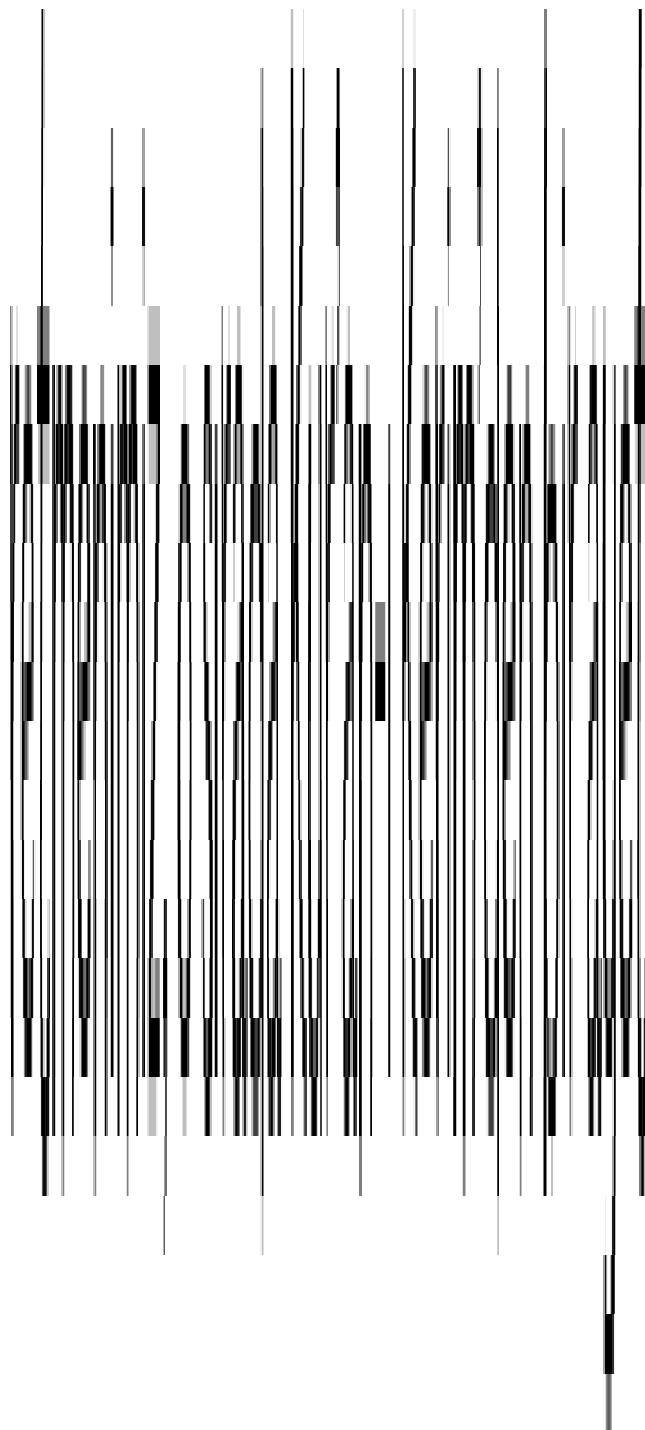


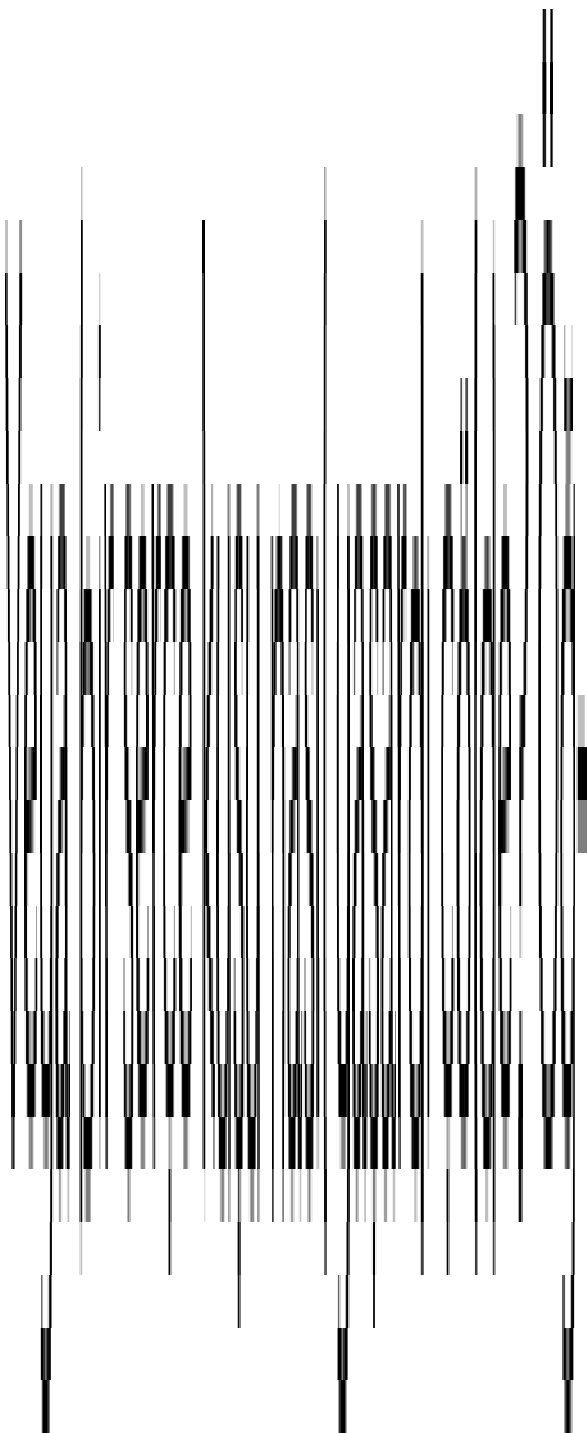


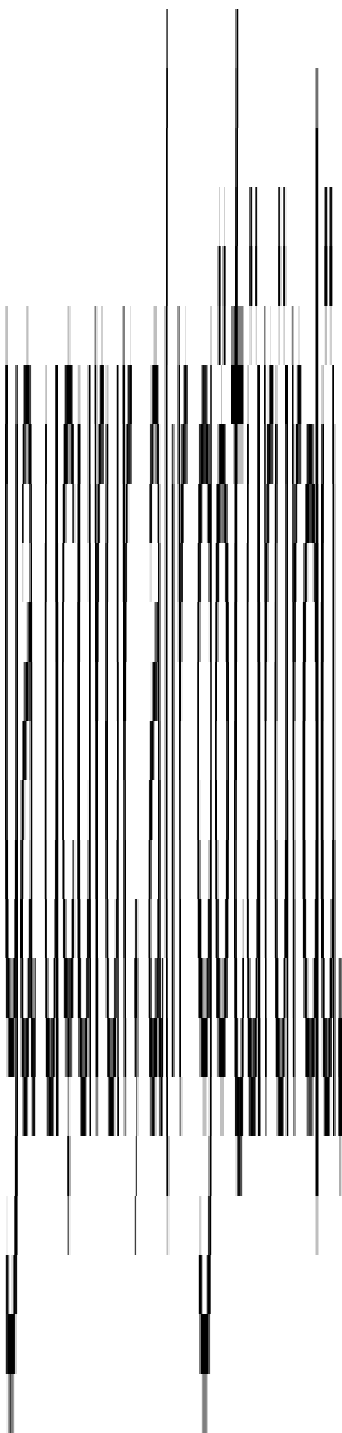


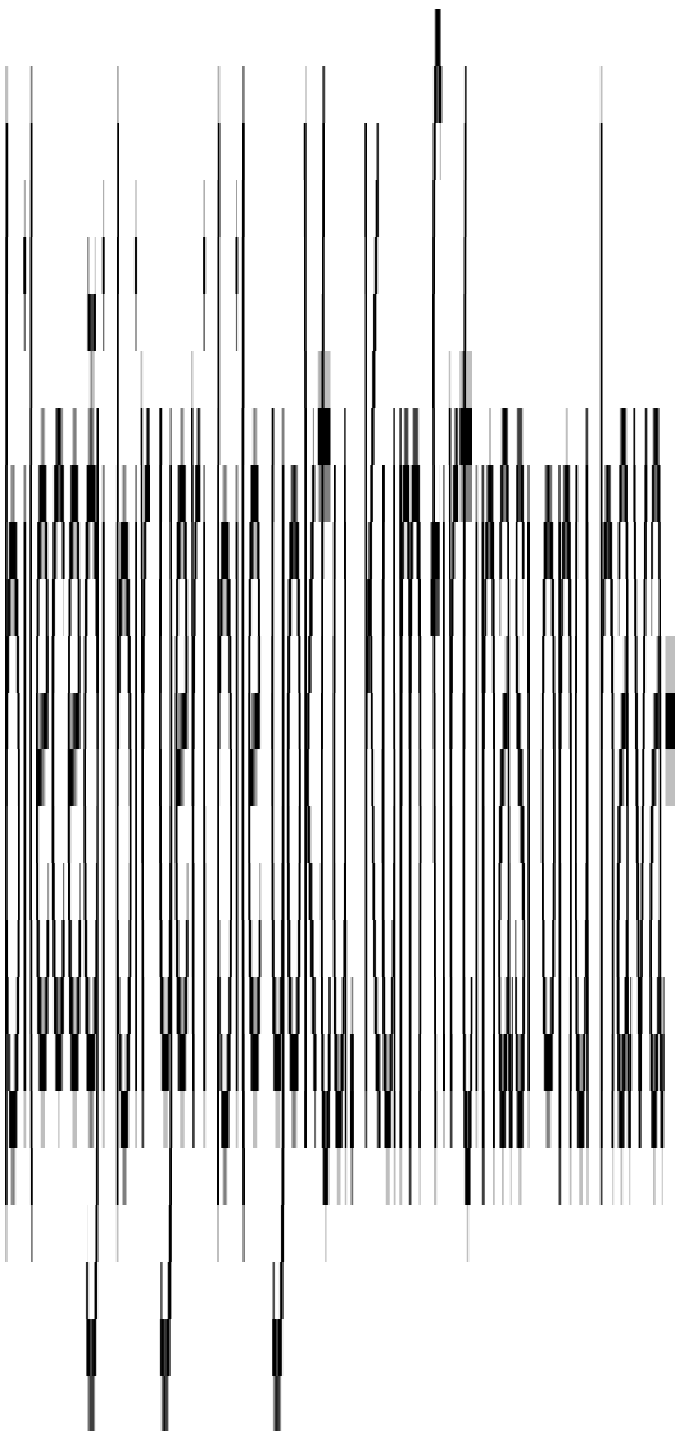


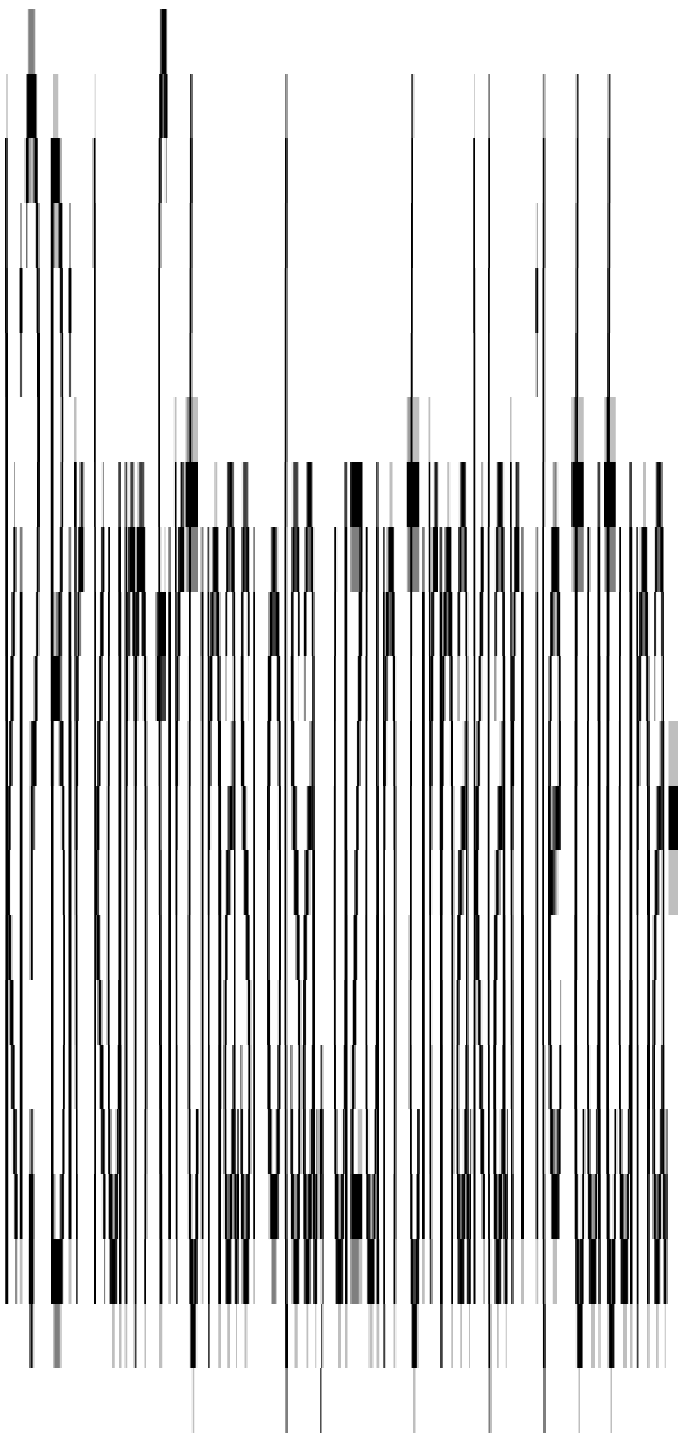


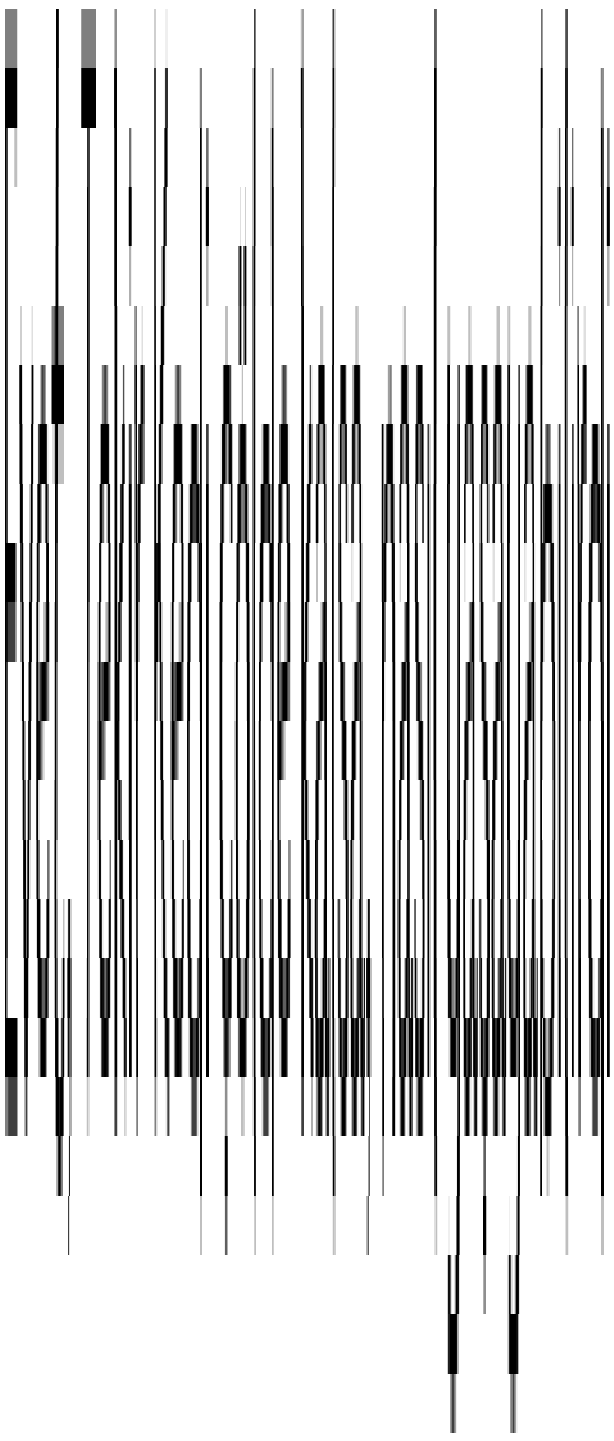


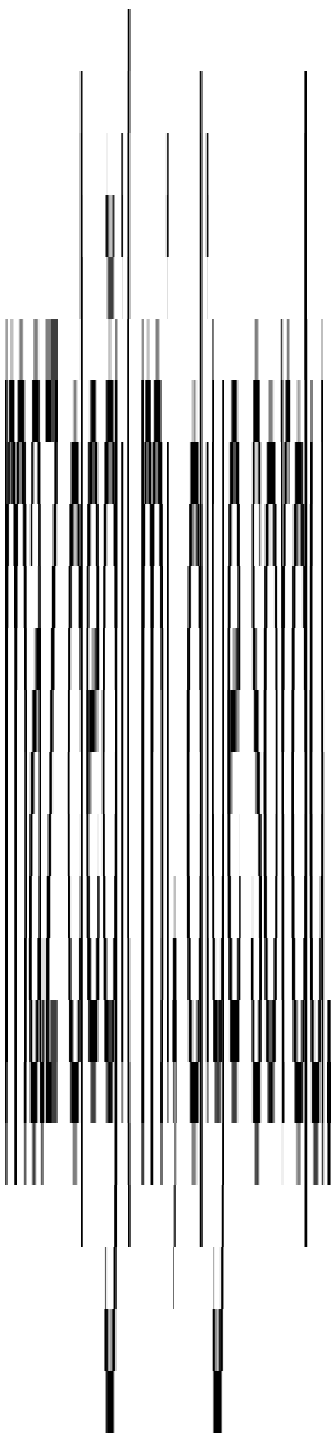


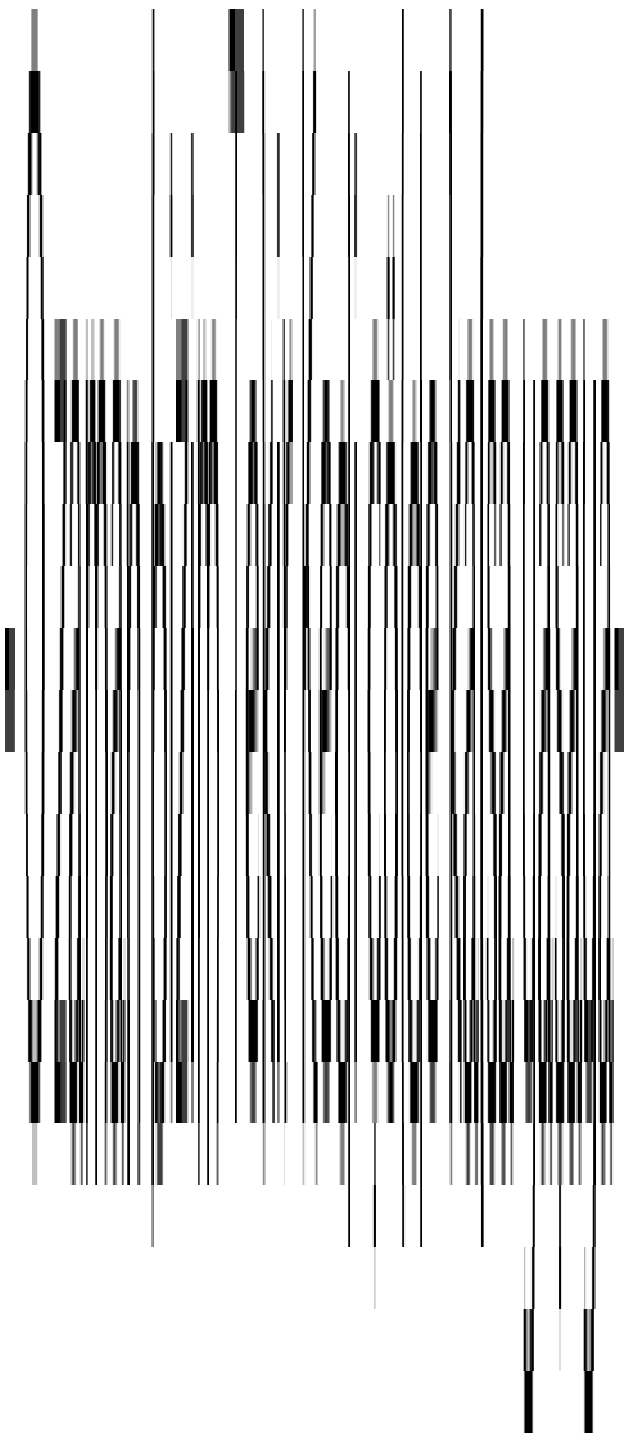




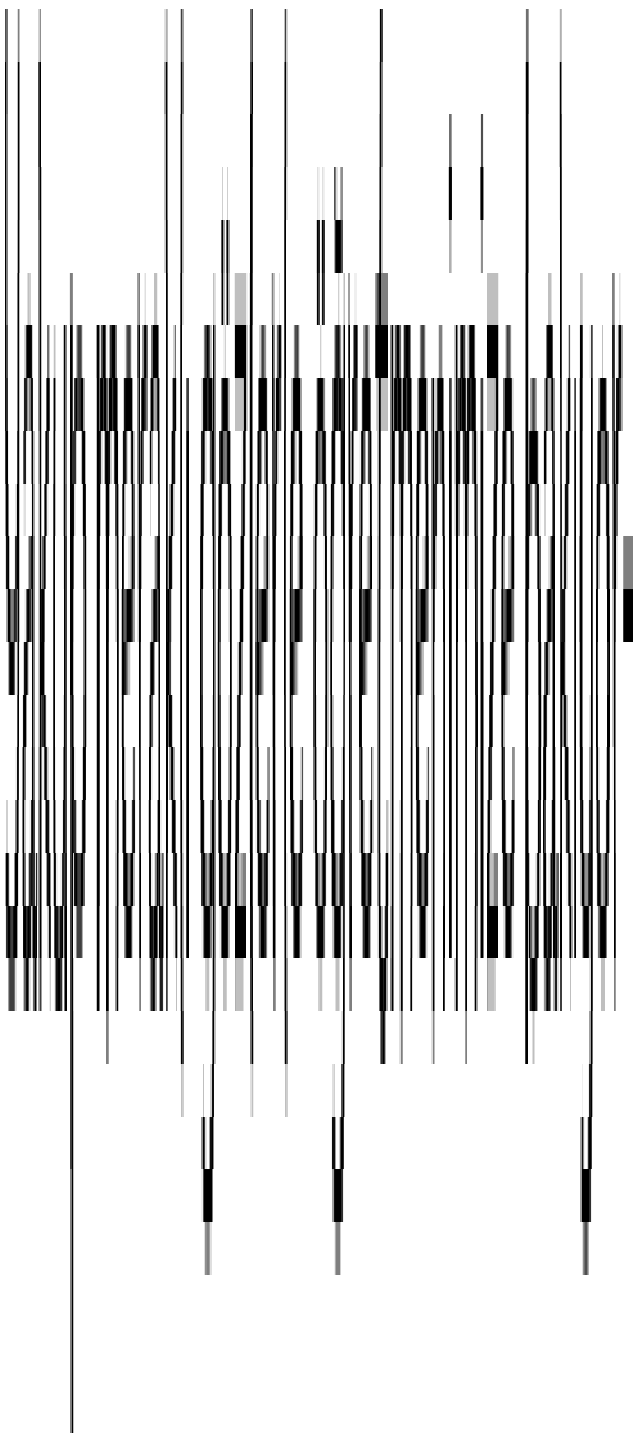


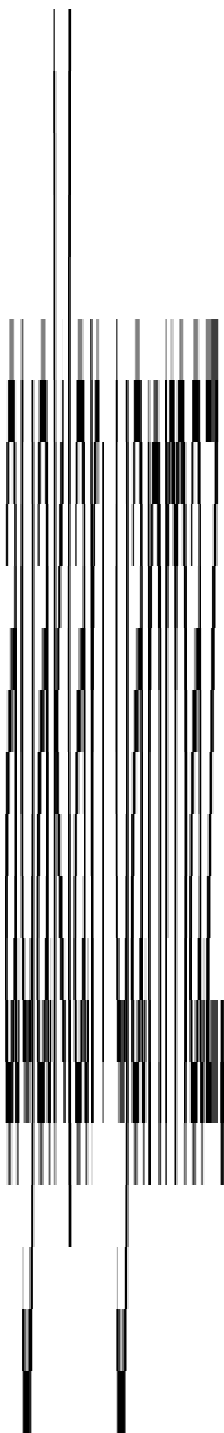


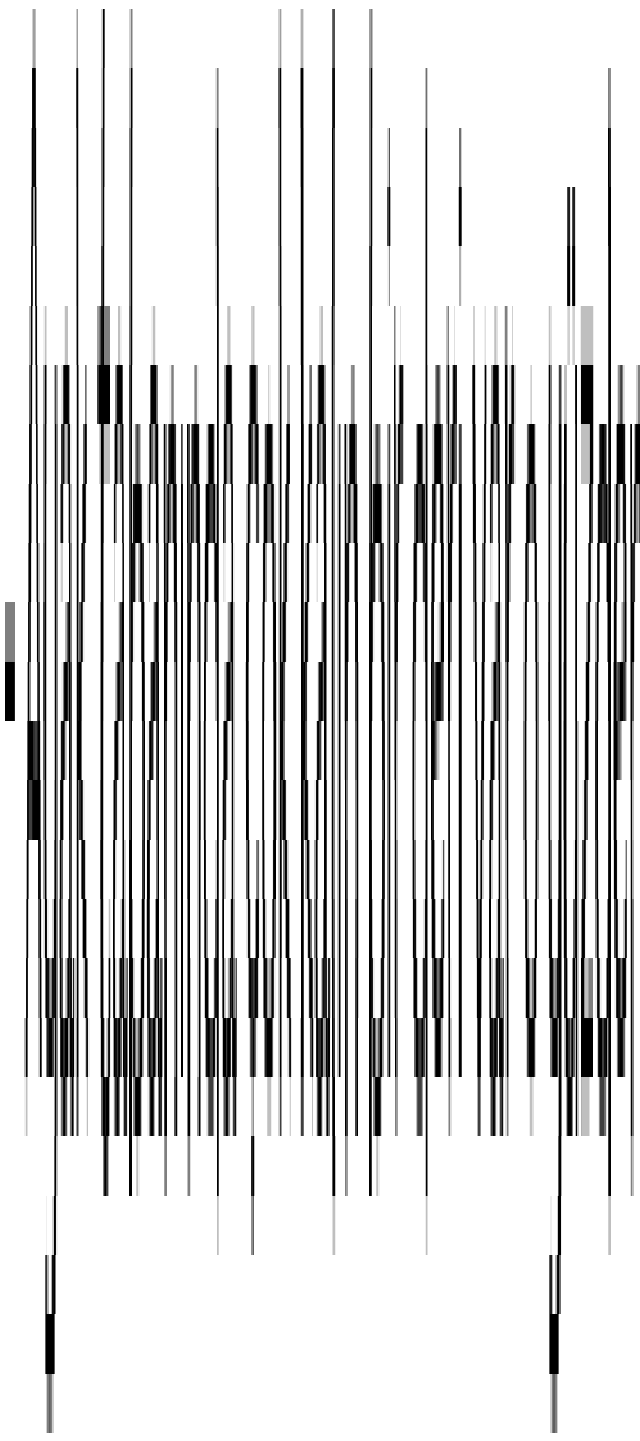


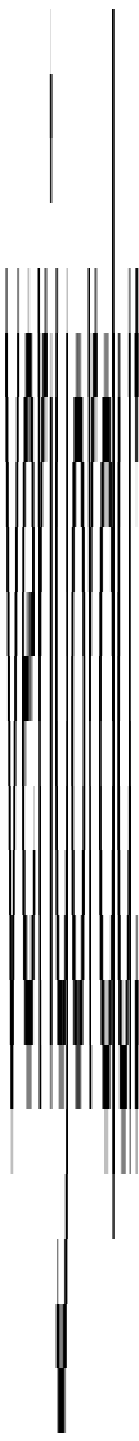


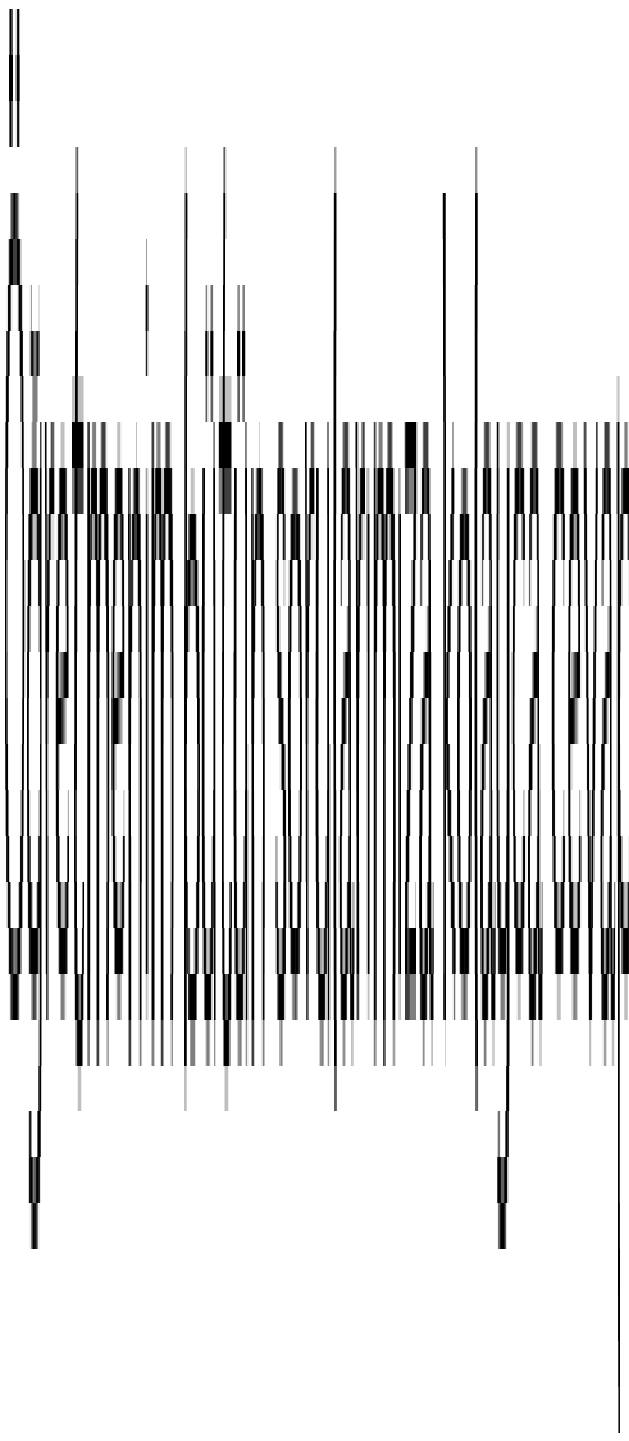


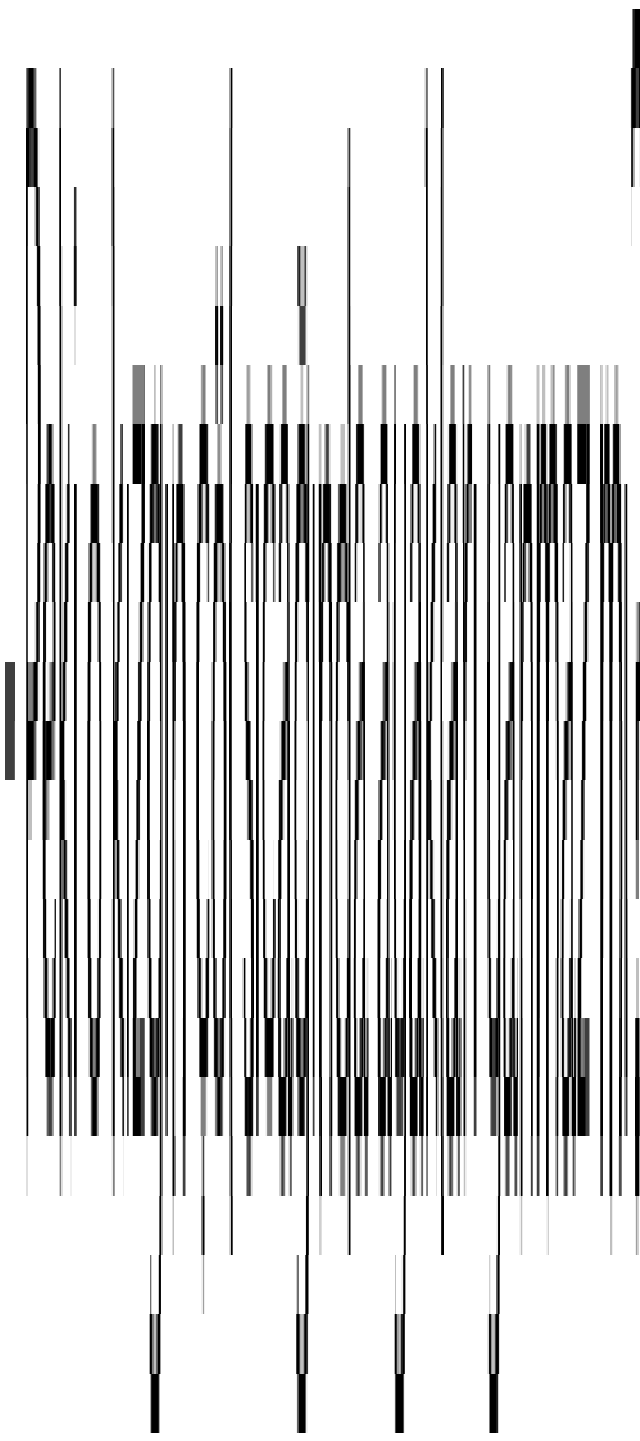


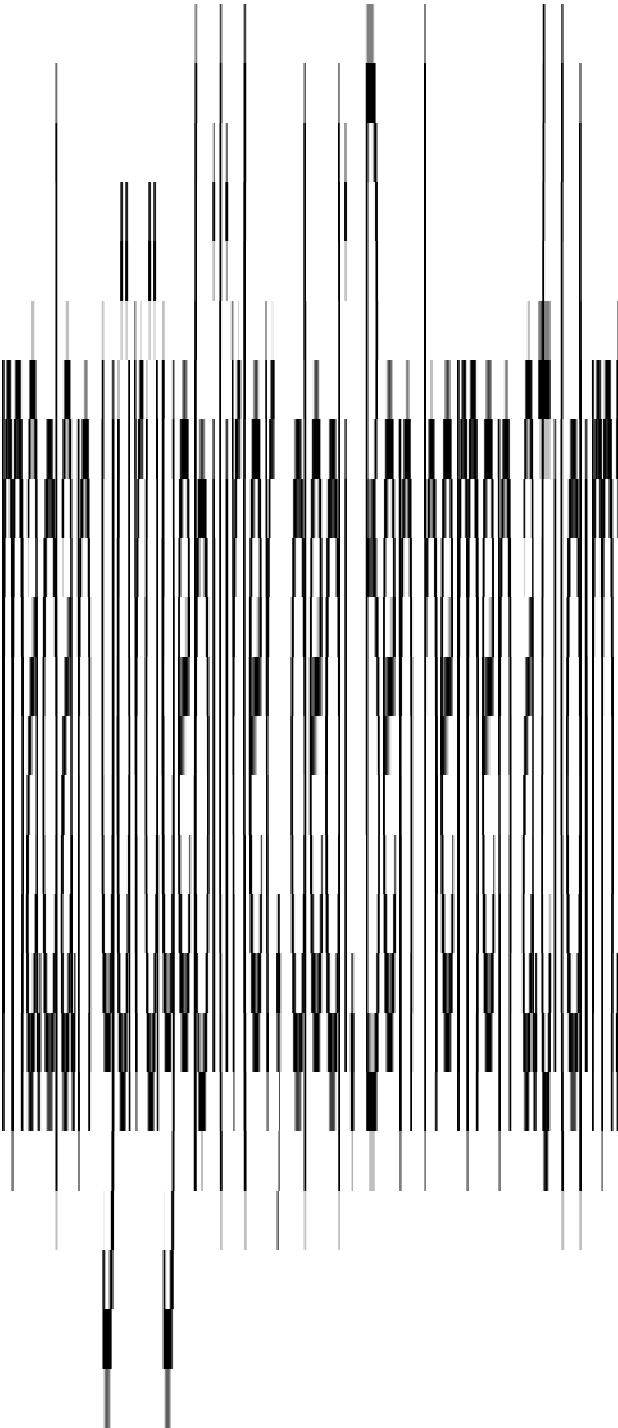


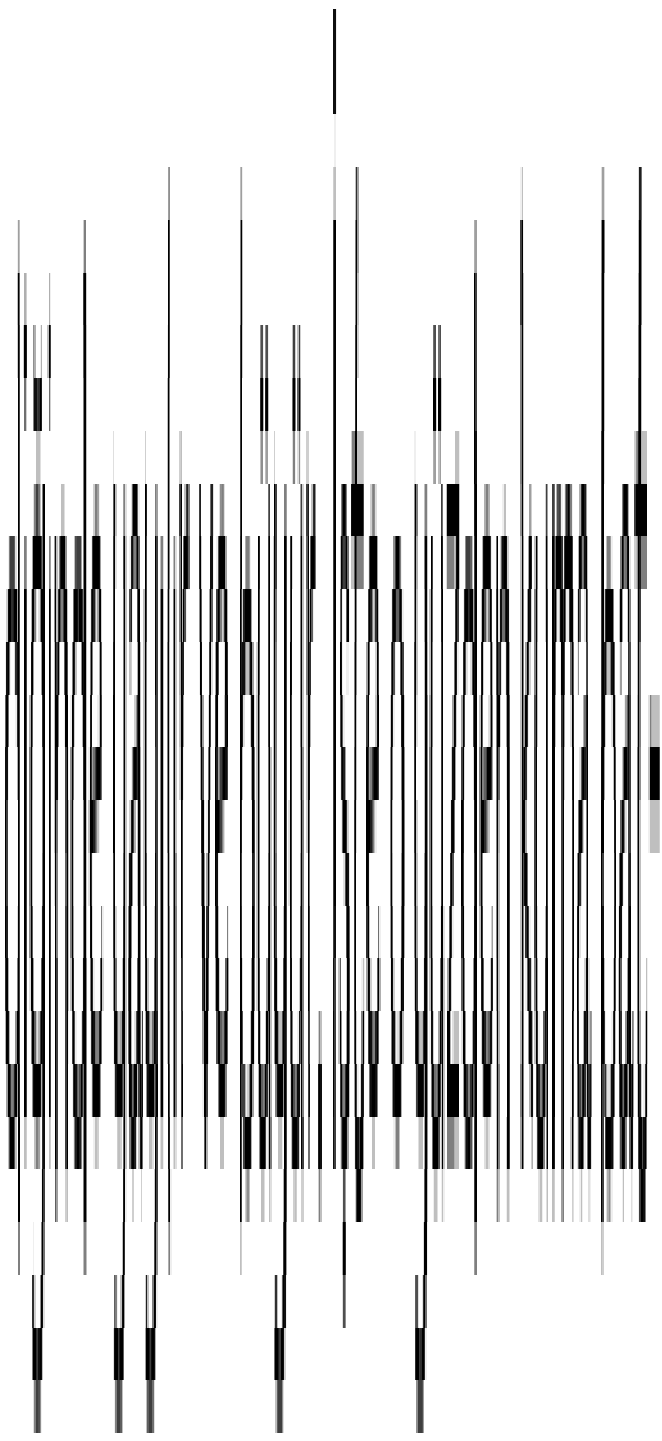


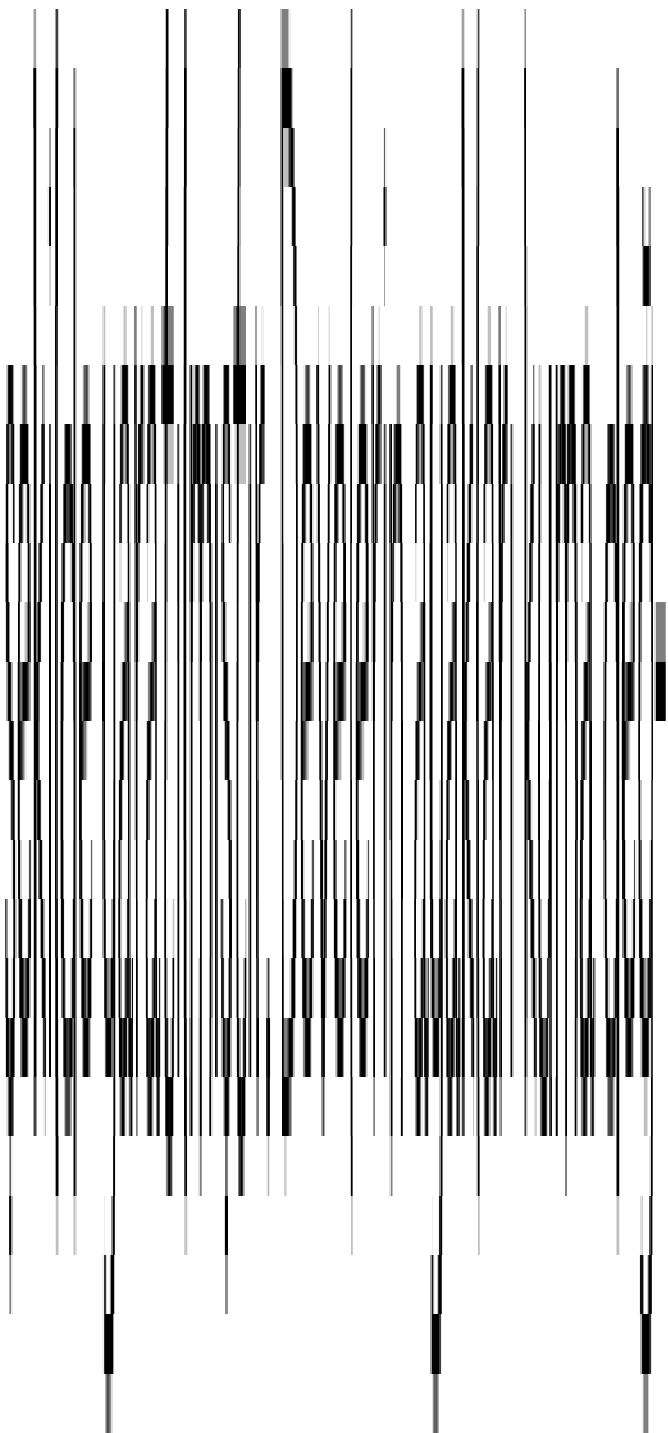


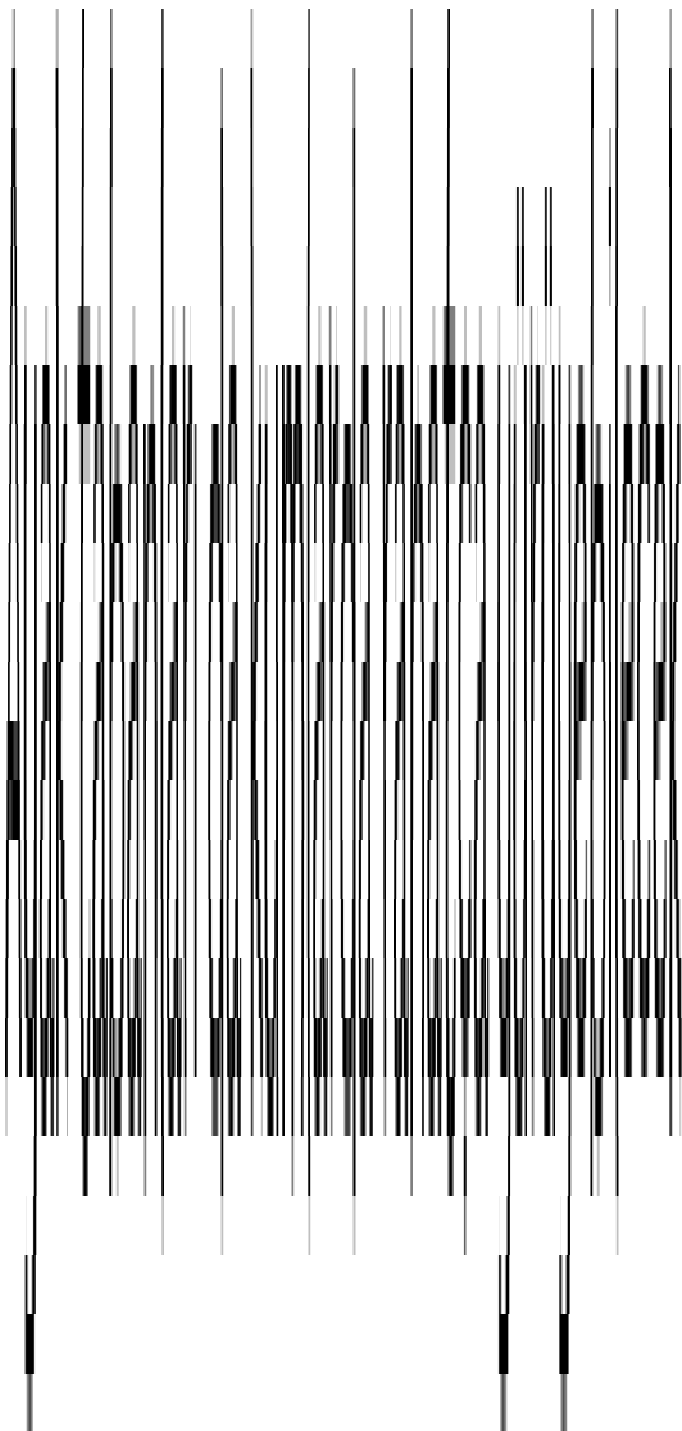




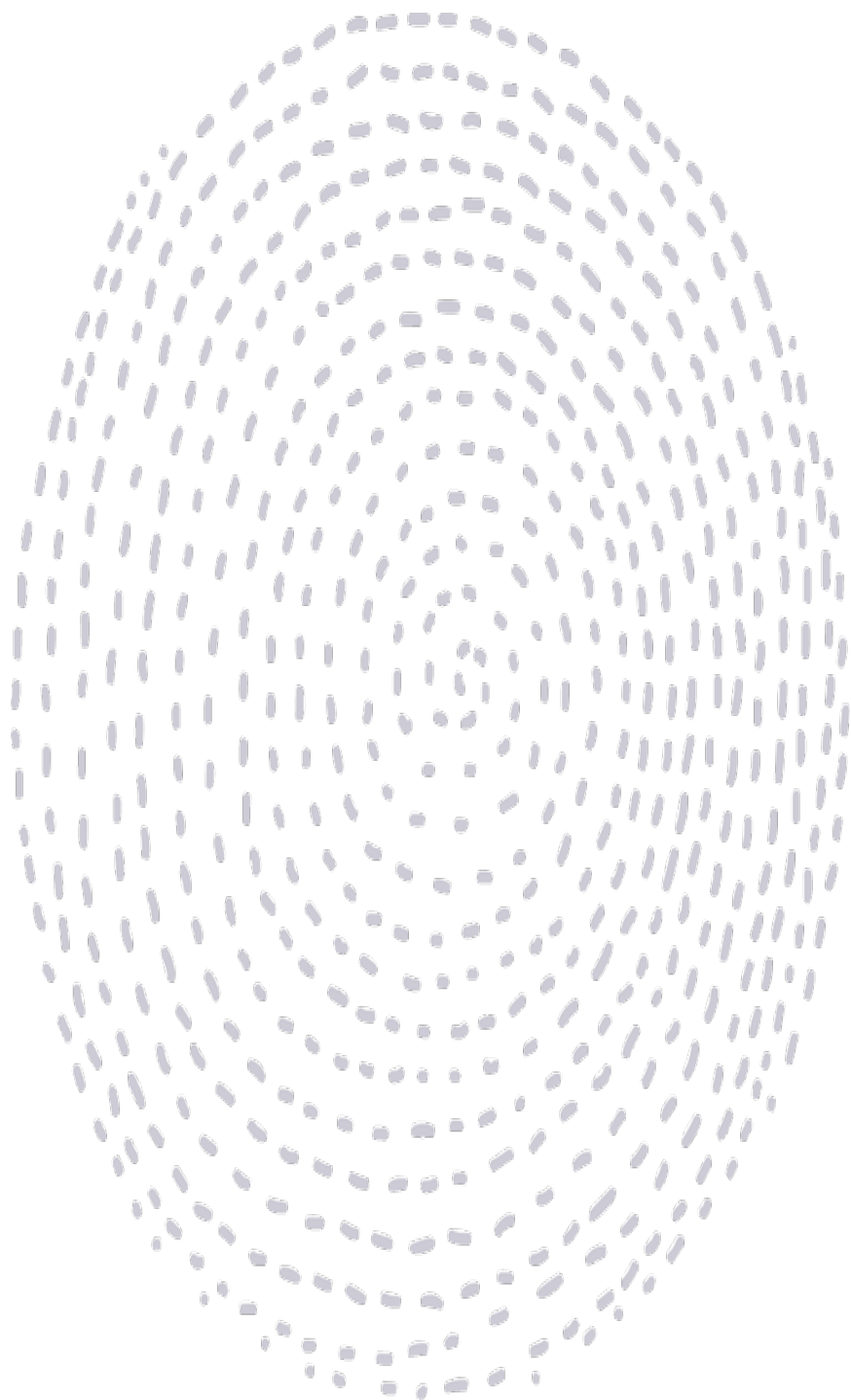


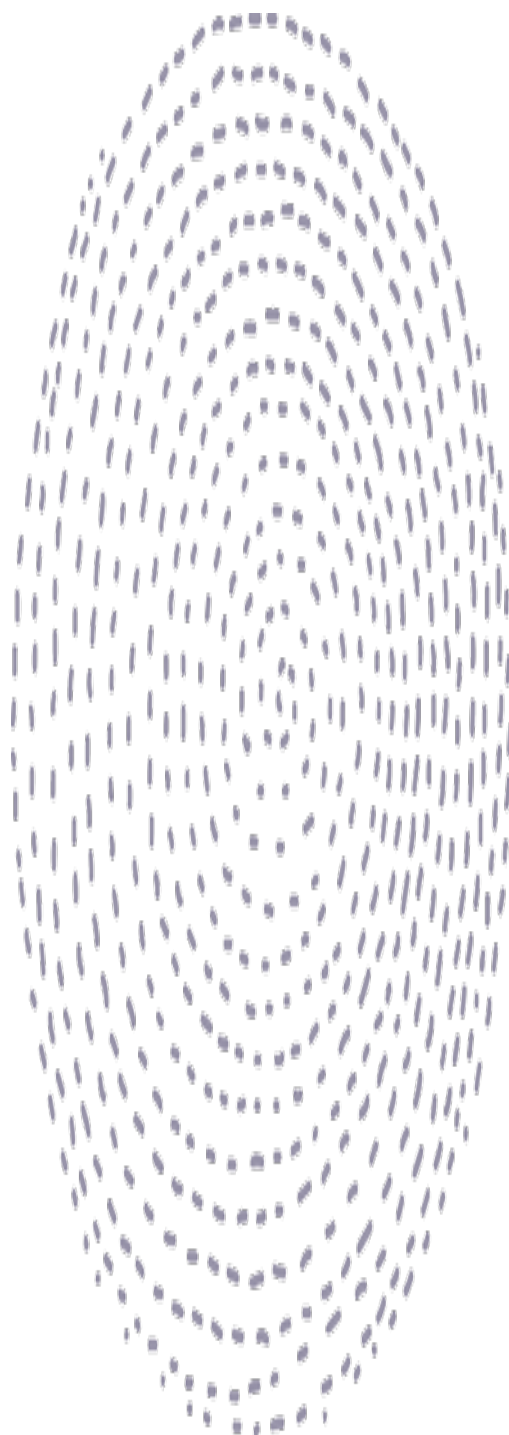




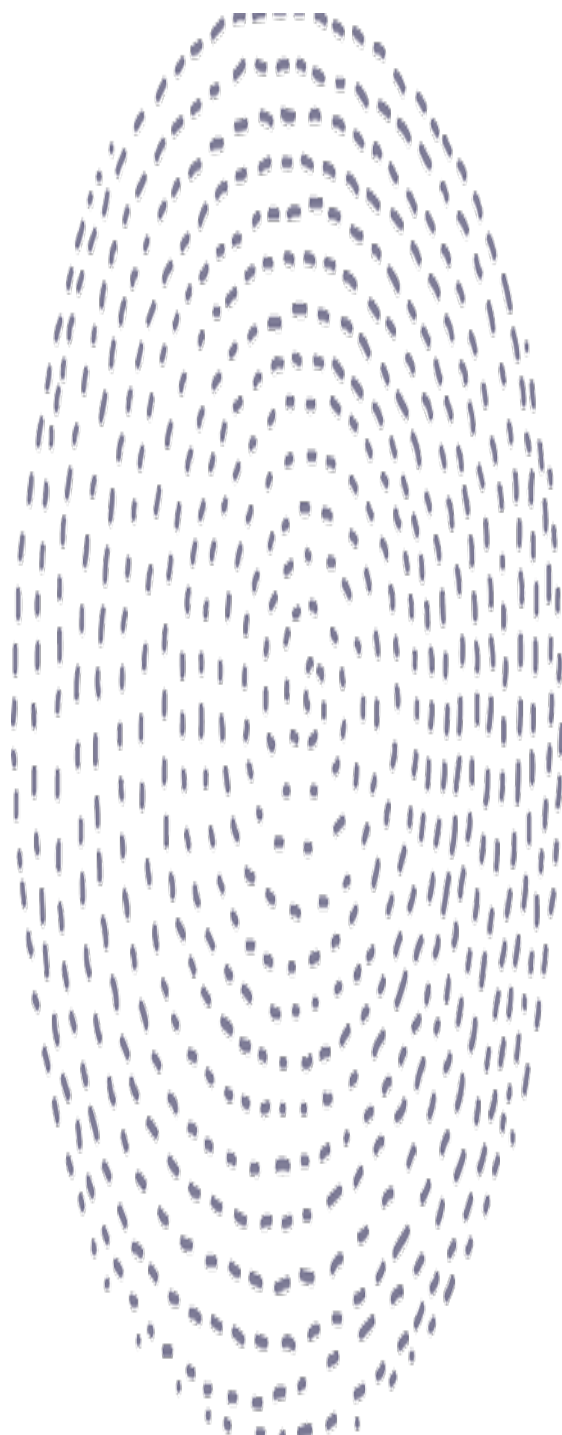




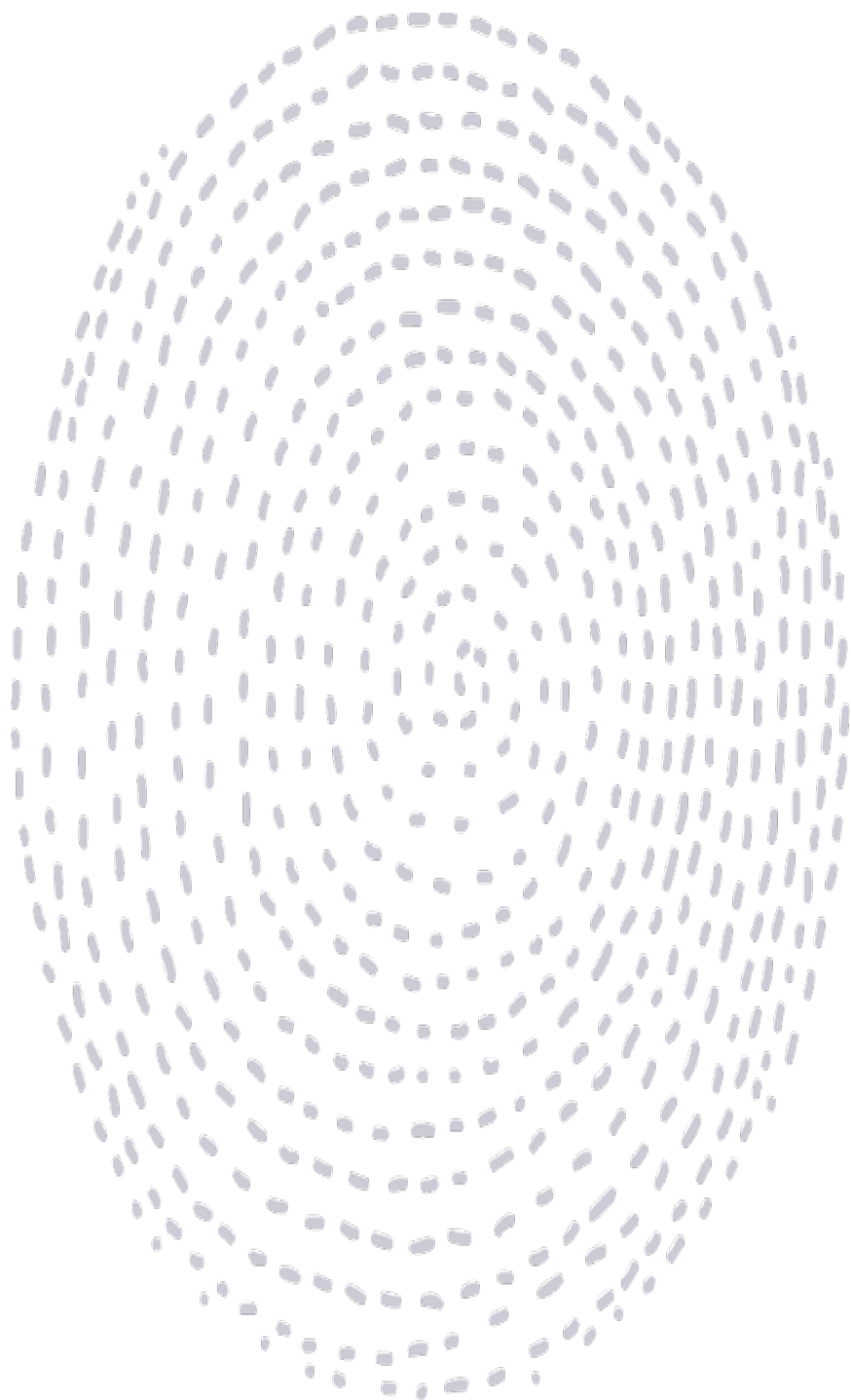


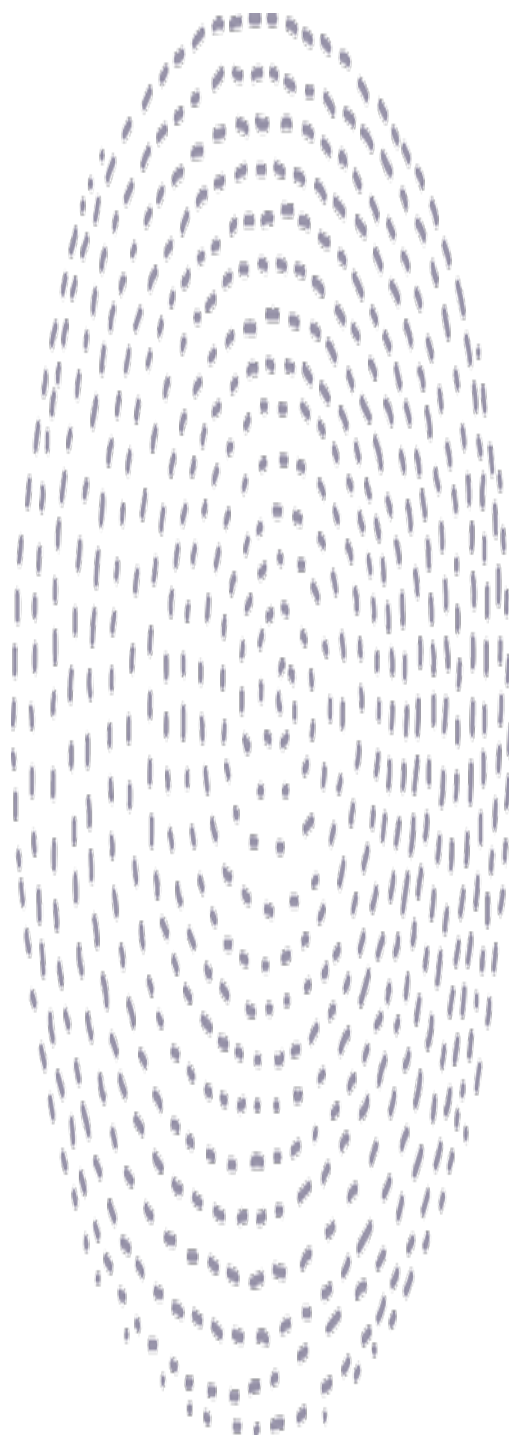




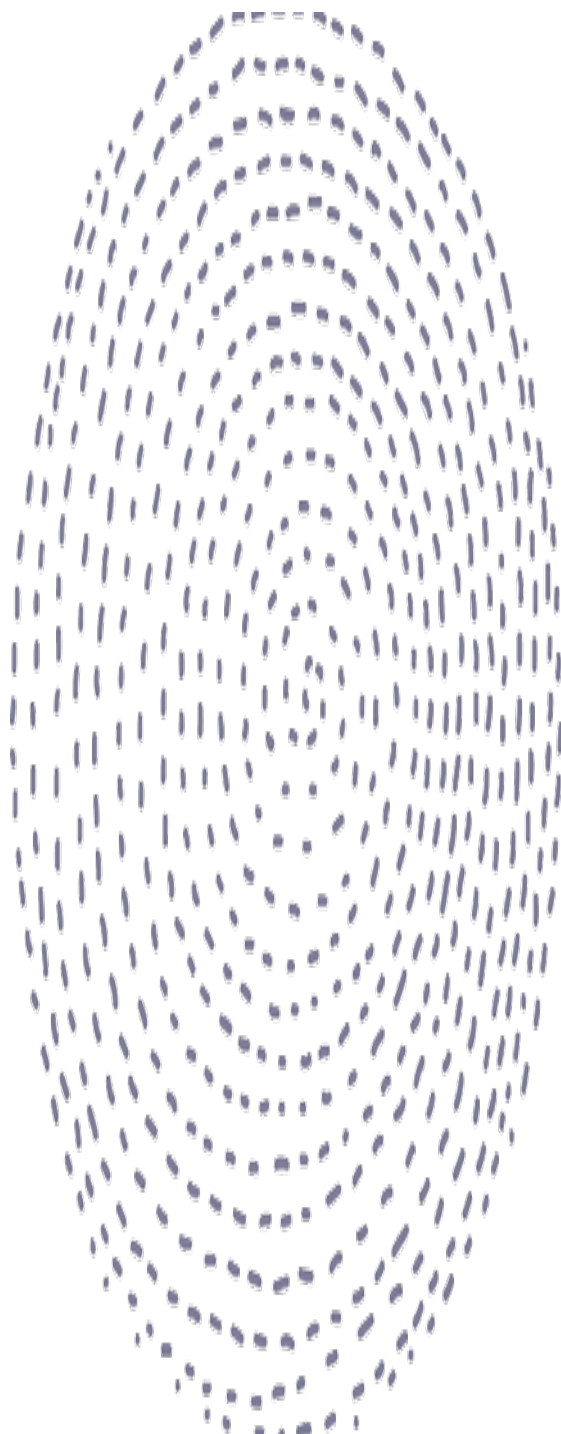




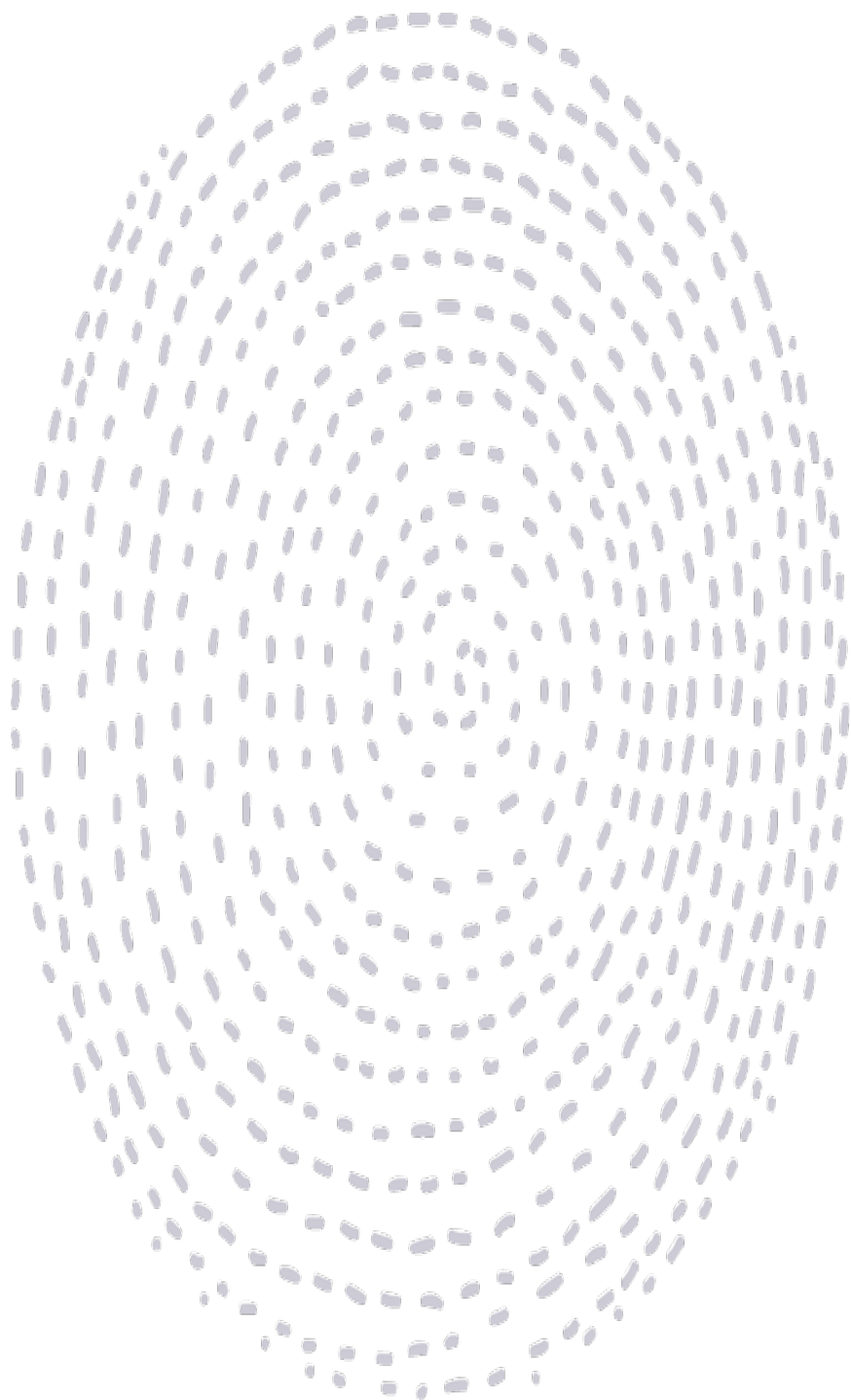


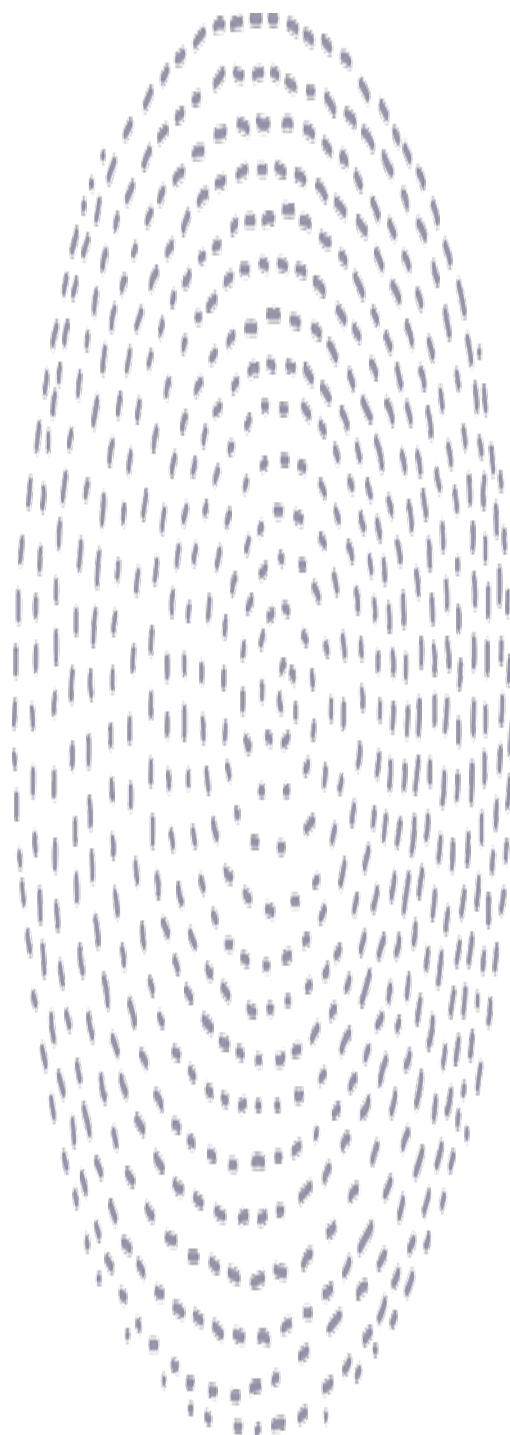




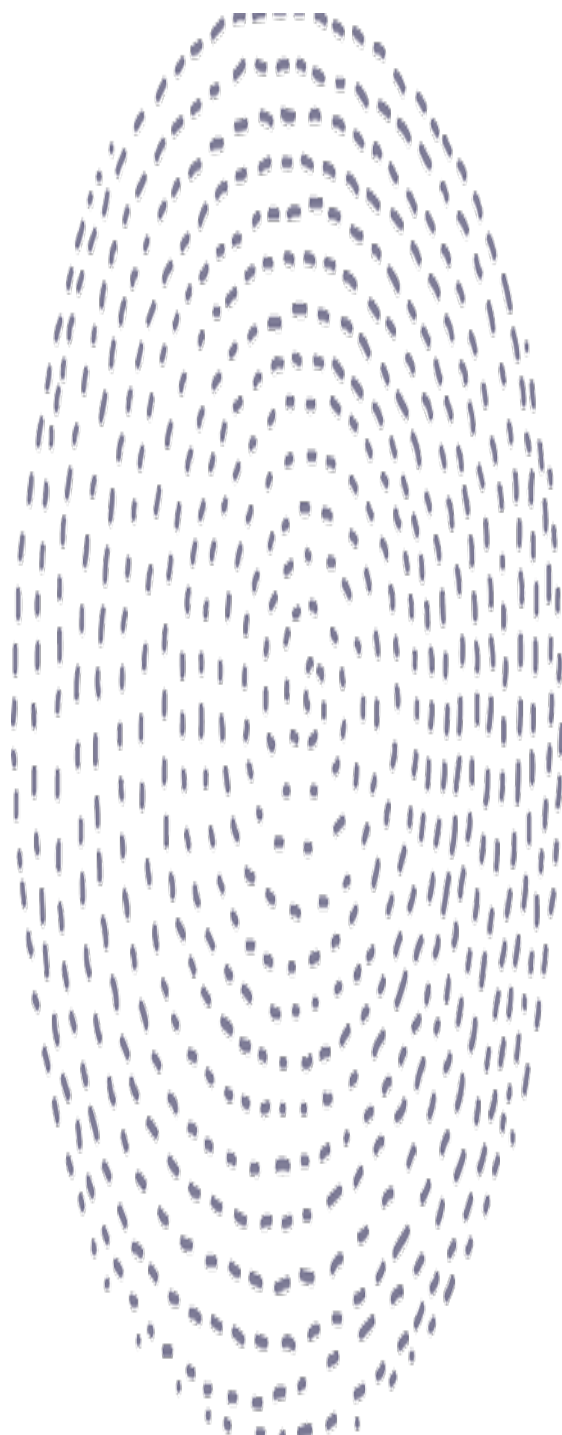


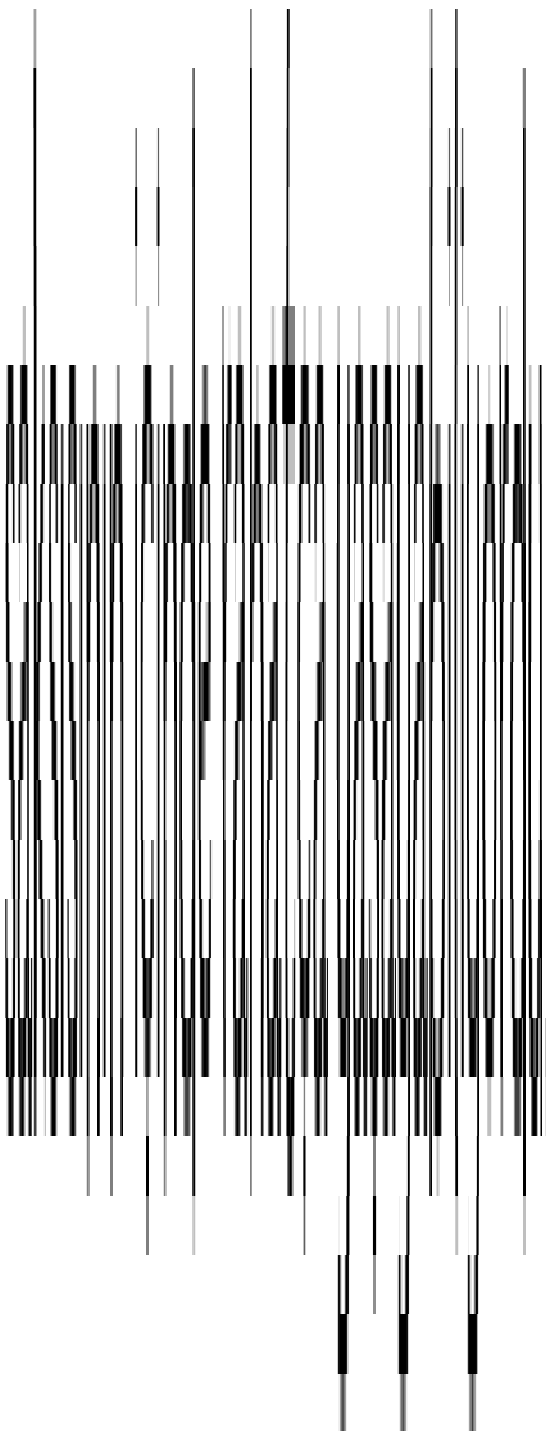


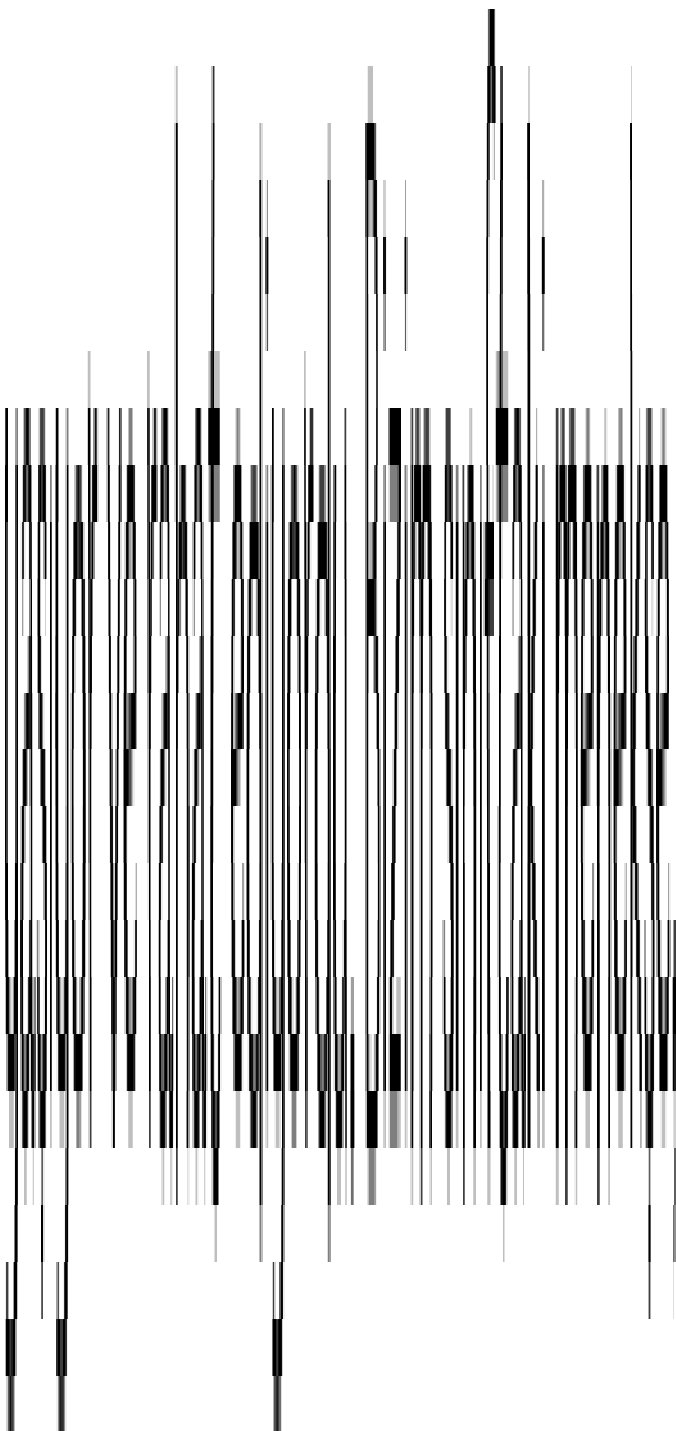


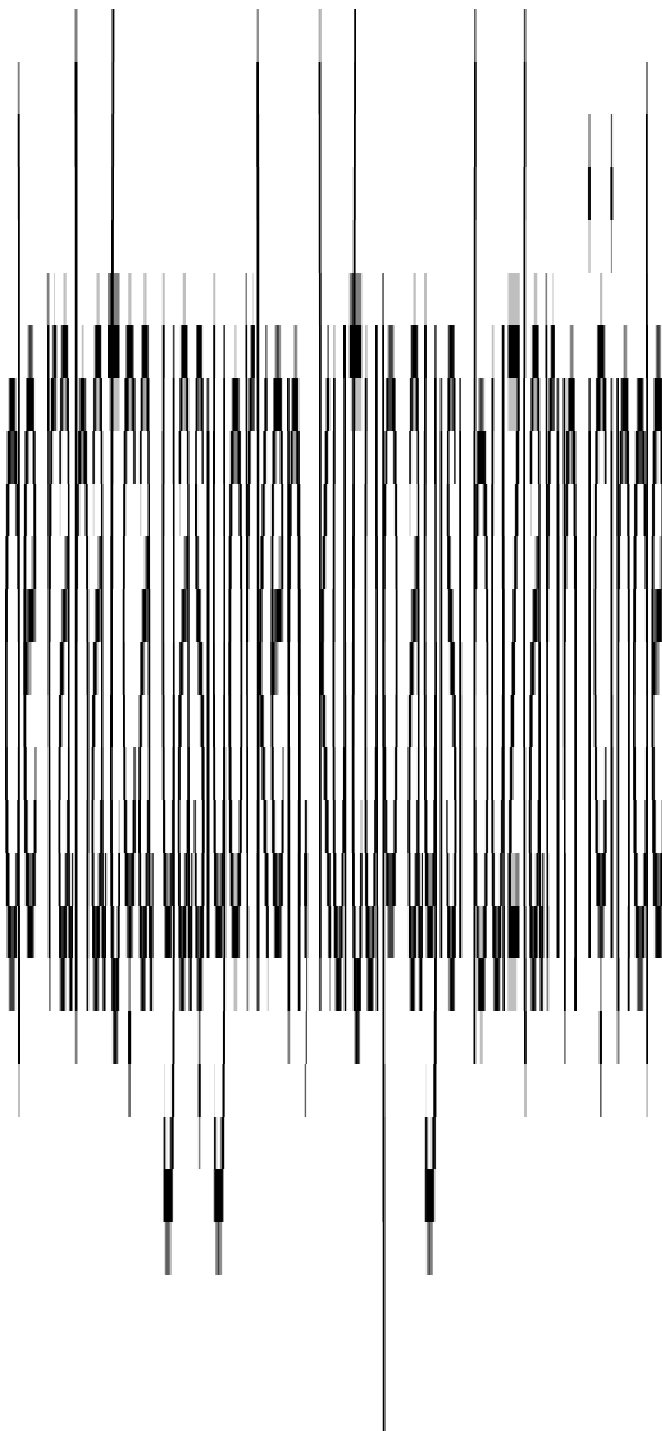


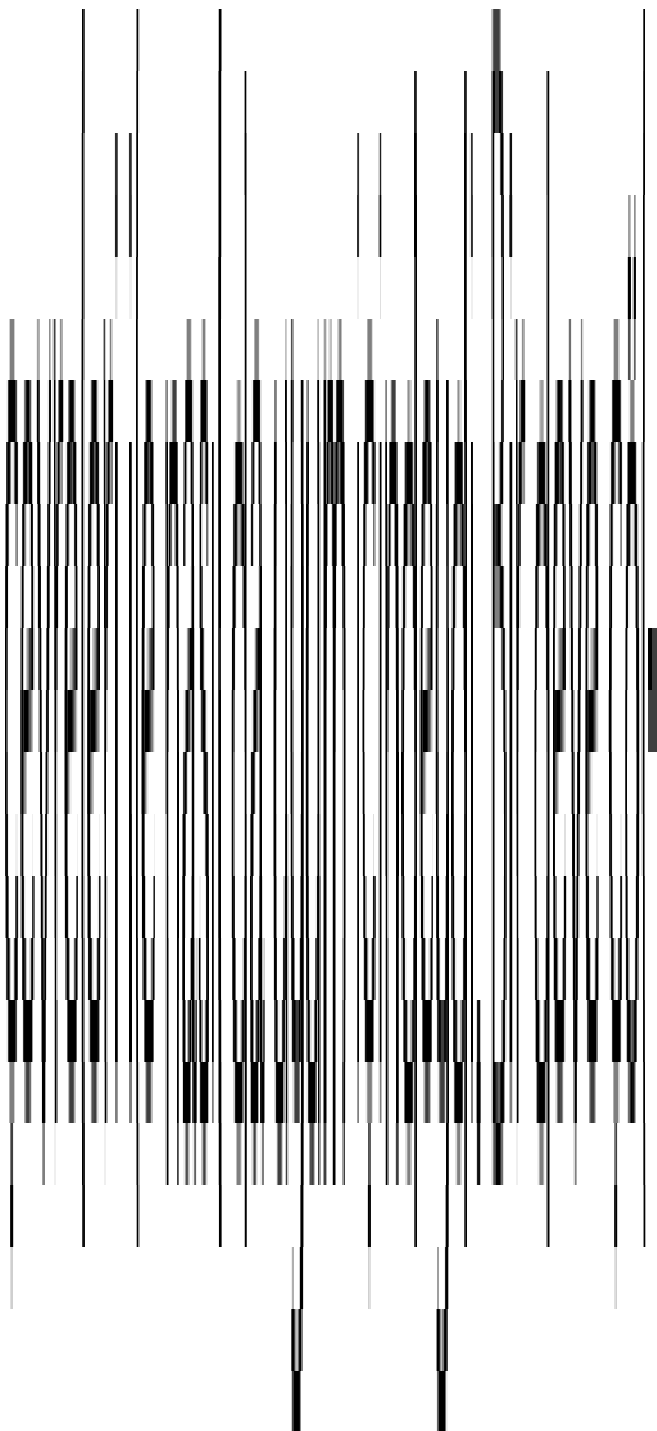


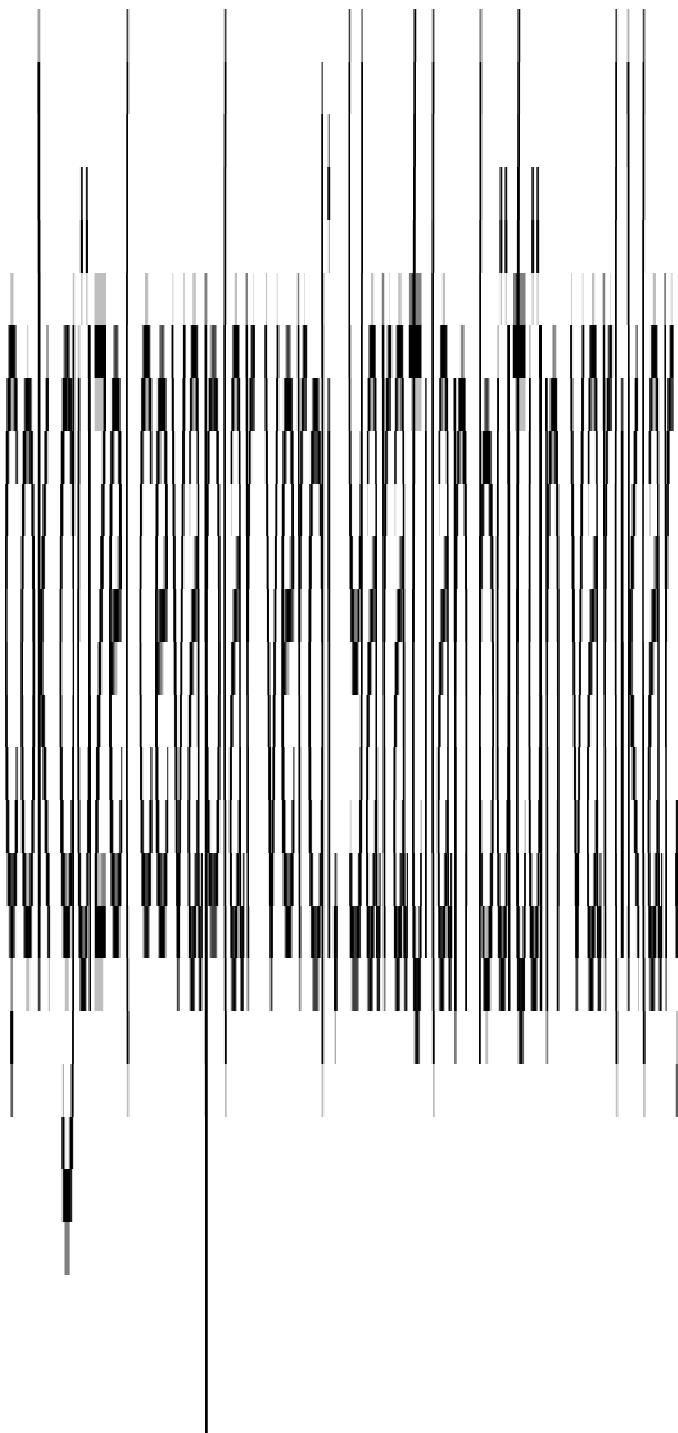


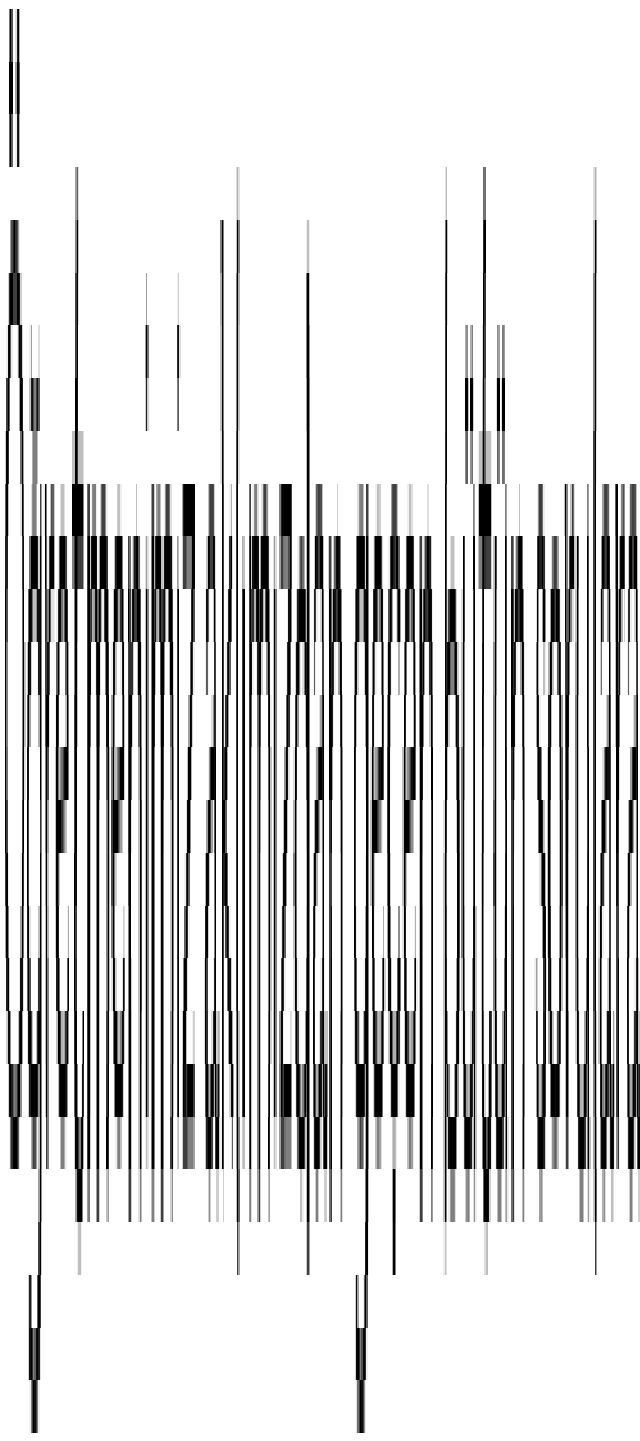


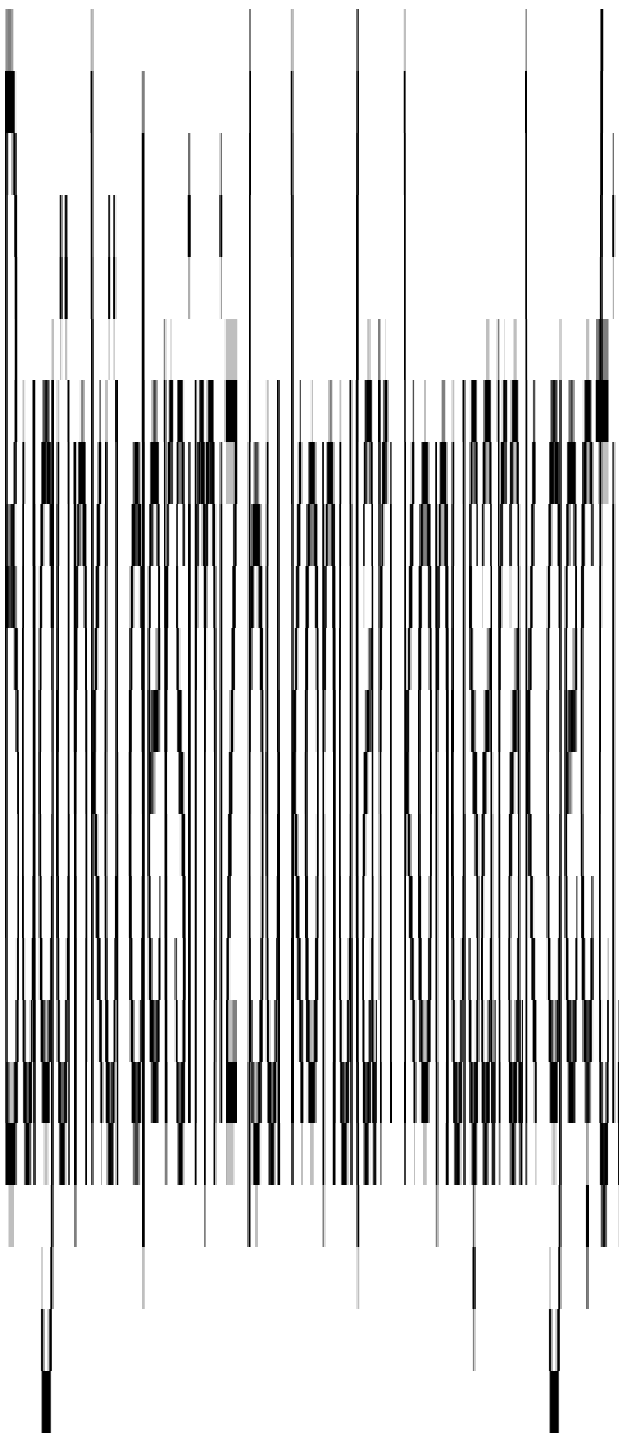


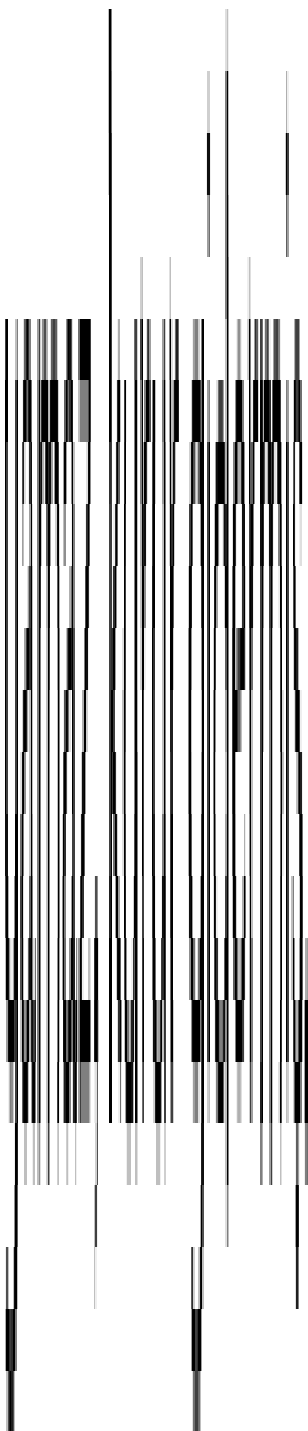


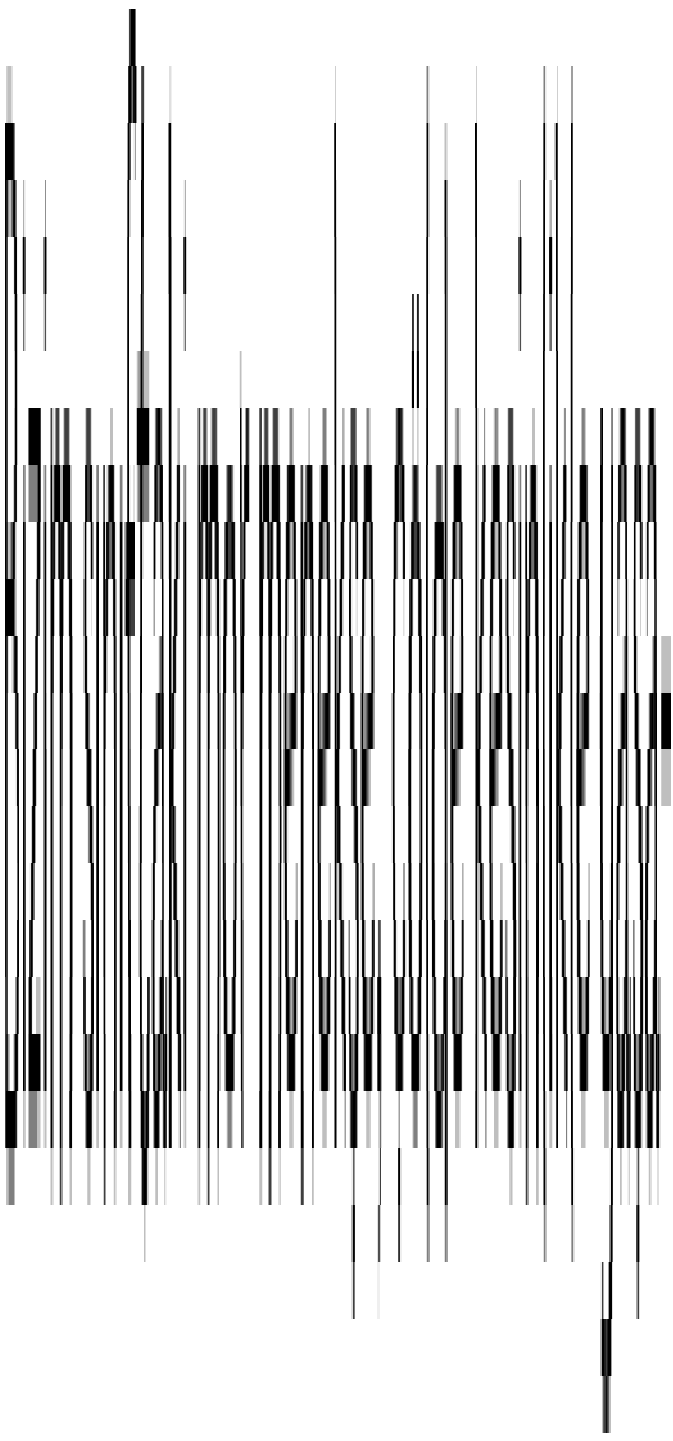


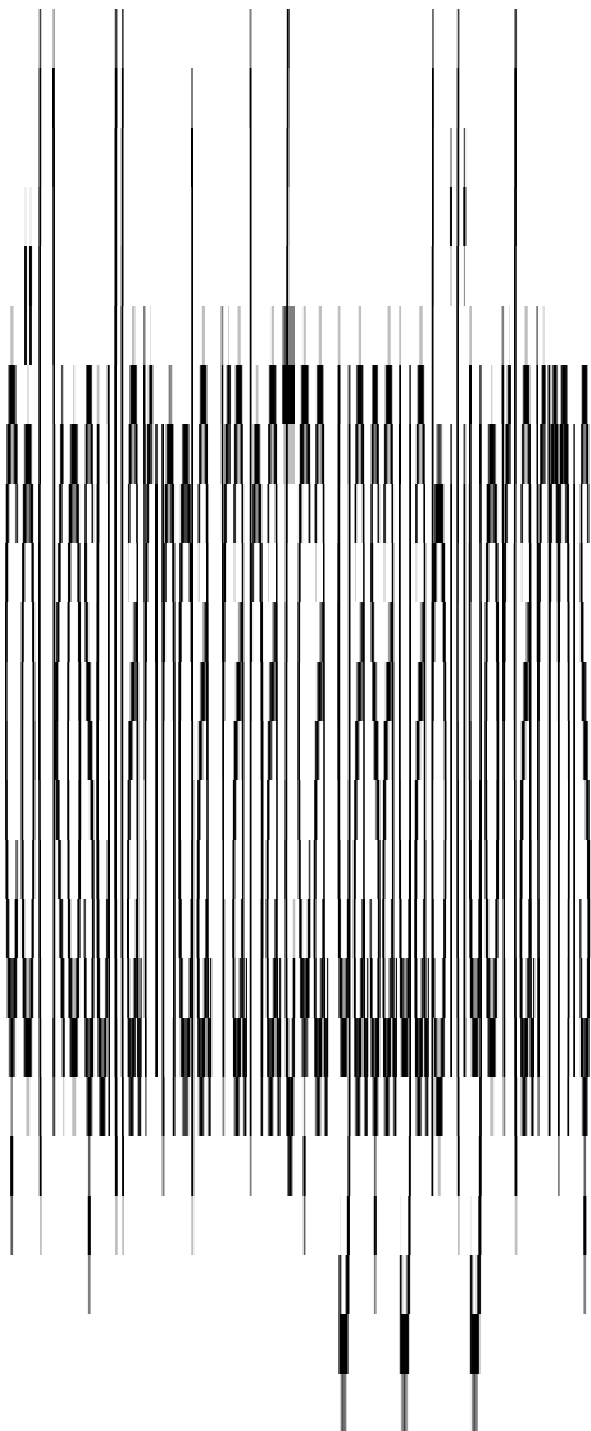


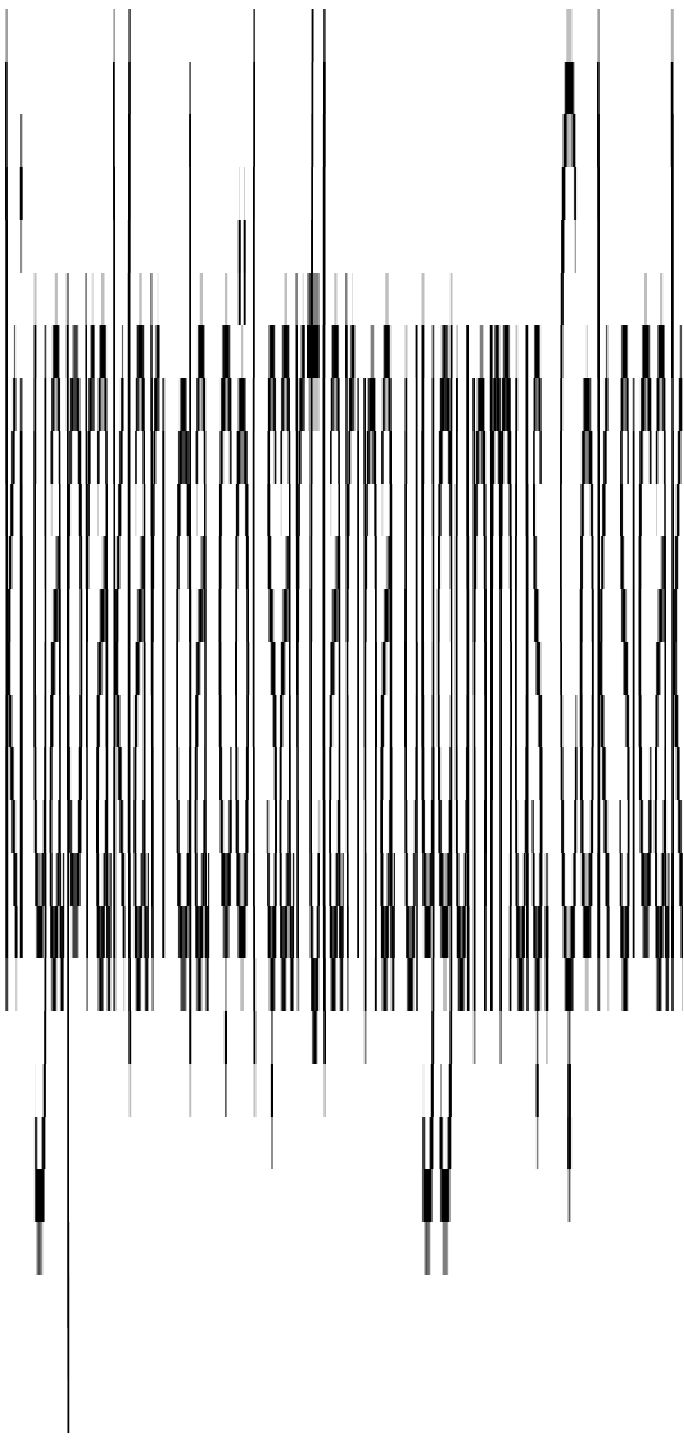


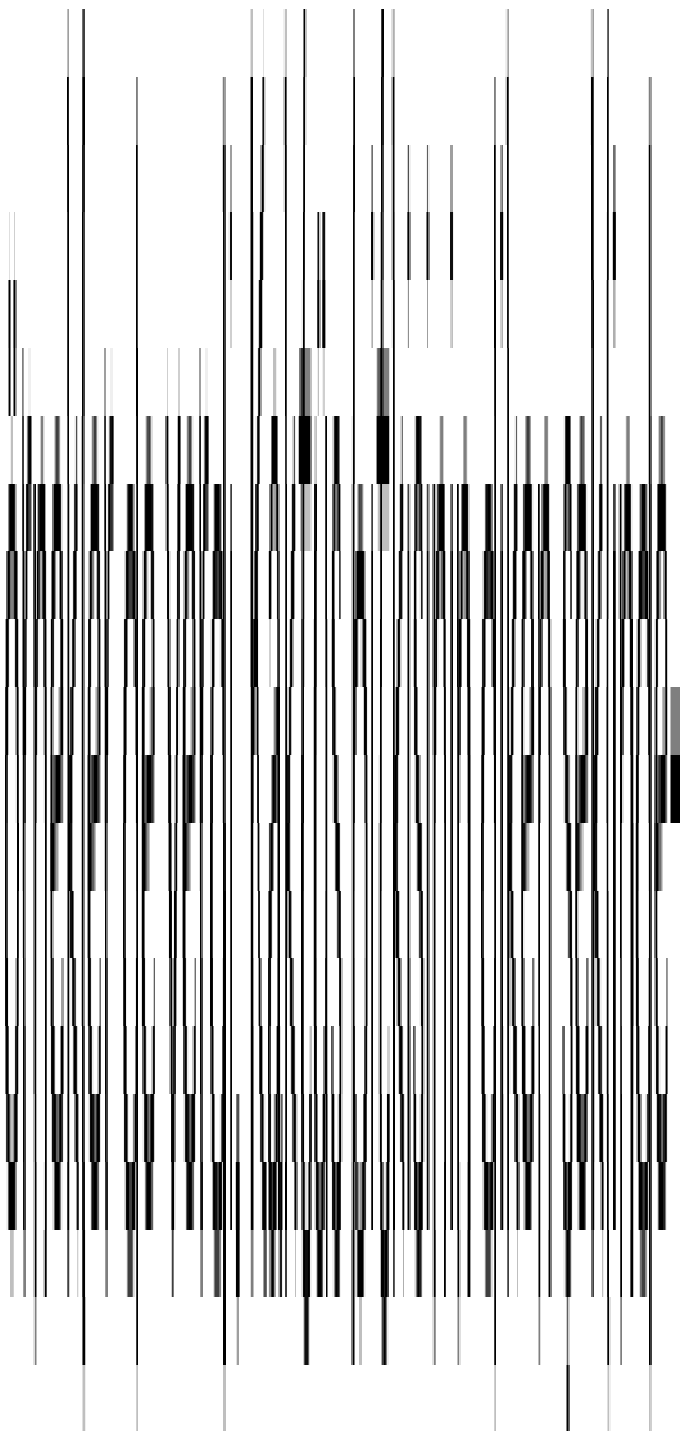


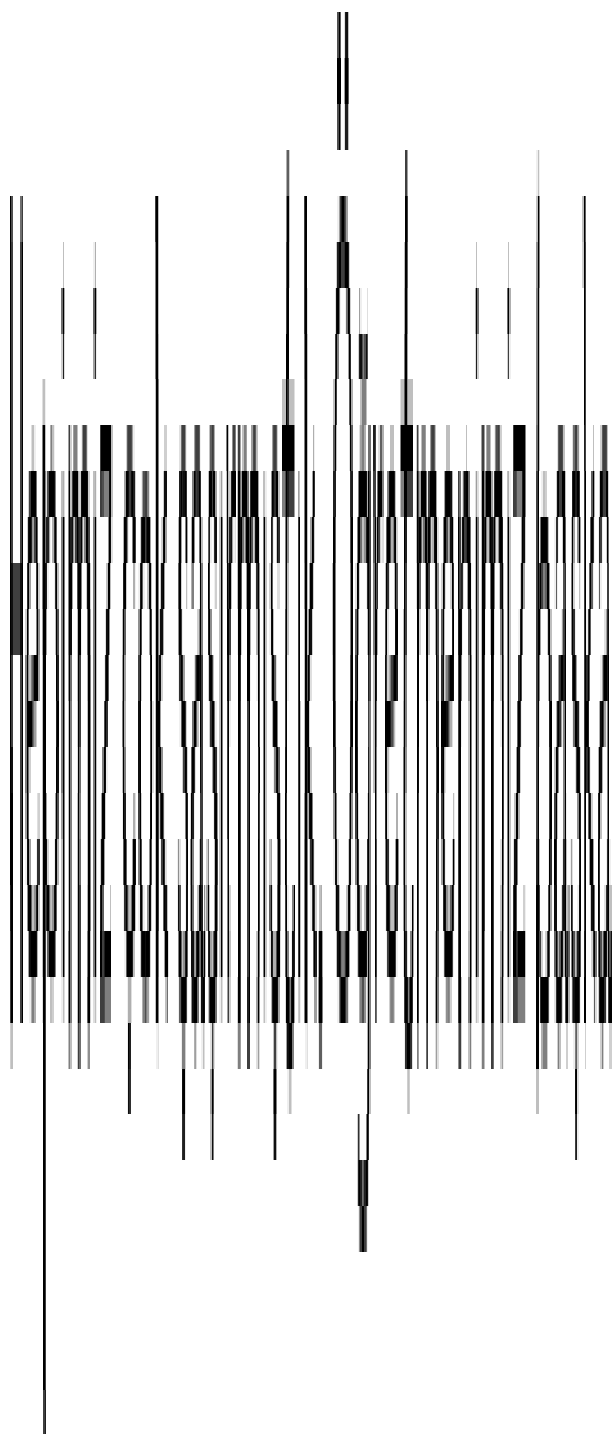


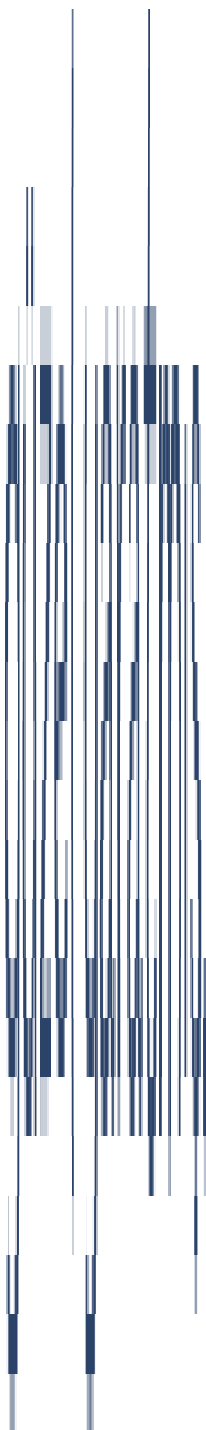


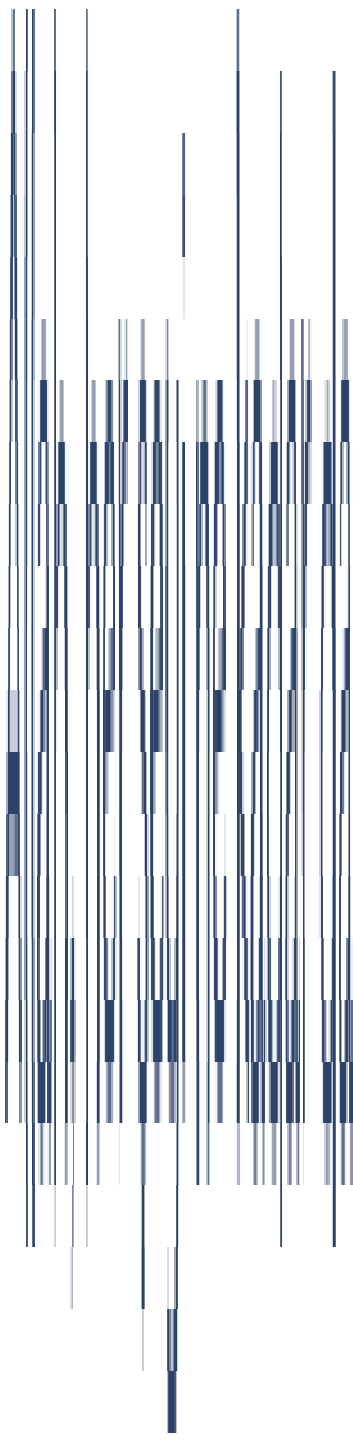


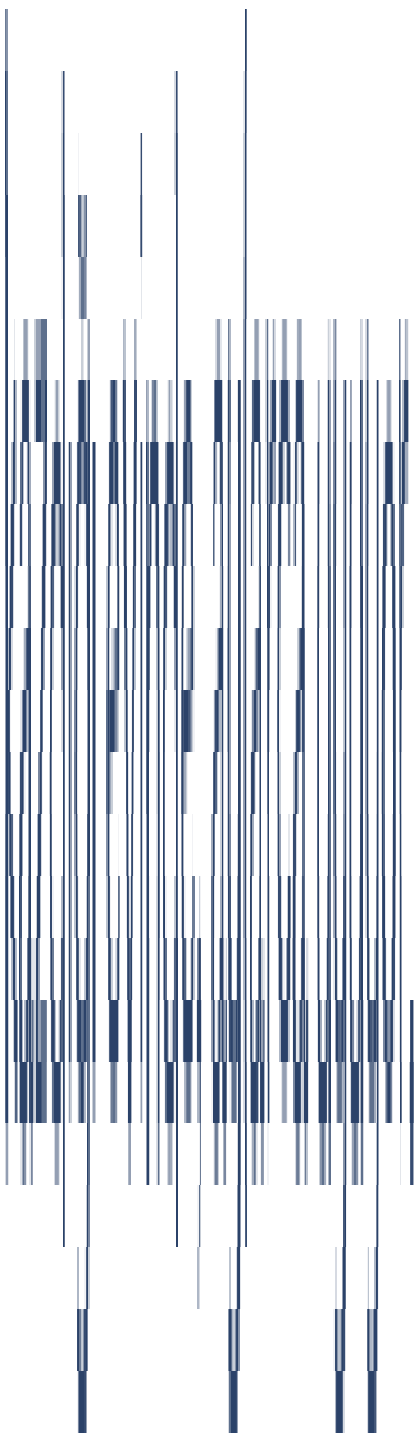


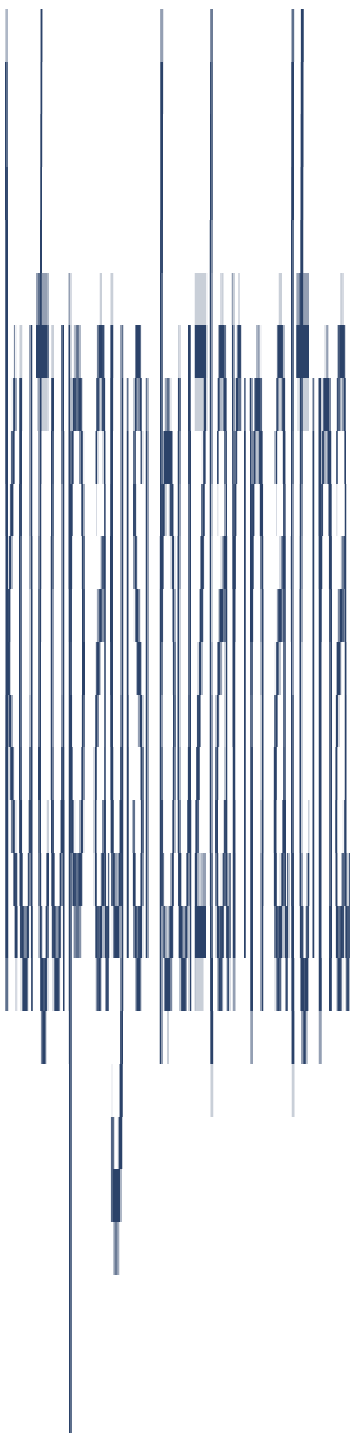


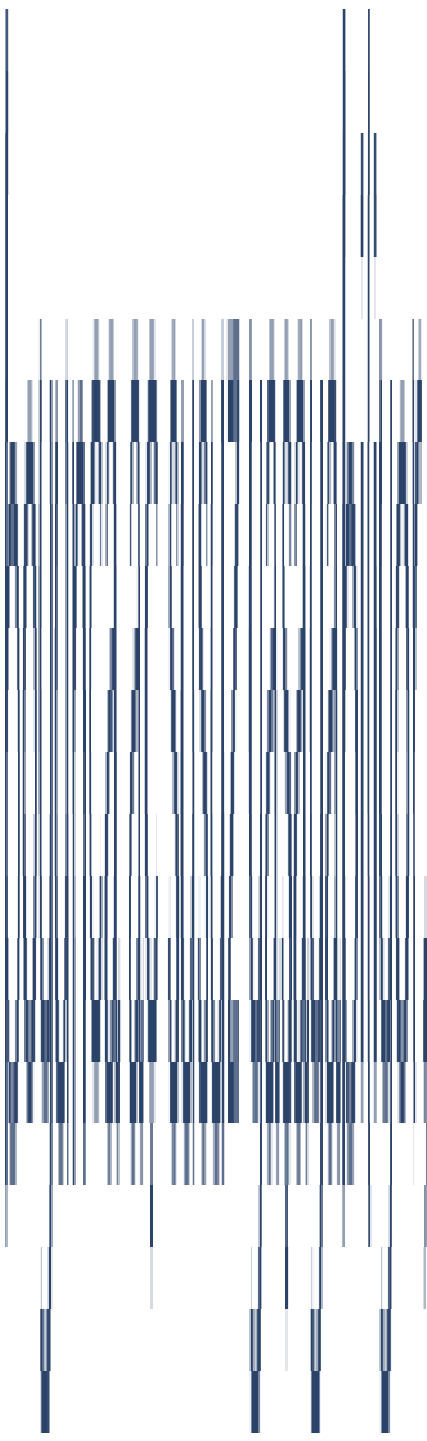


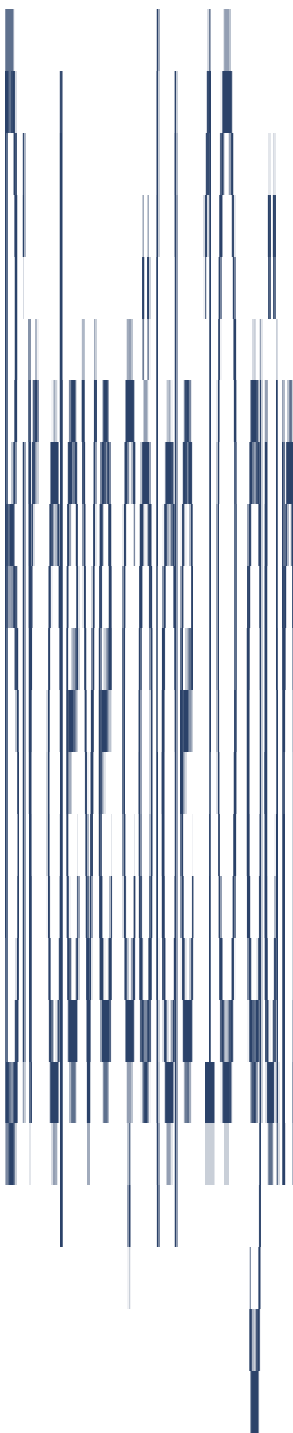


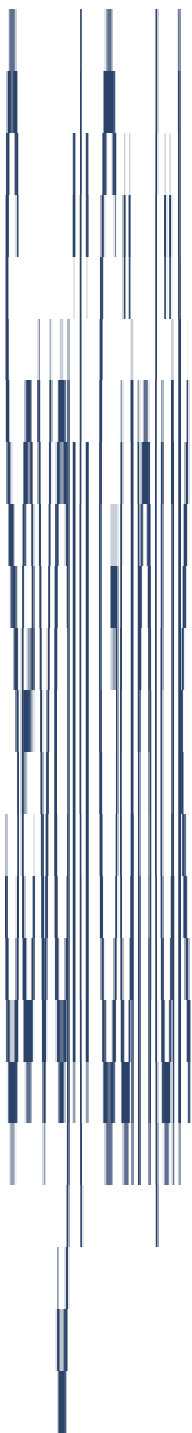








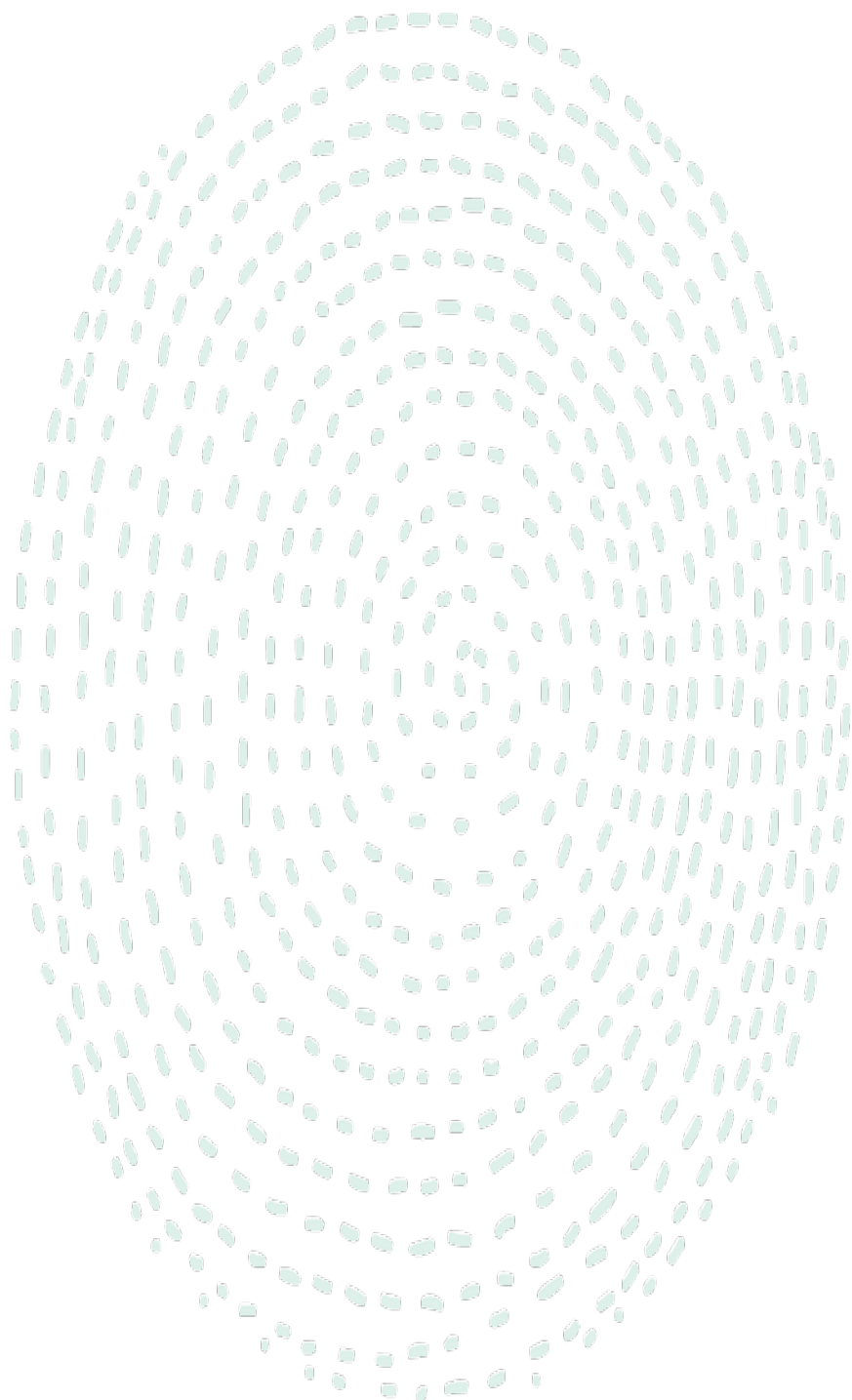


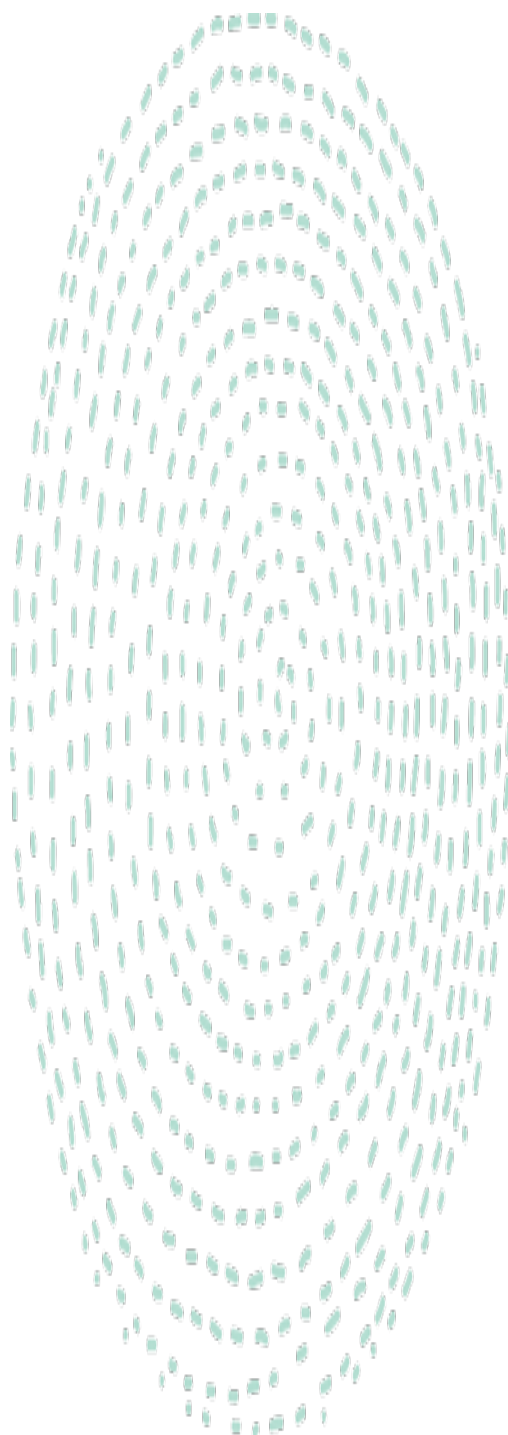


The first part of the paper discusses the importance of the study and the objectives of the research. It then proceeds to a literature review, followed by a description of the methodology used in the study. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.









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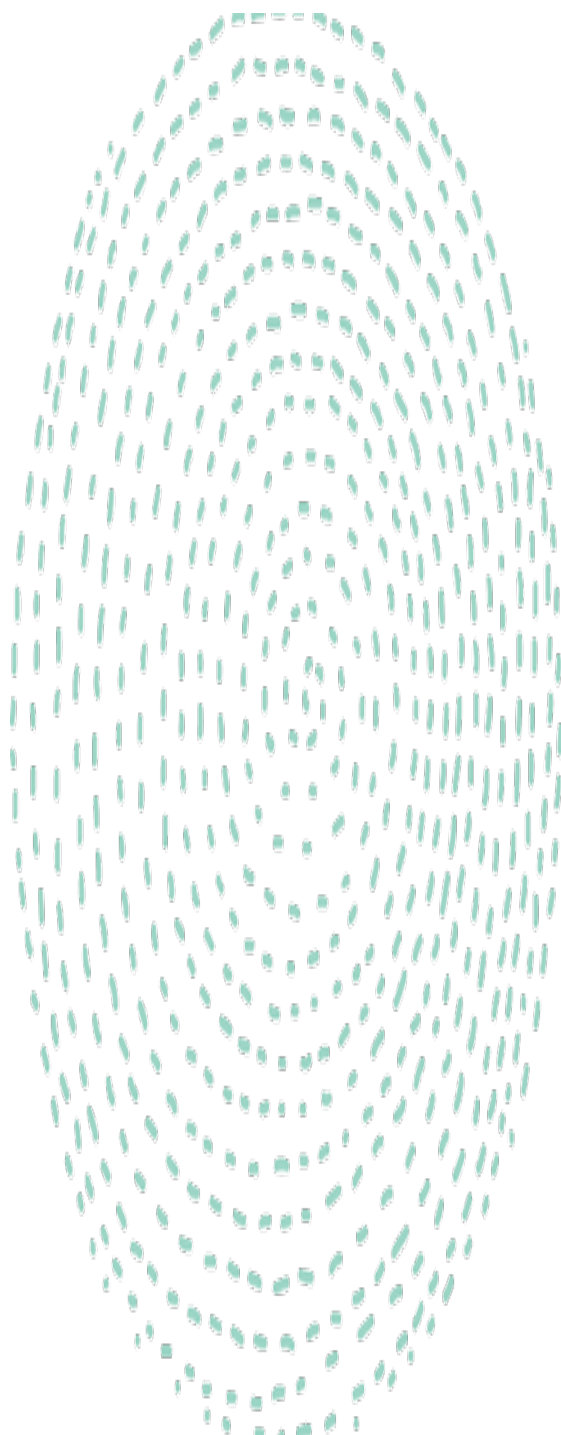
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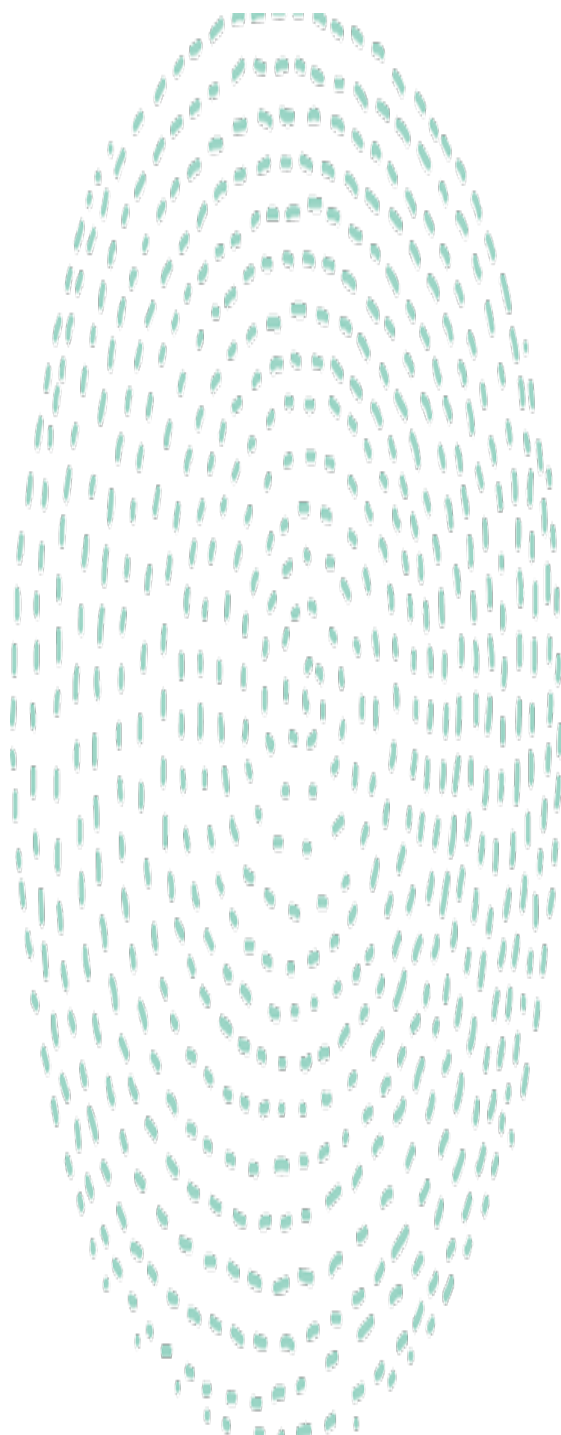
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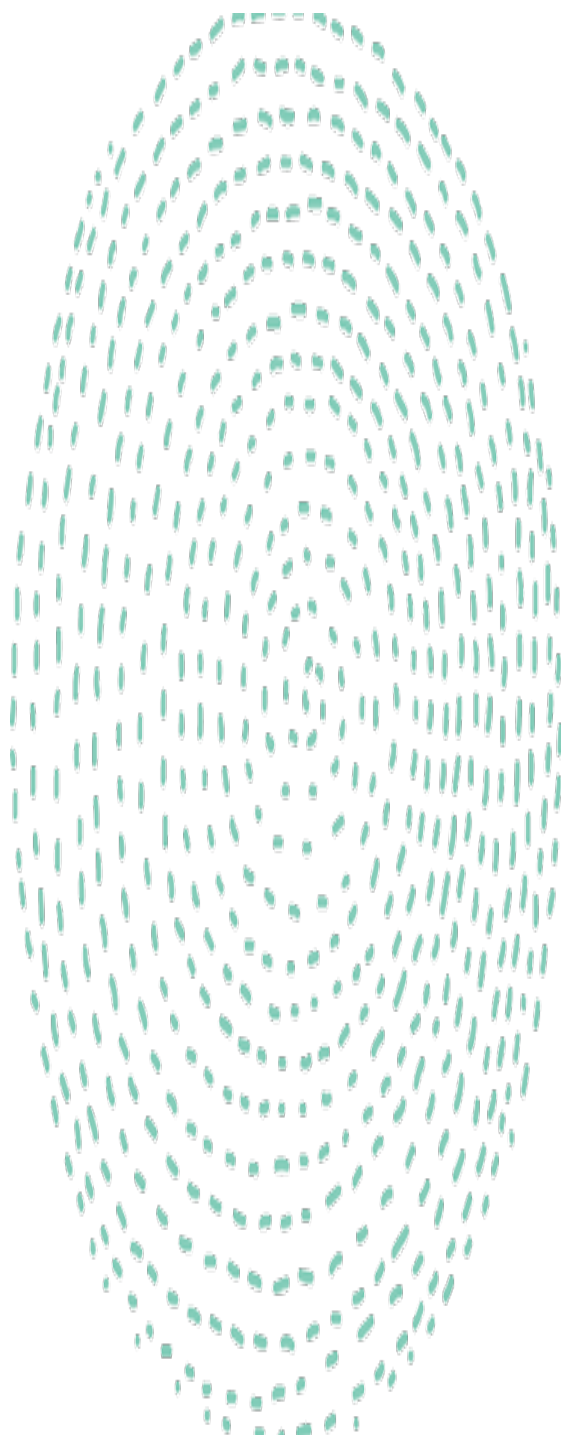
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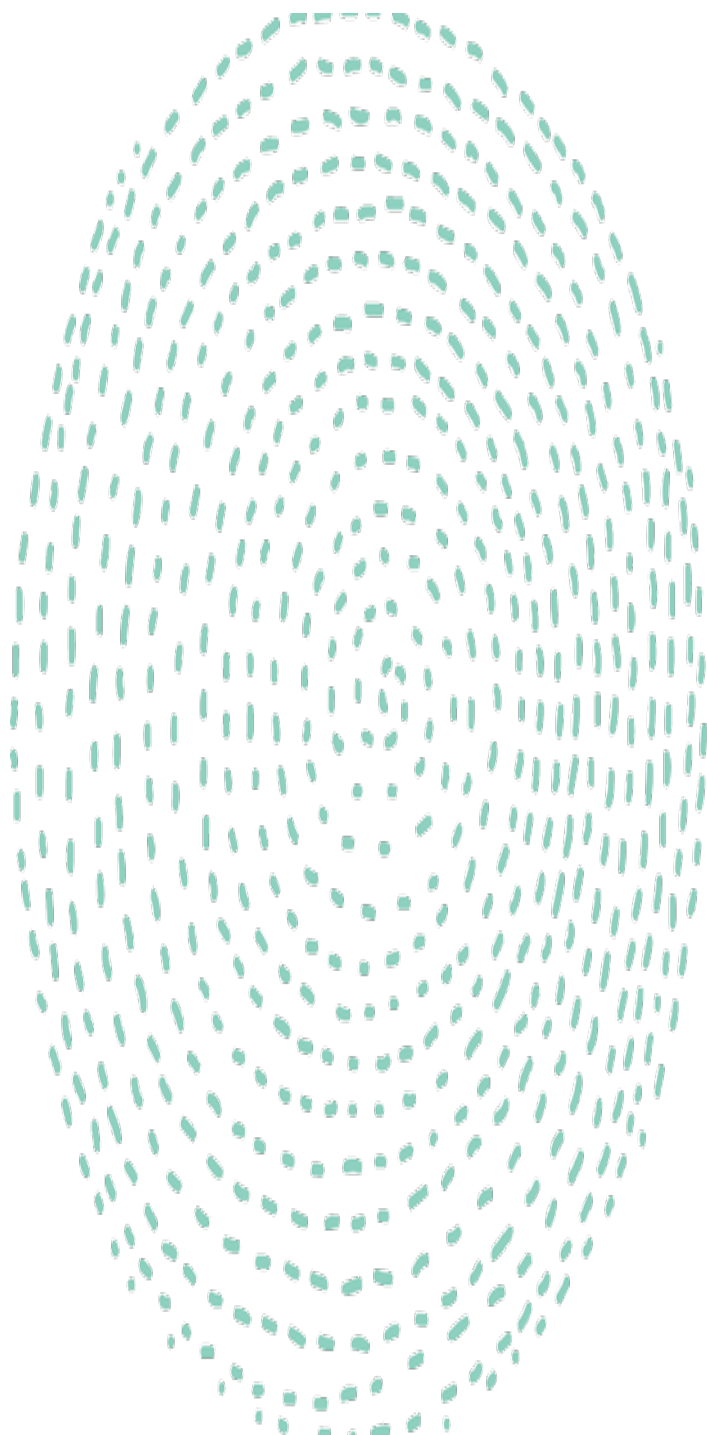
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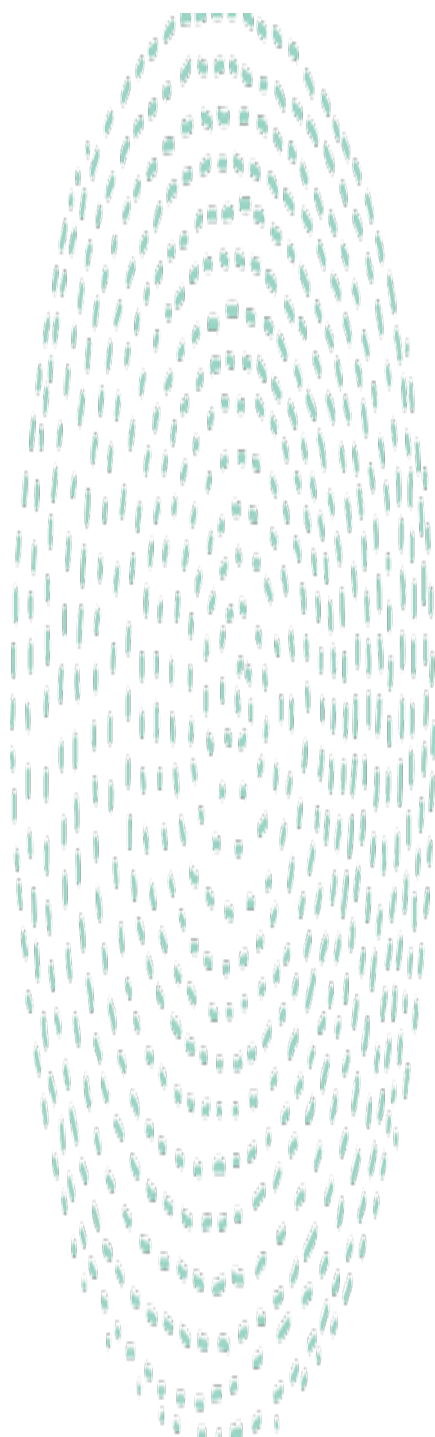
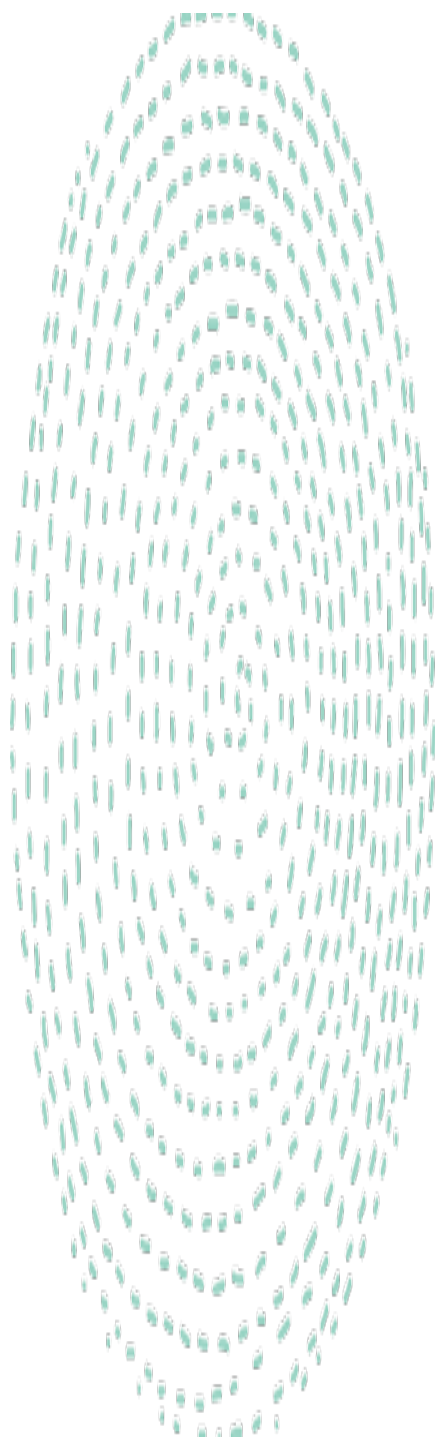
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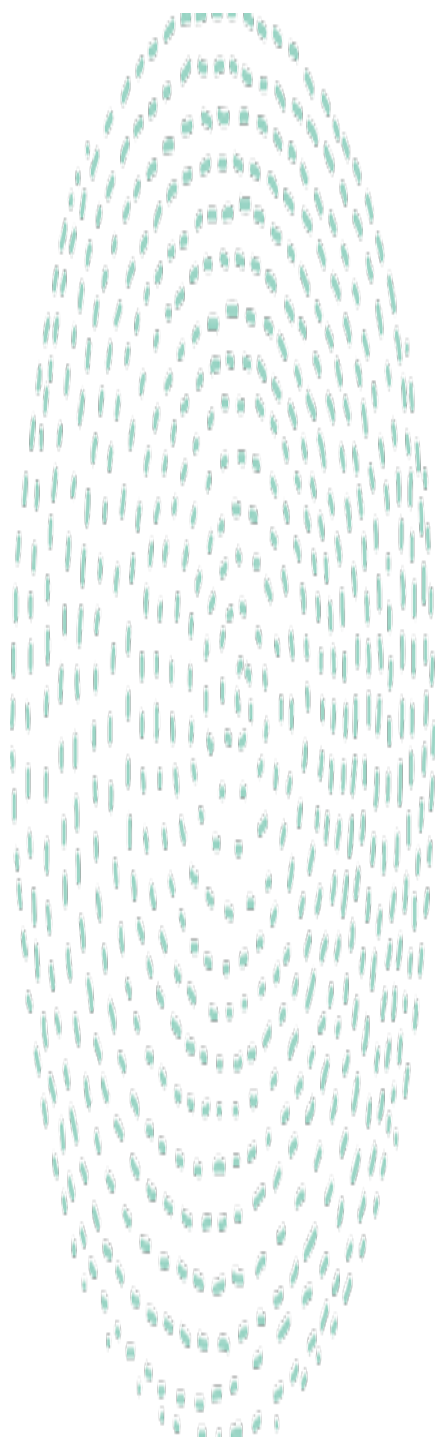
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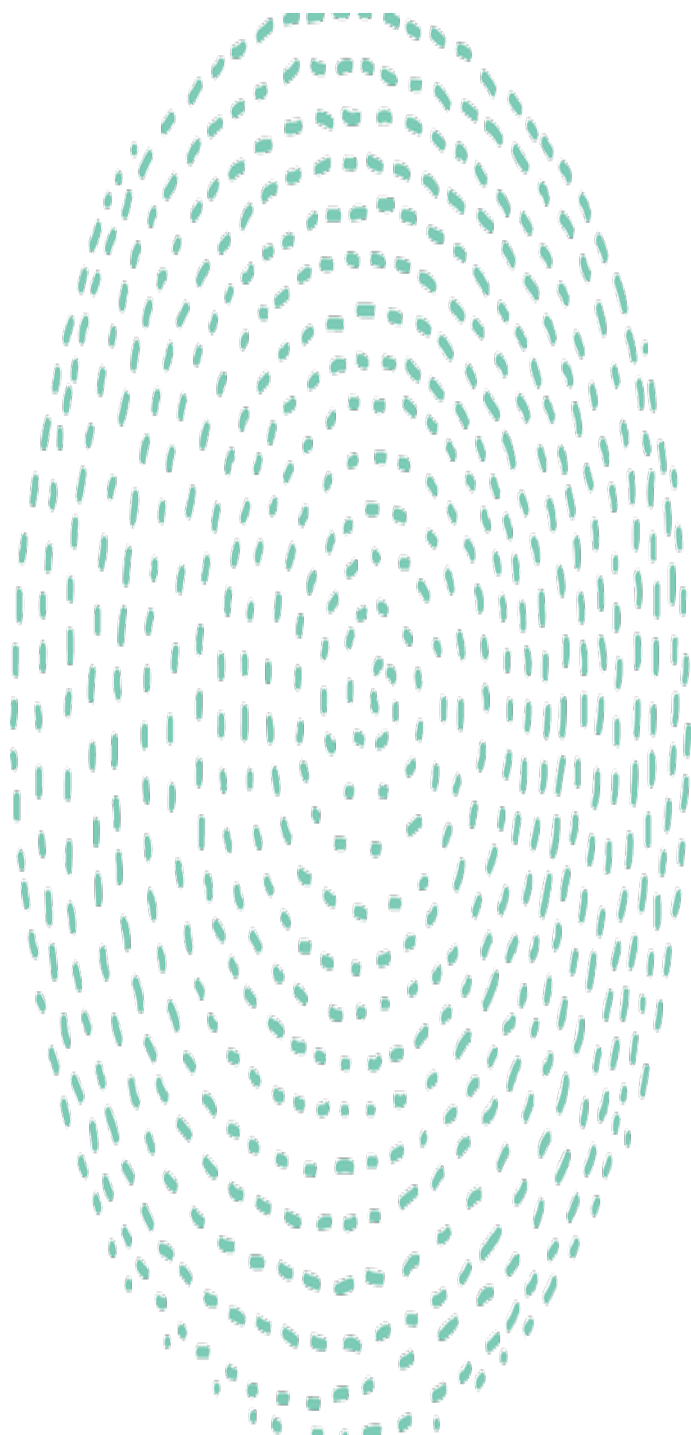
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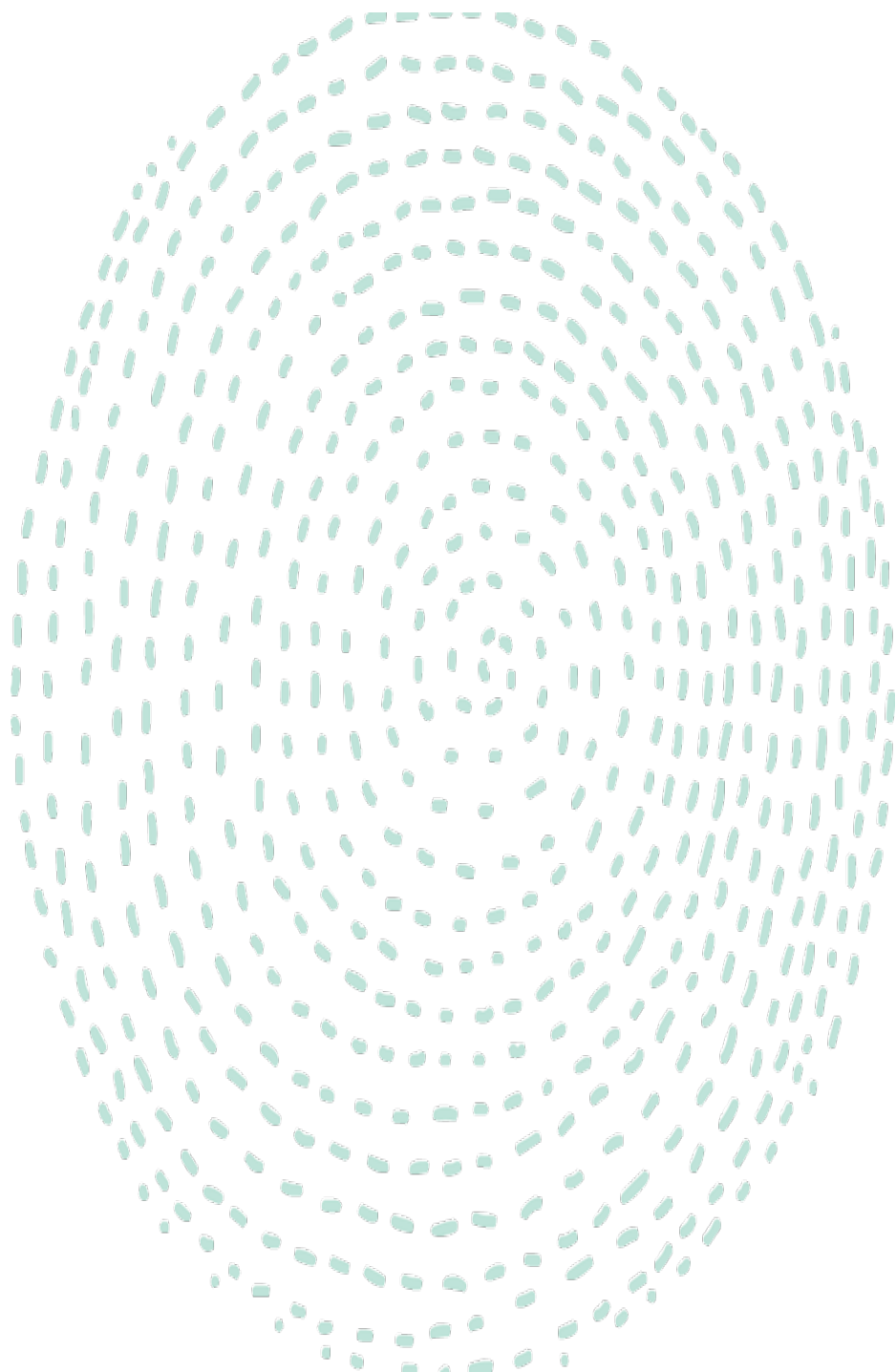
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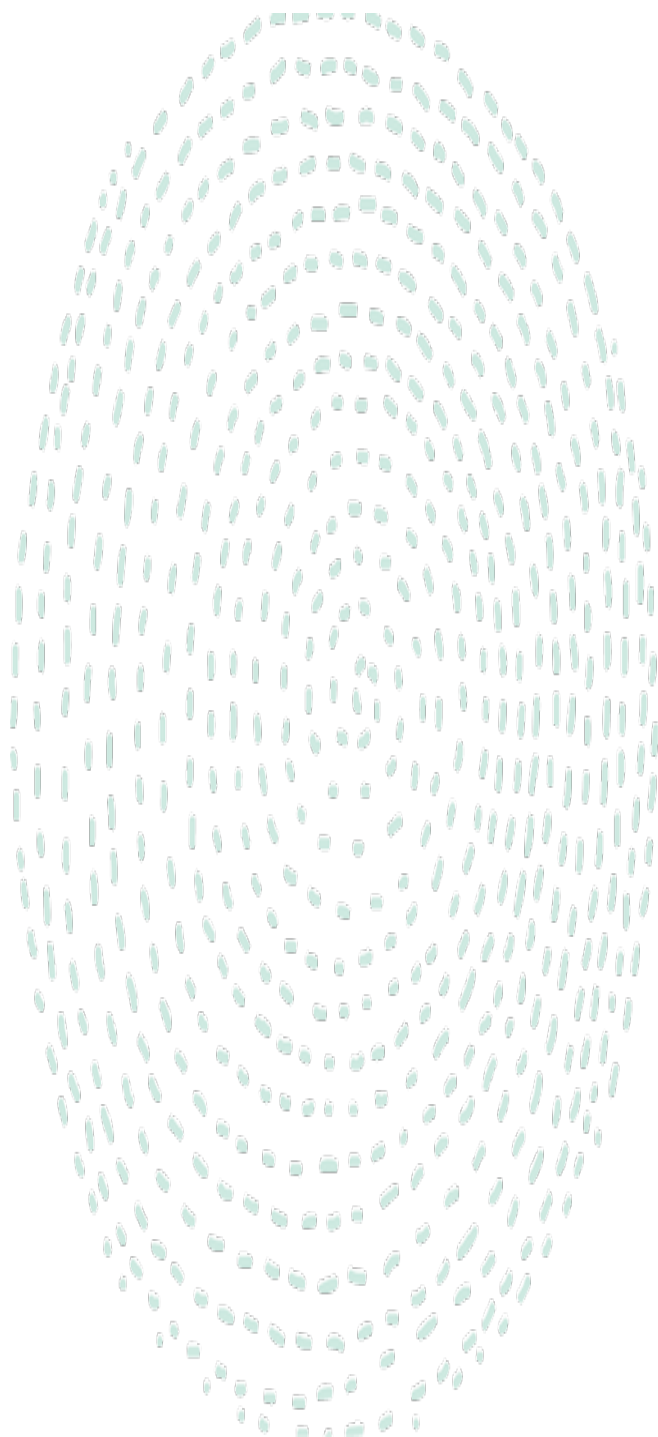
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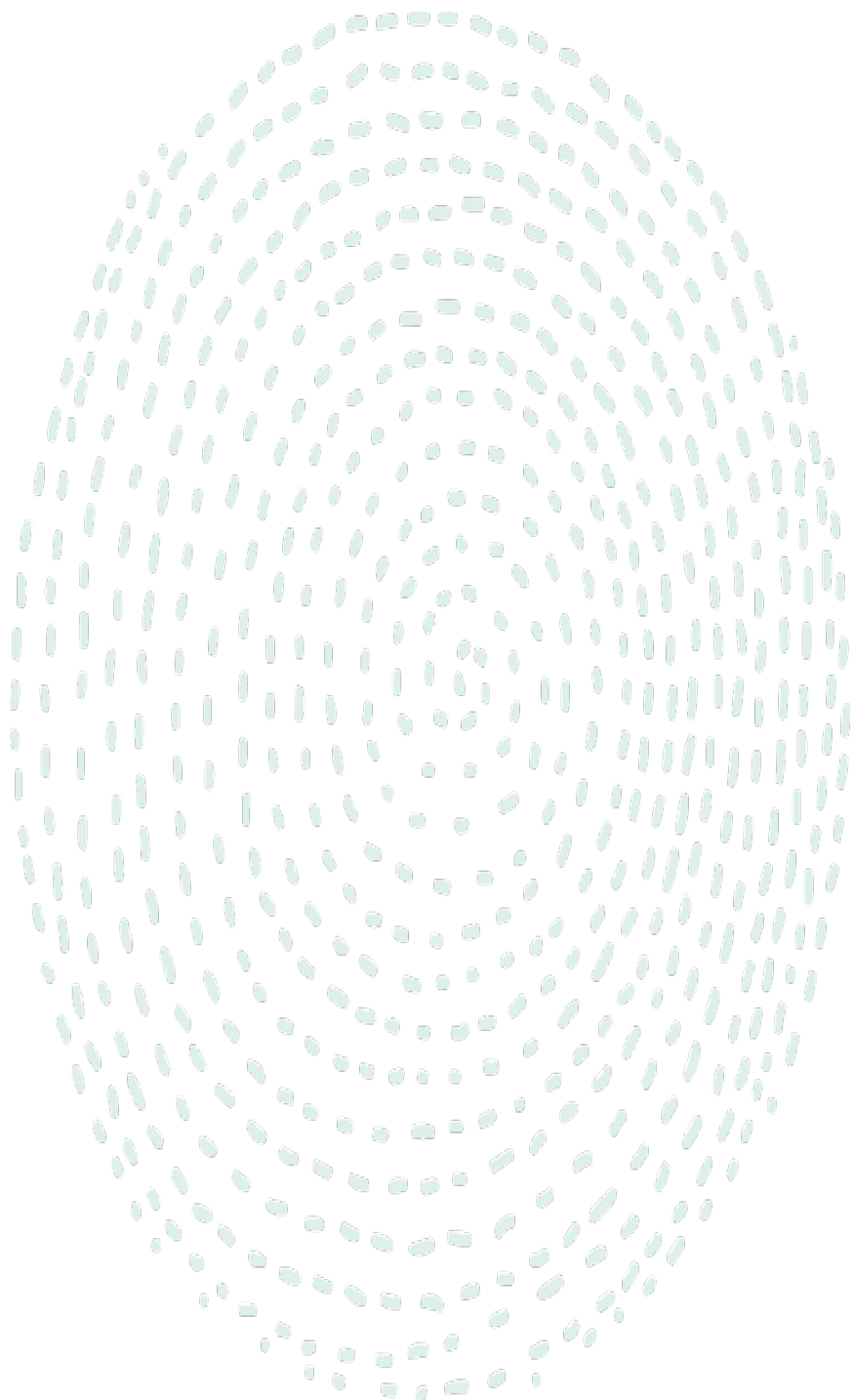
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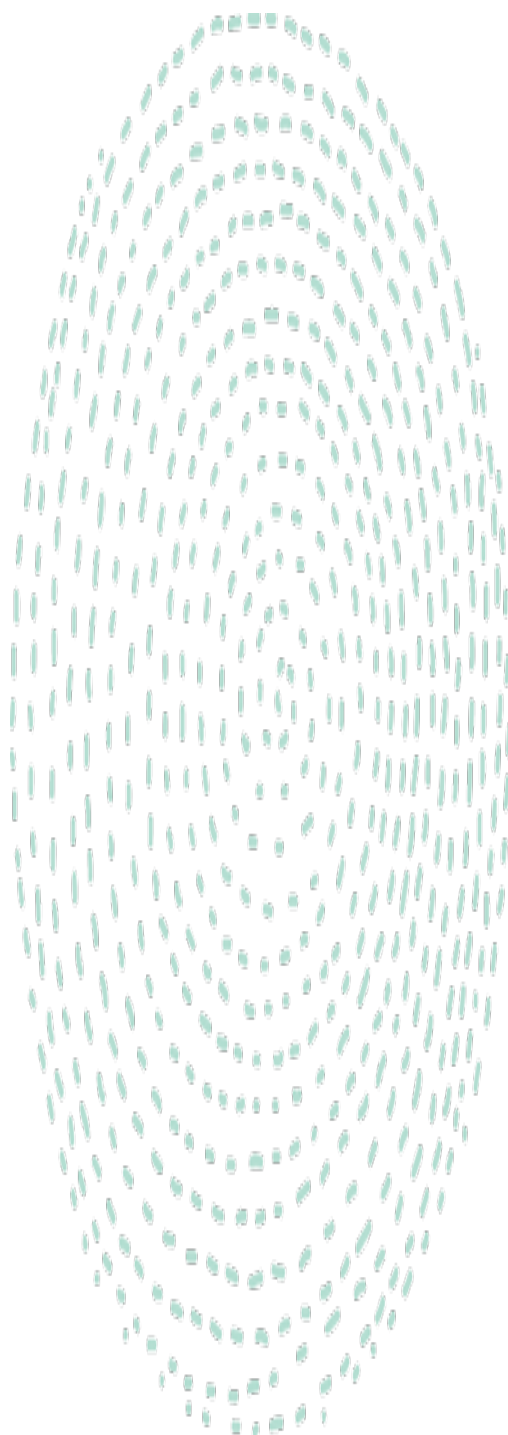
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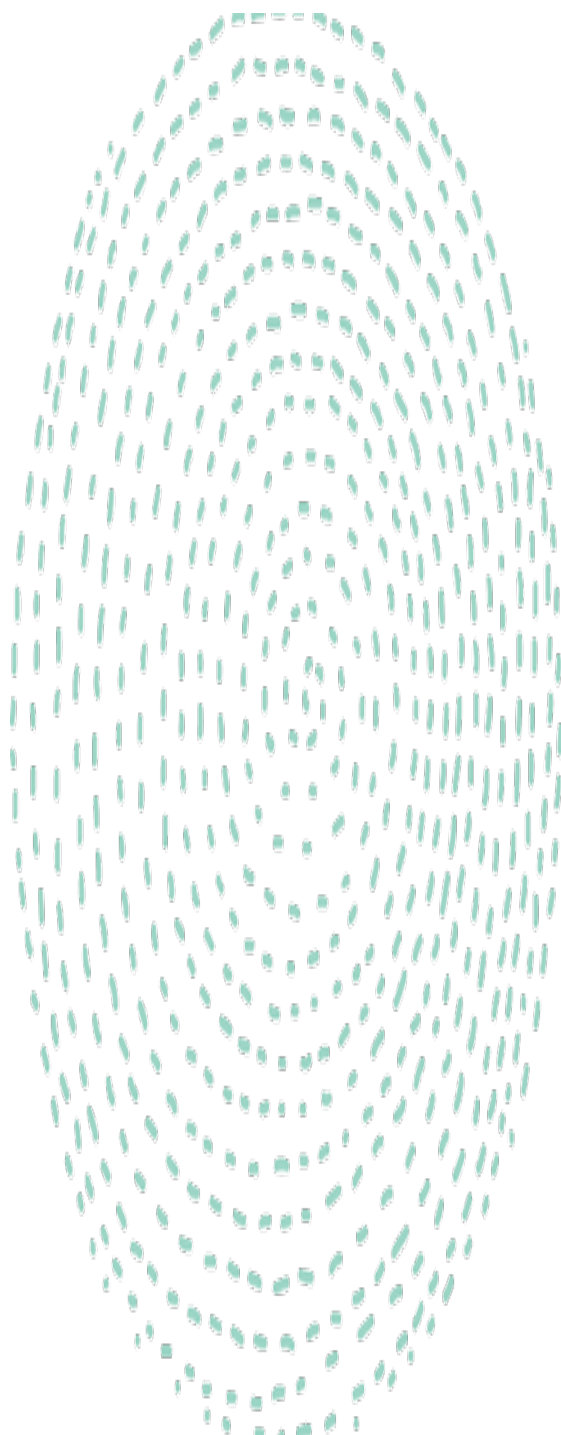


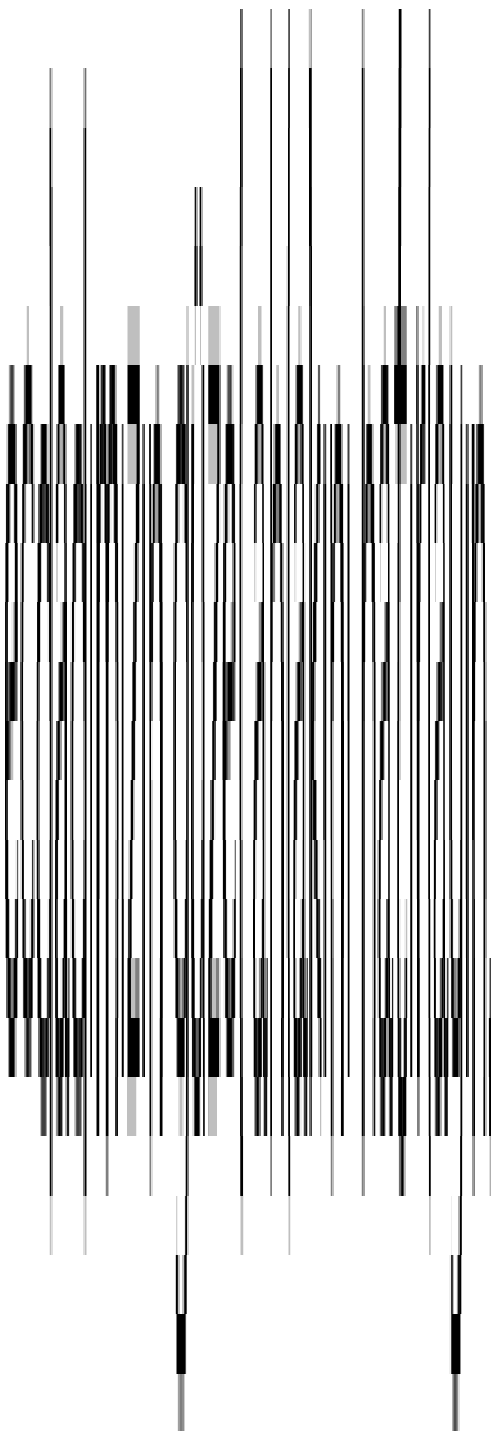


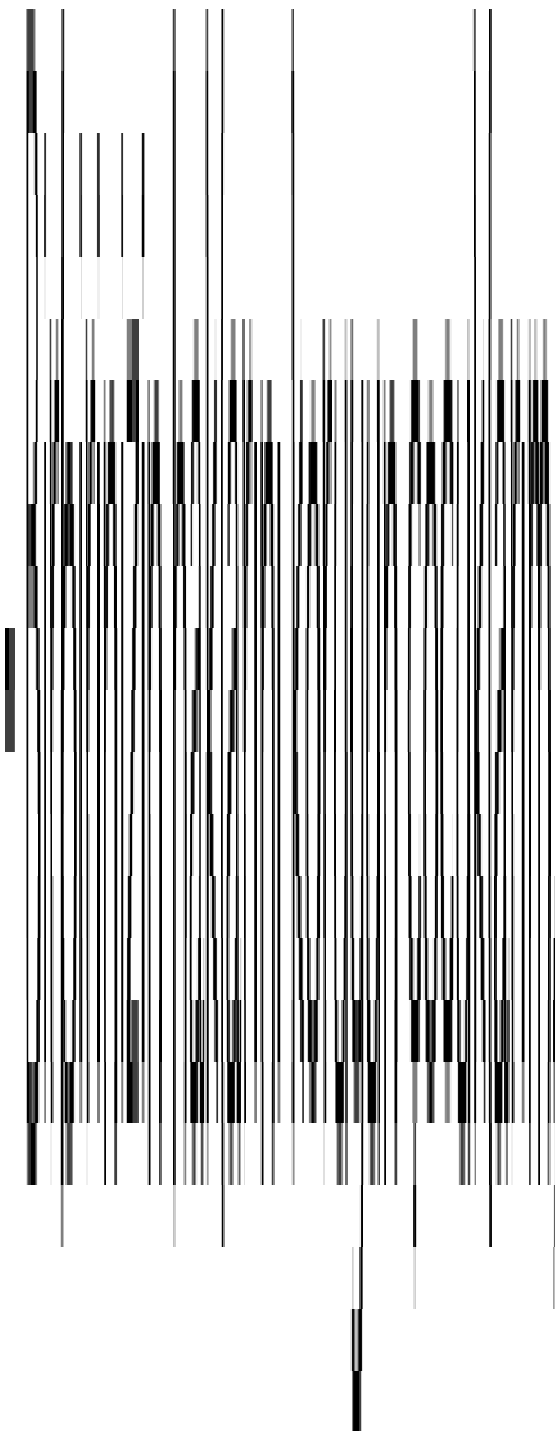


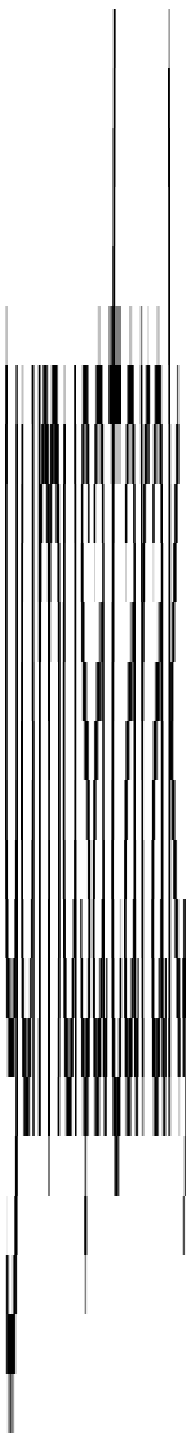


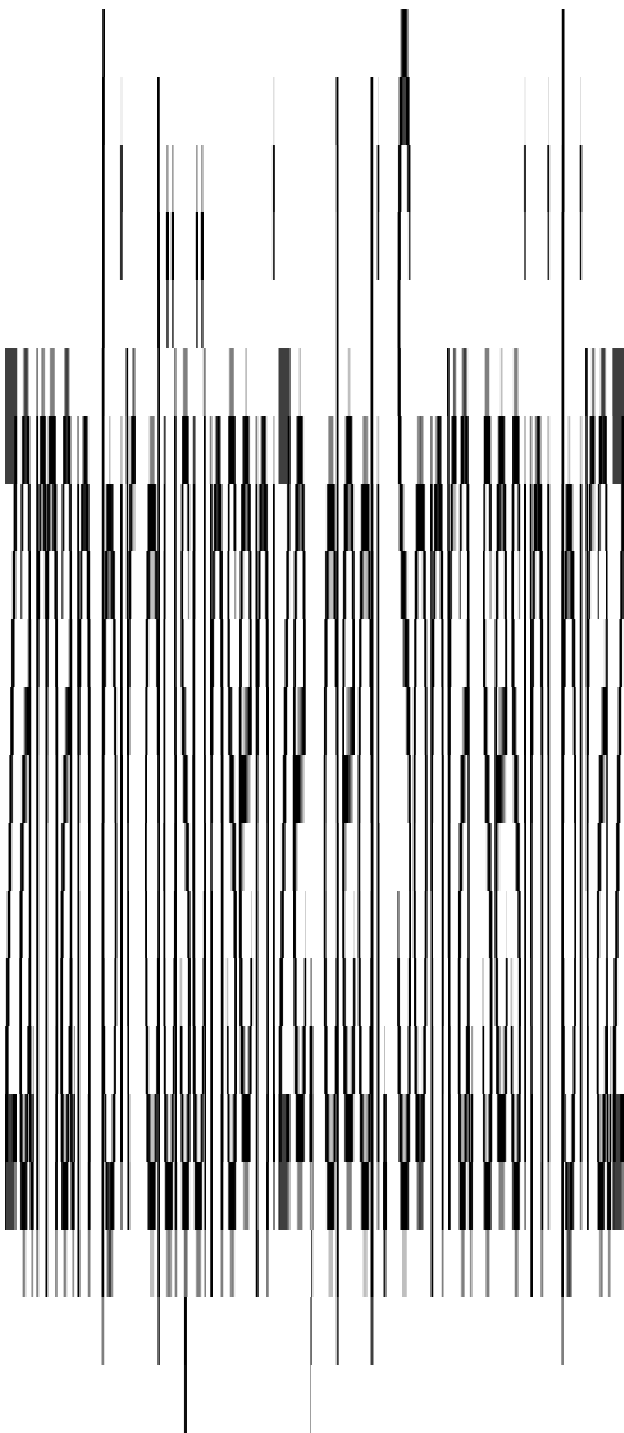


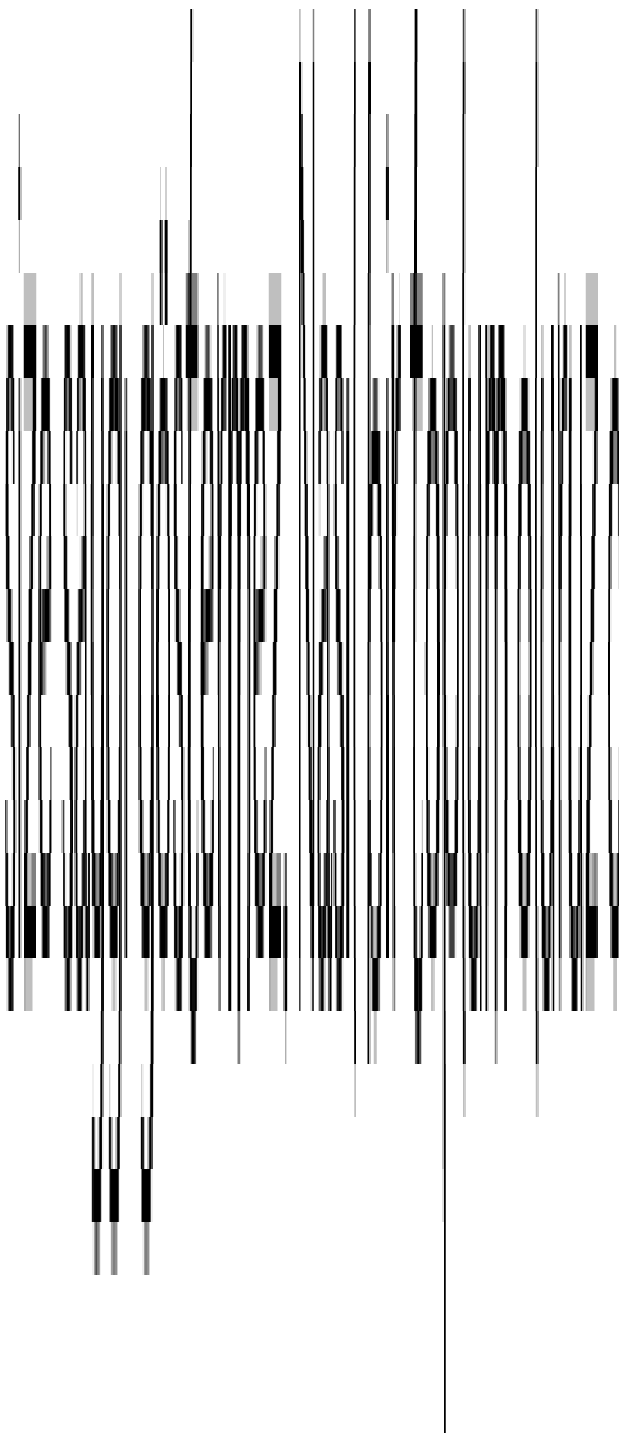


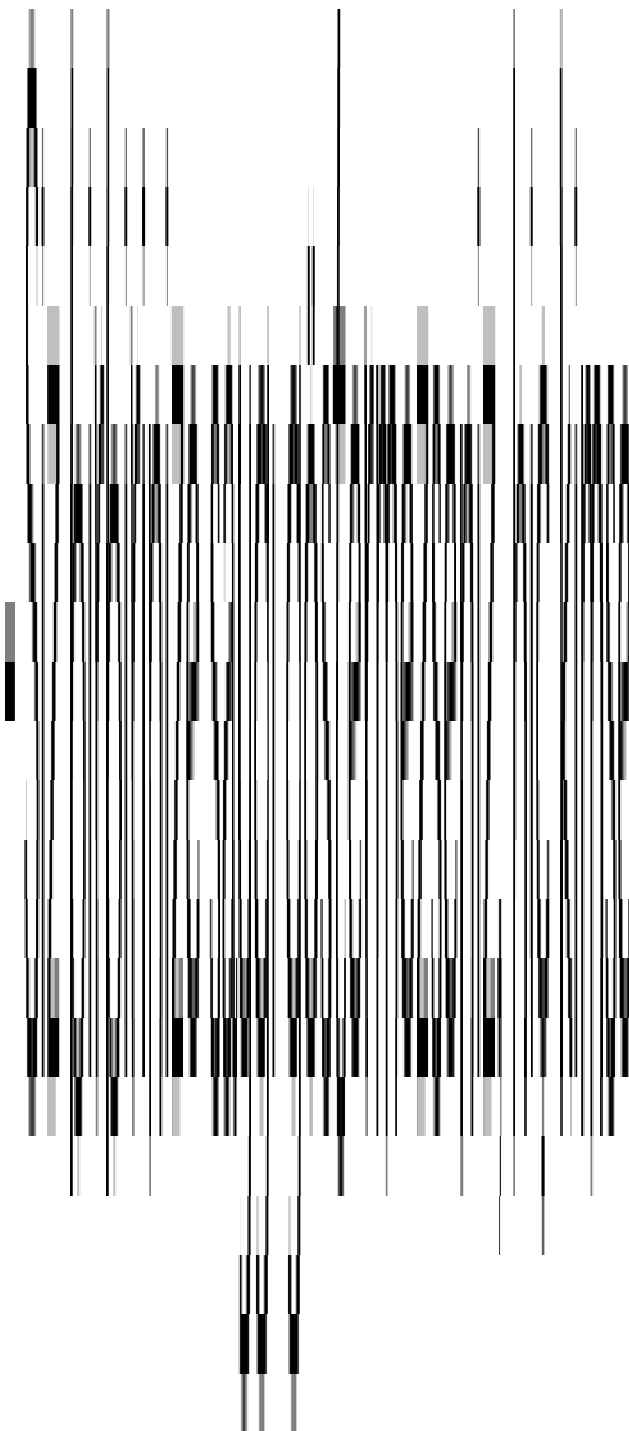


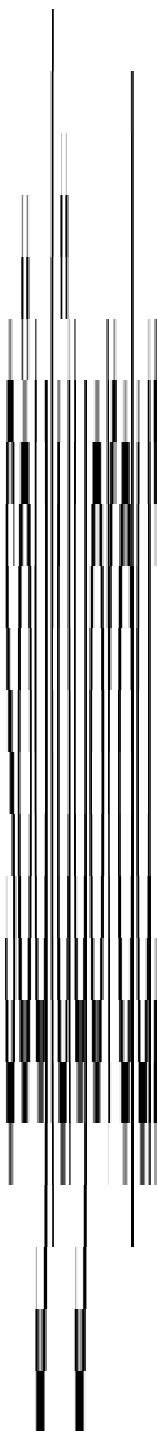


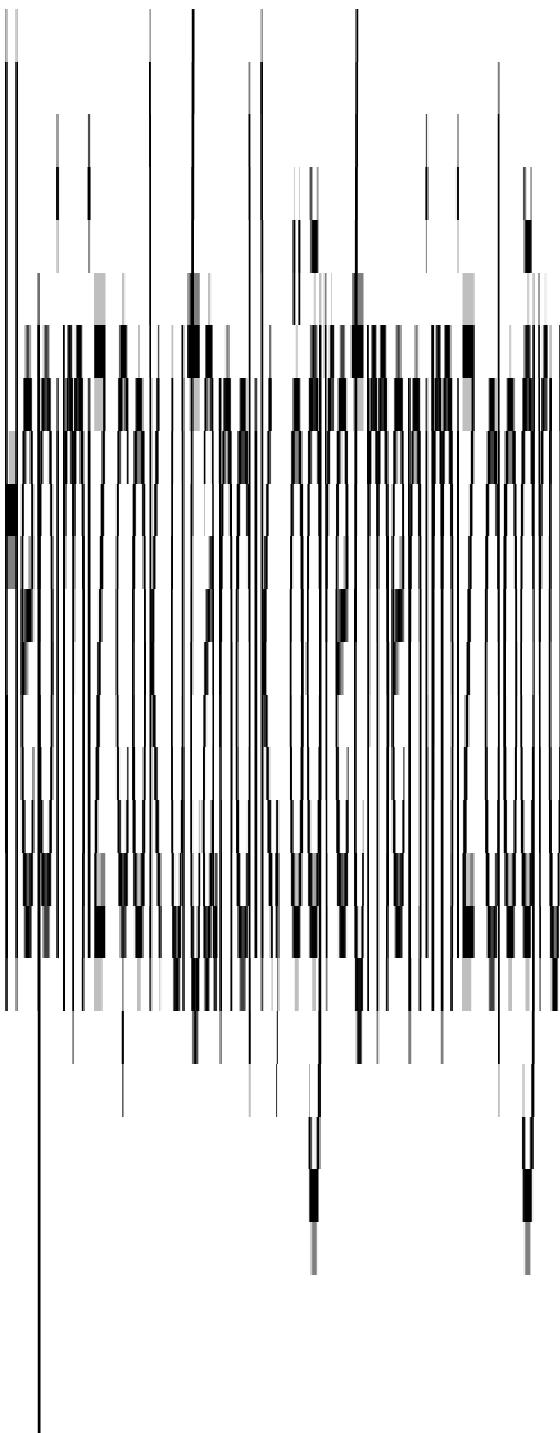


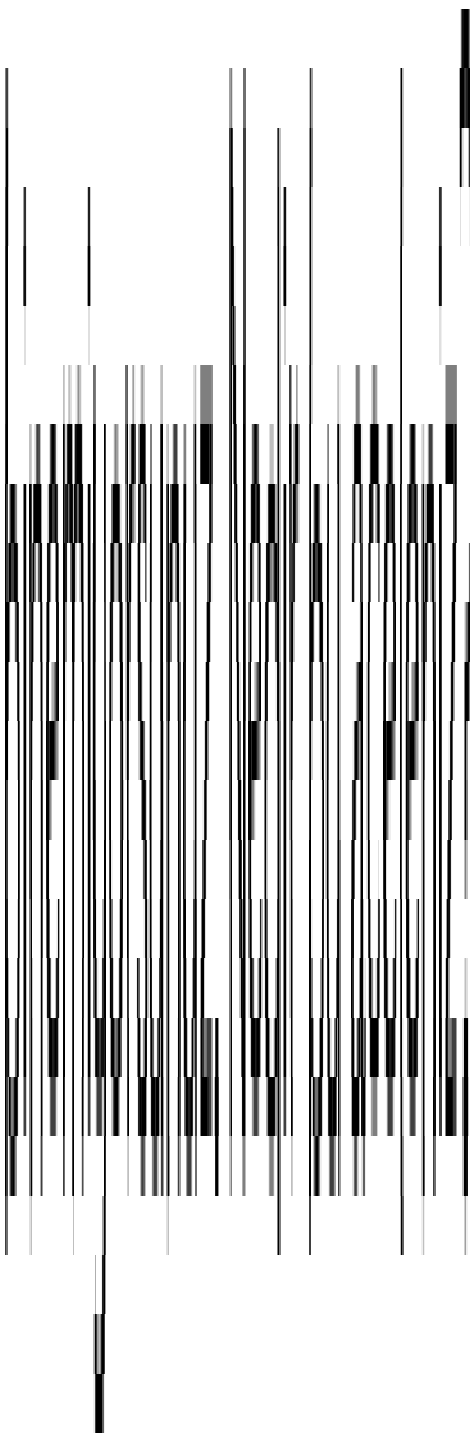


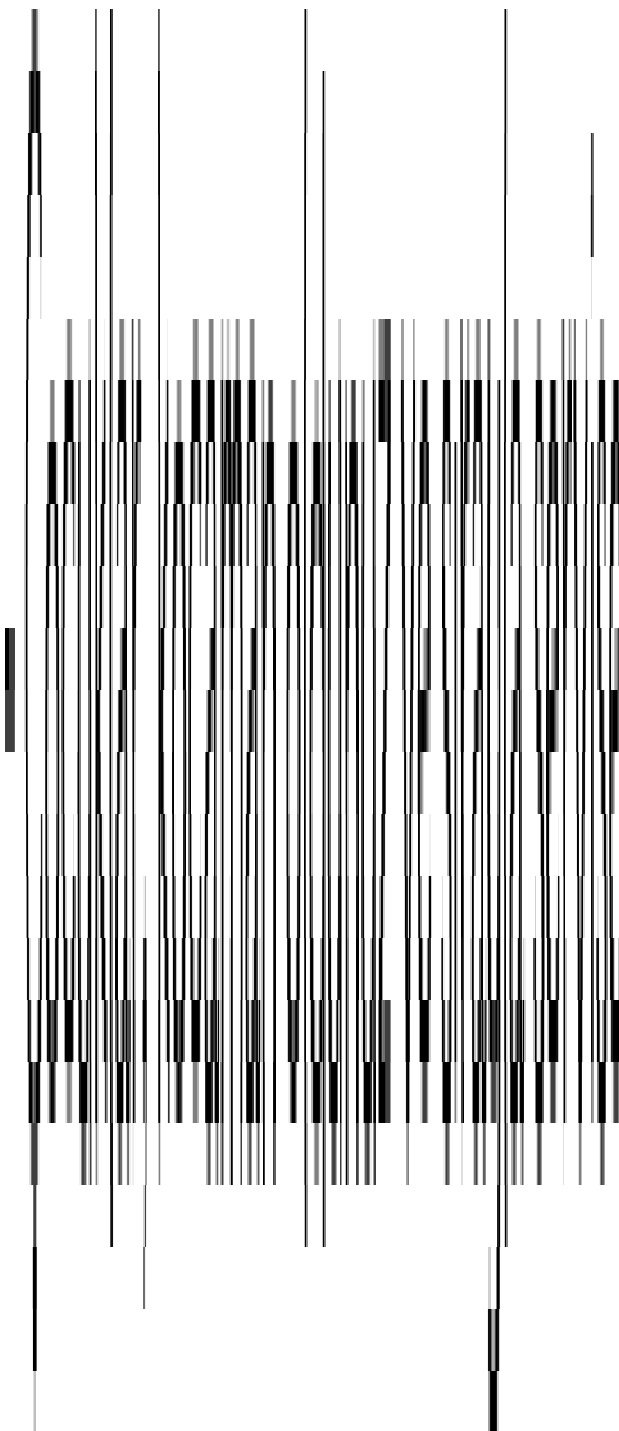


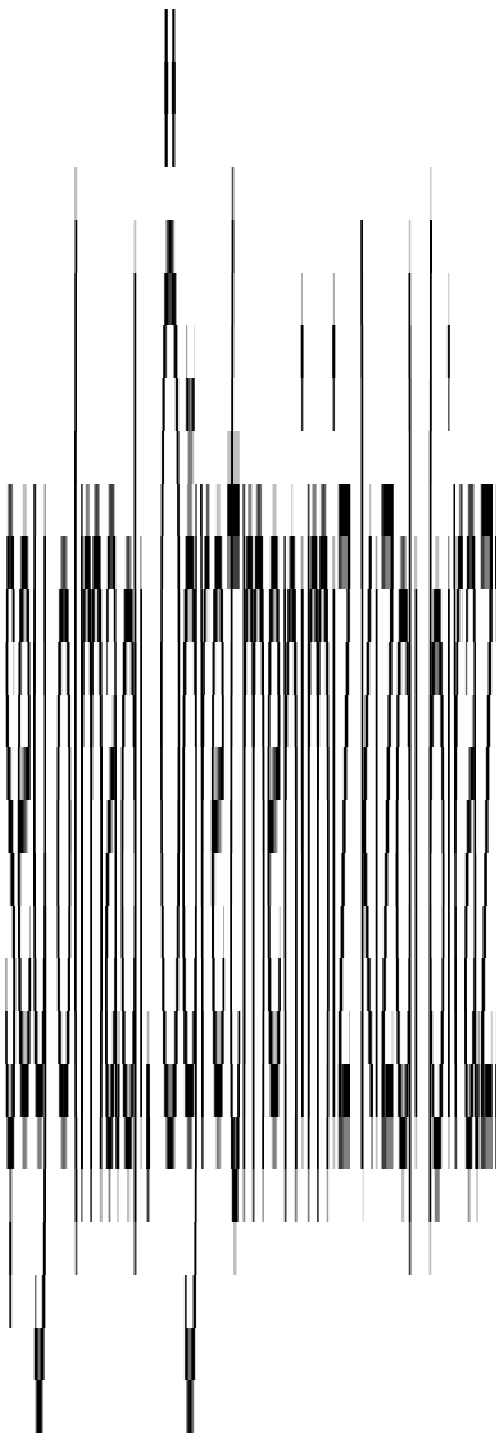


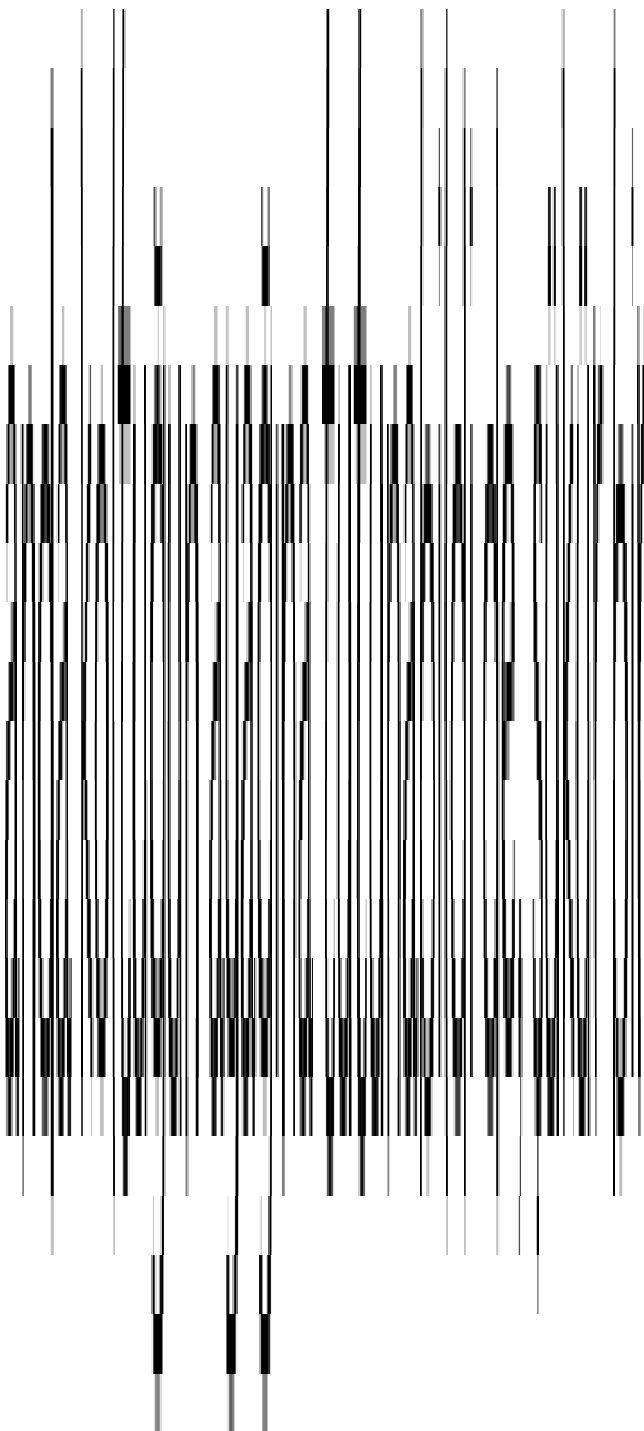


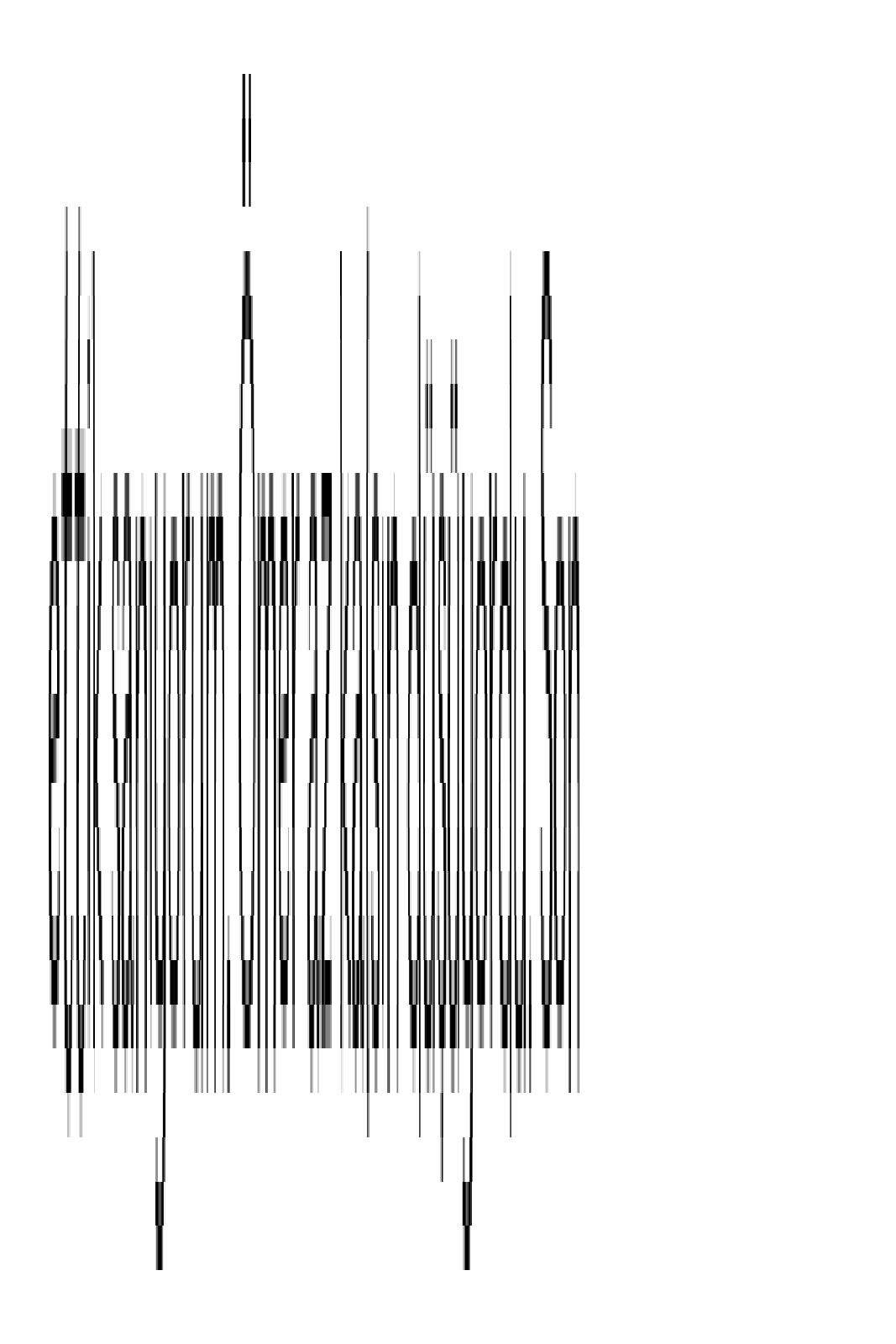


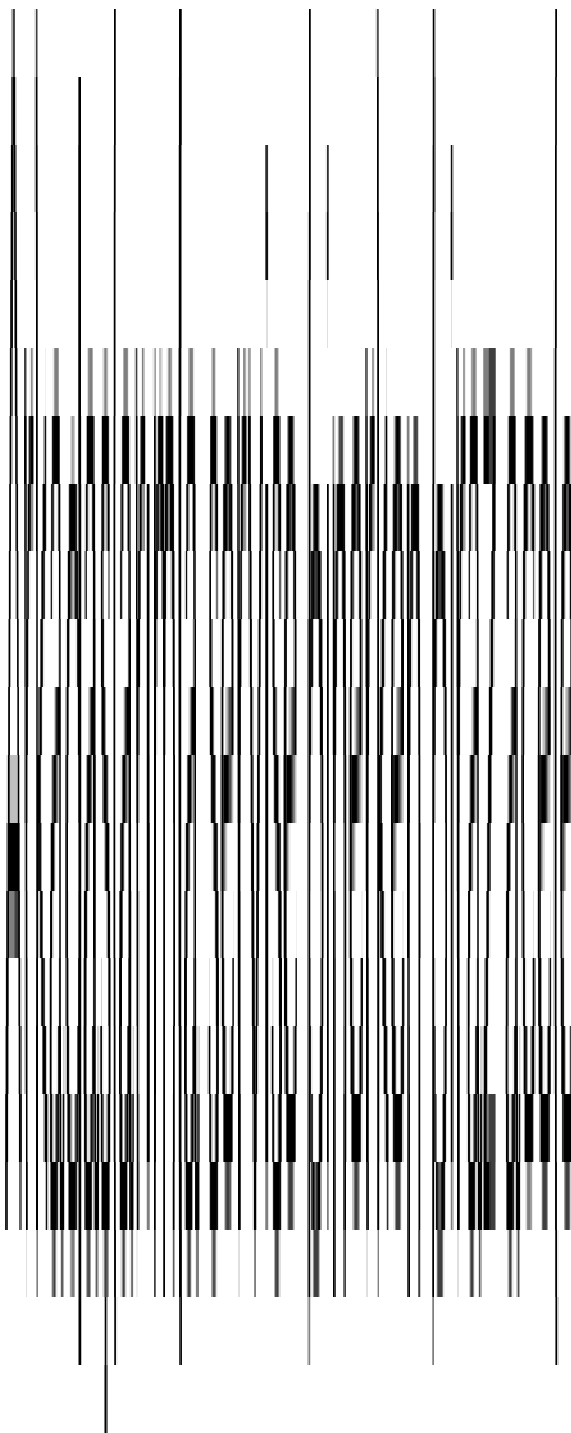


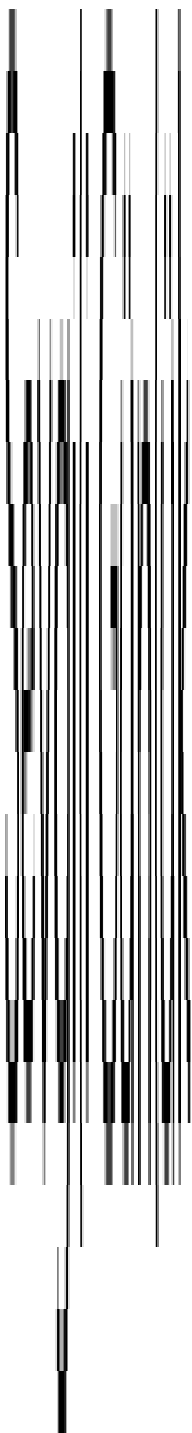


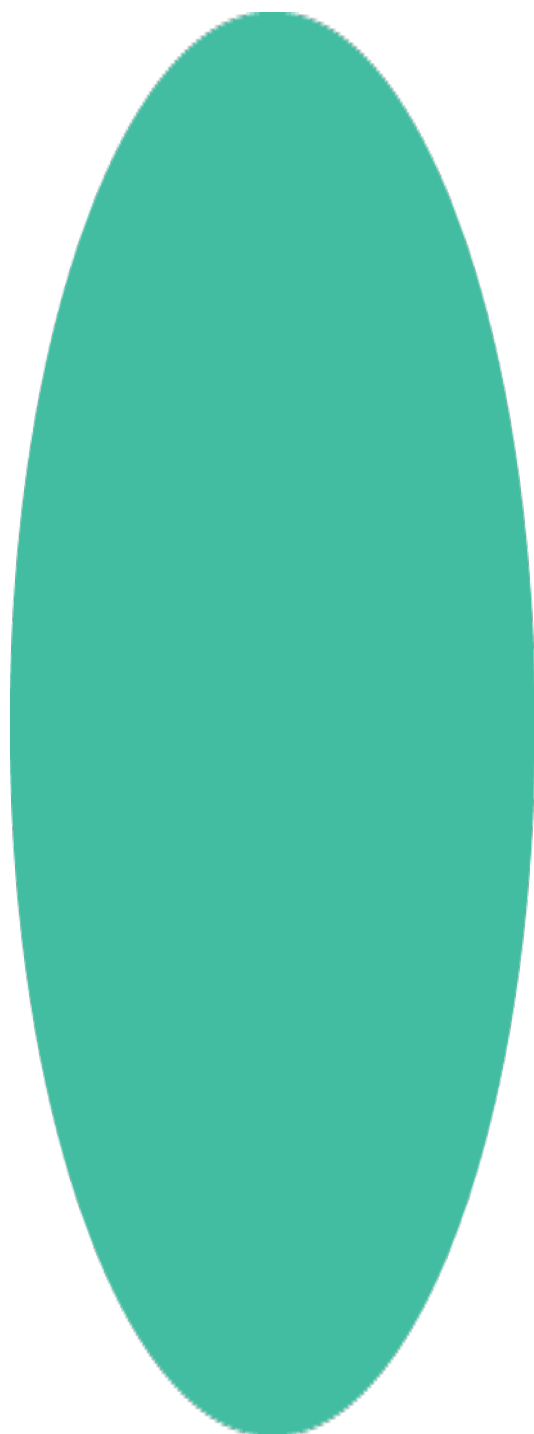


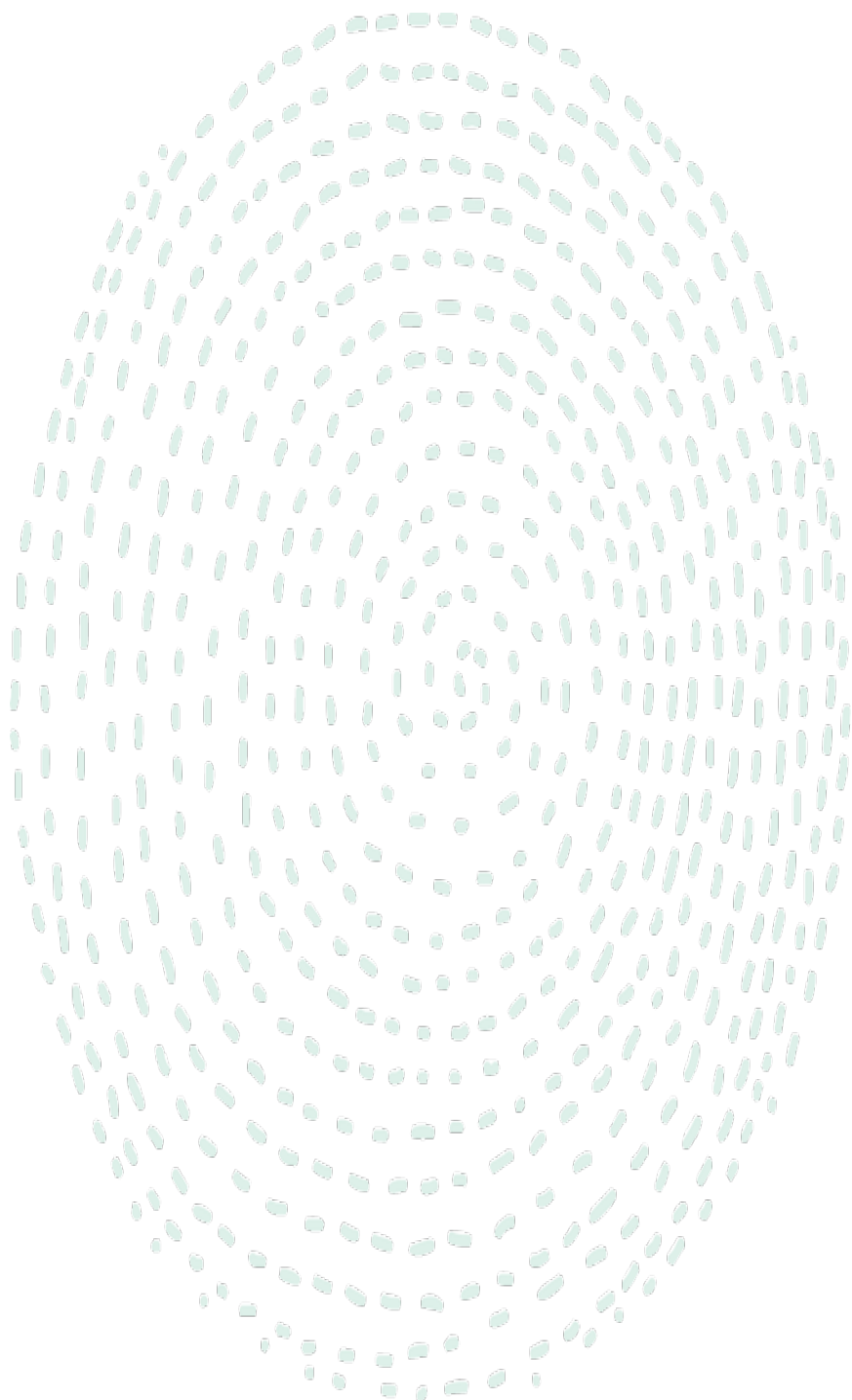


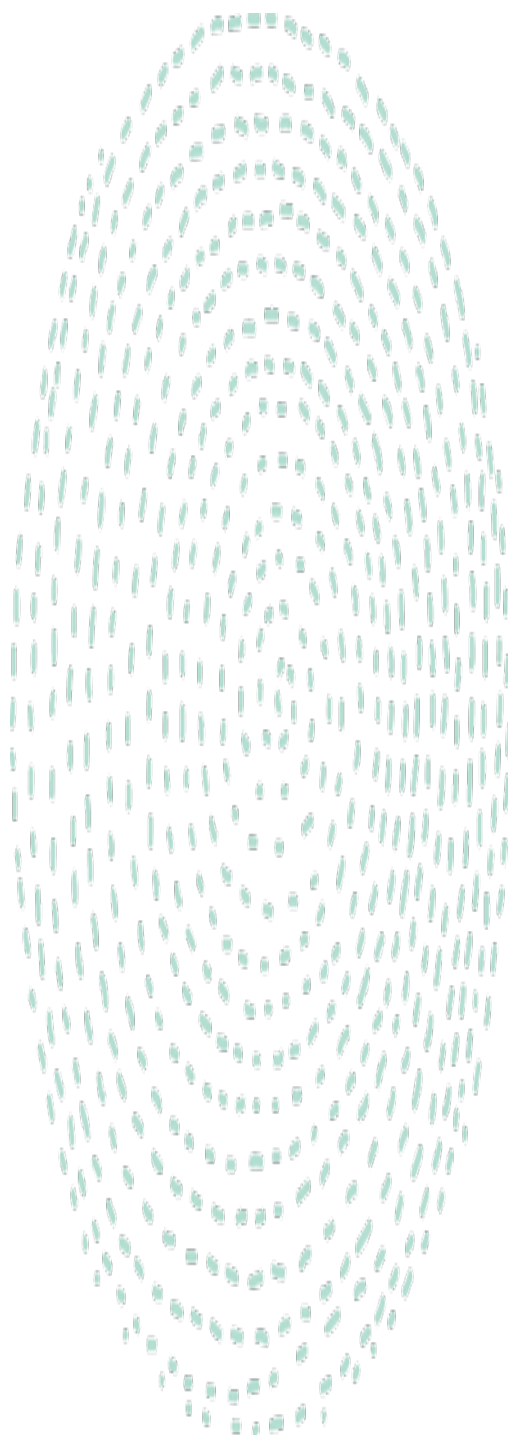












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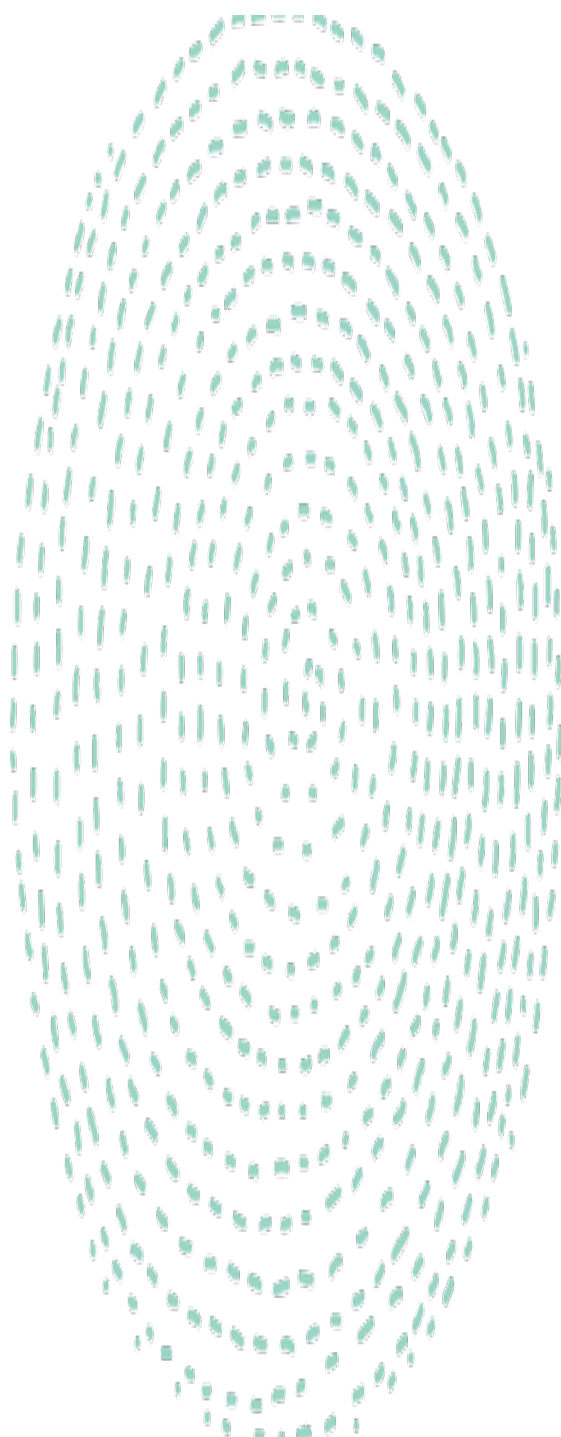
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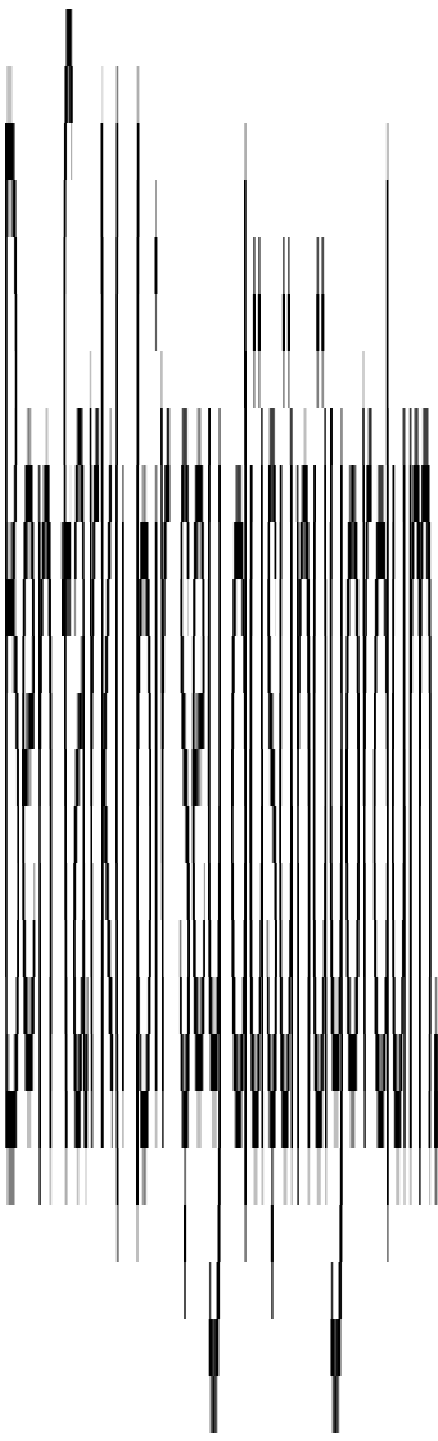
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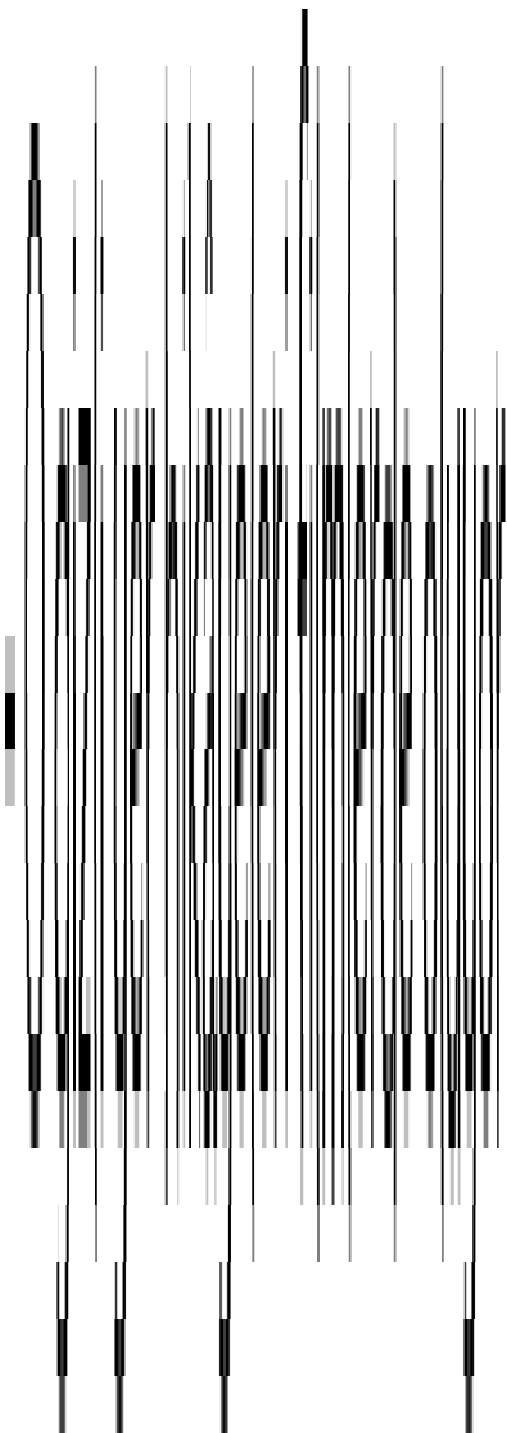
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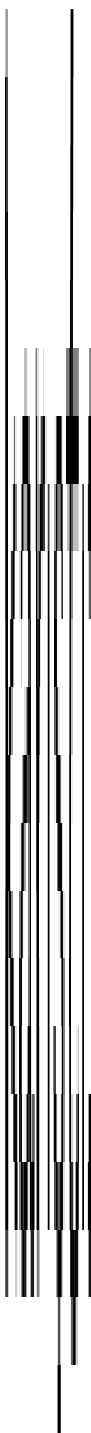
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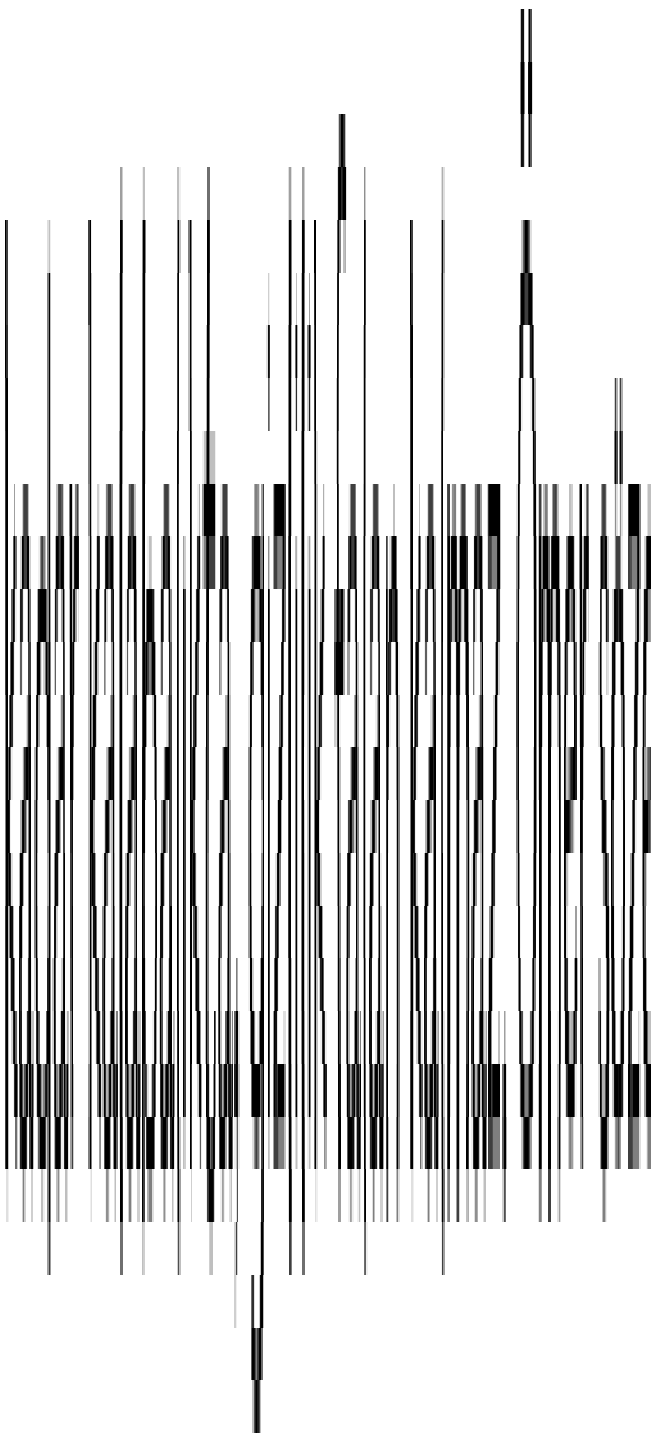
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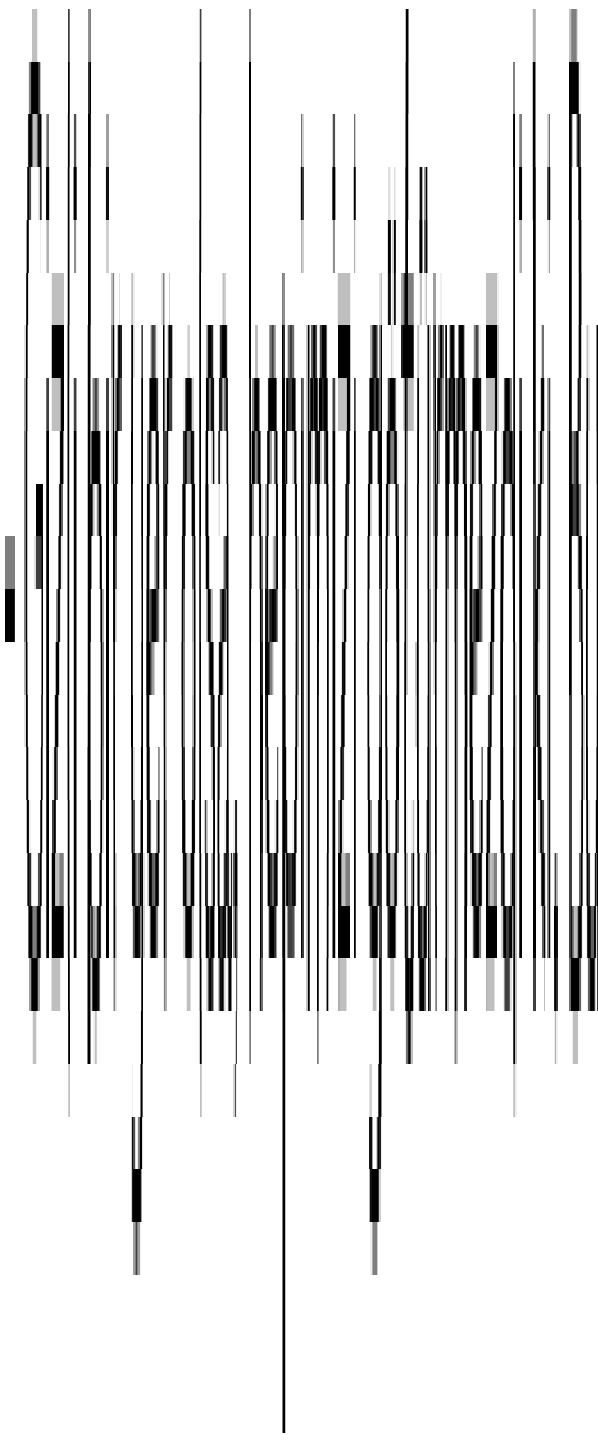


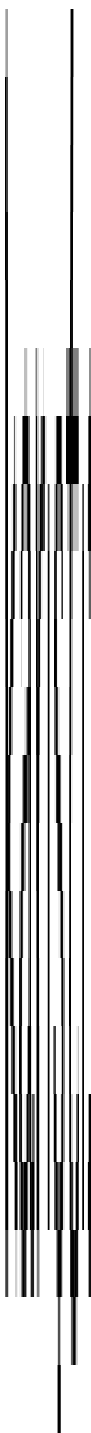


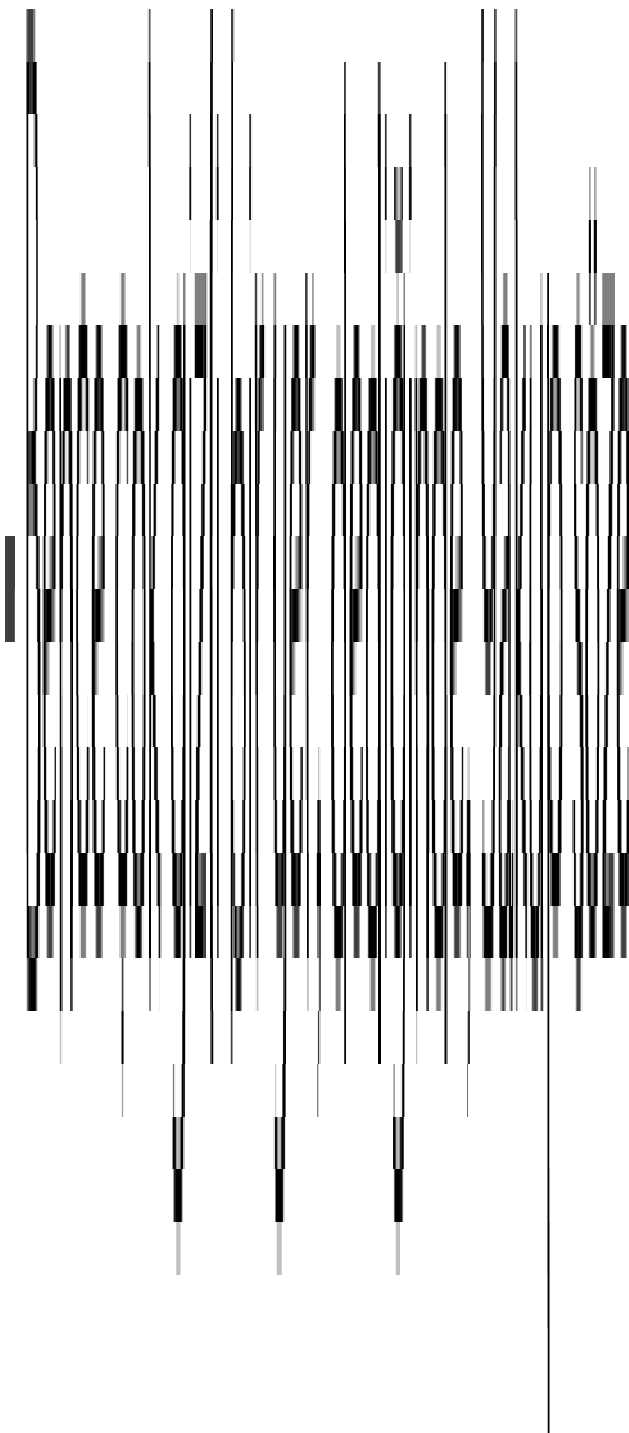


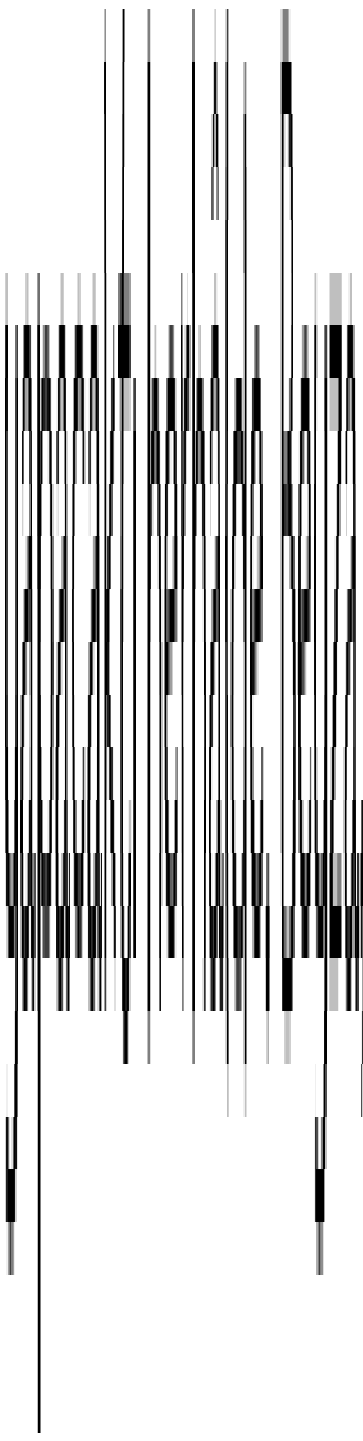


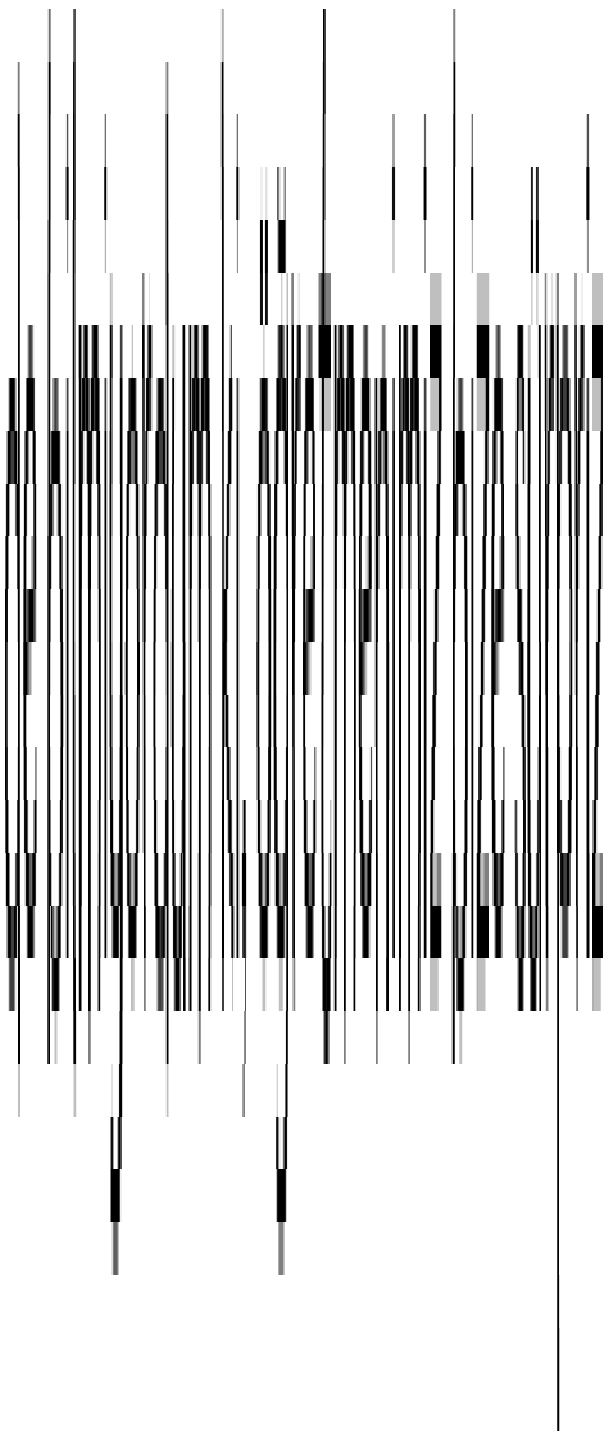


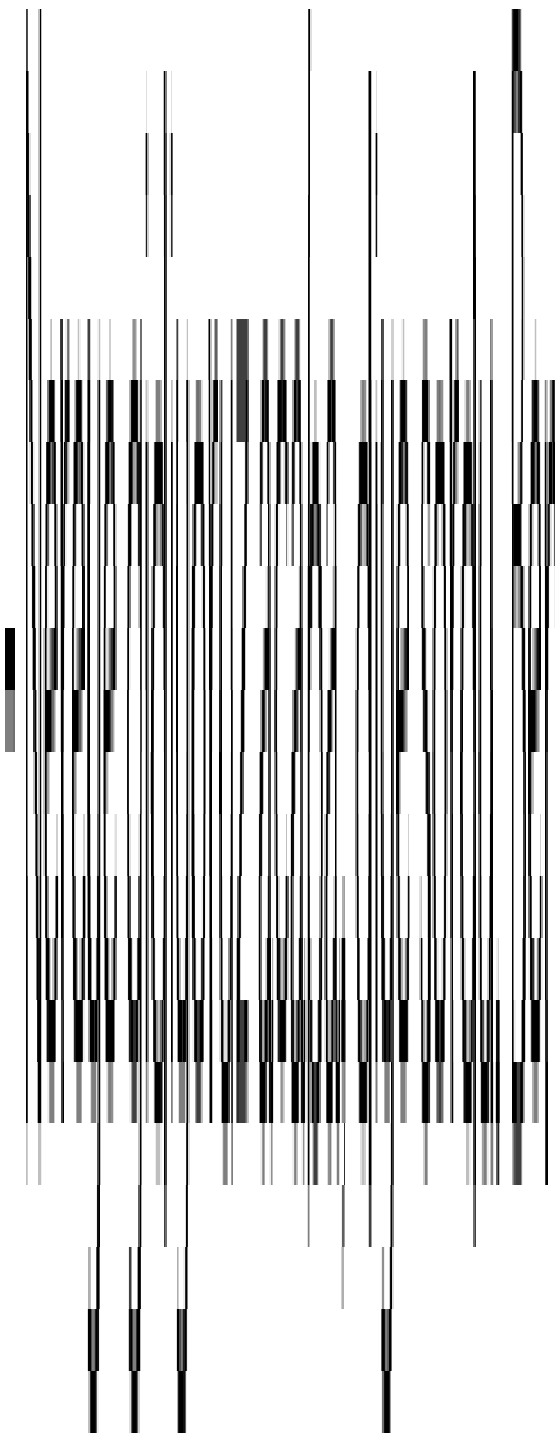


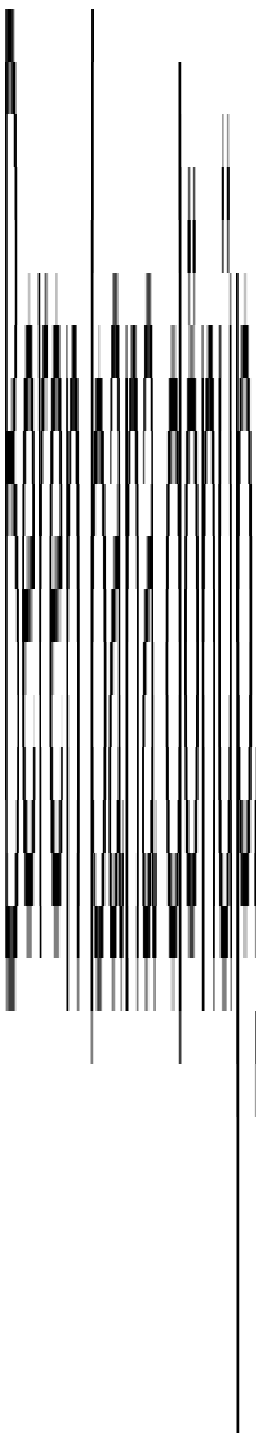


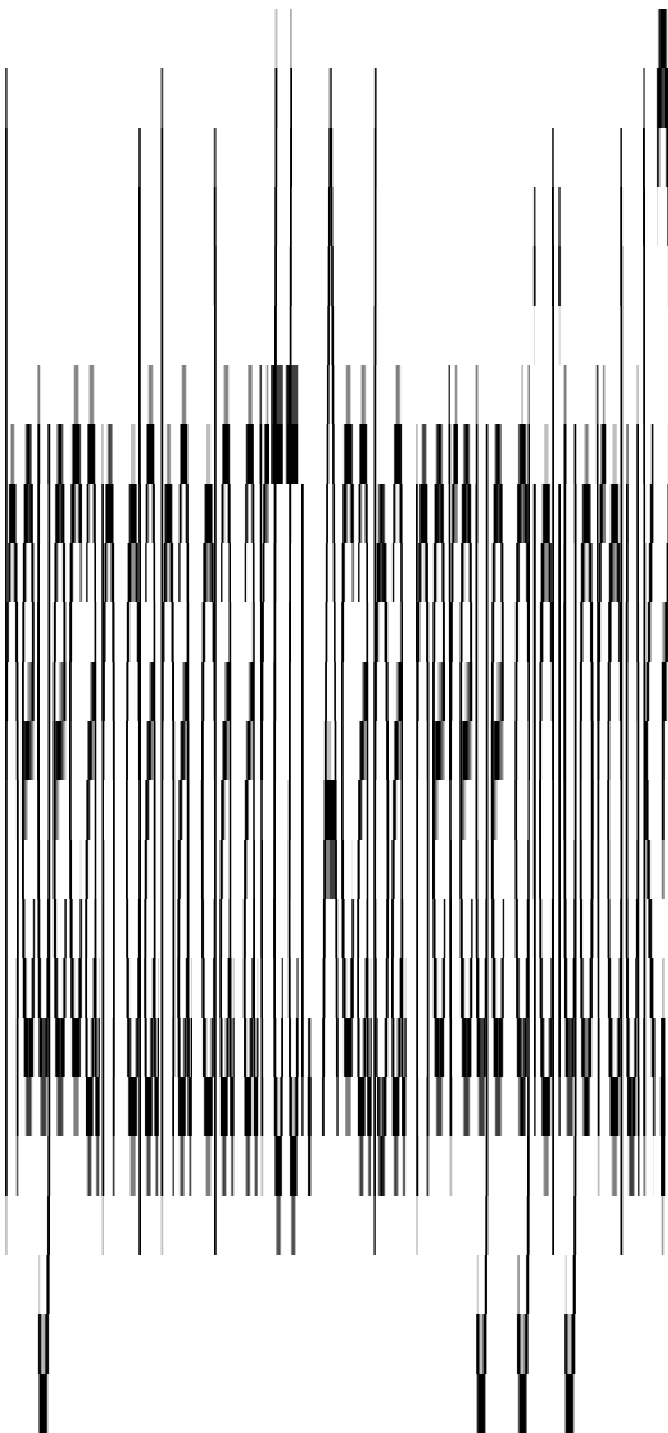


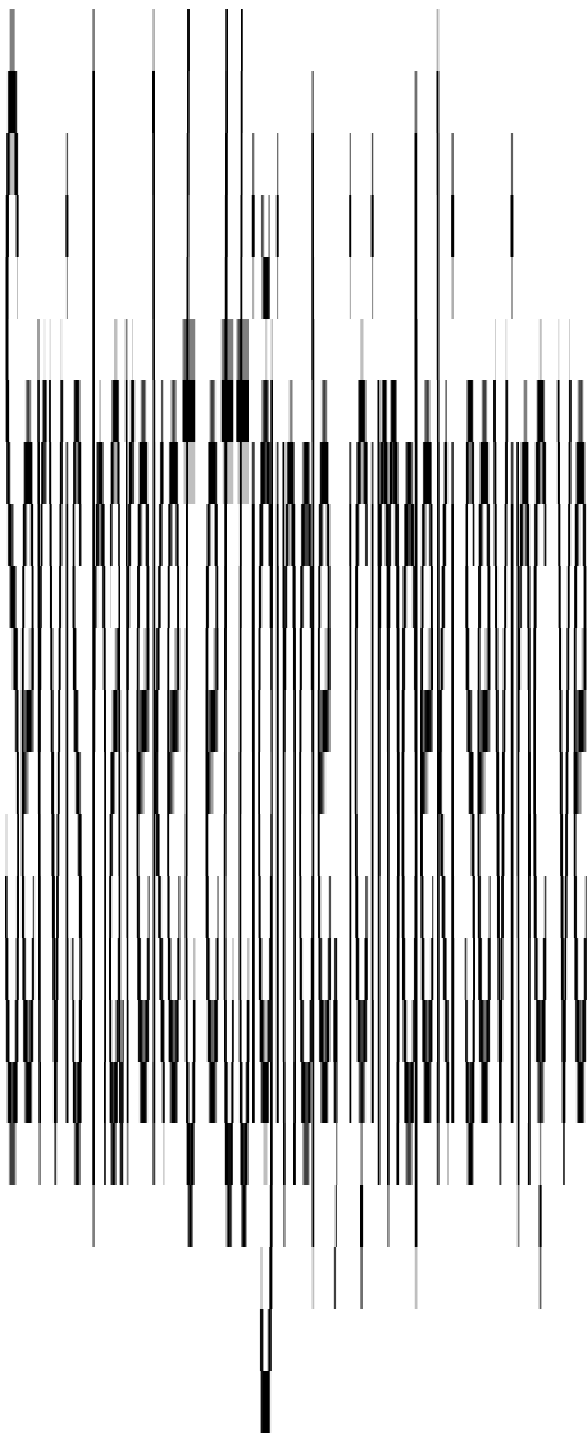


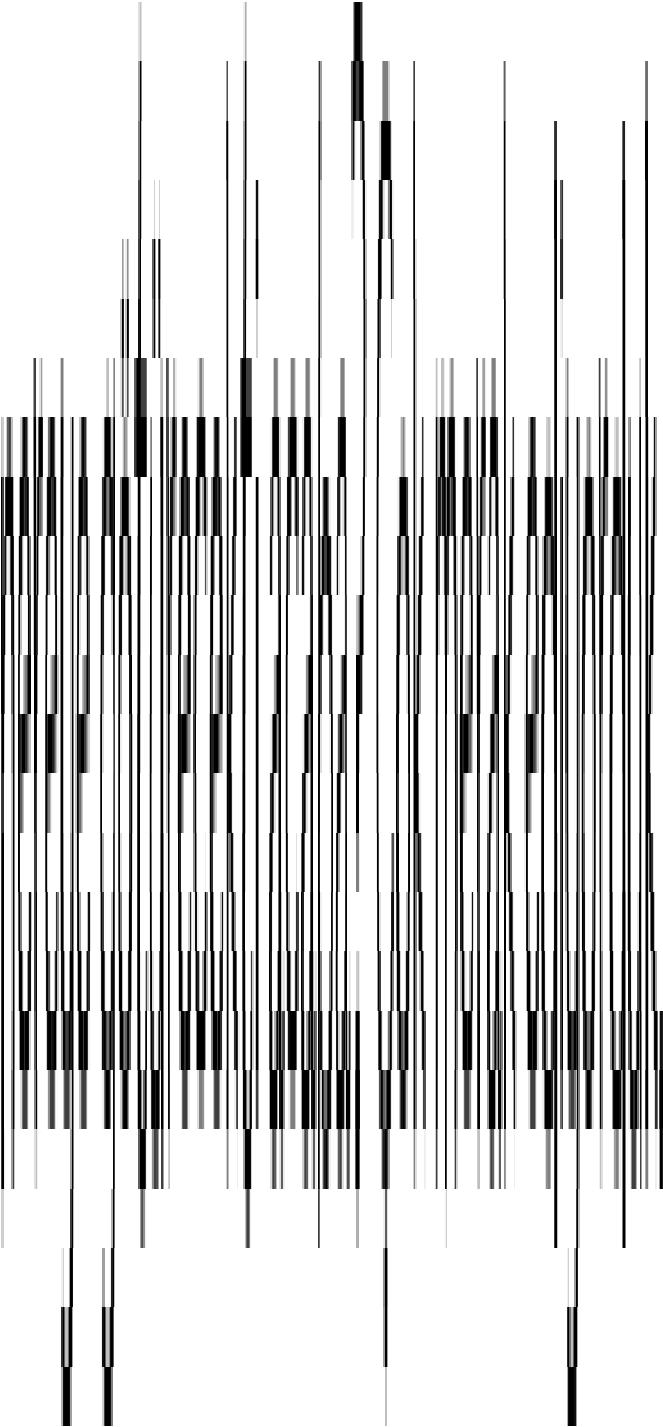


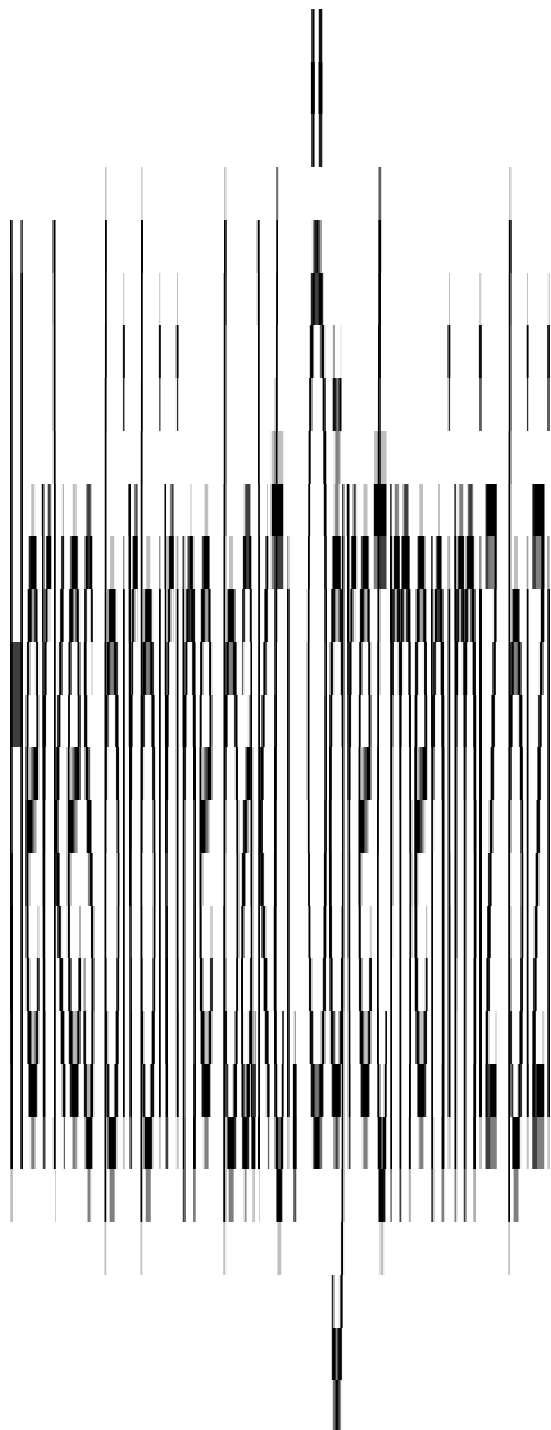


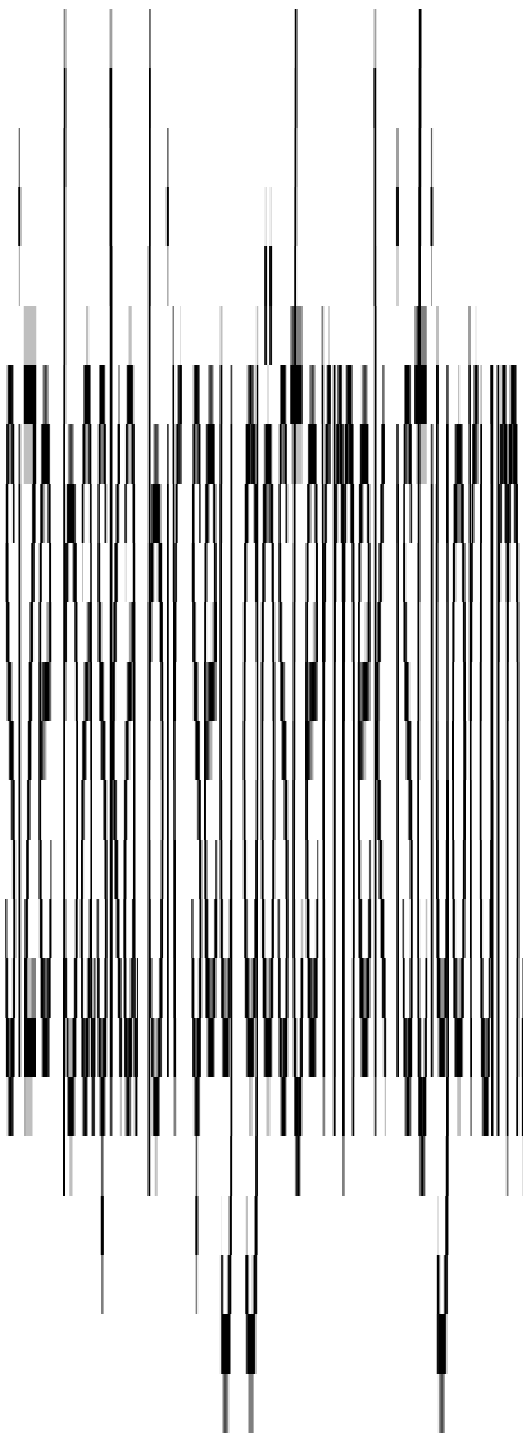


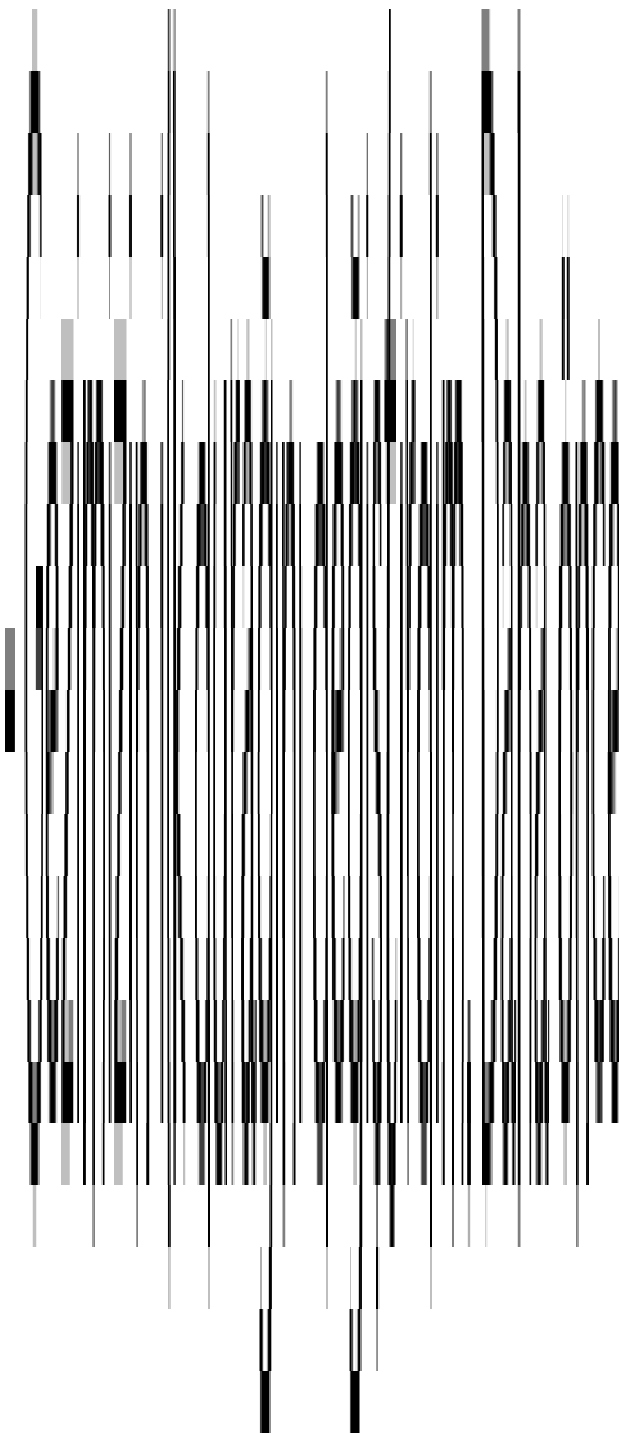


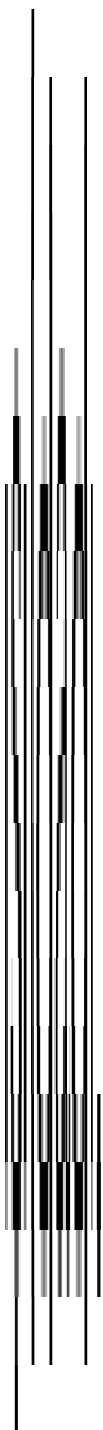


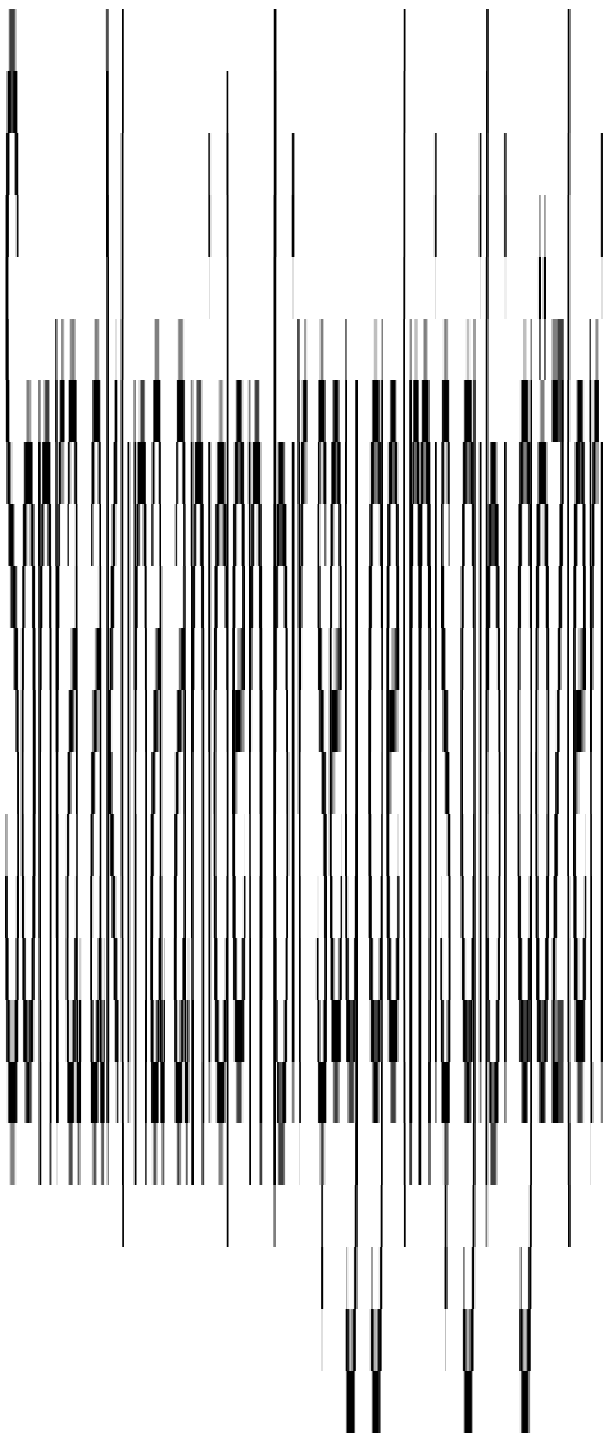


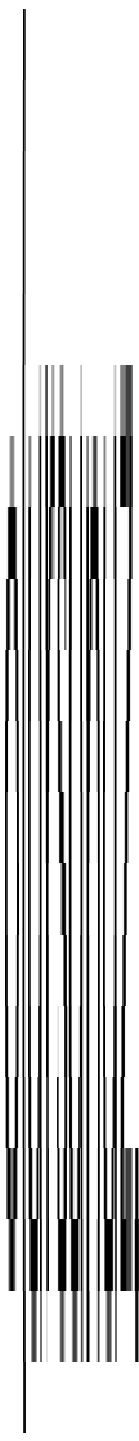


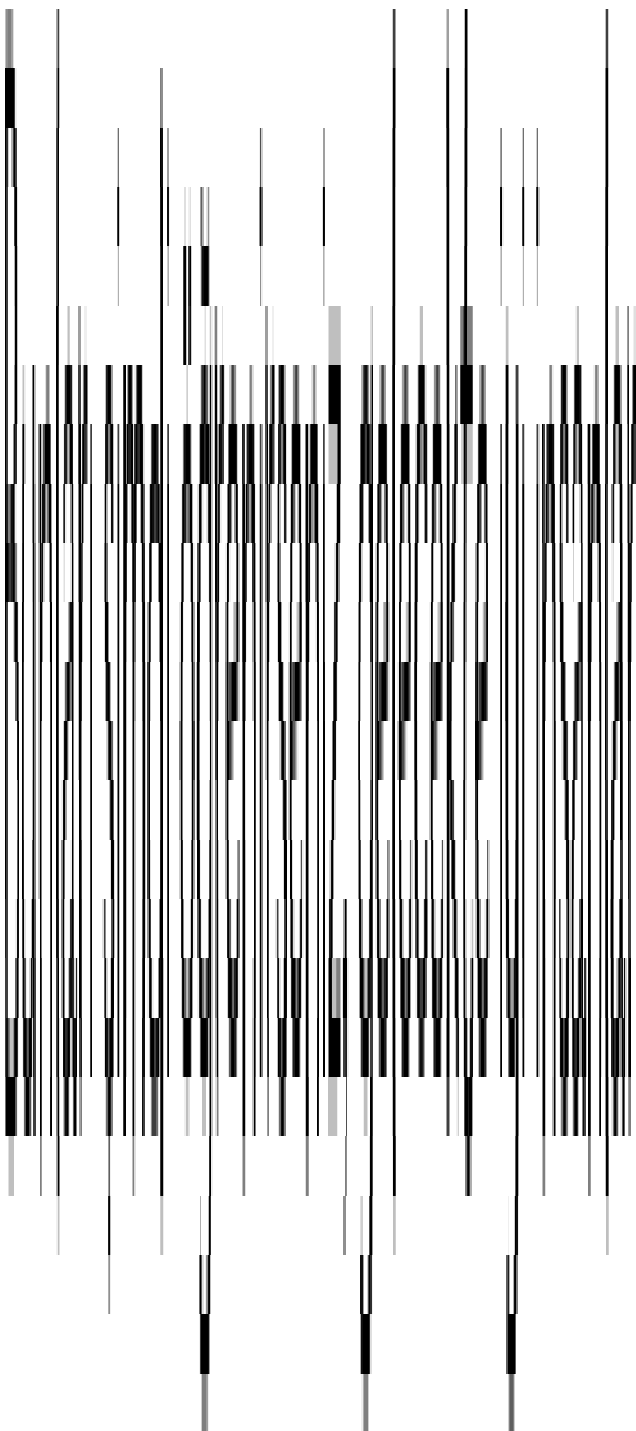


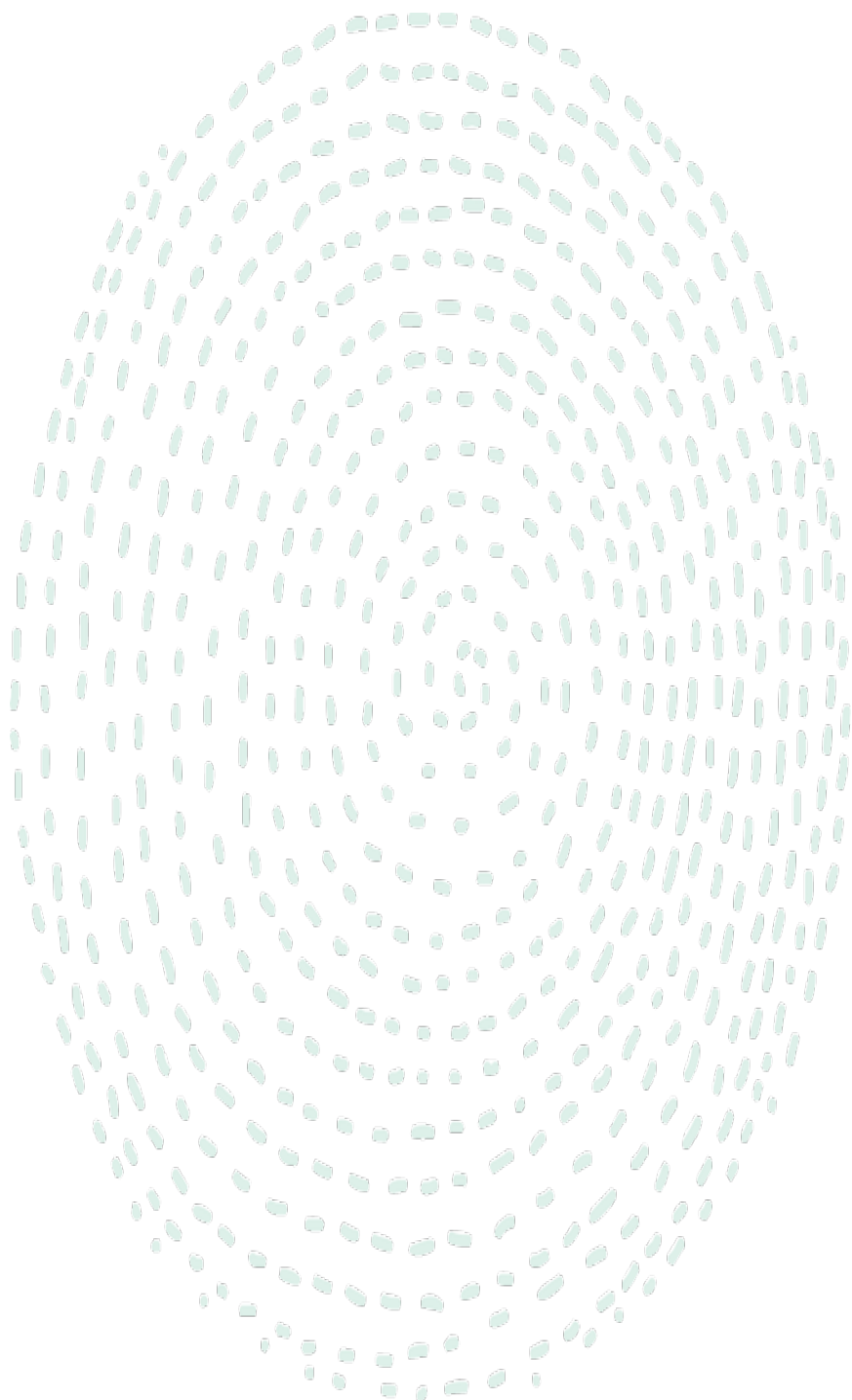


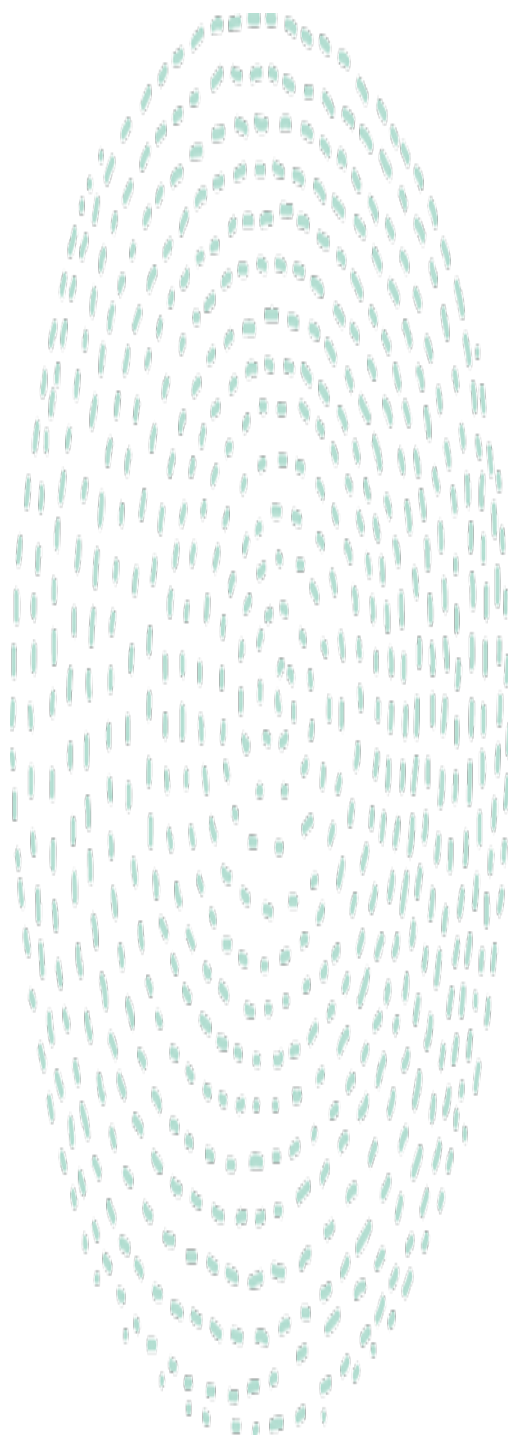




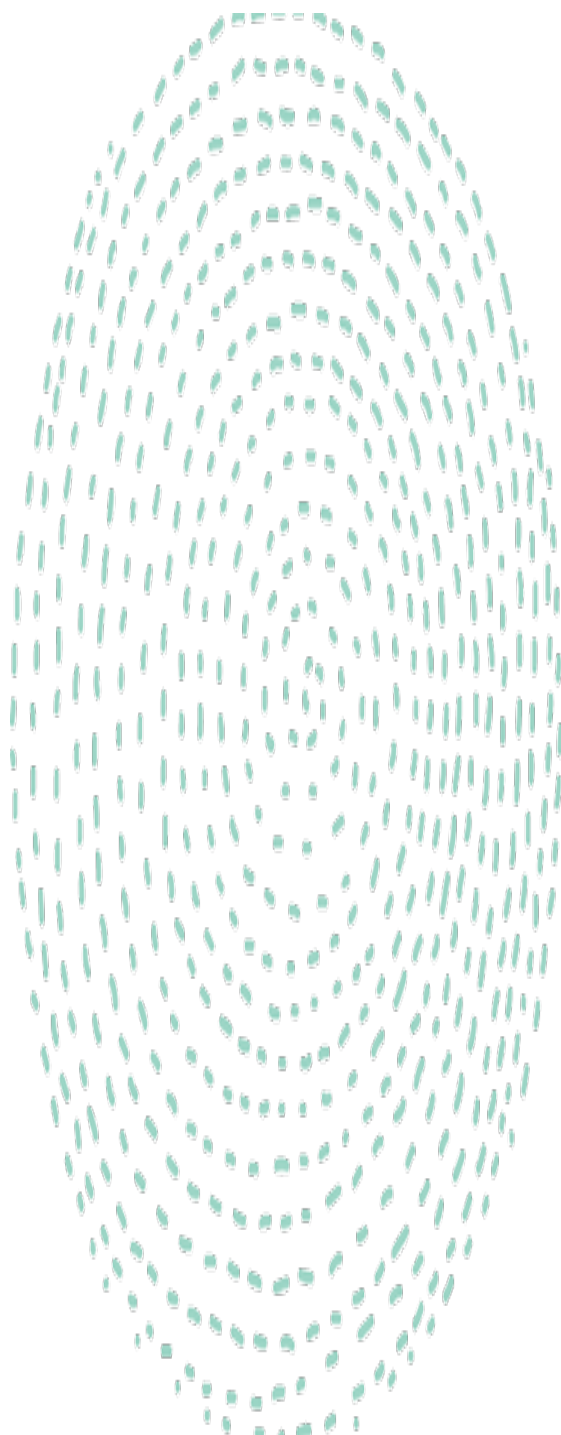


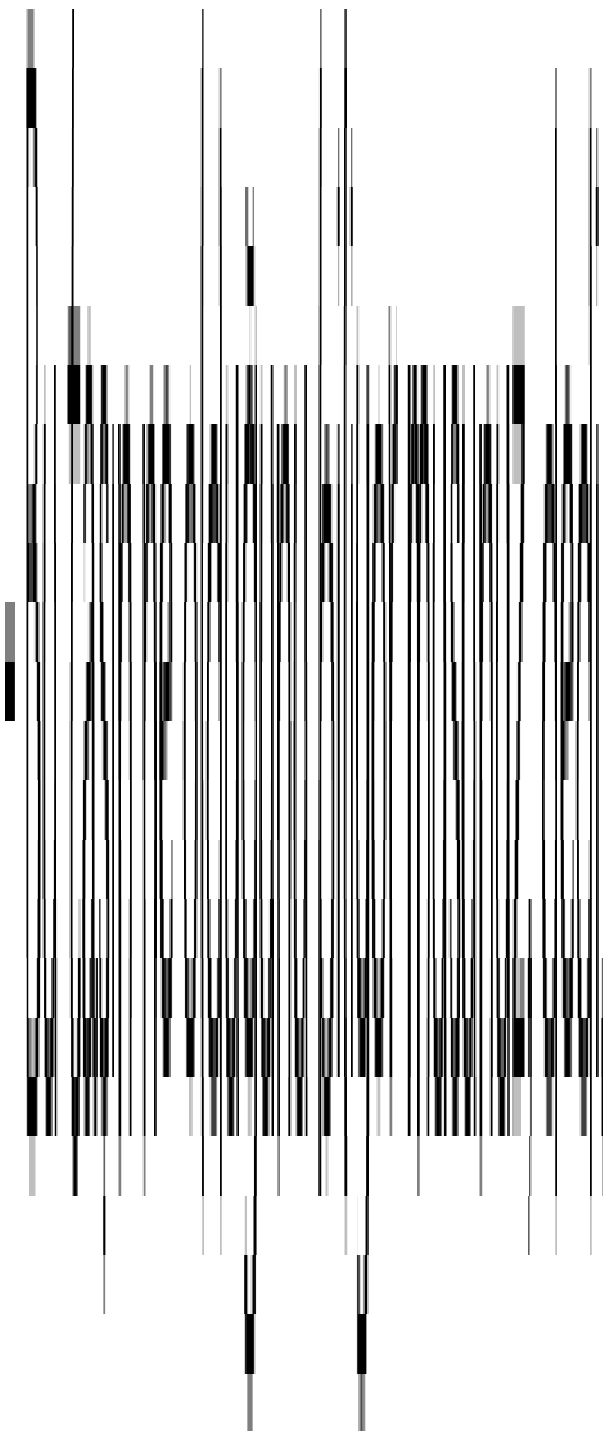


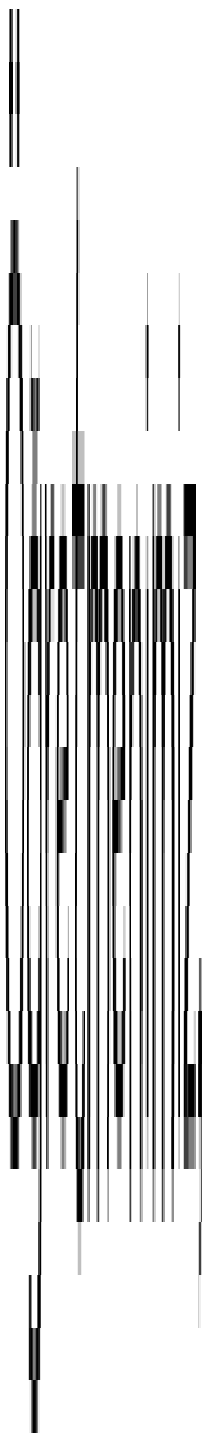


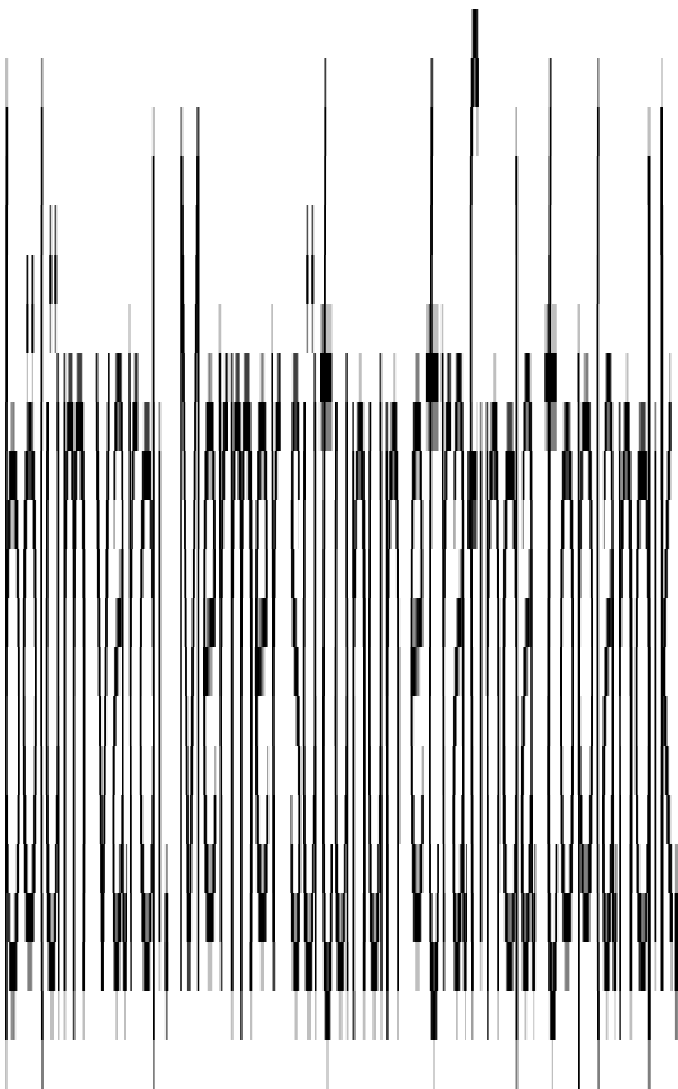


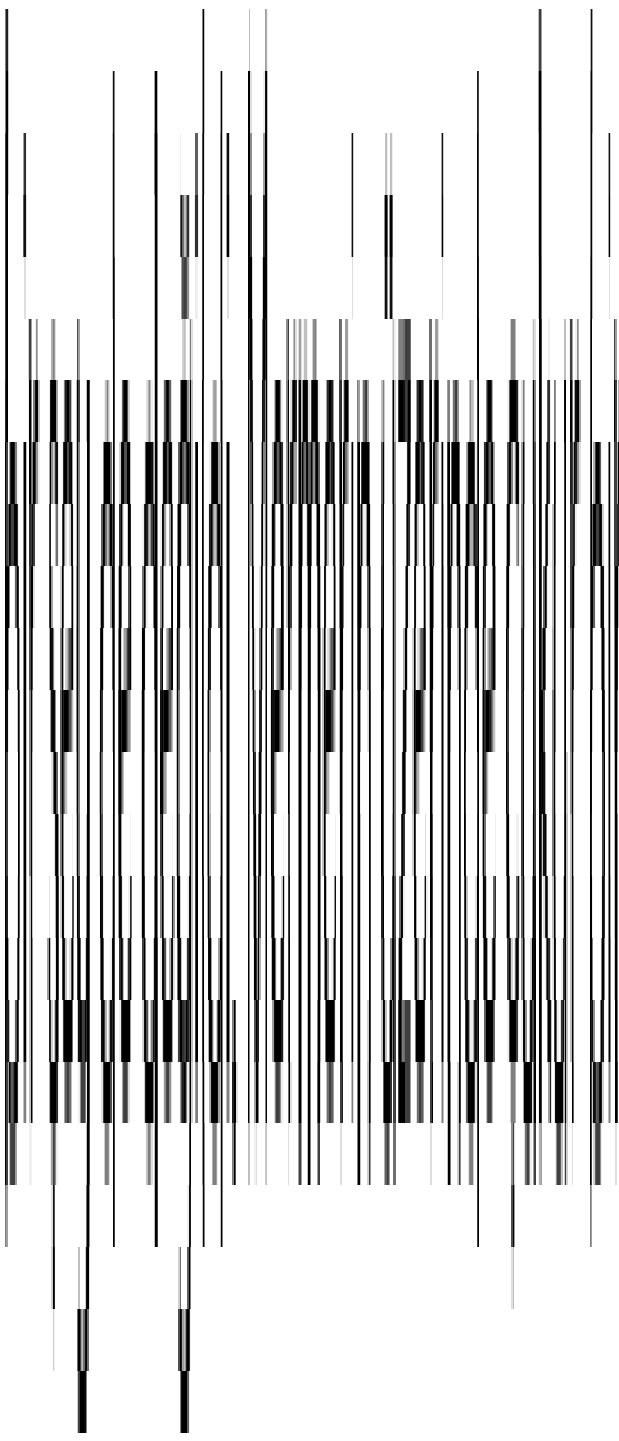
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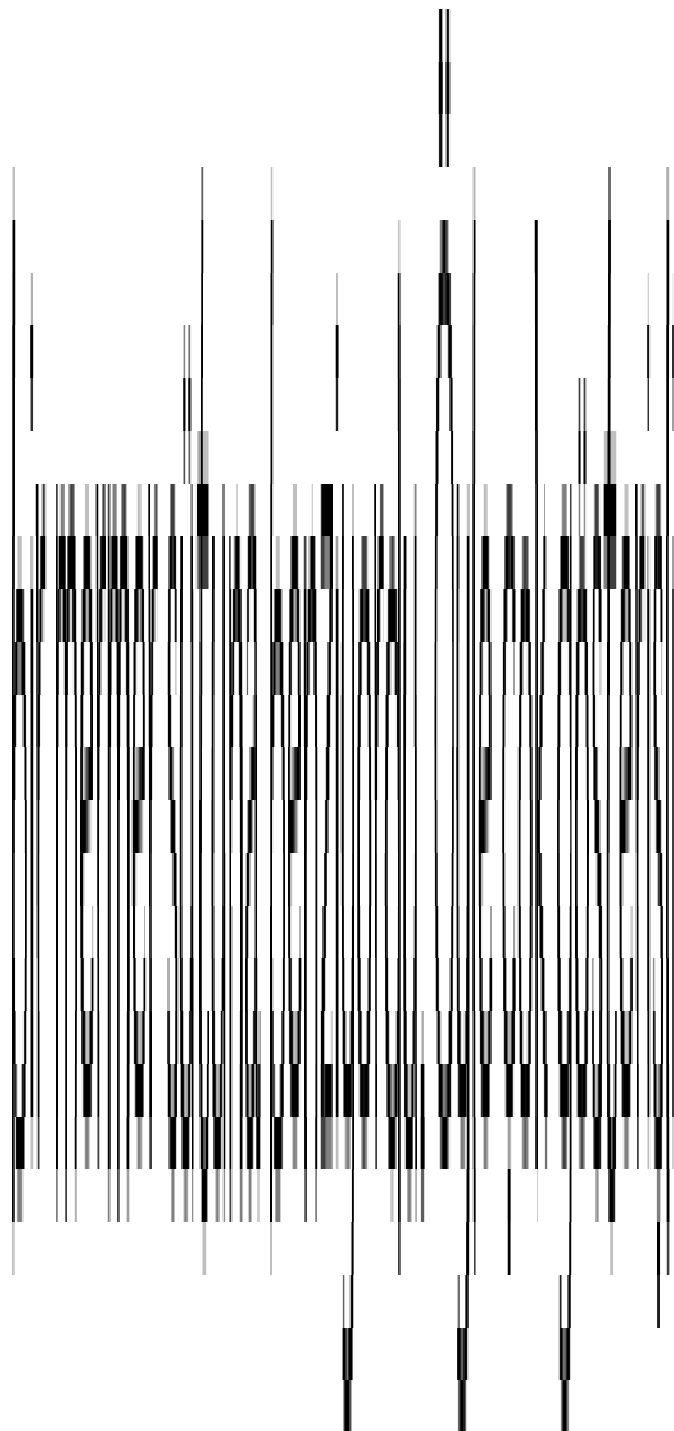


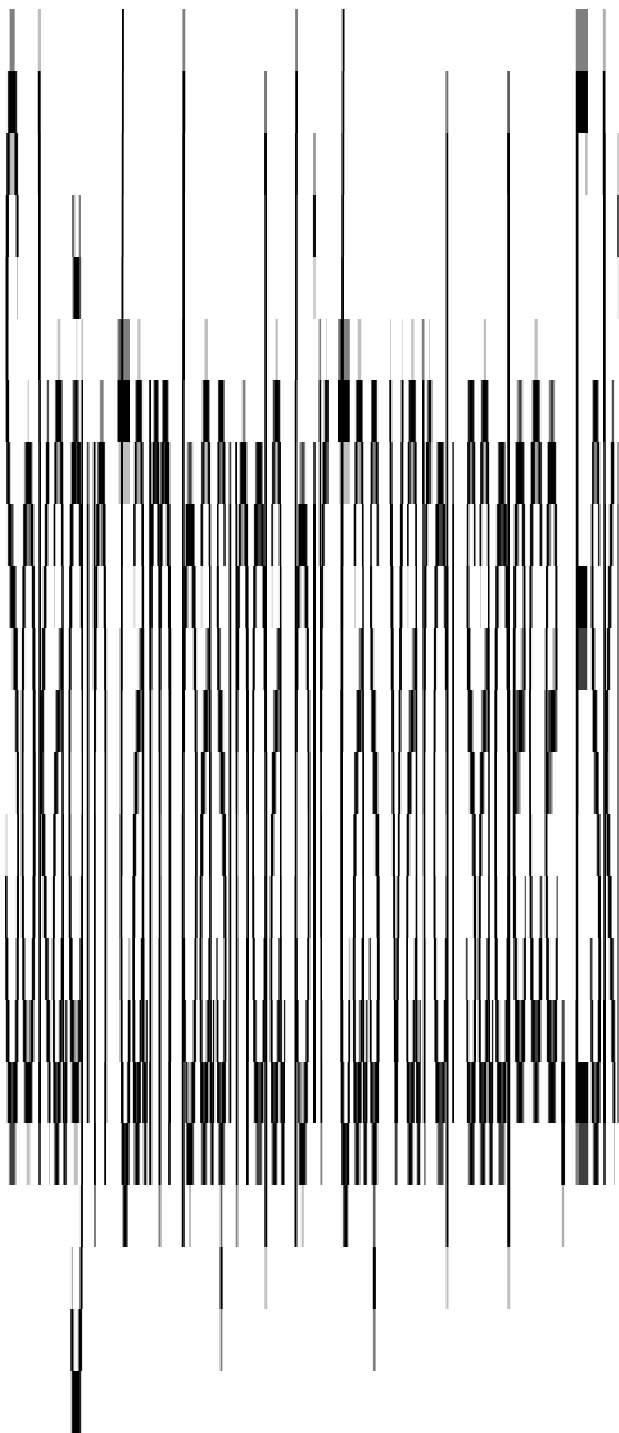


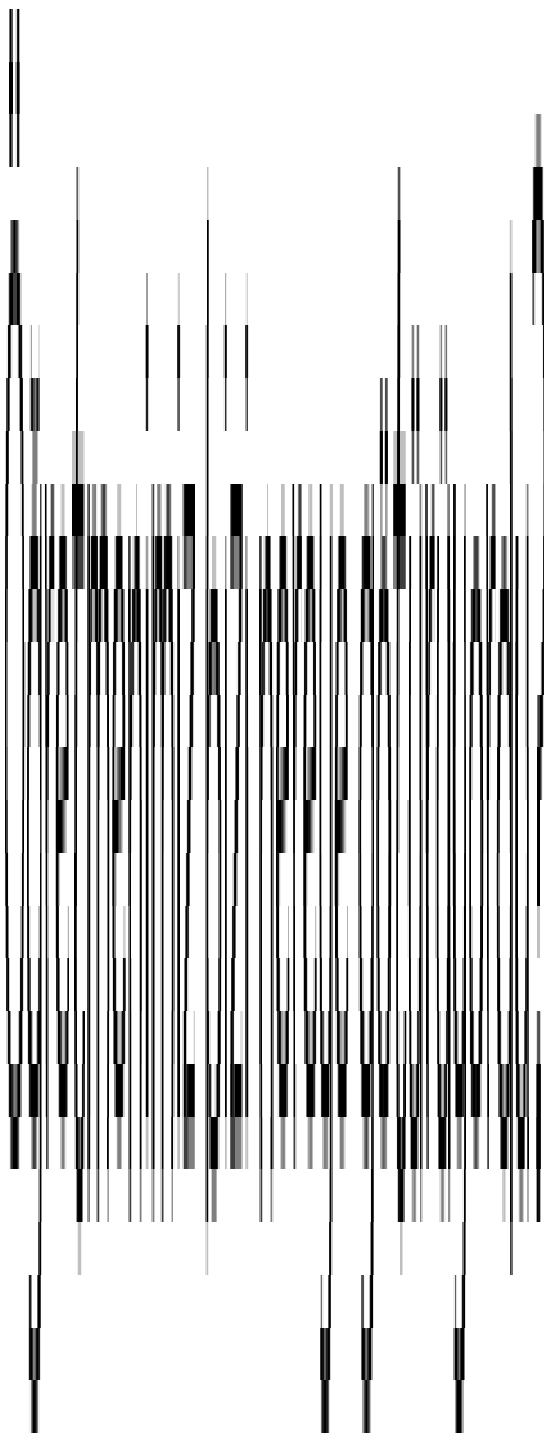


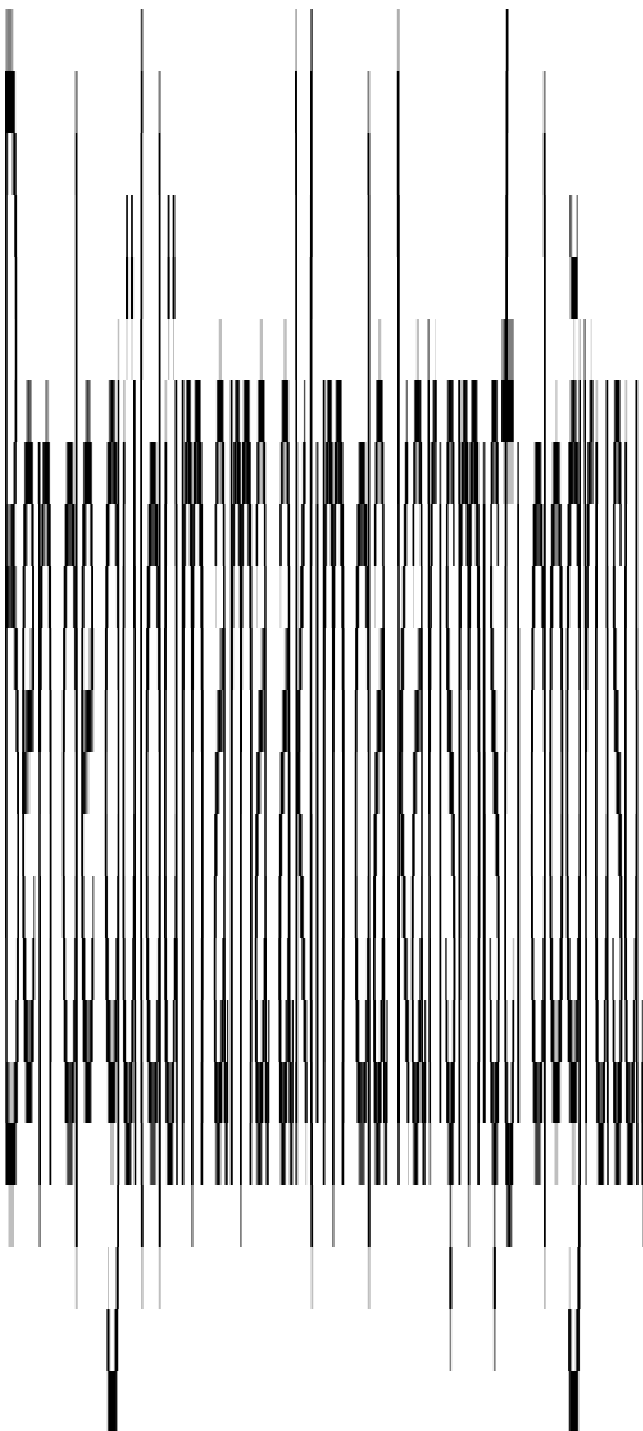


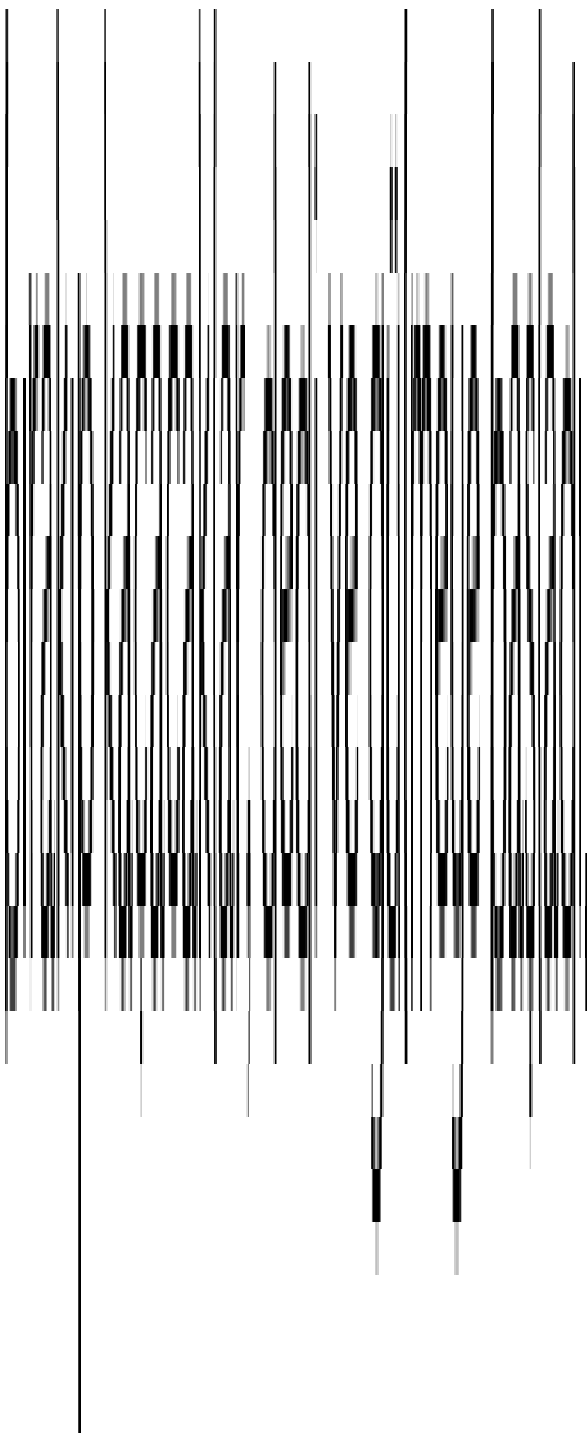


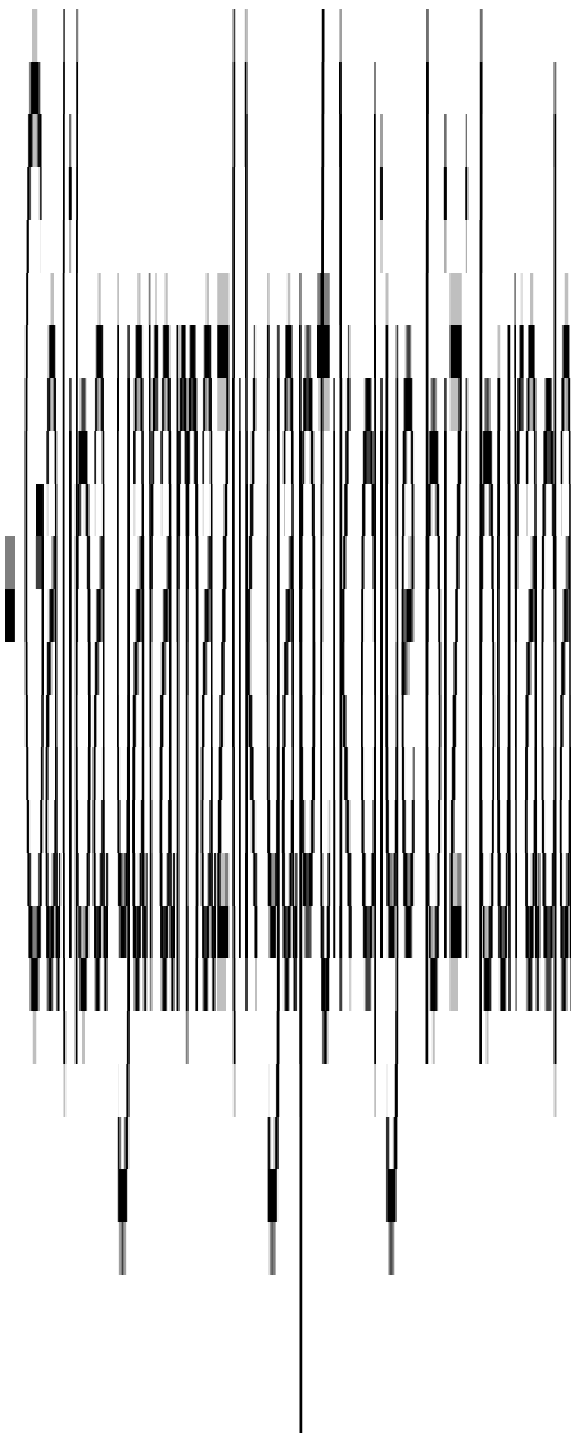


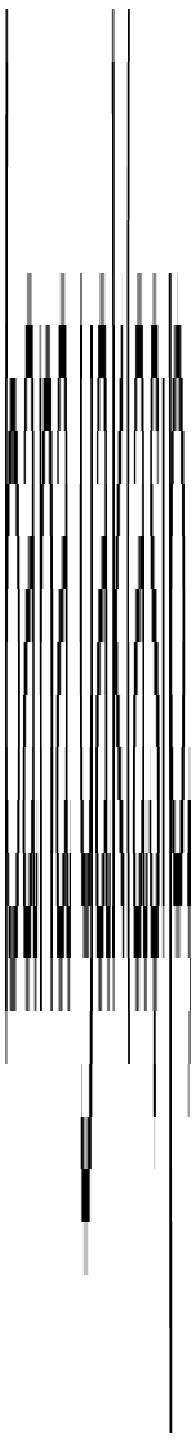


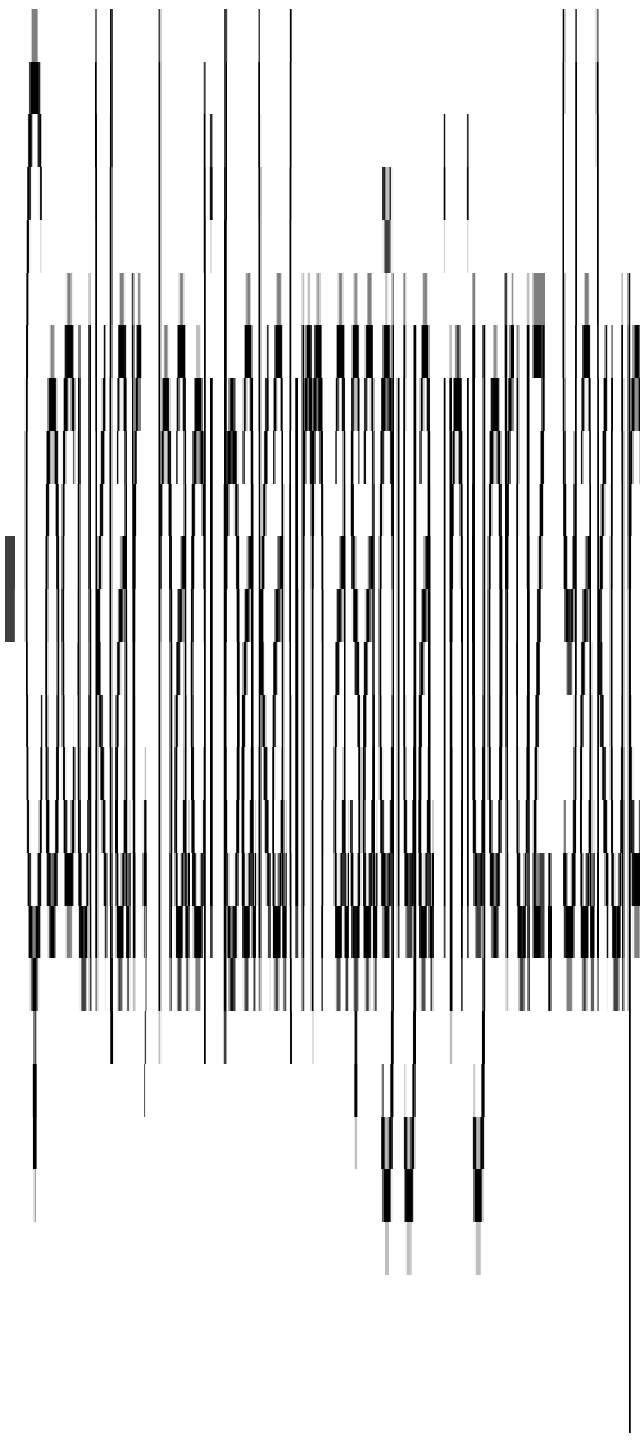


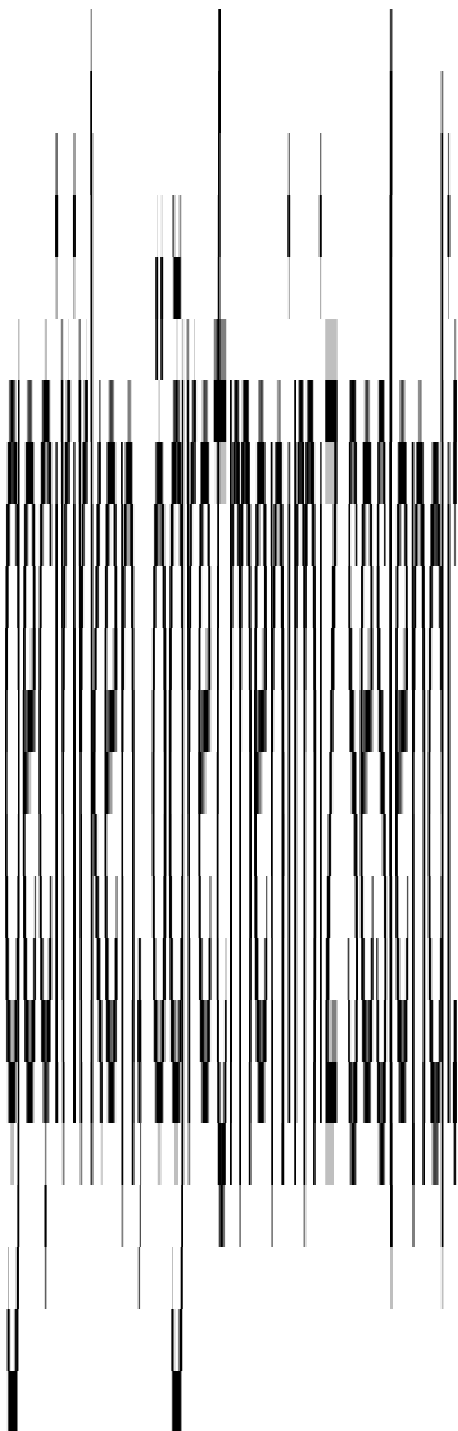


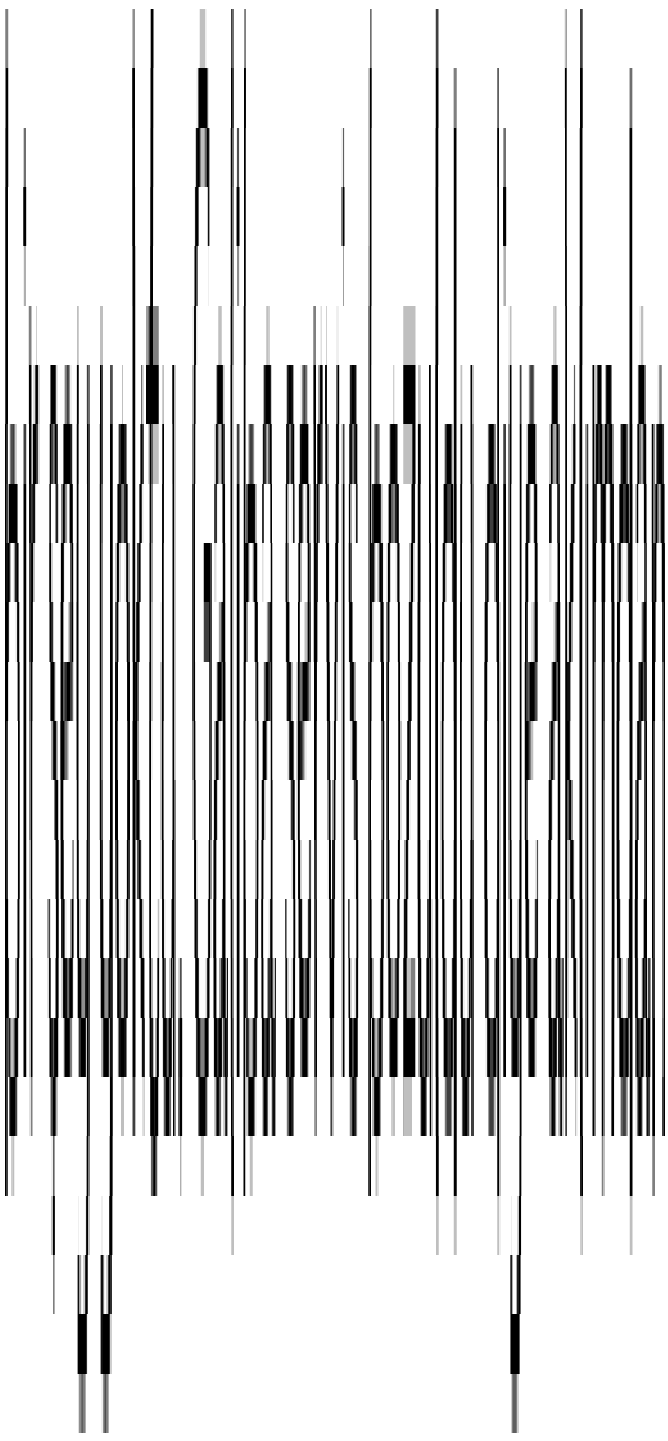


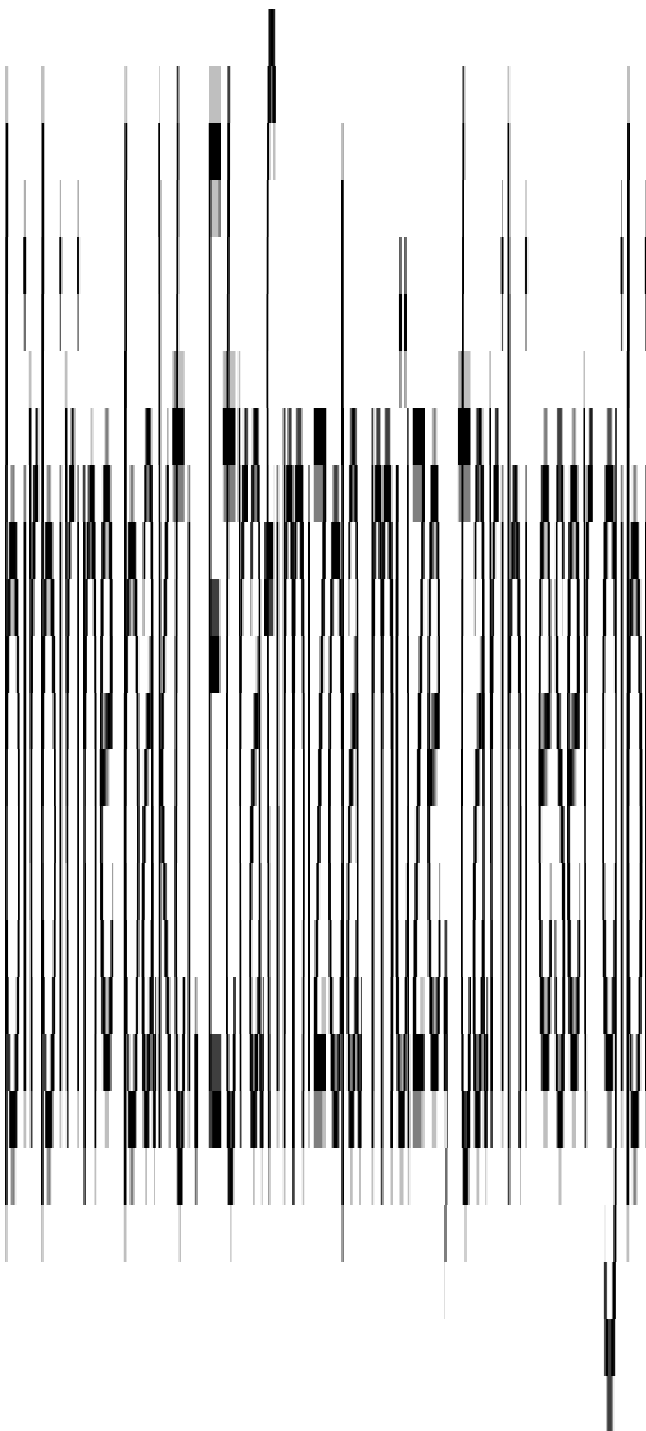


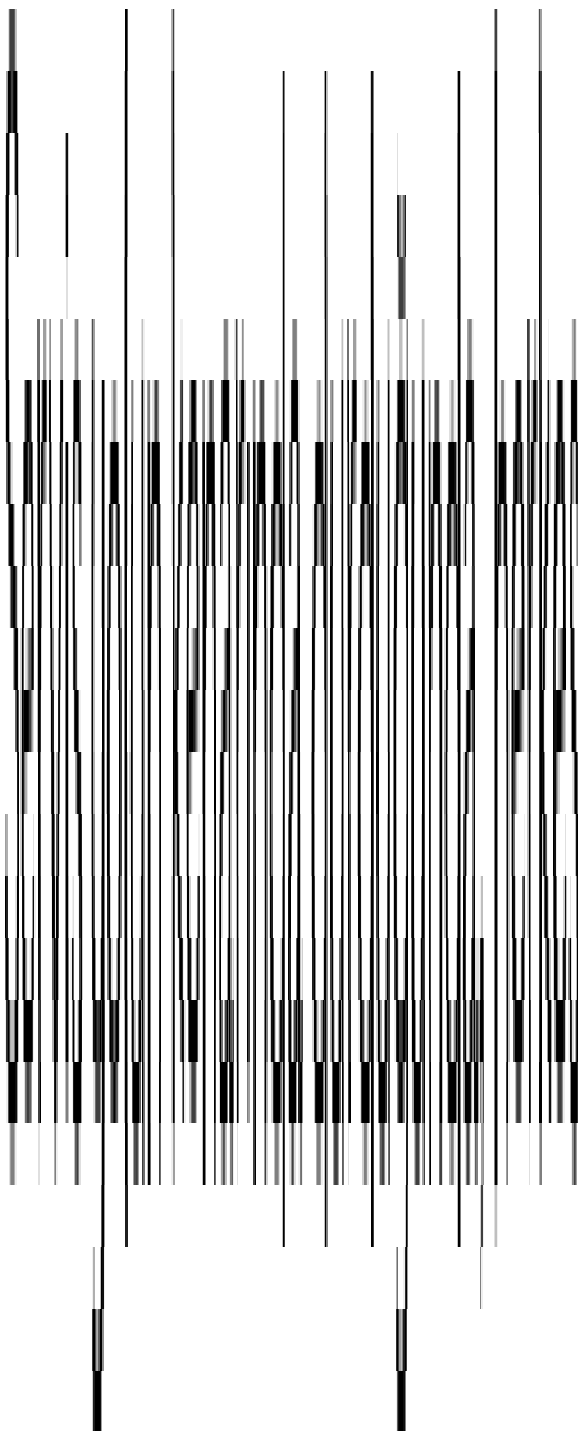


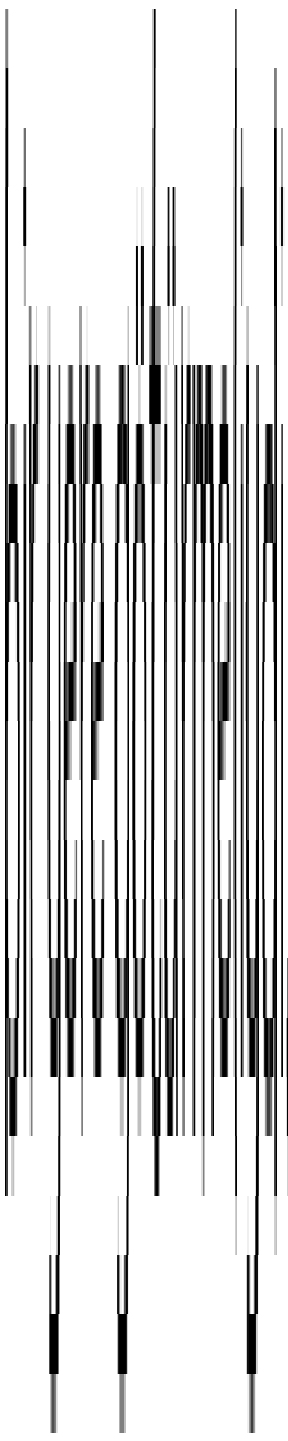


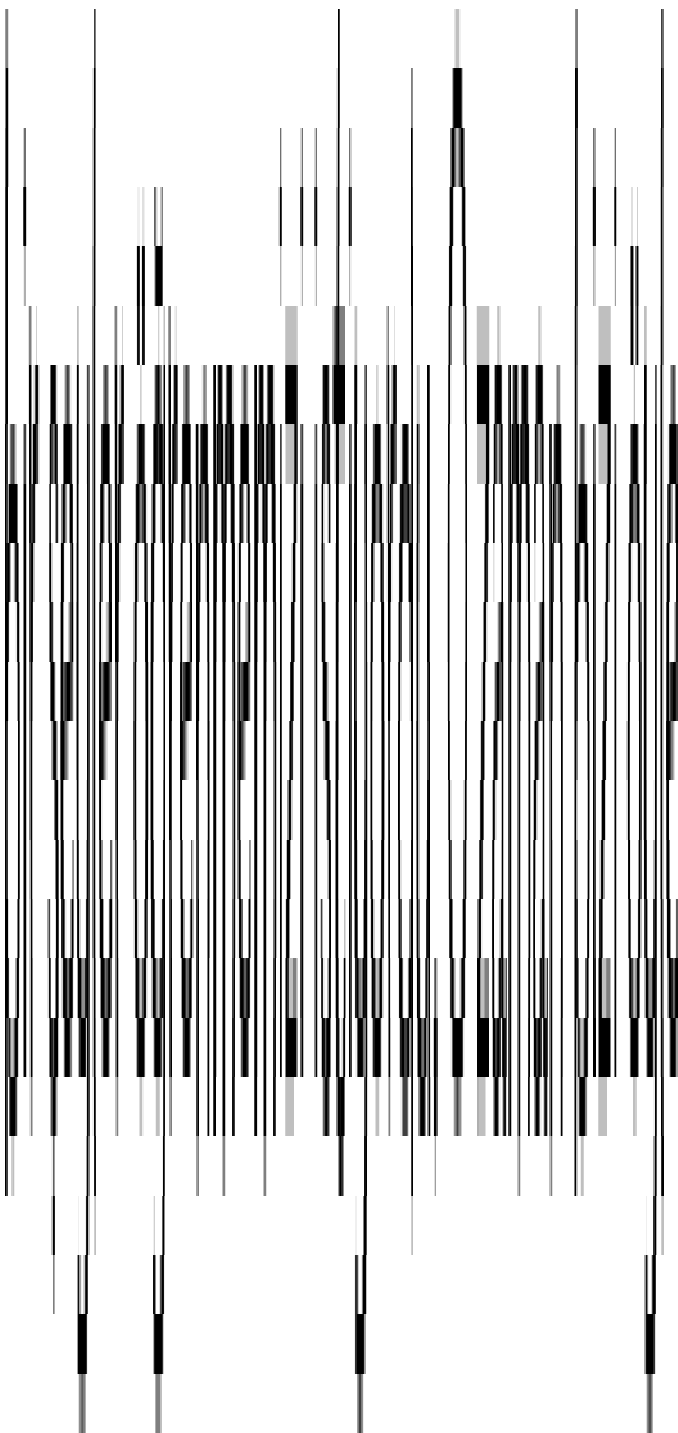


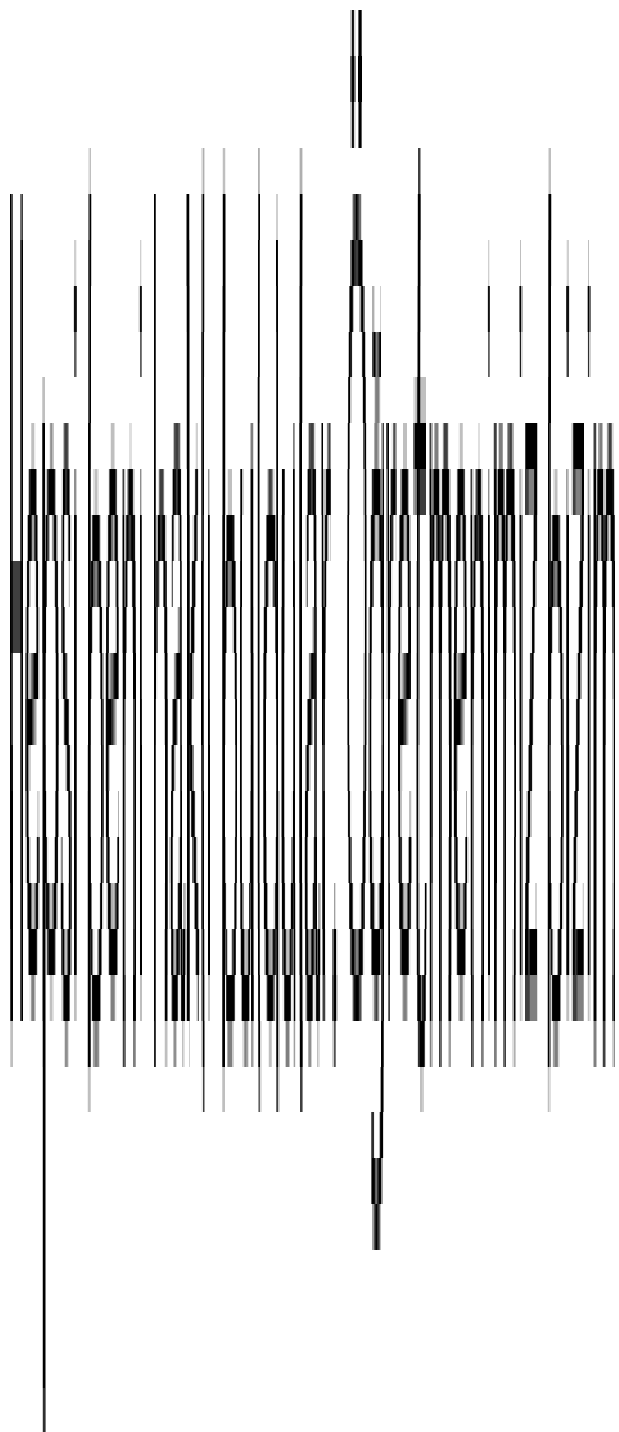


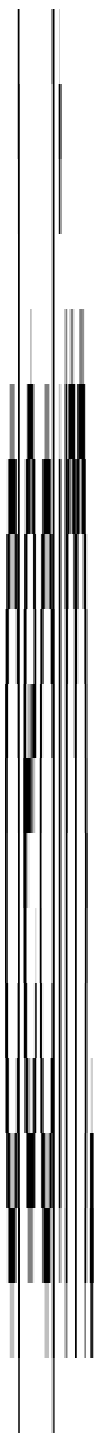


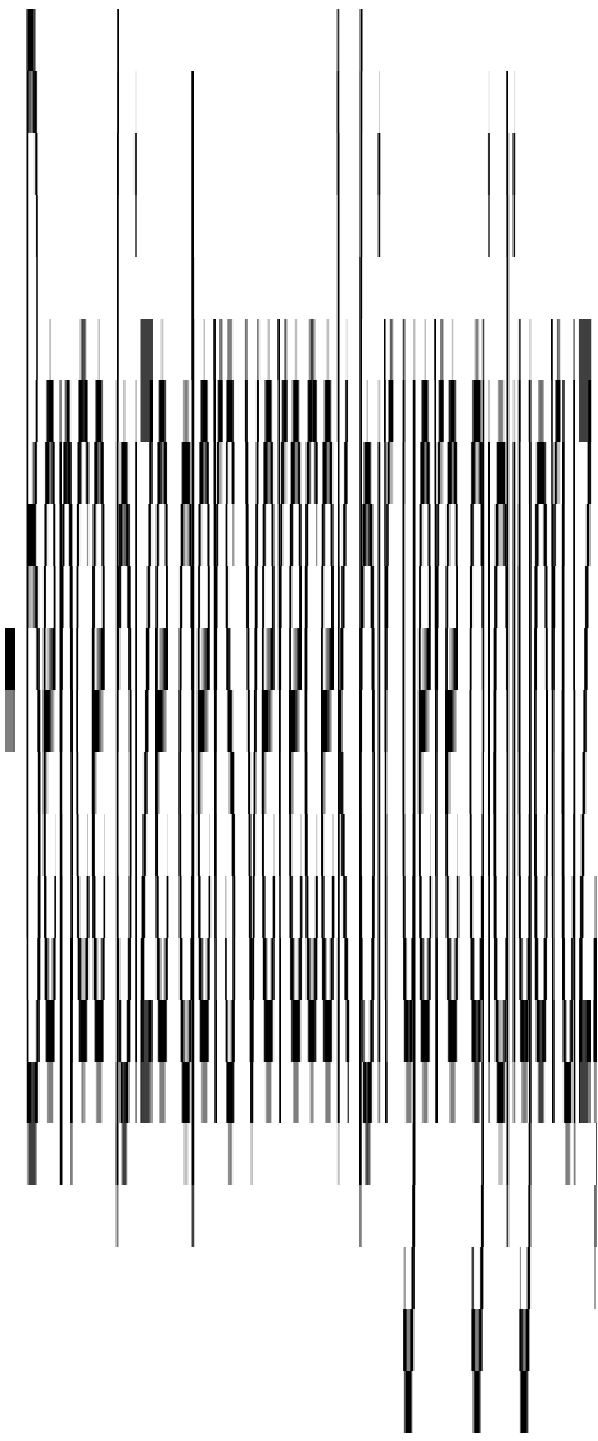


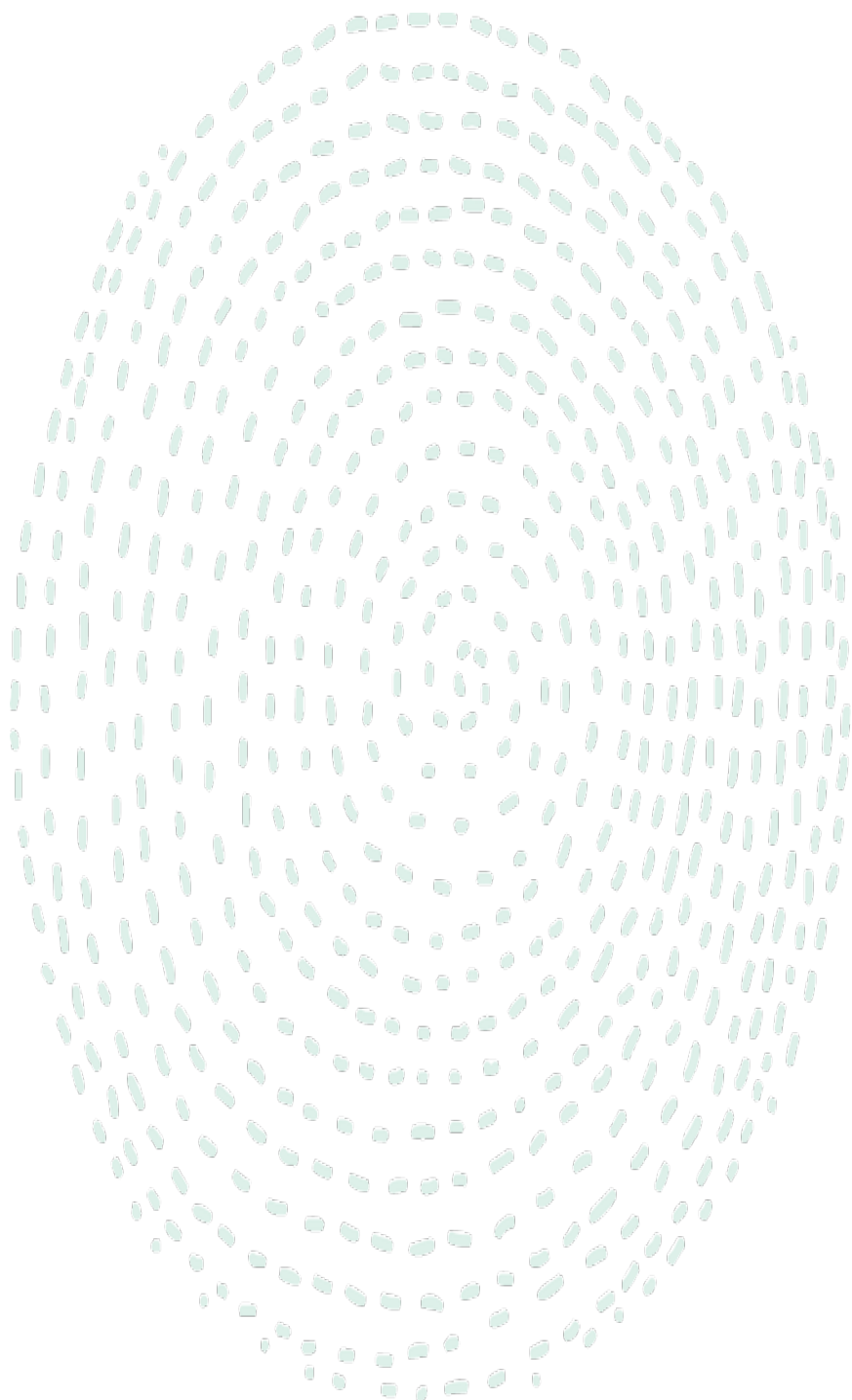


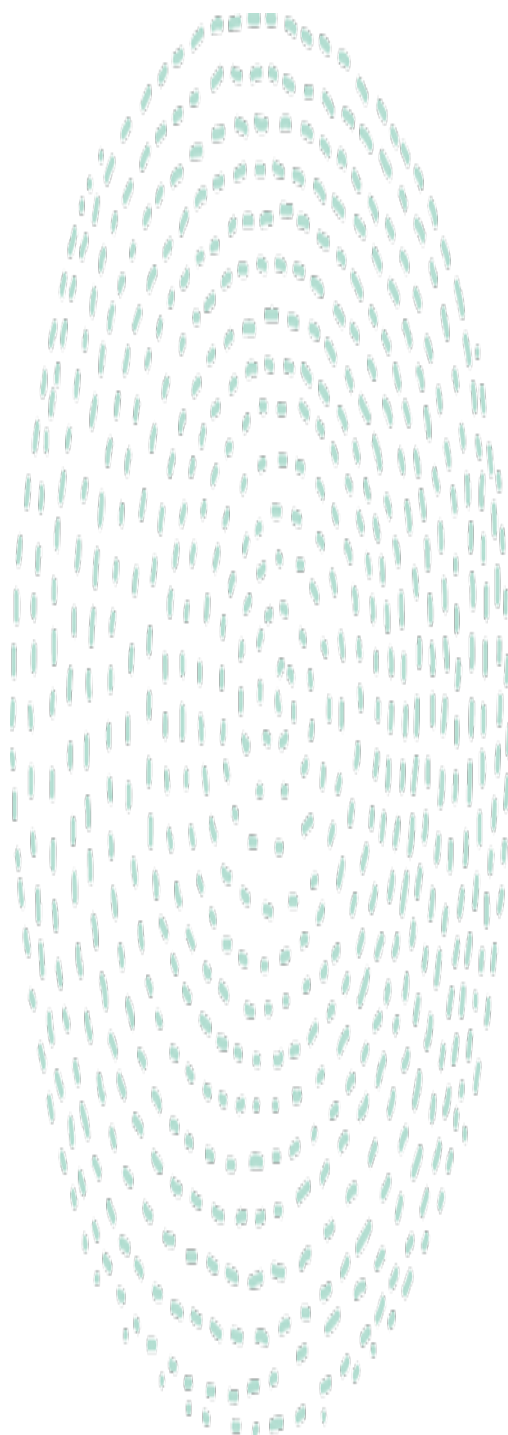












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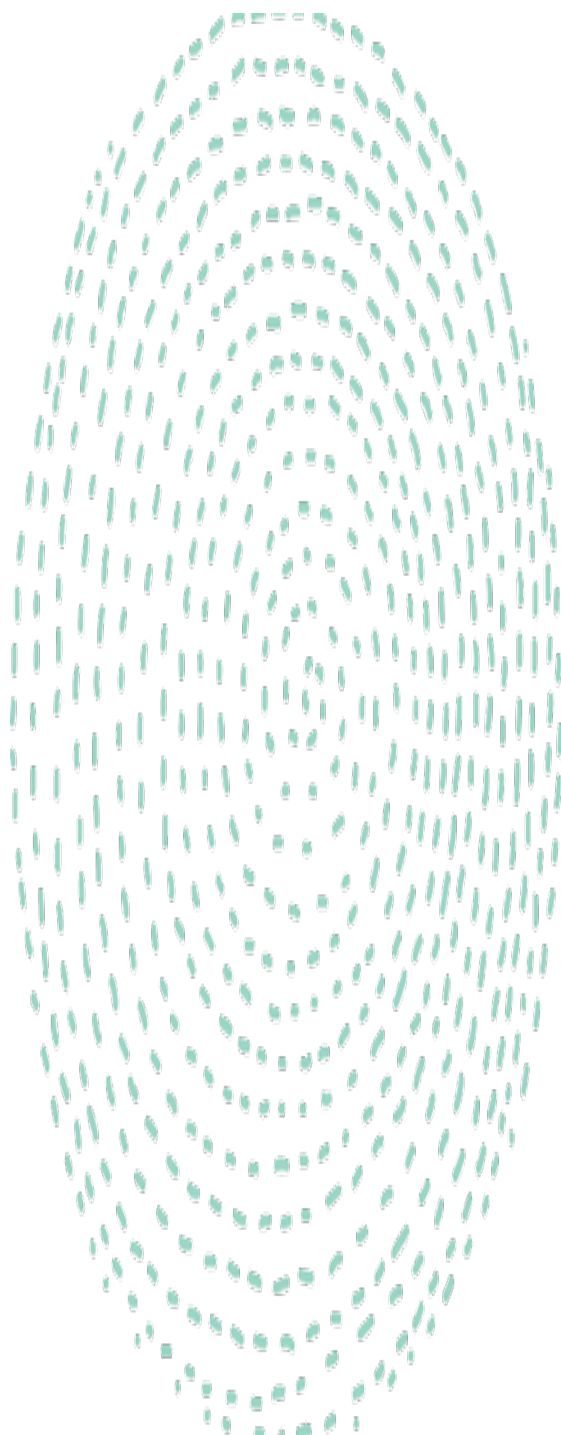
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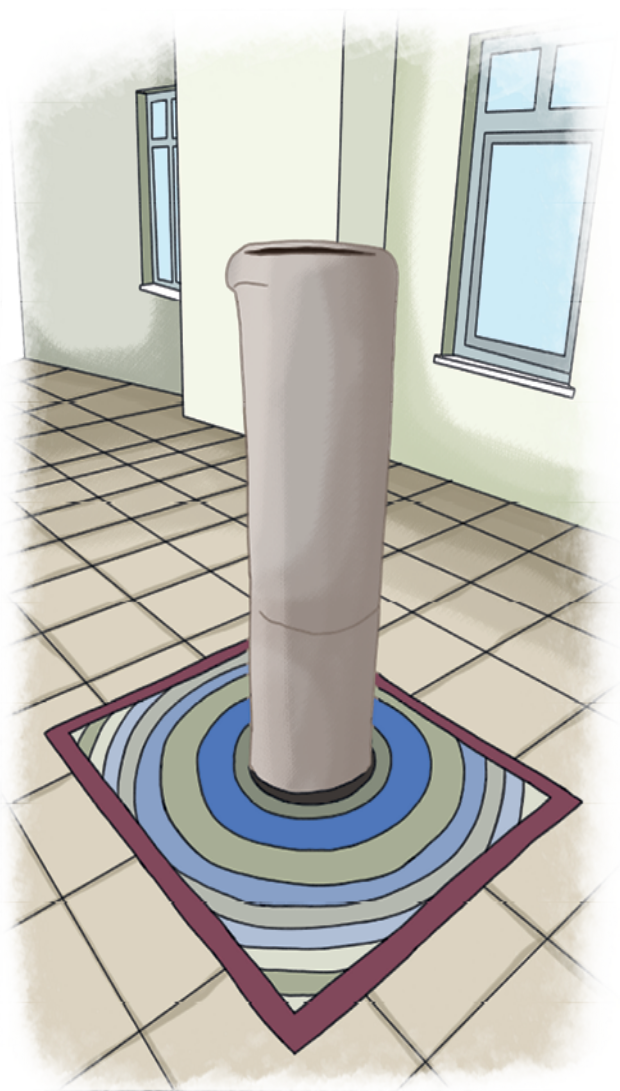
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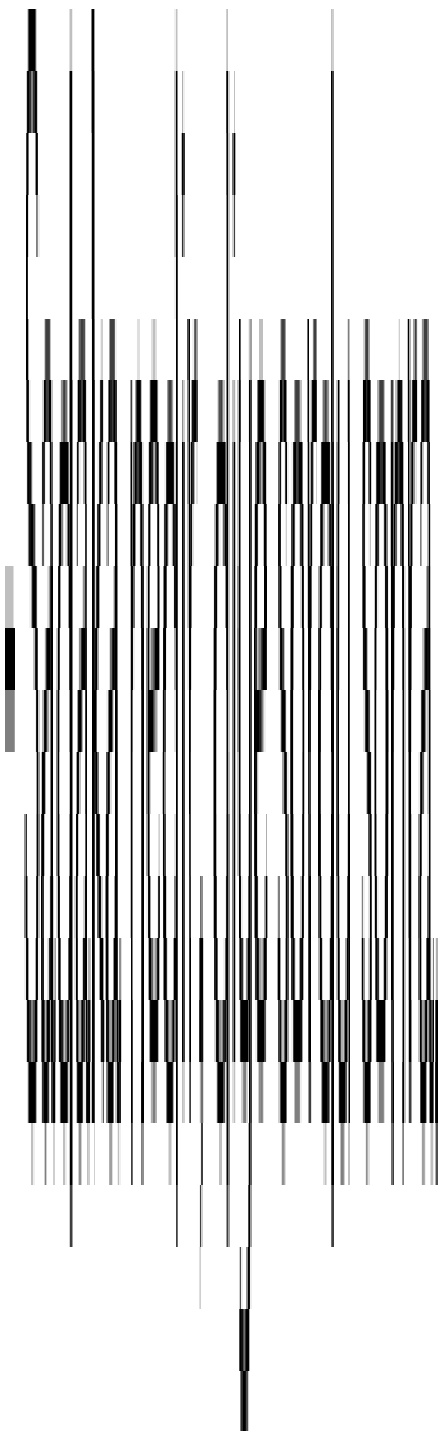
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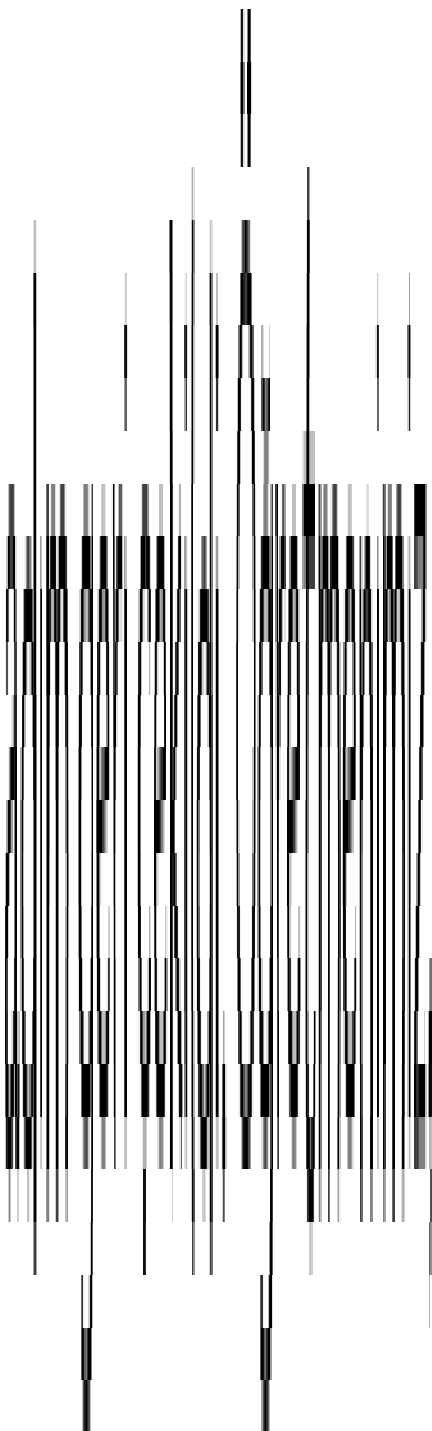
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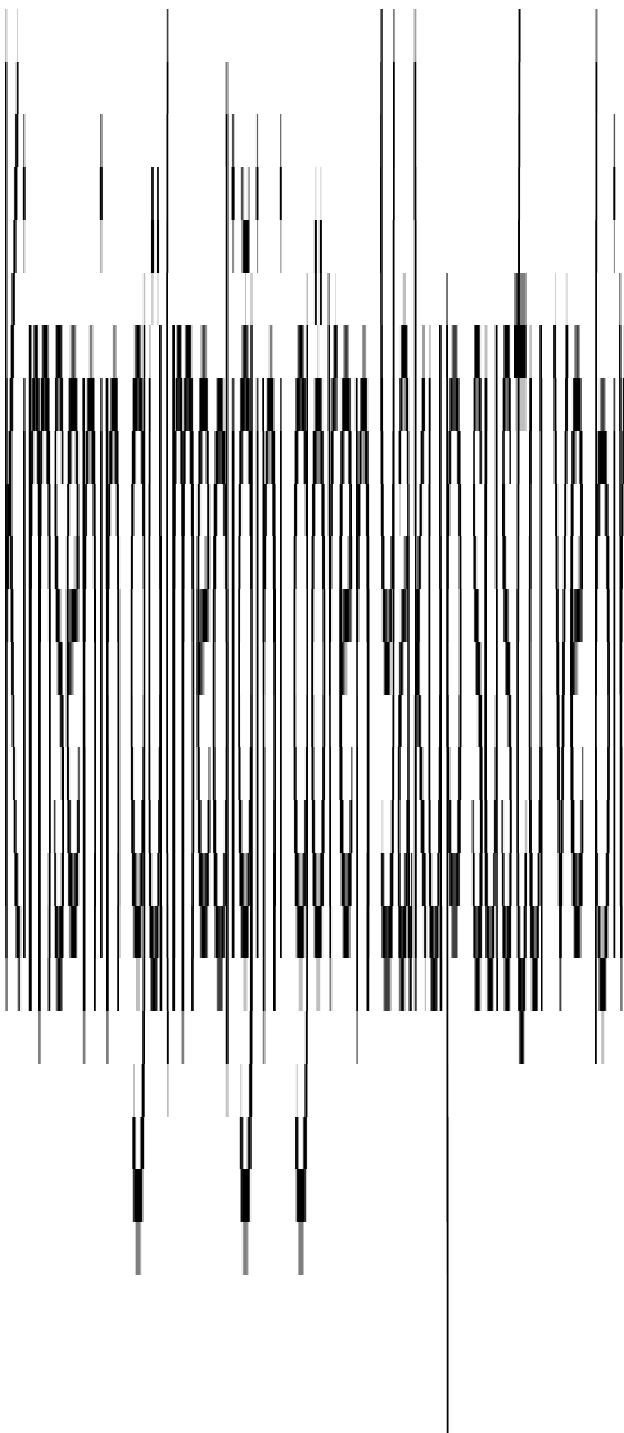
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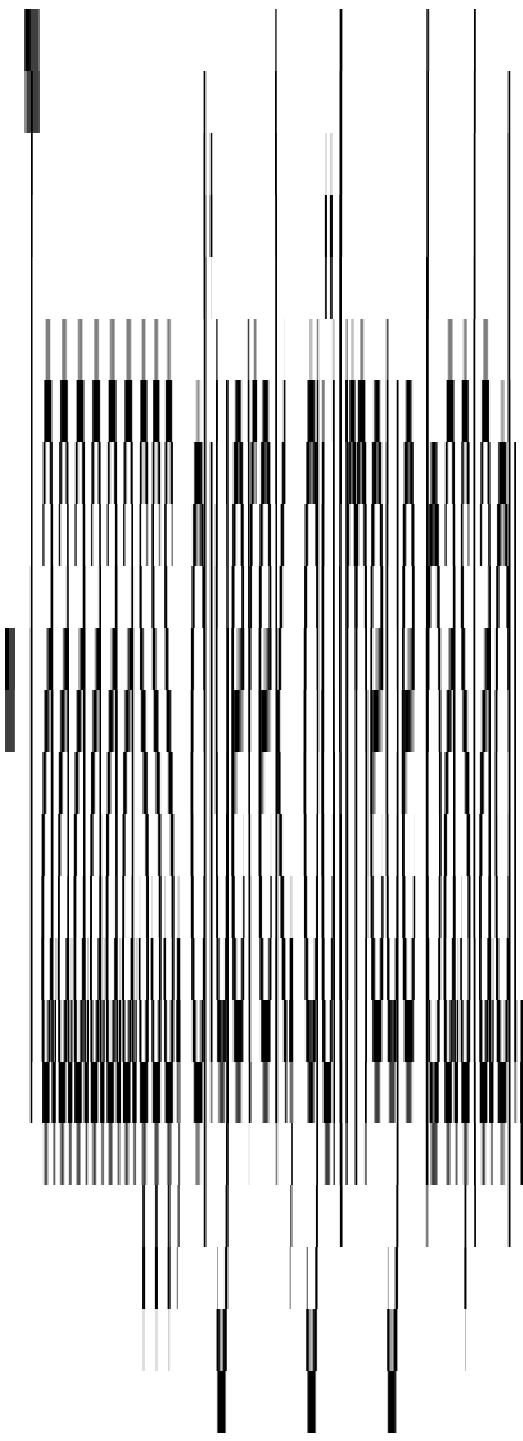


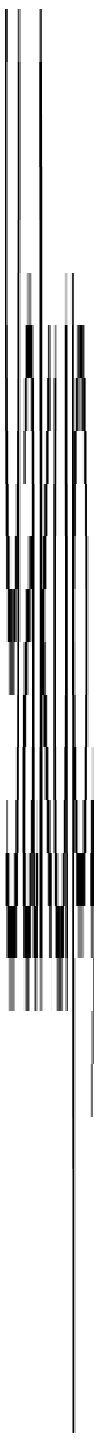


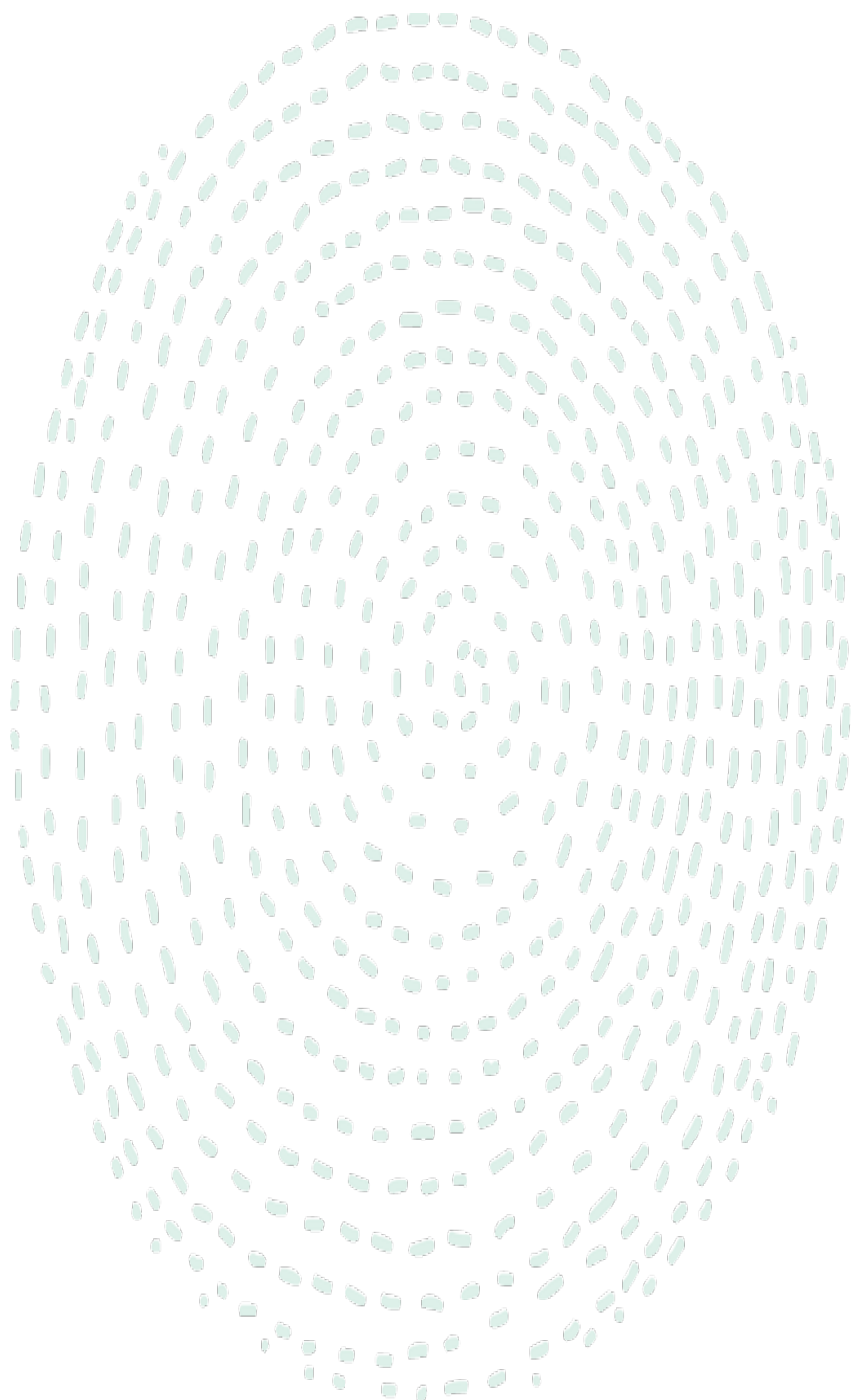


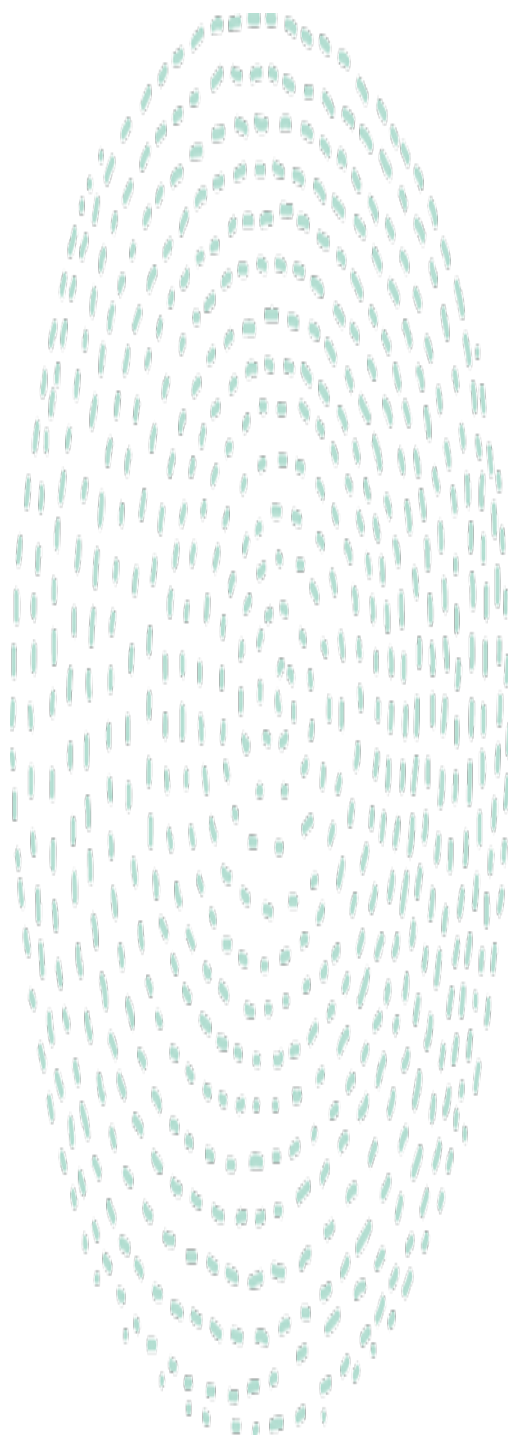




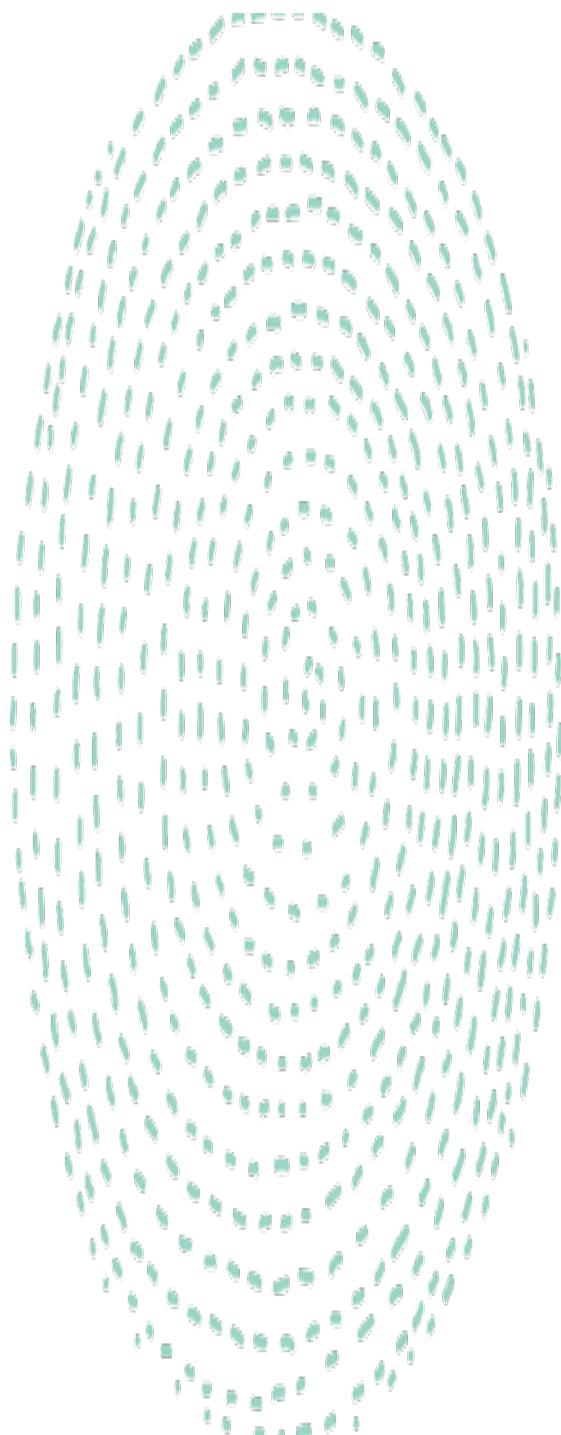


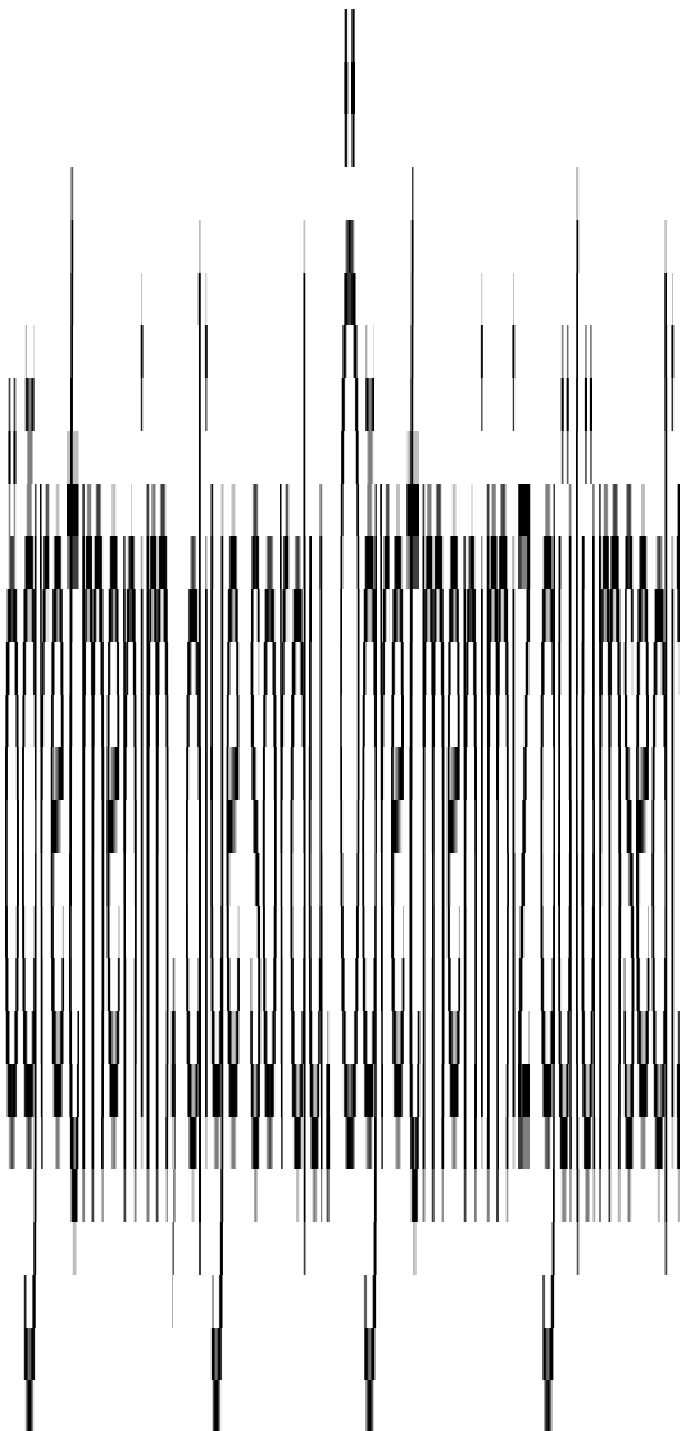


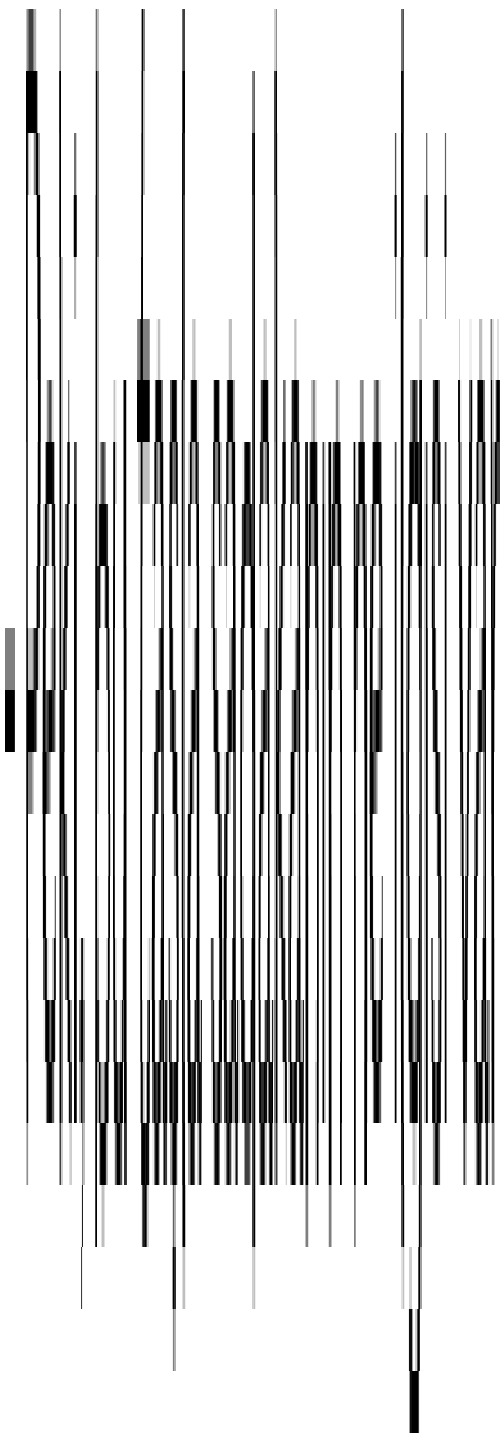


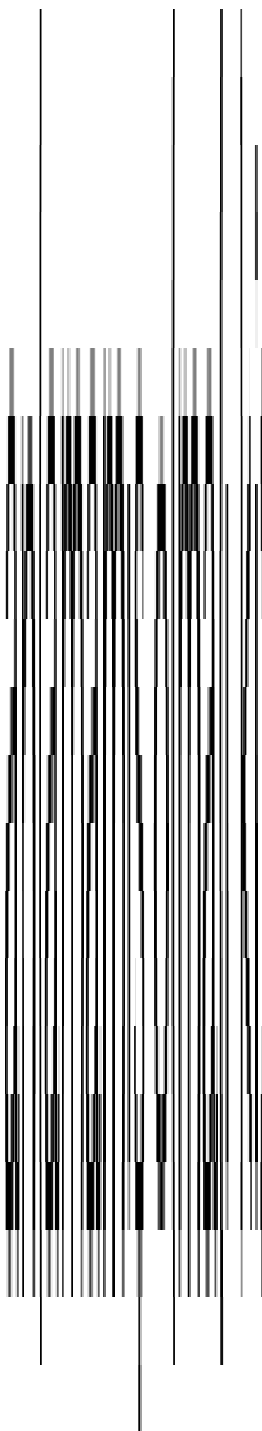


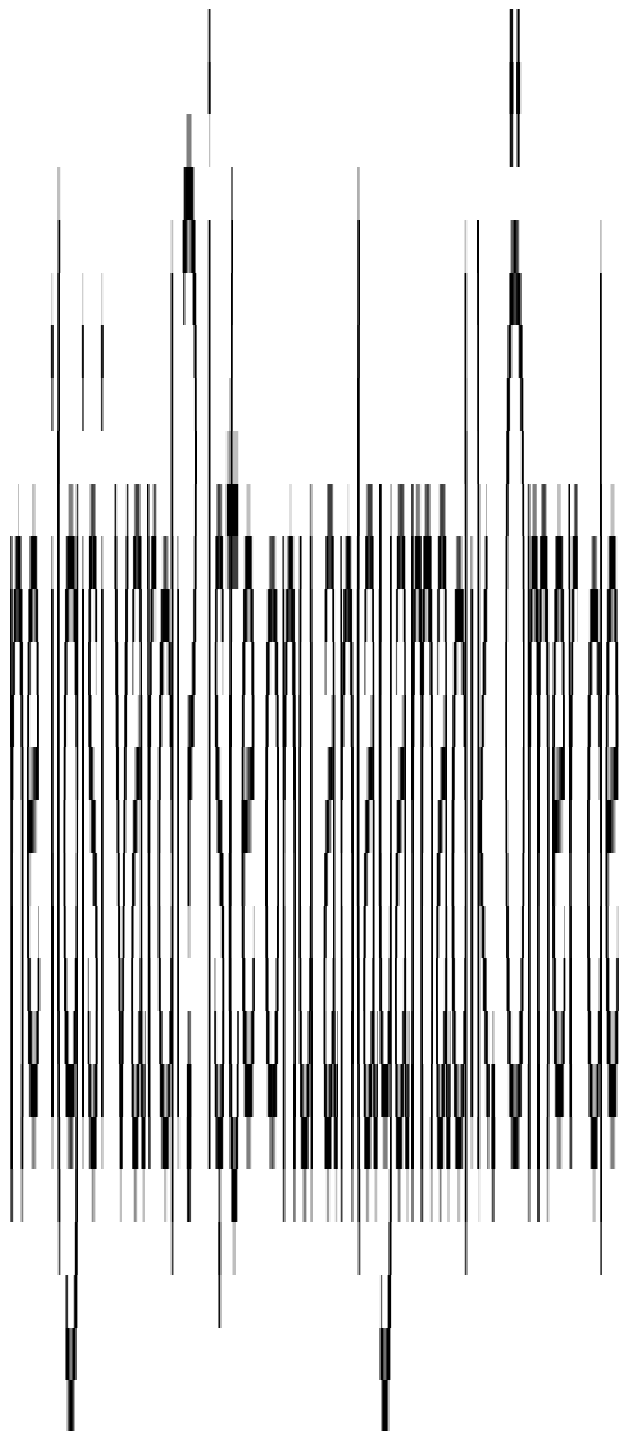
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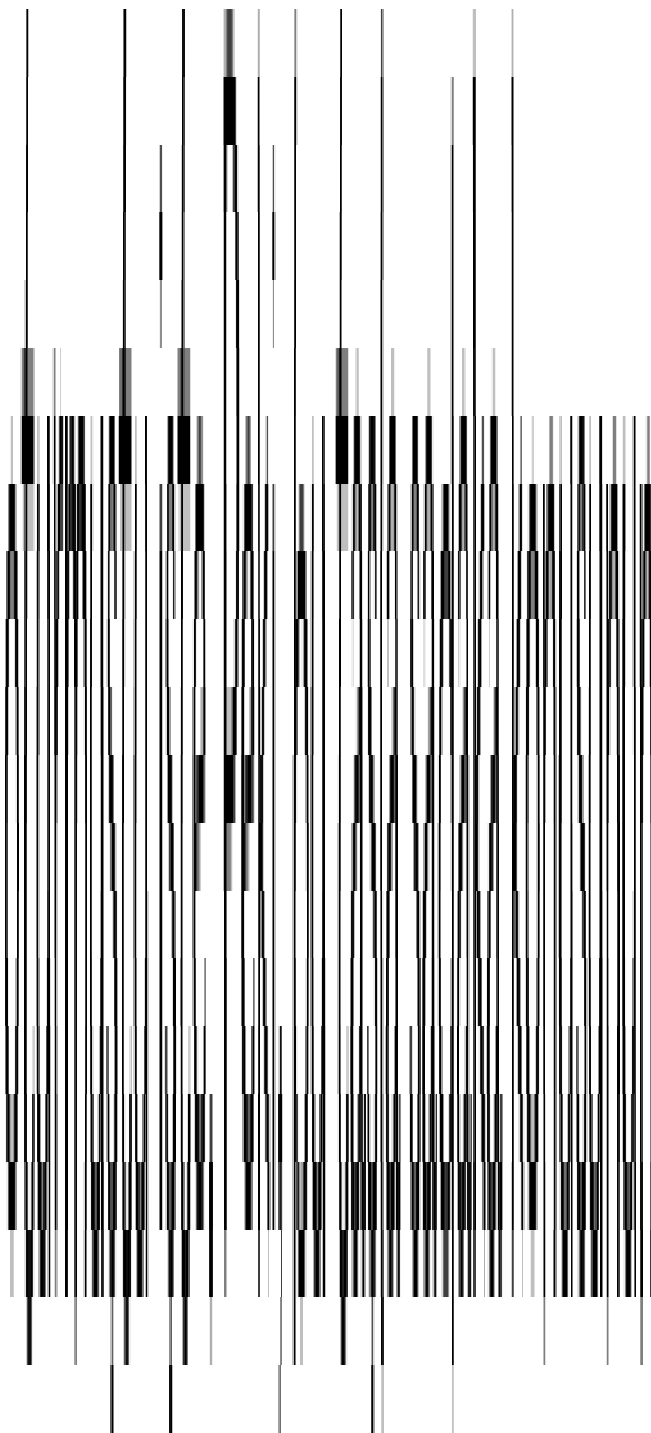


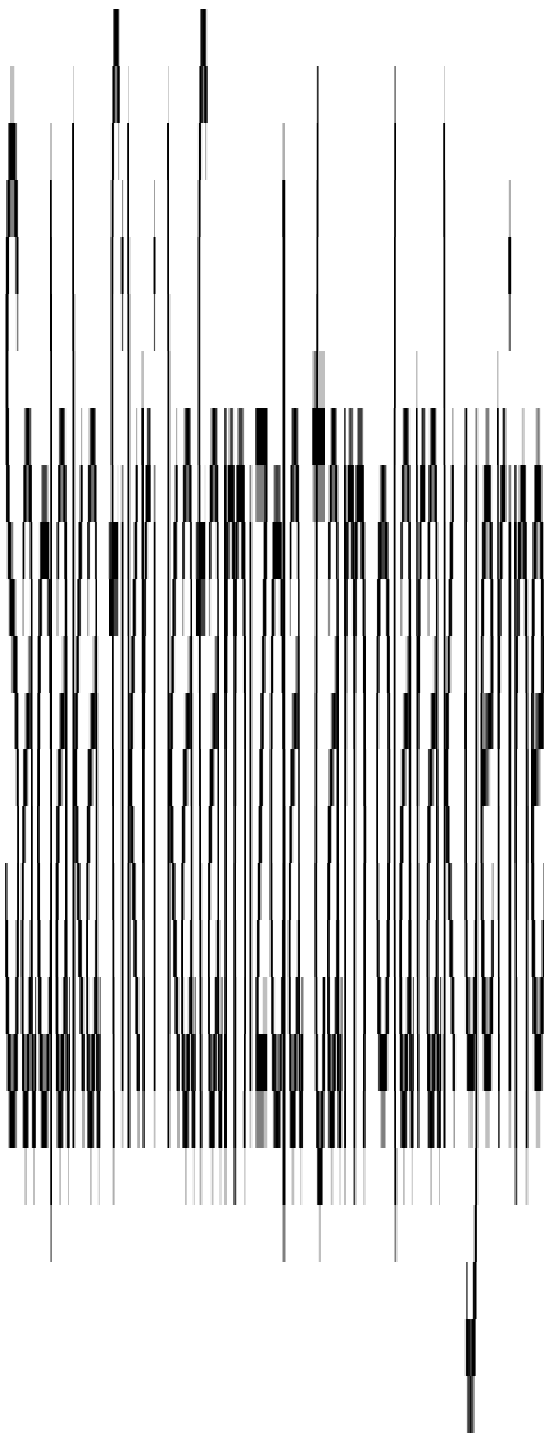


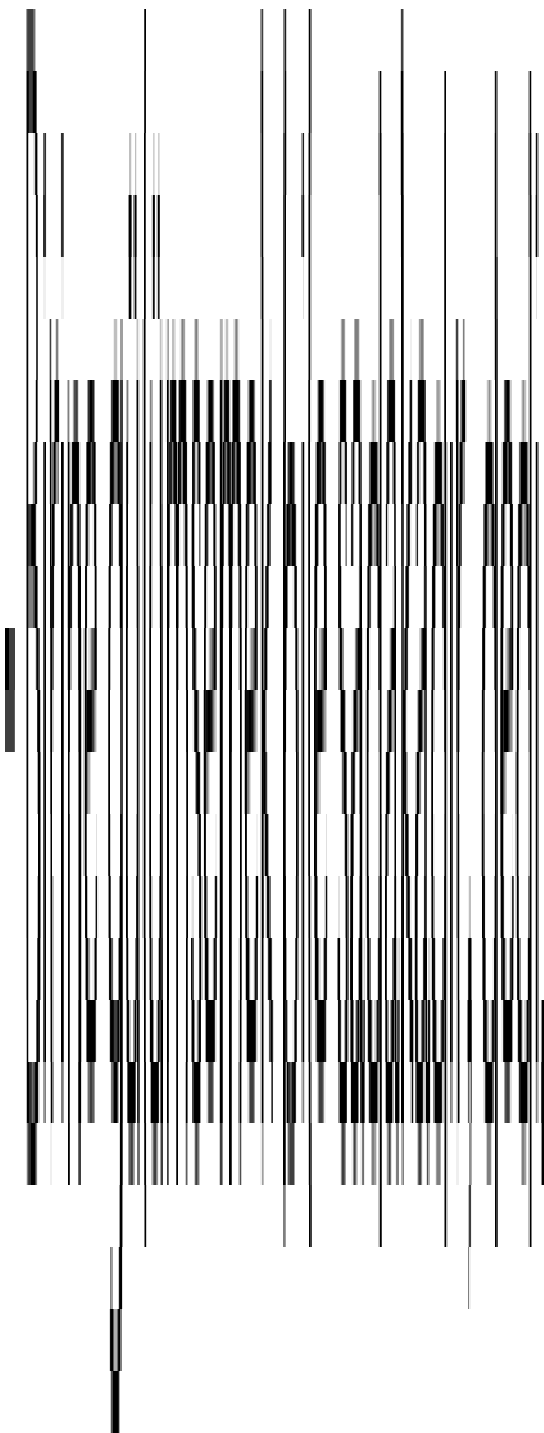


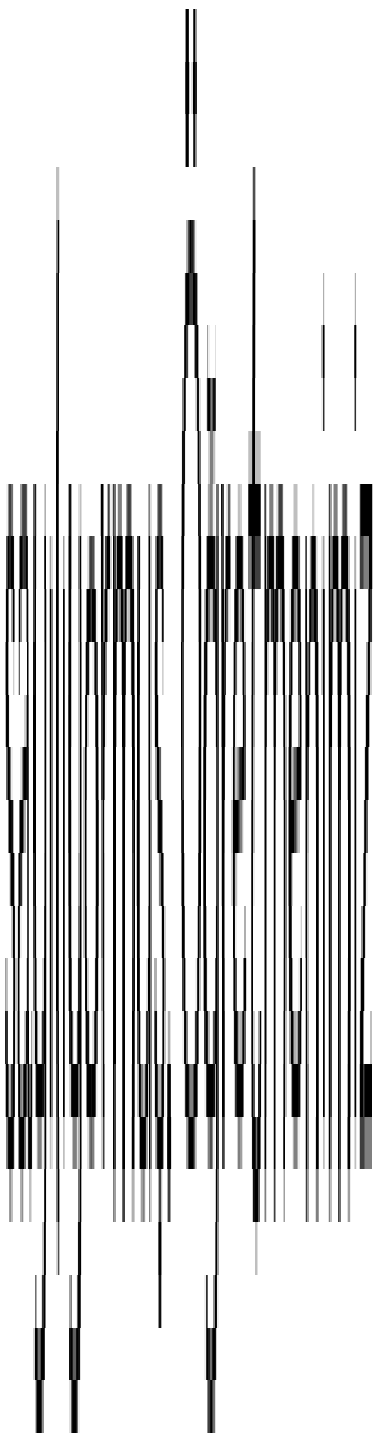


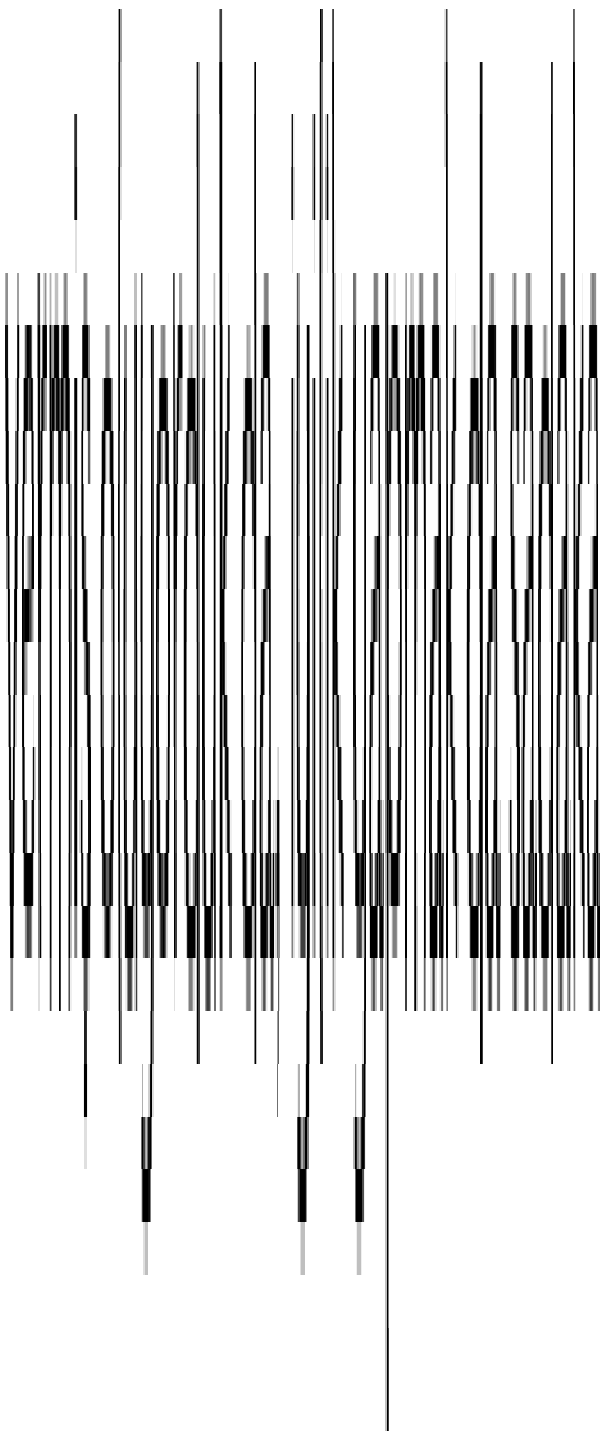


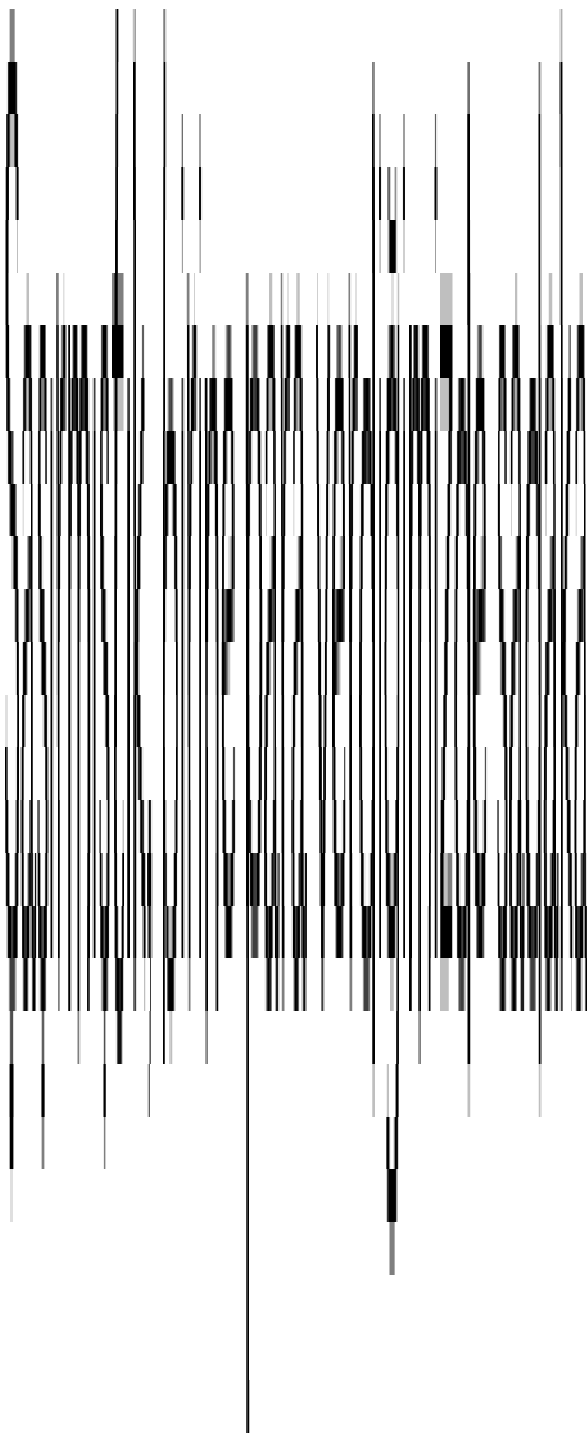


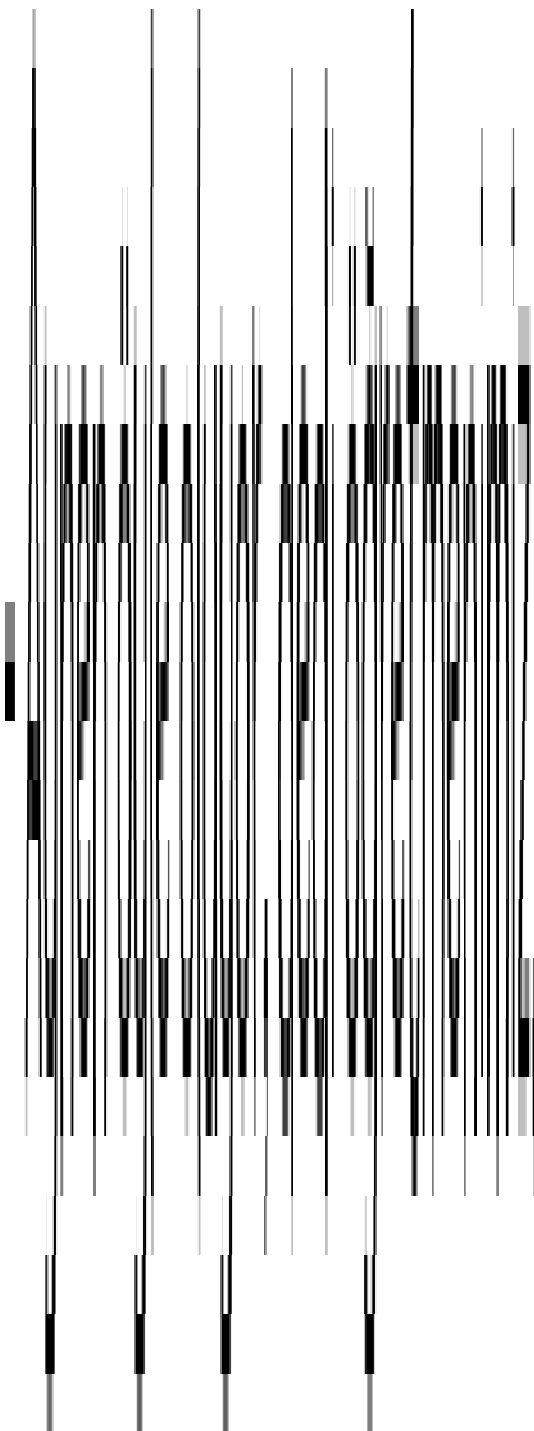


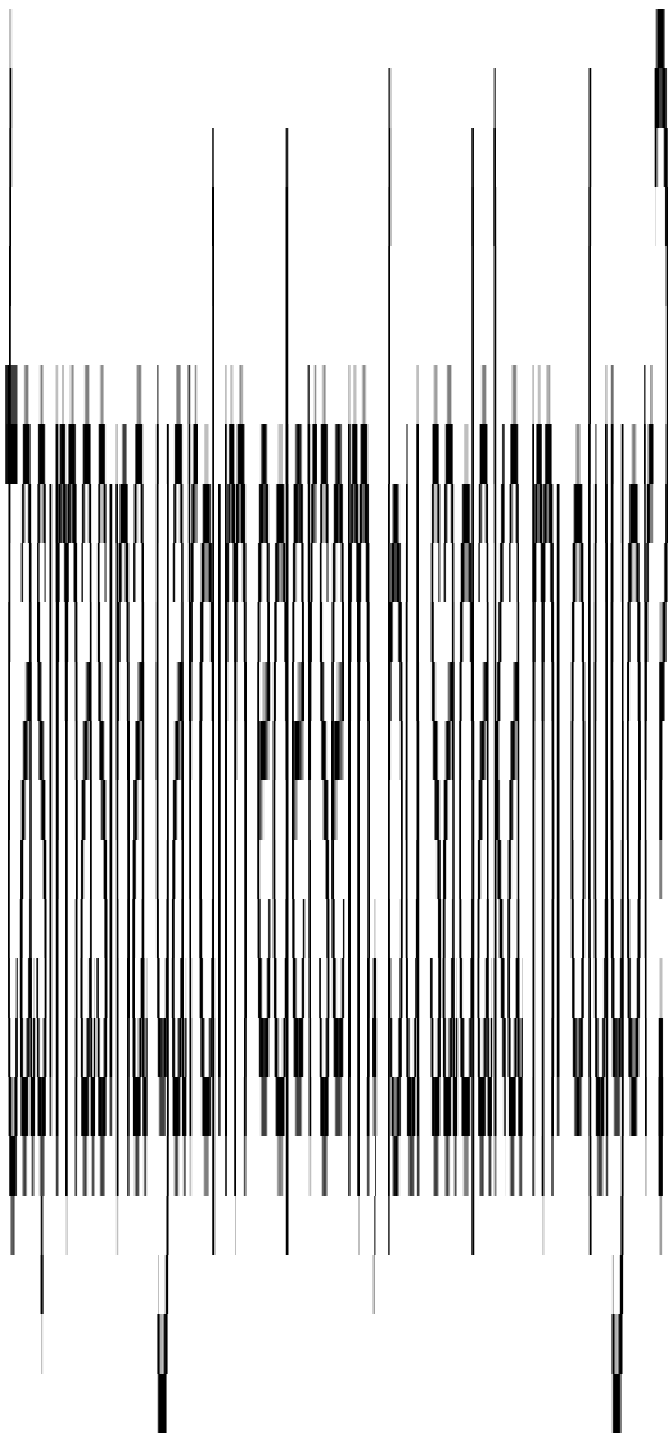


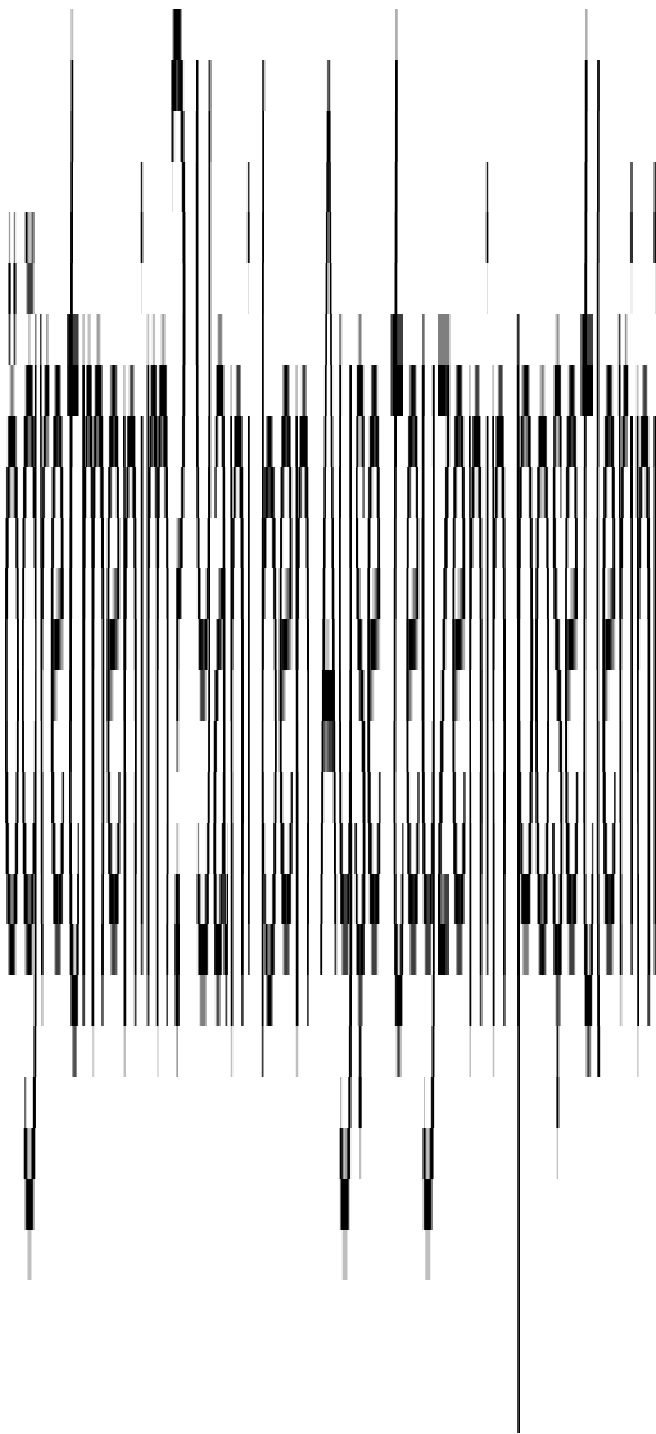


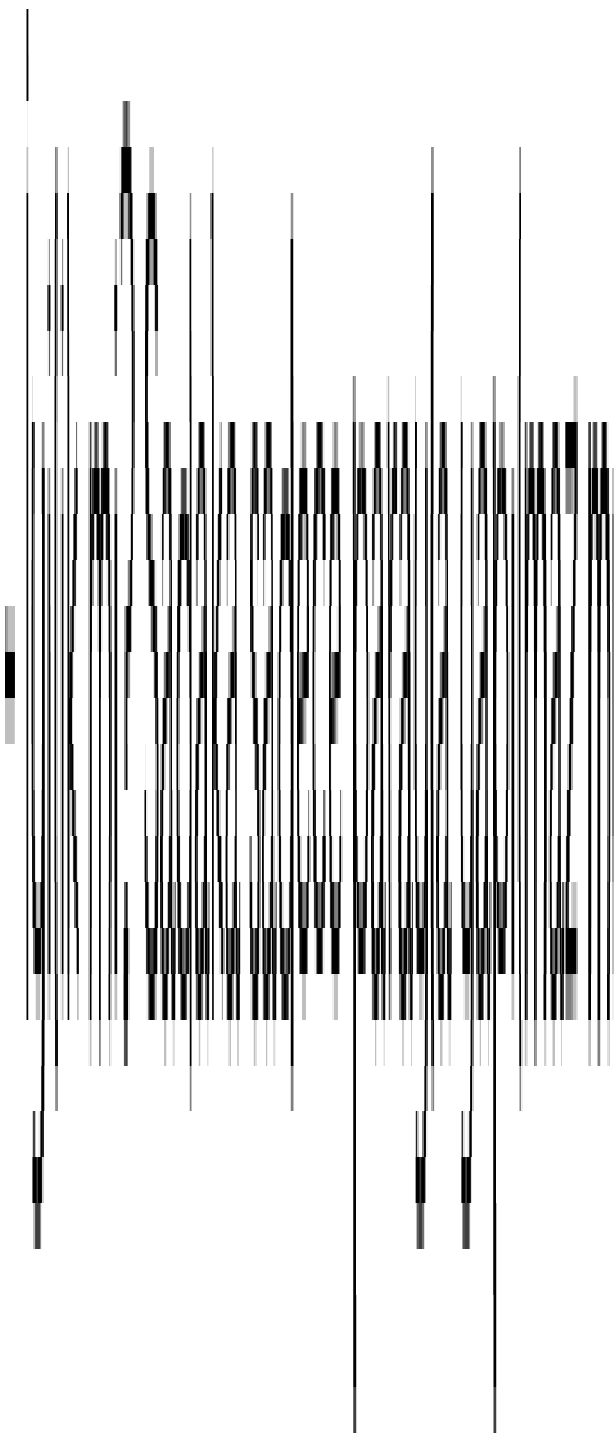


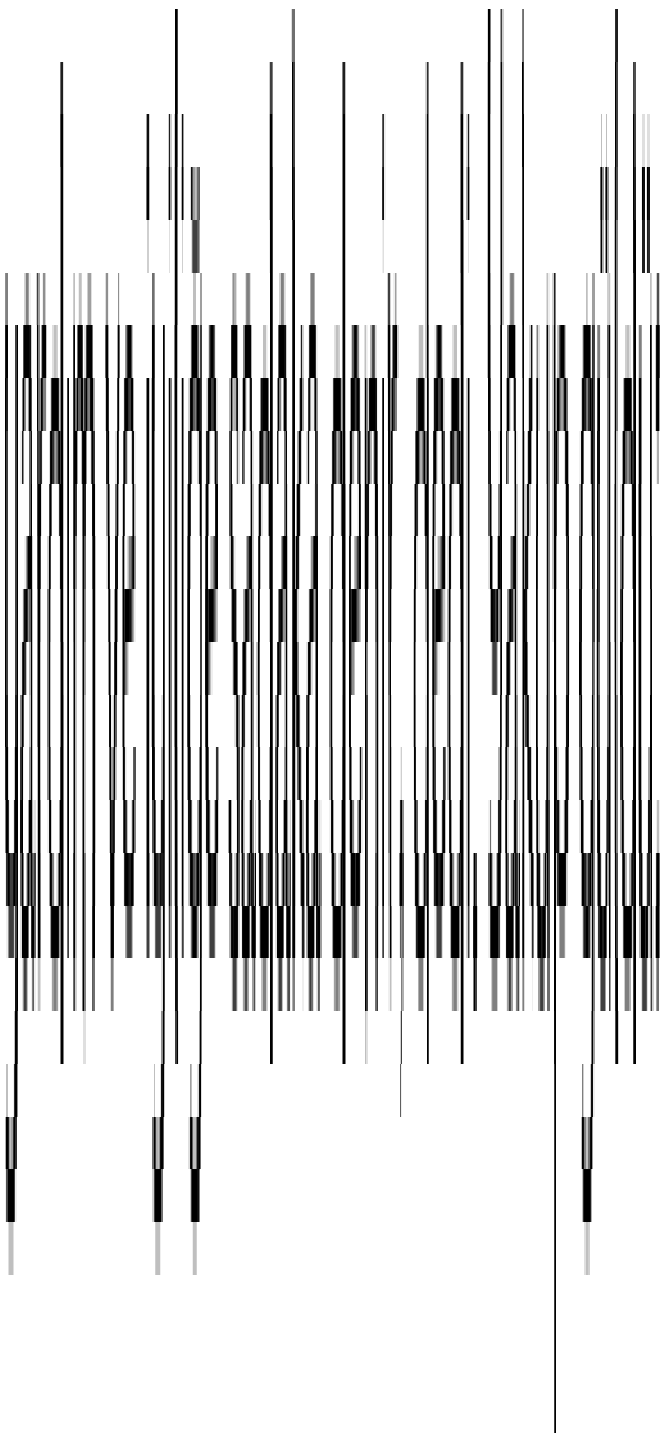


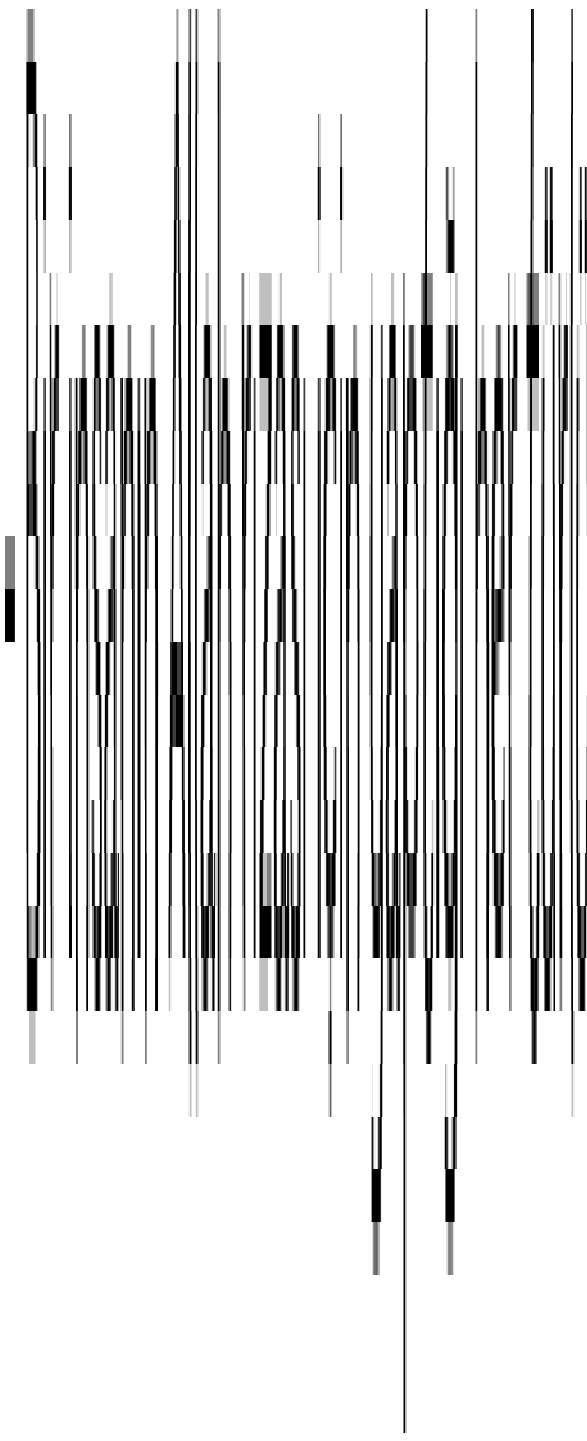


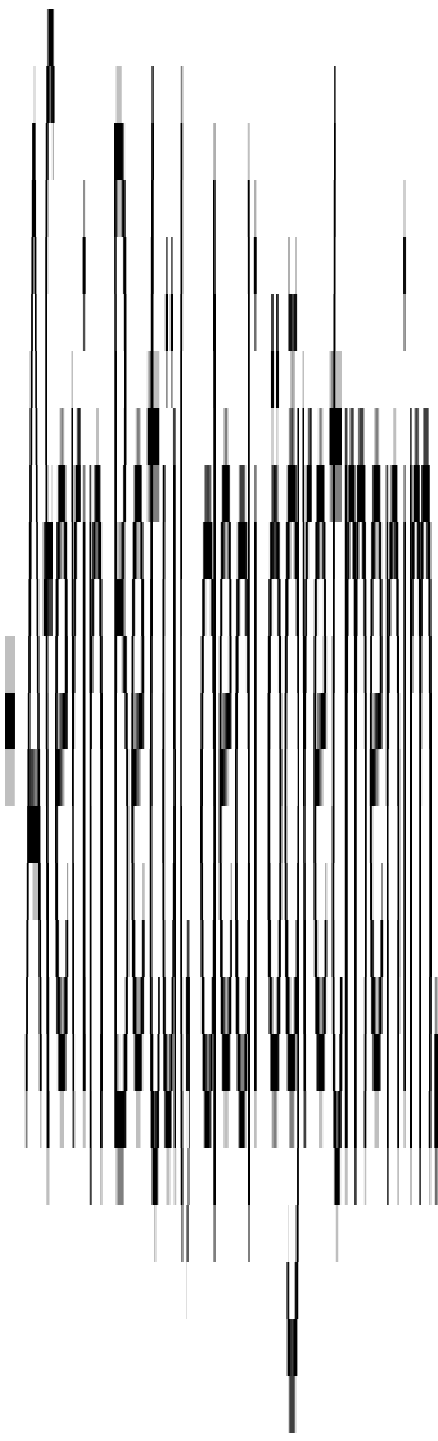


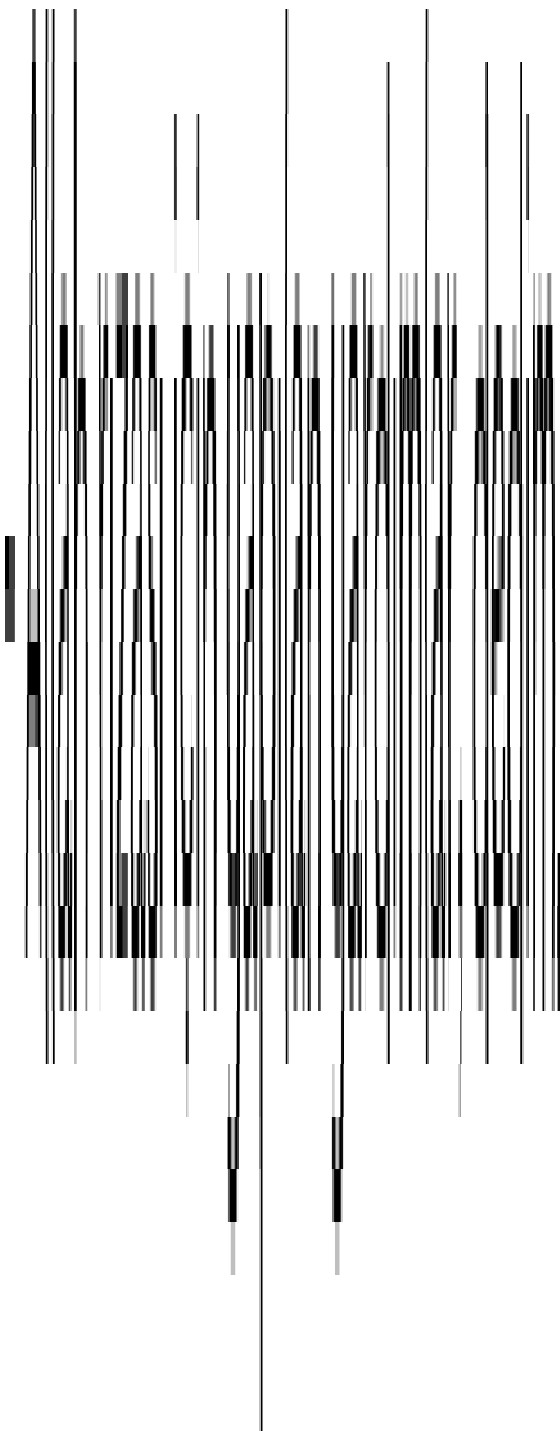


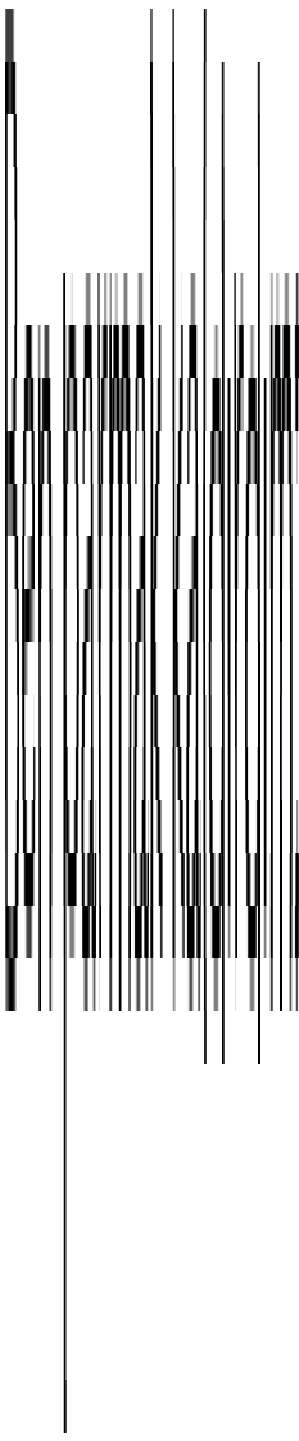


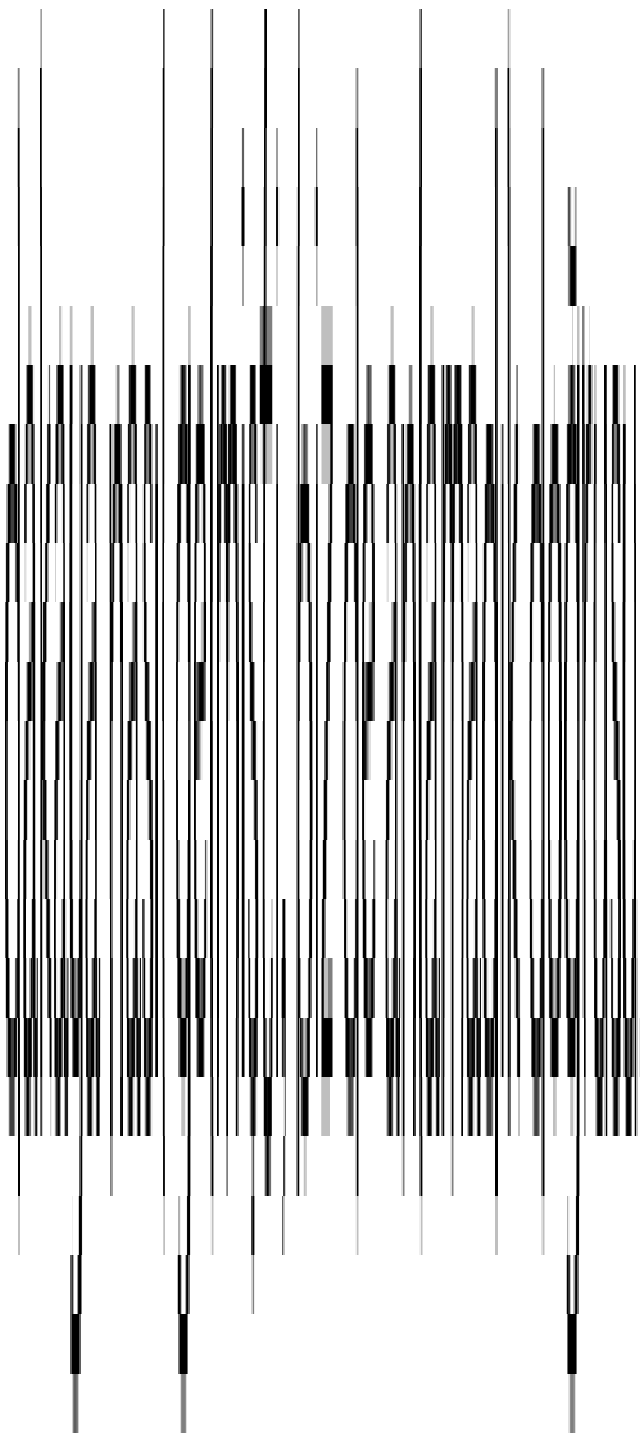


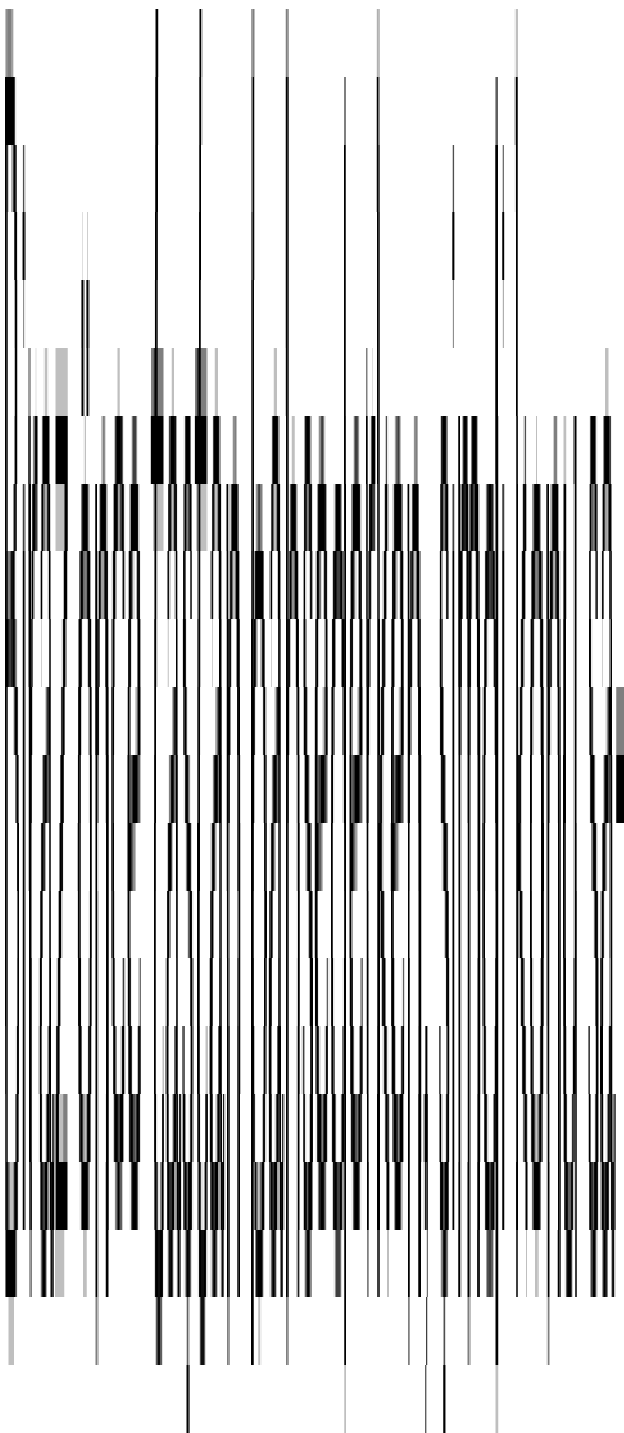


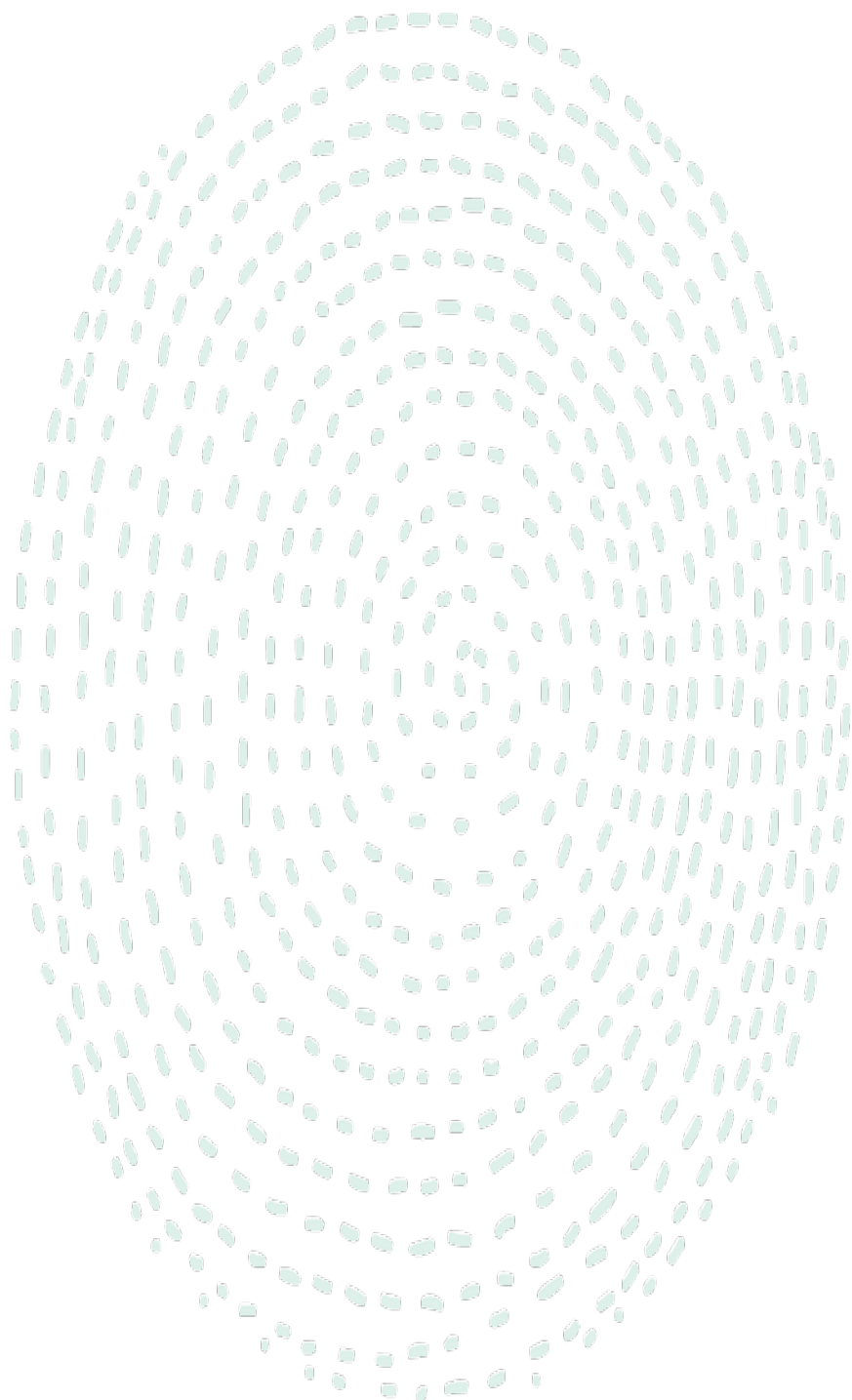


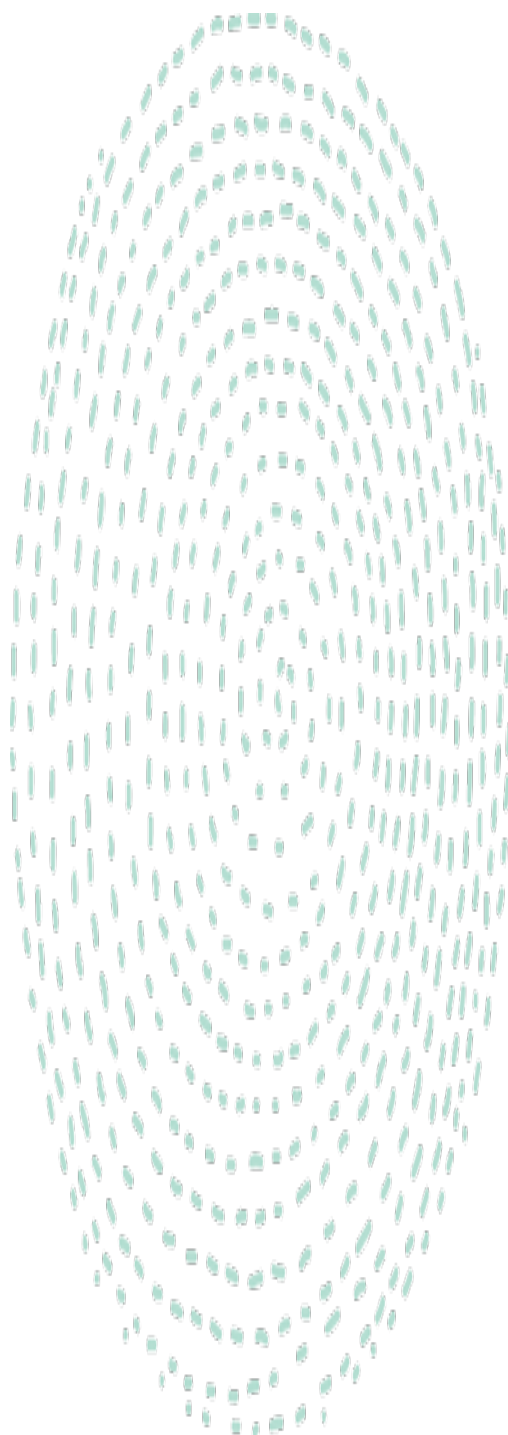




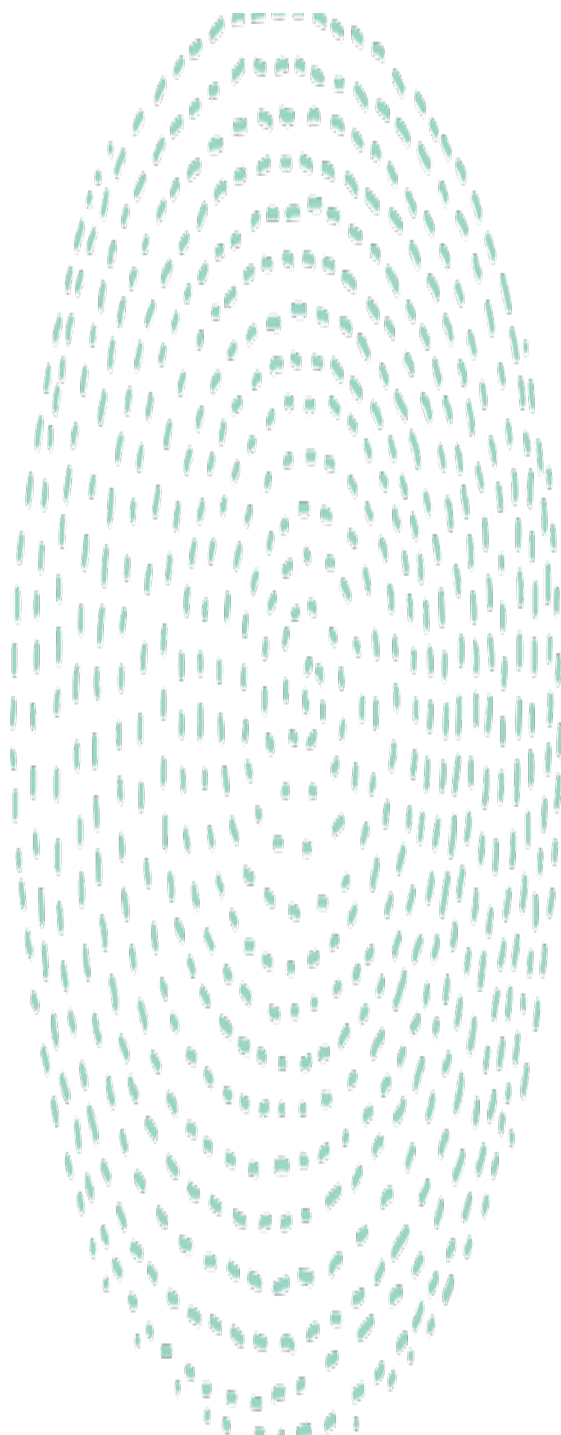


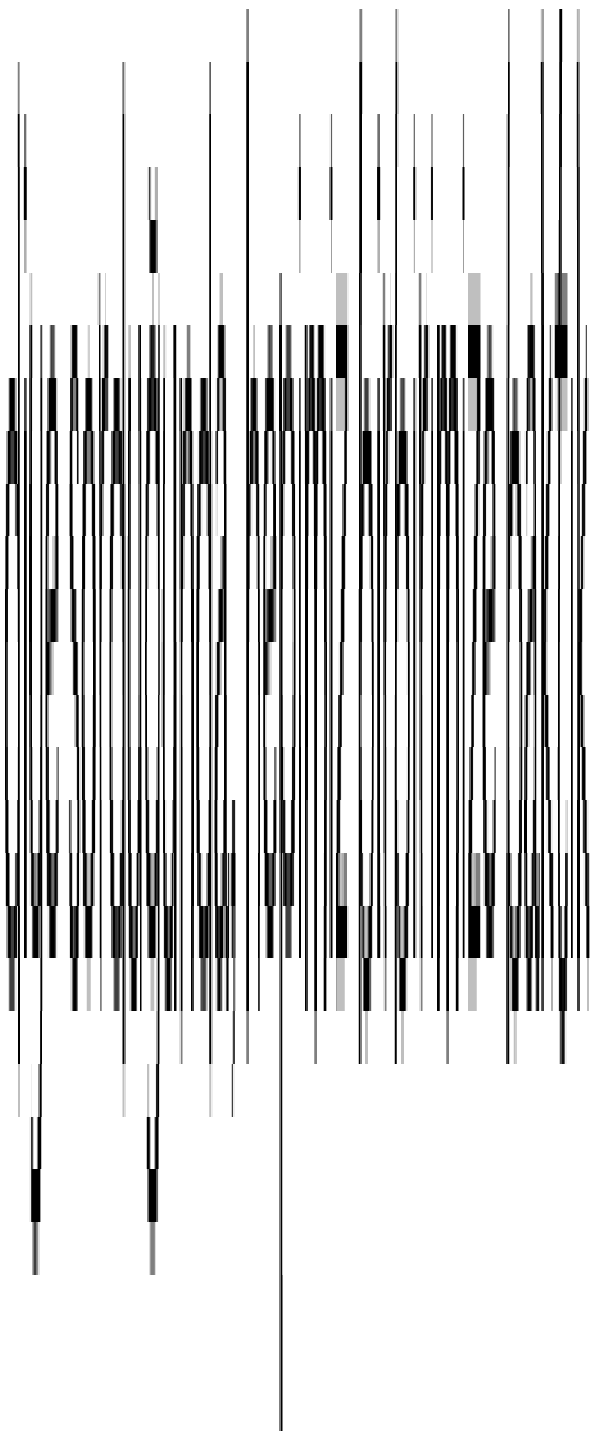


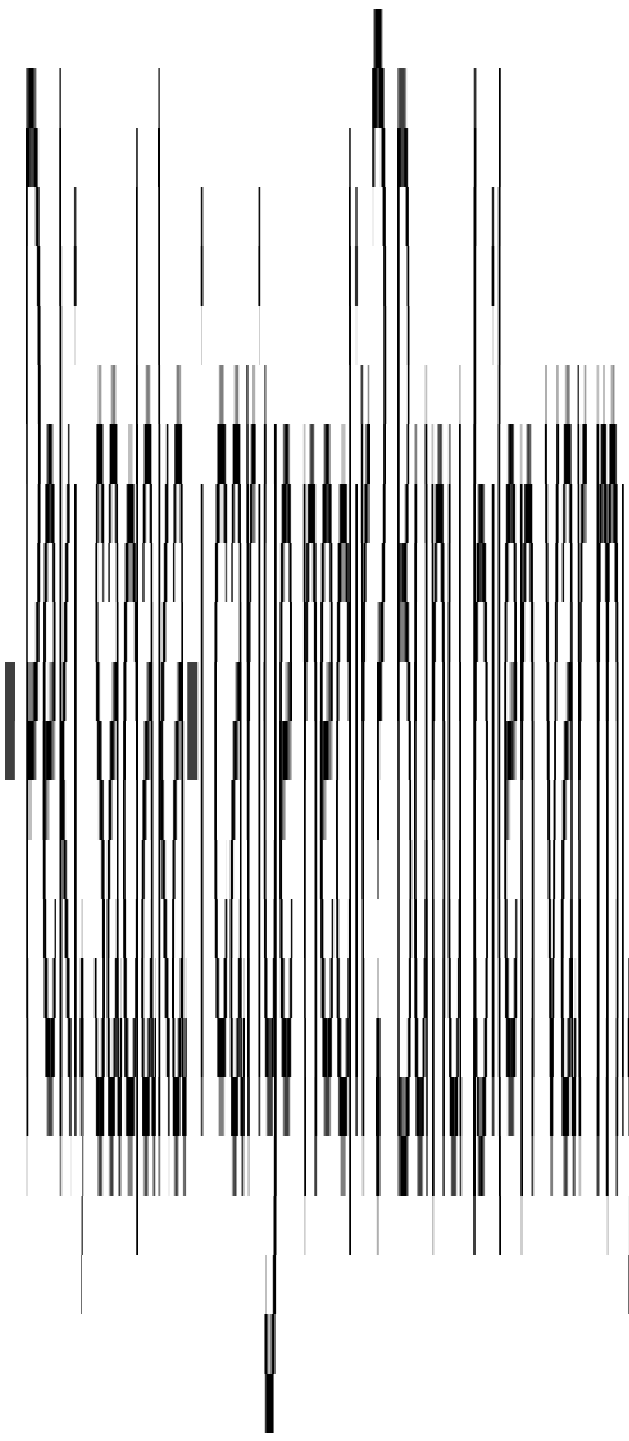


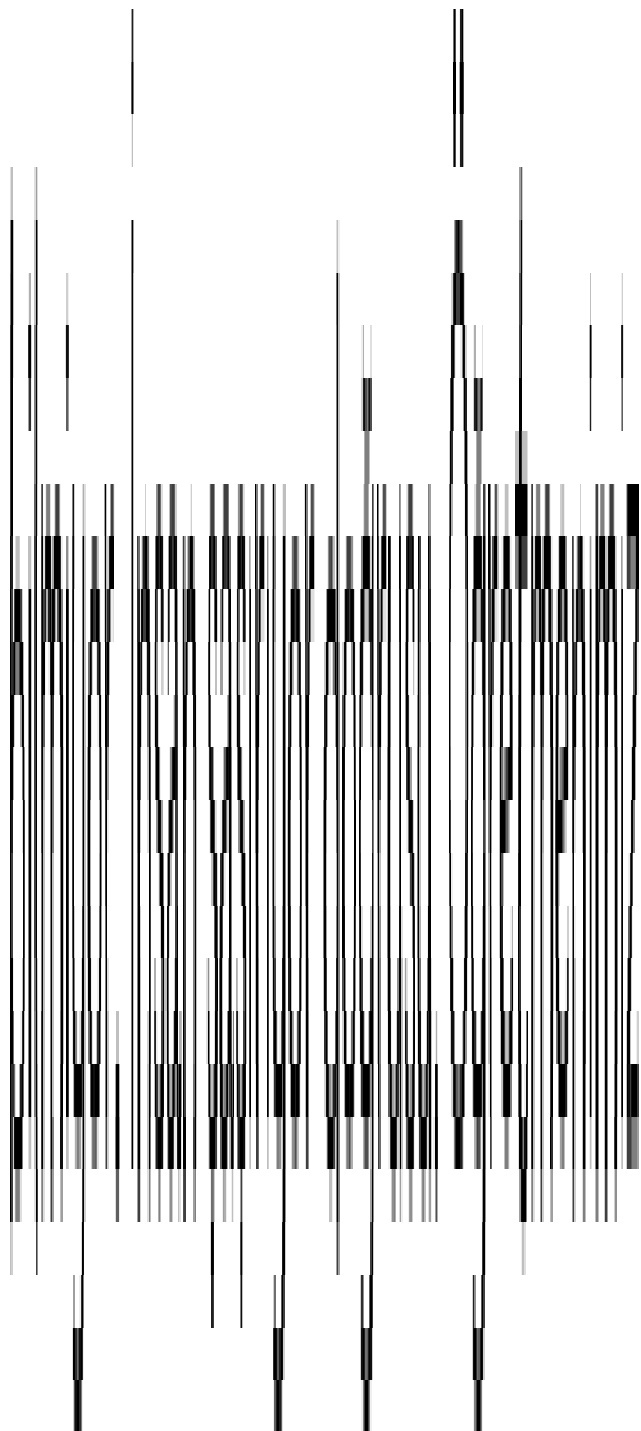


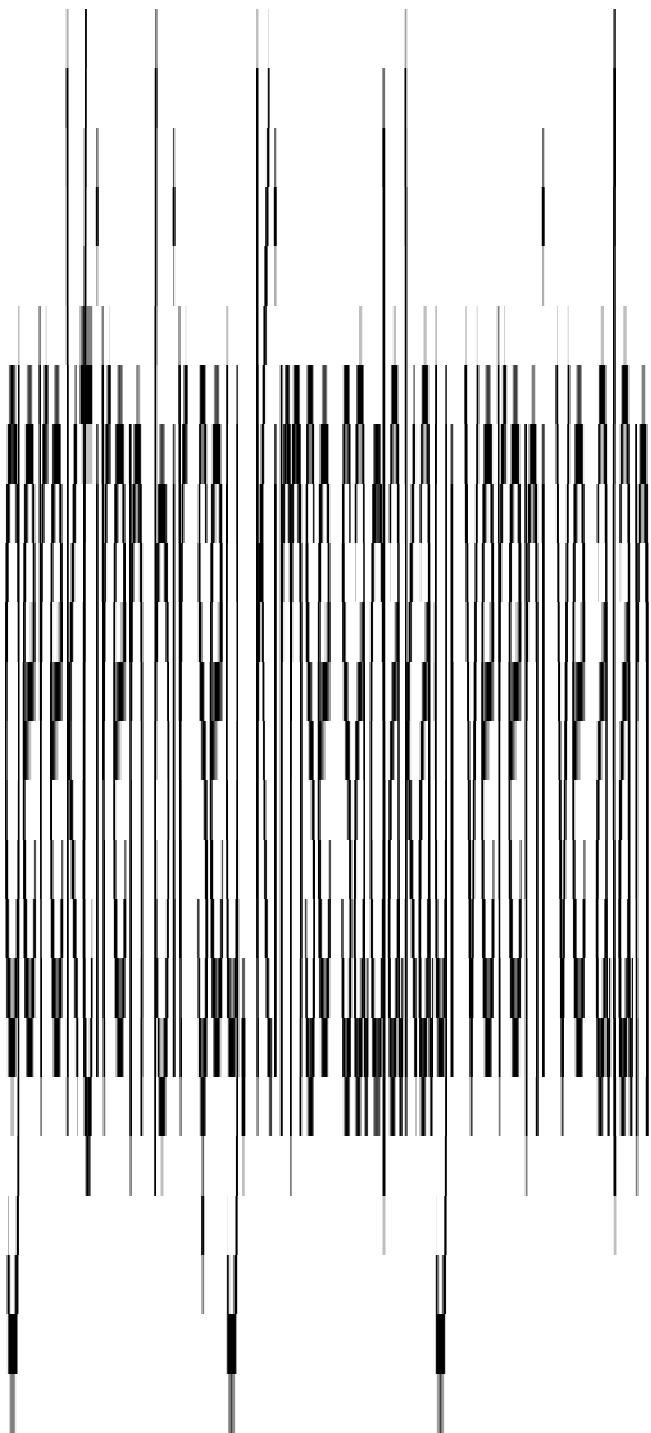
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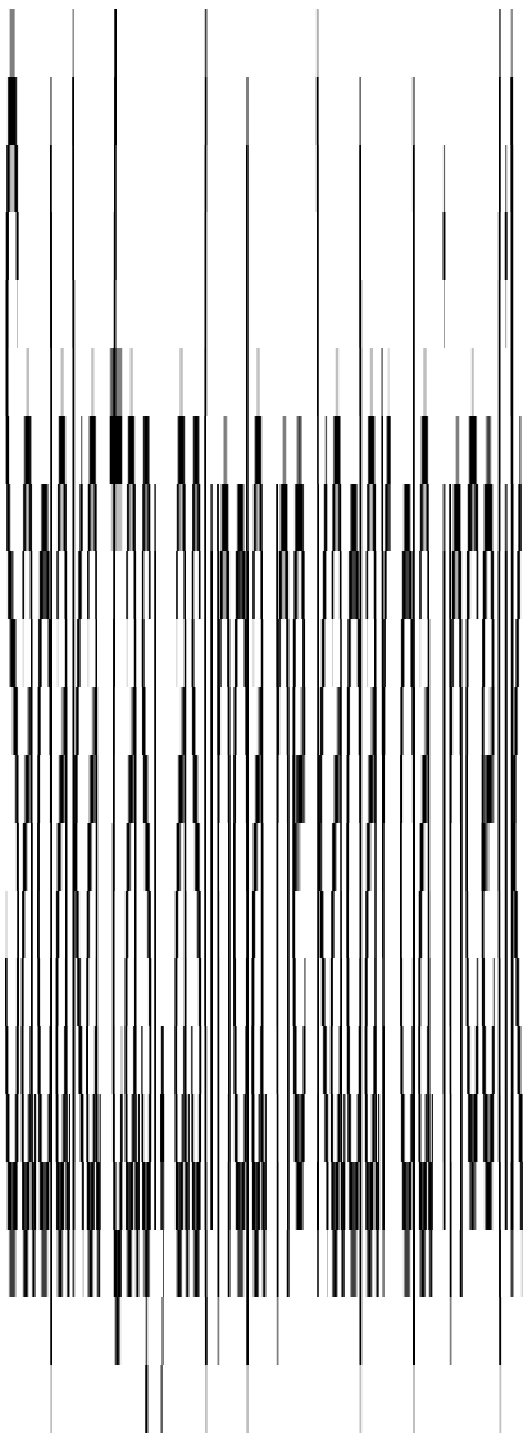


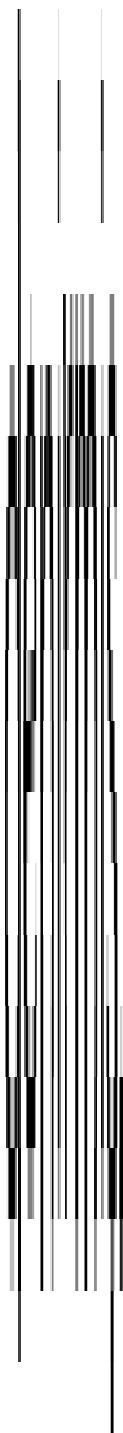


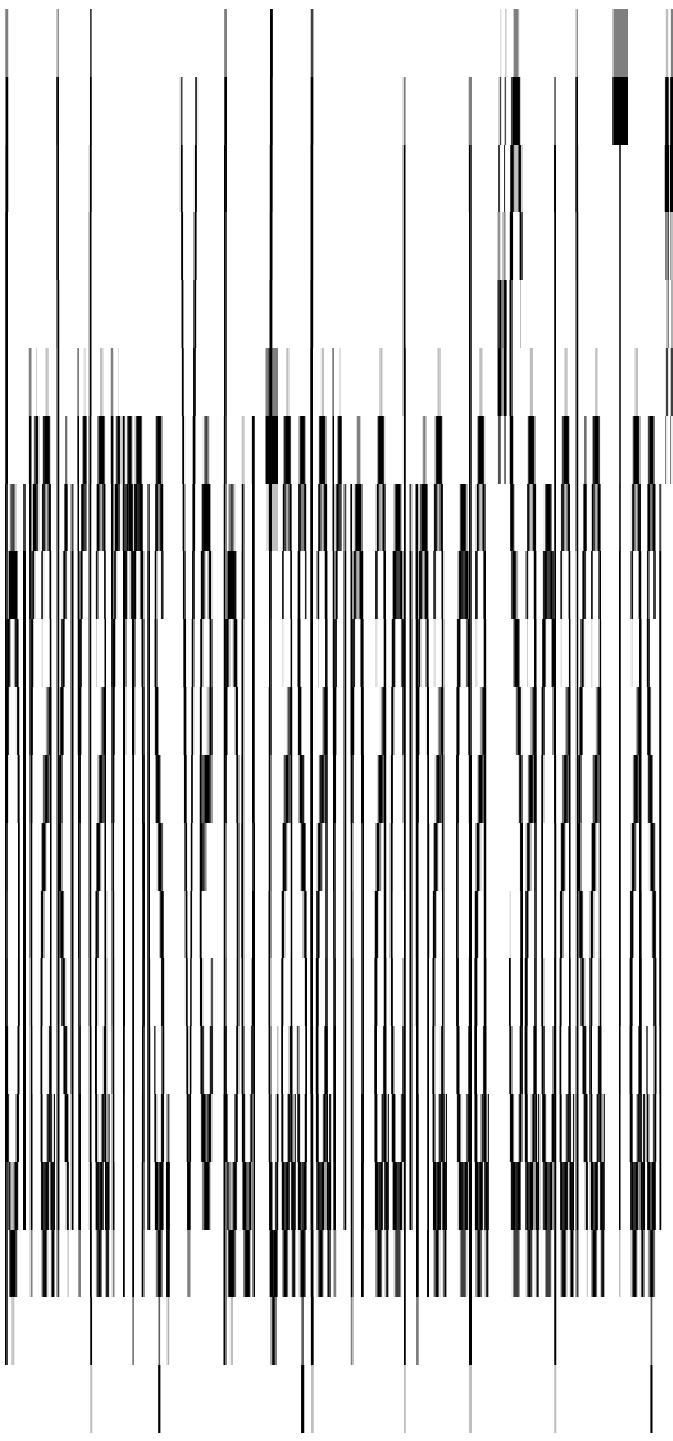


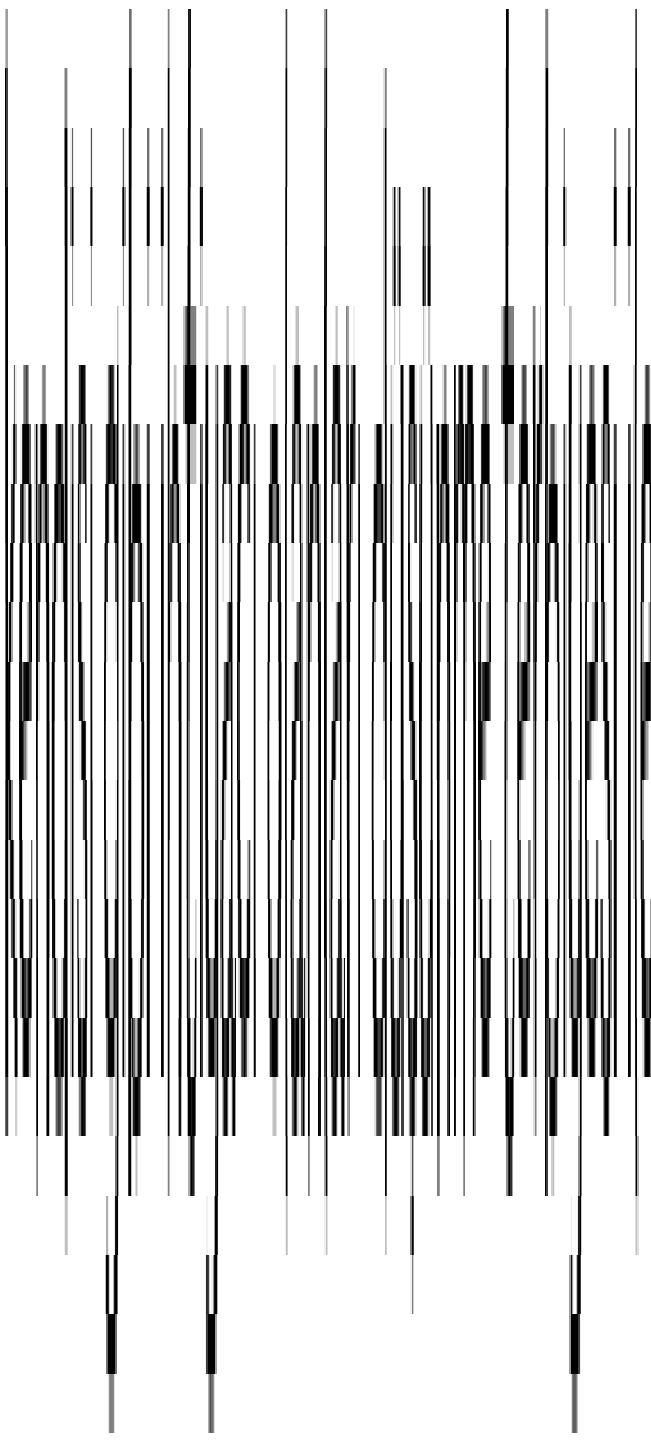


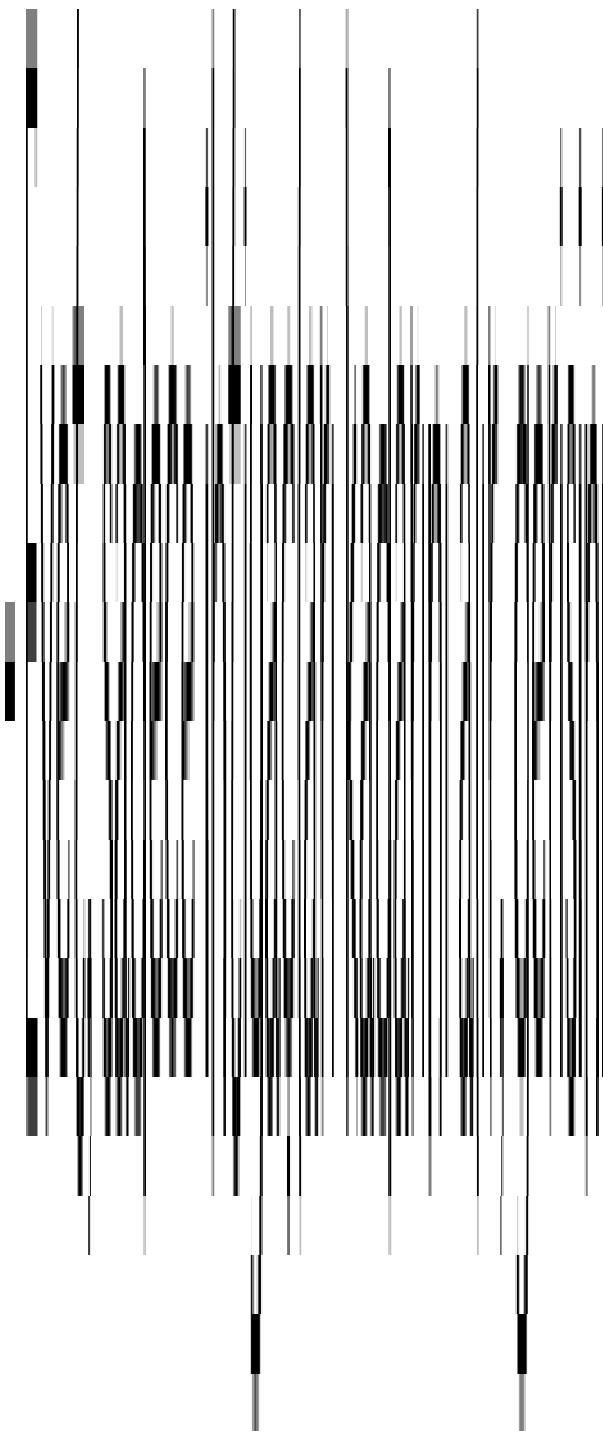


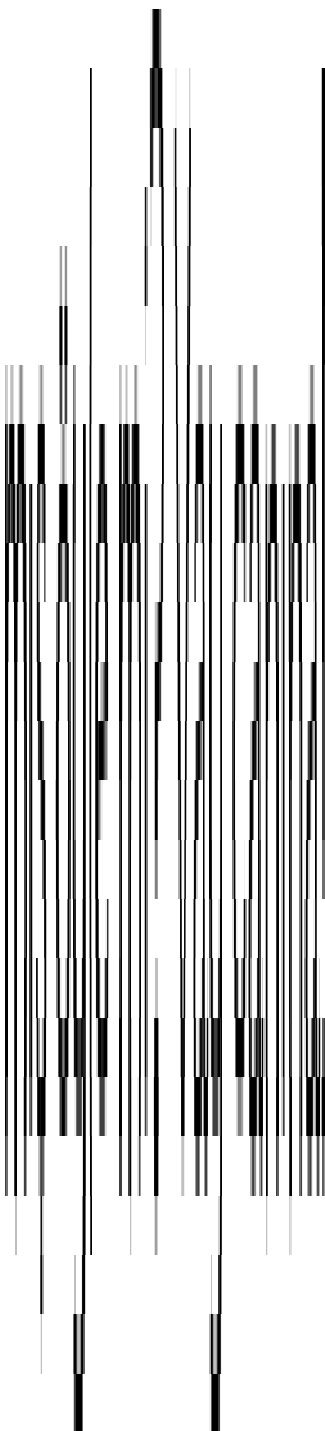


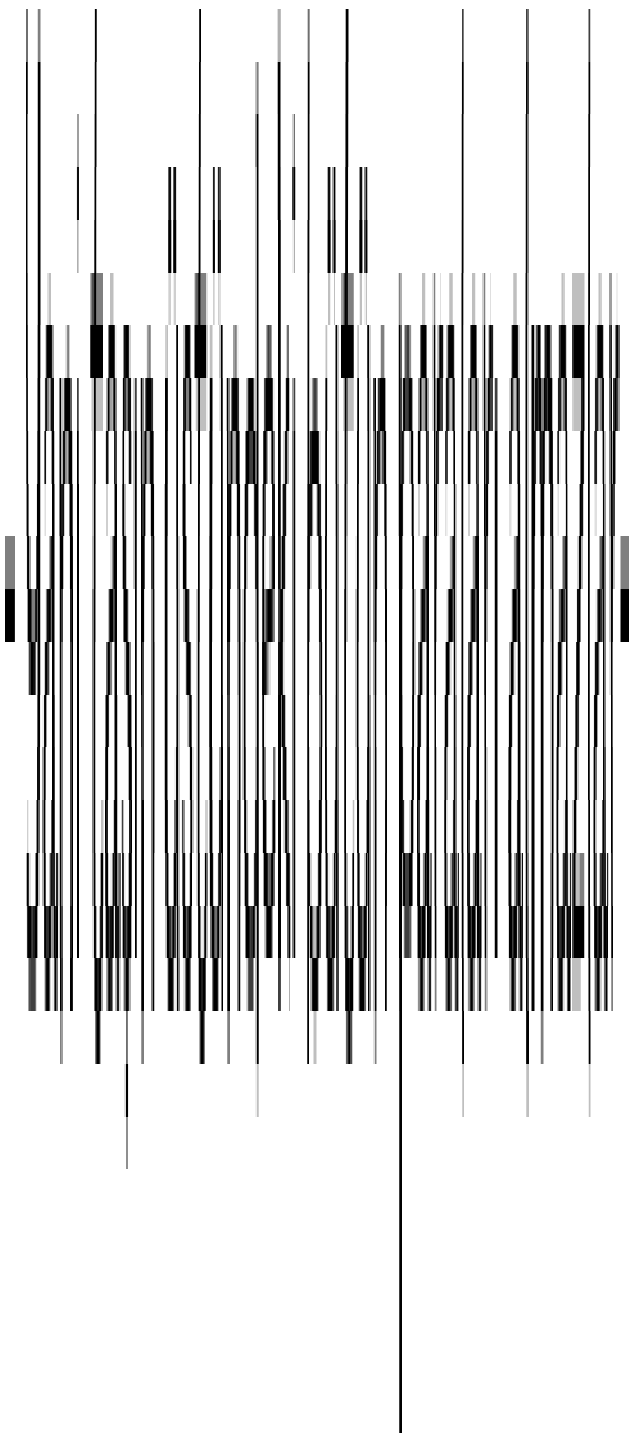


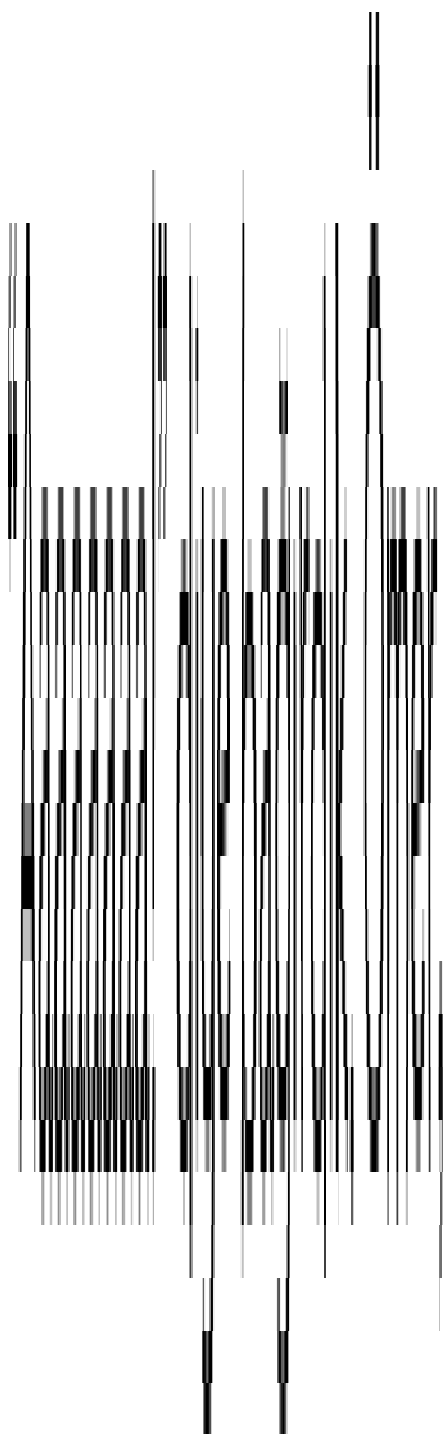


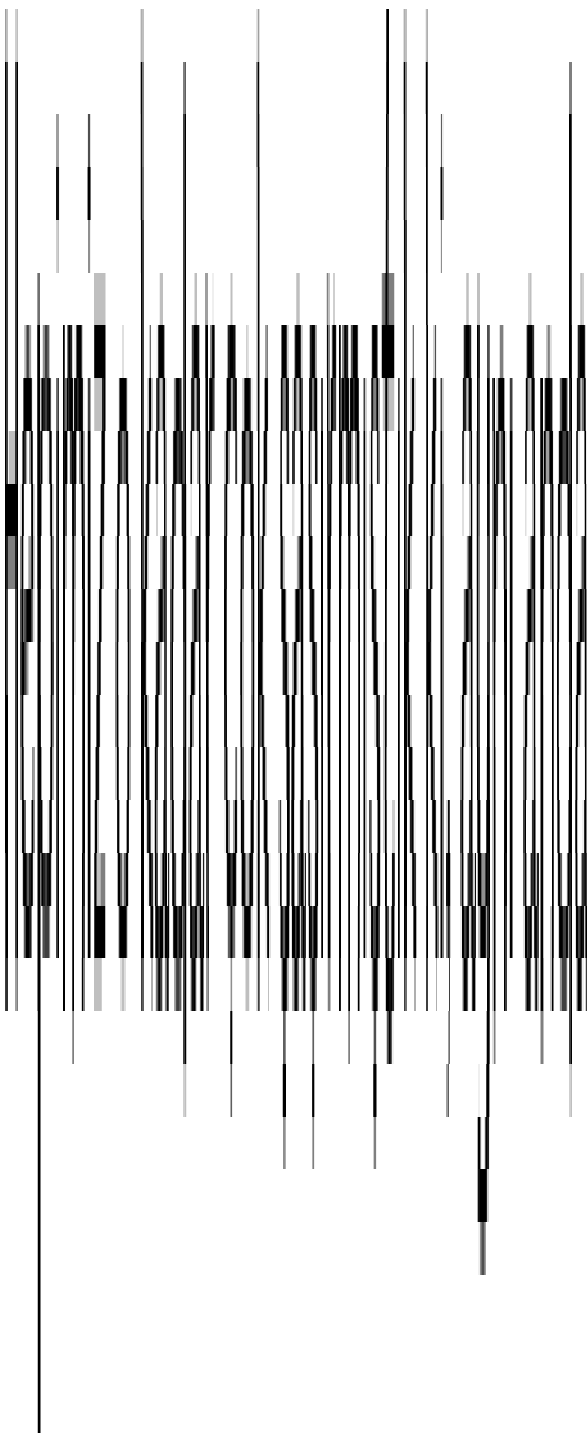


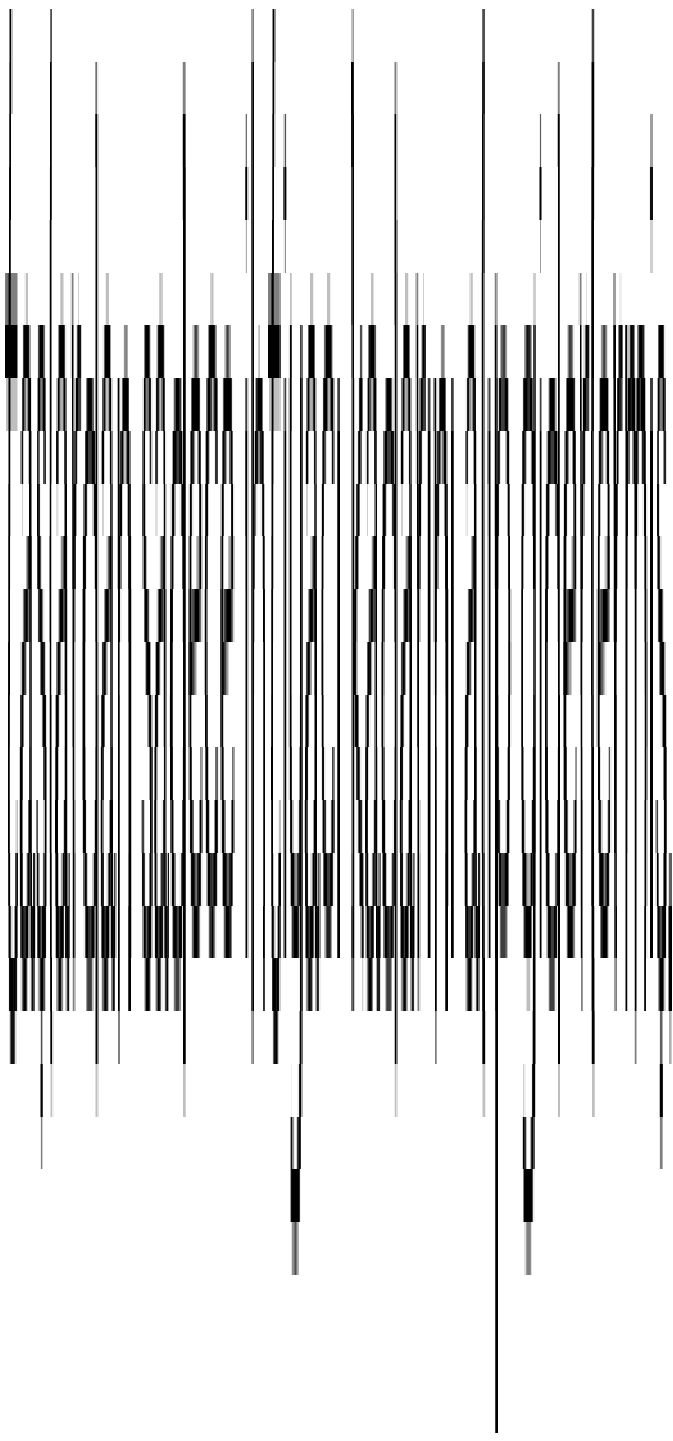


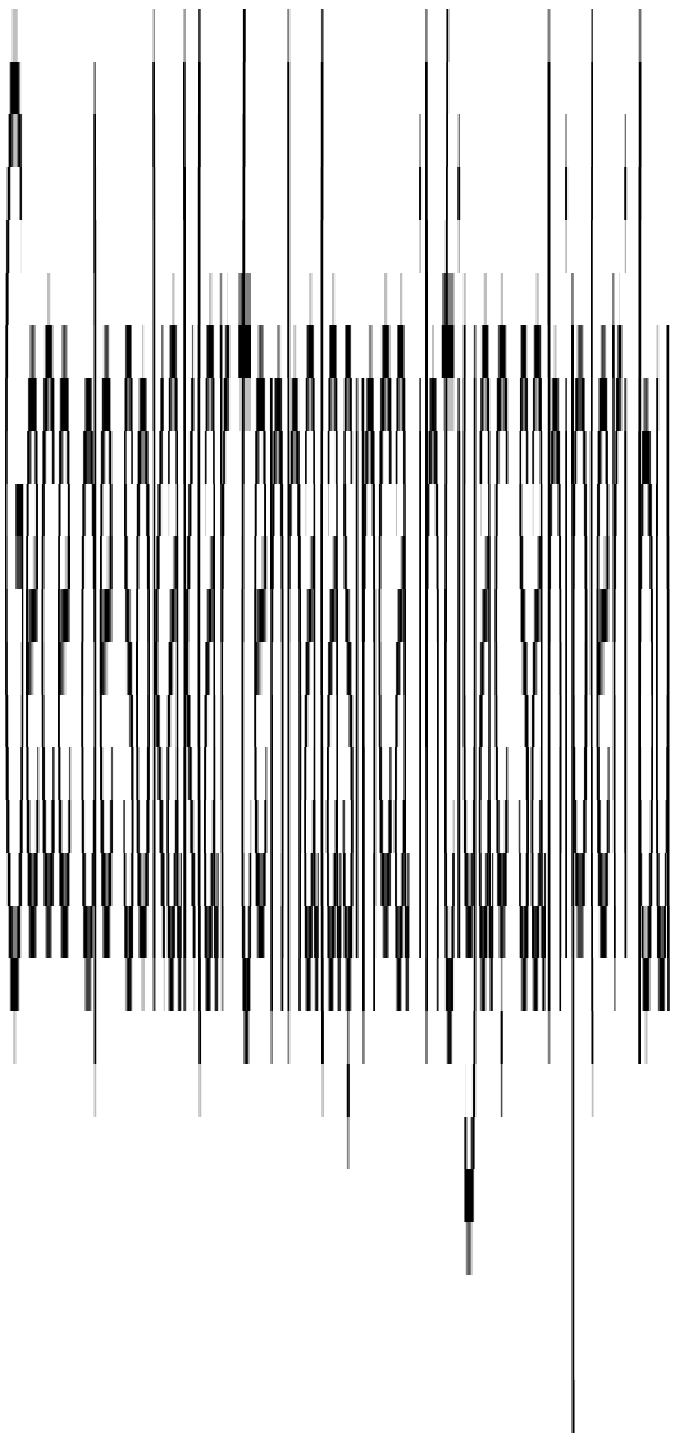


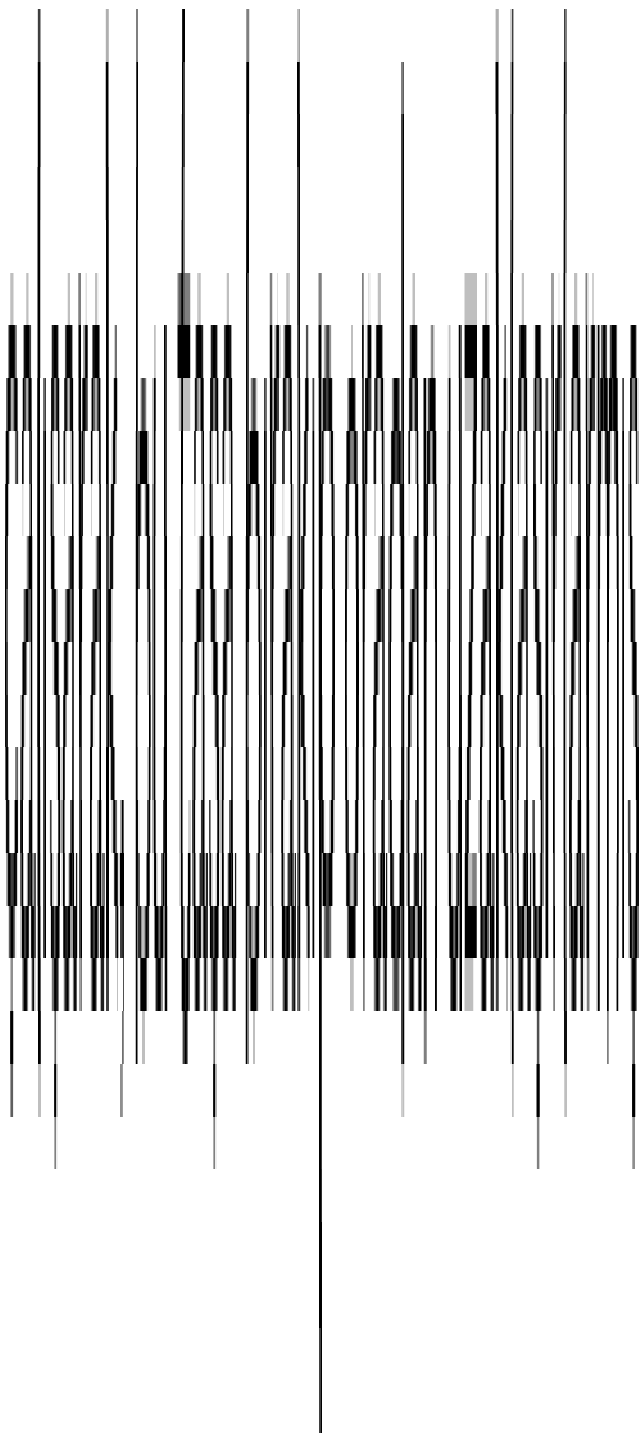


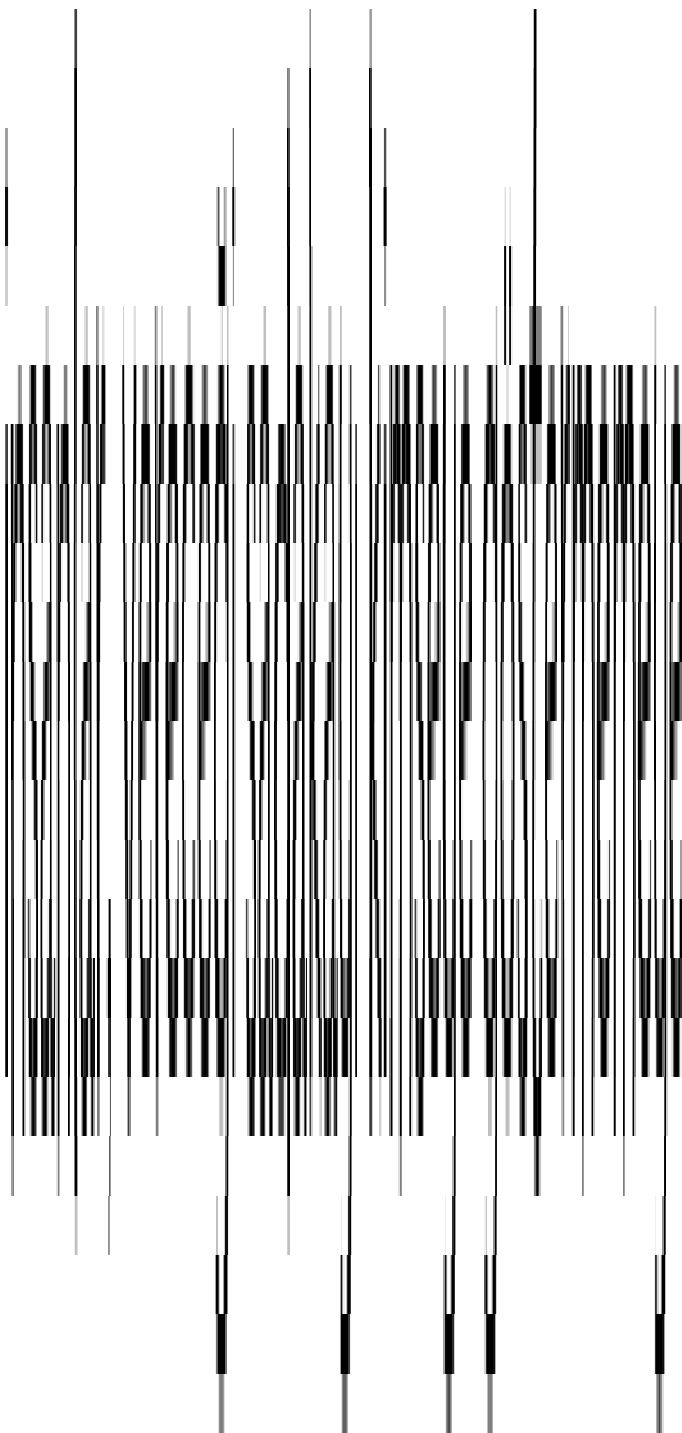


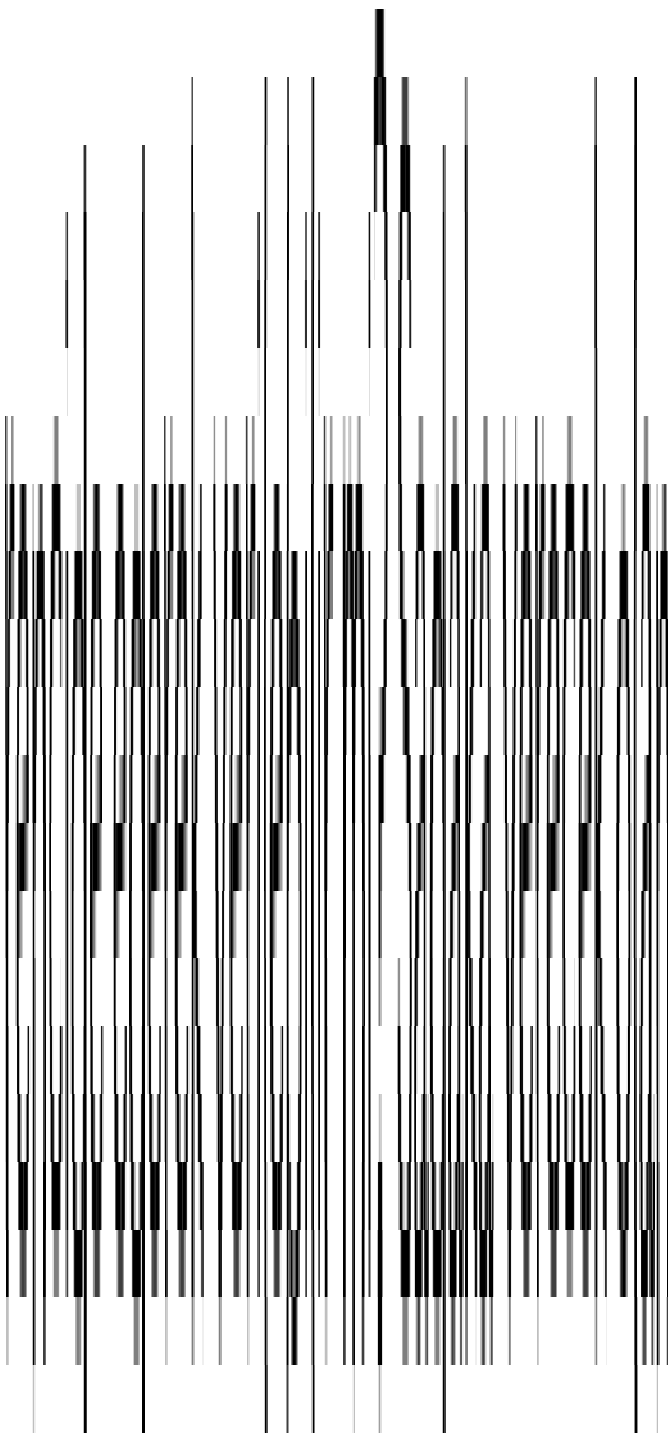


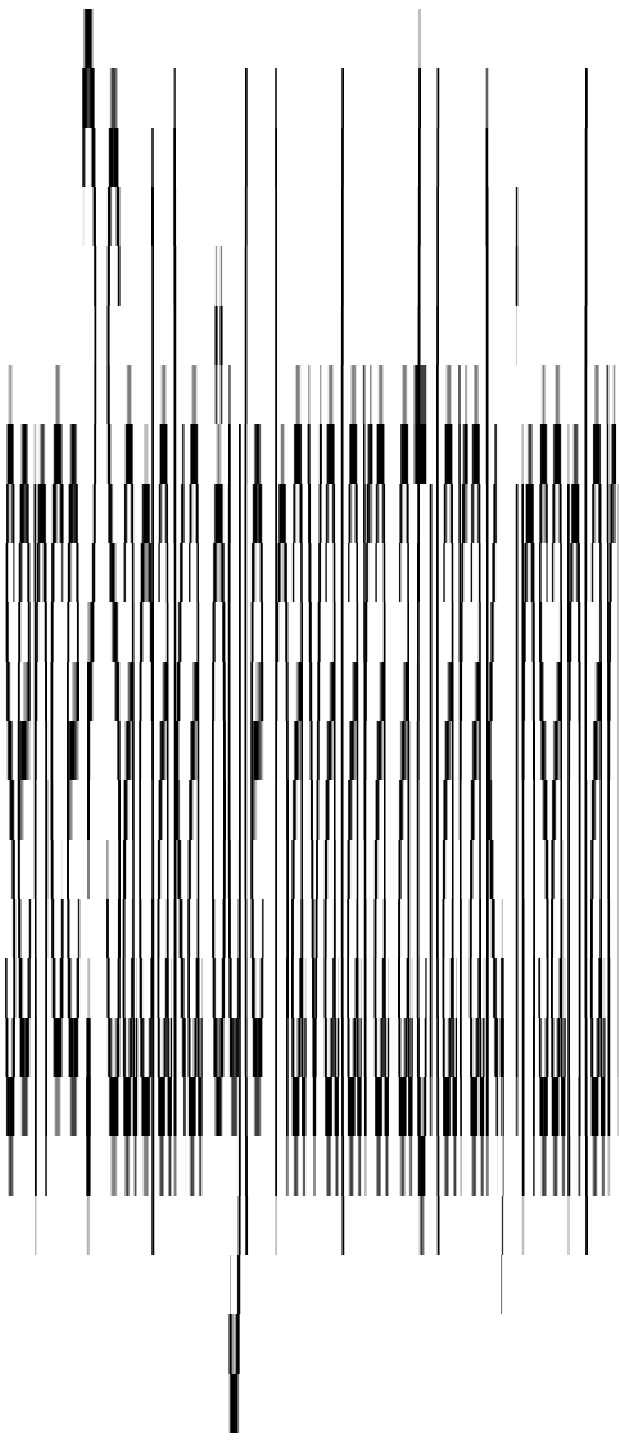


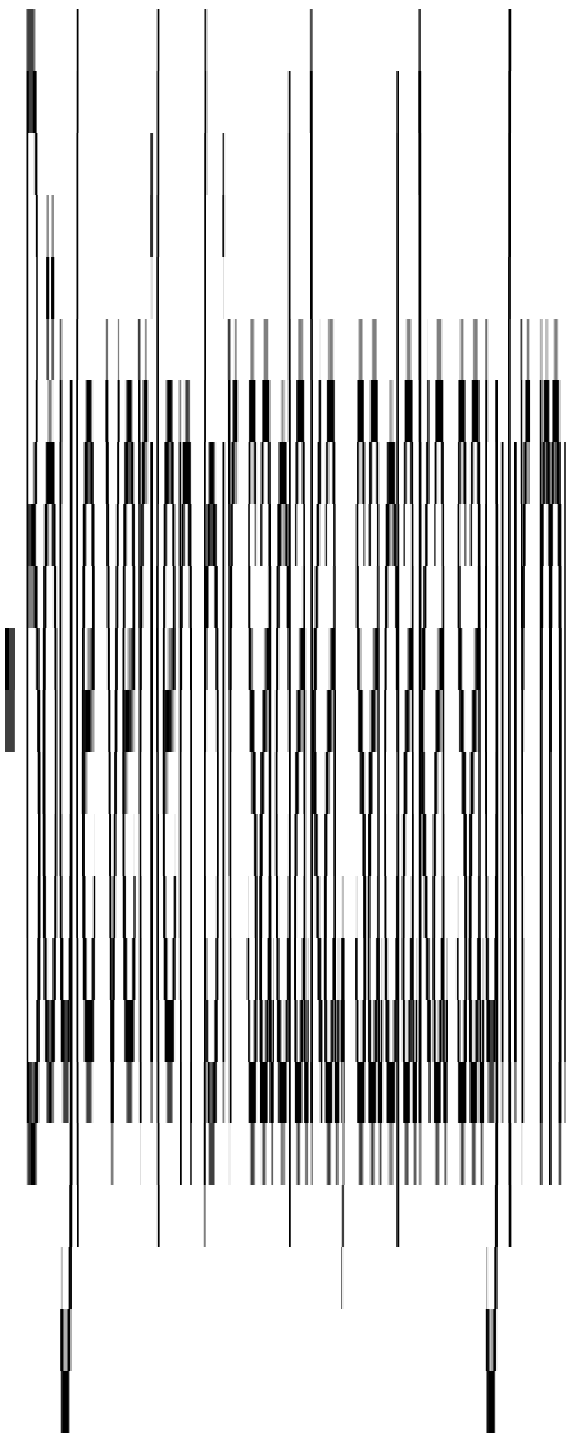


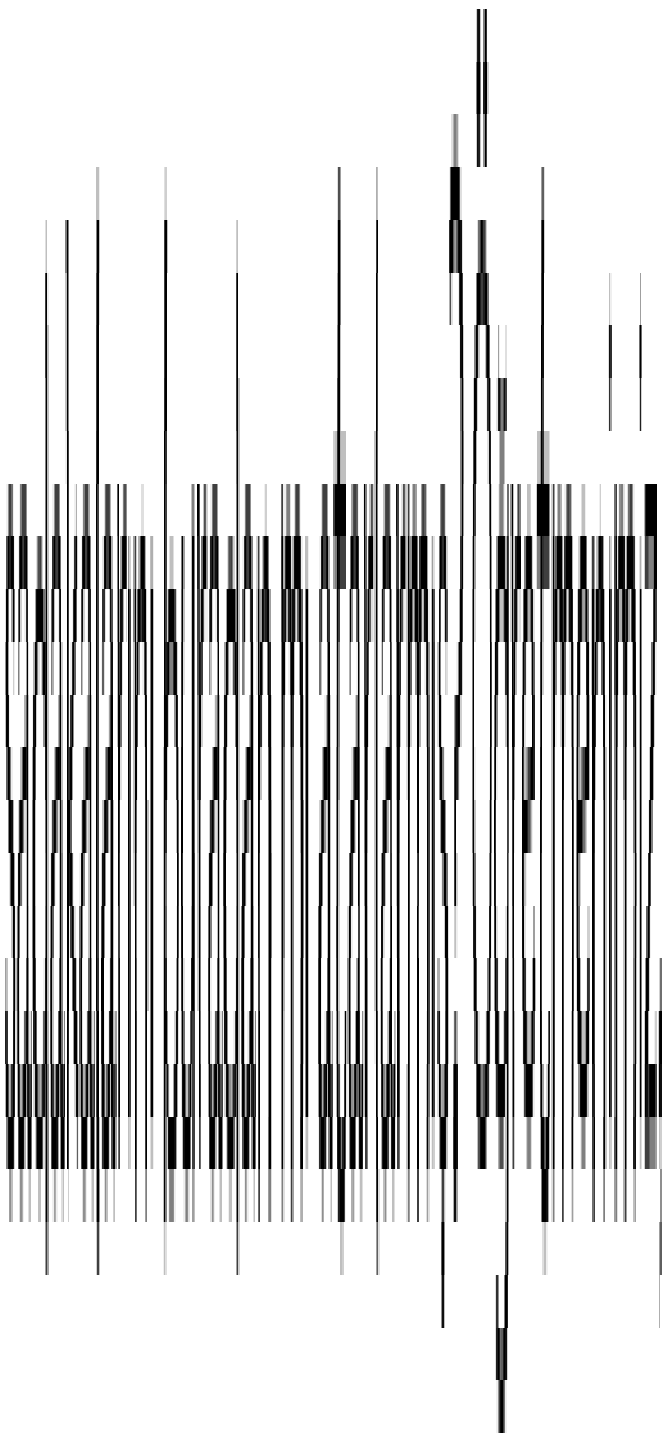


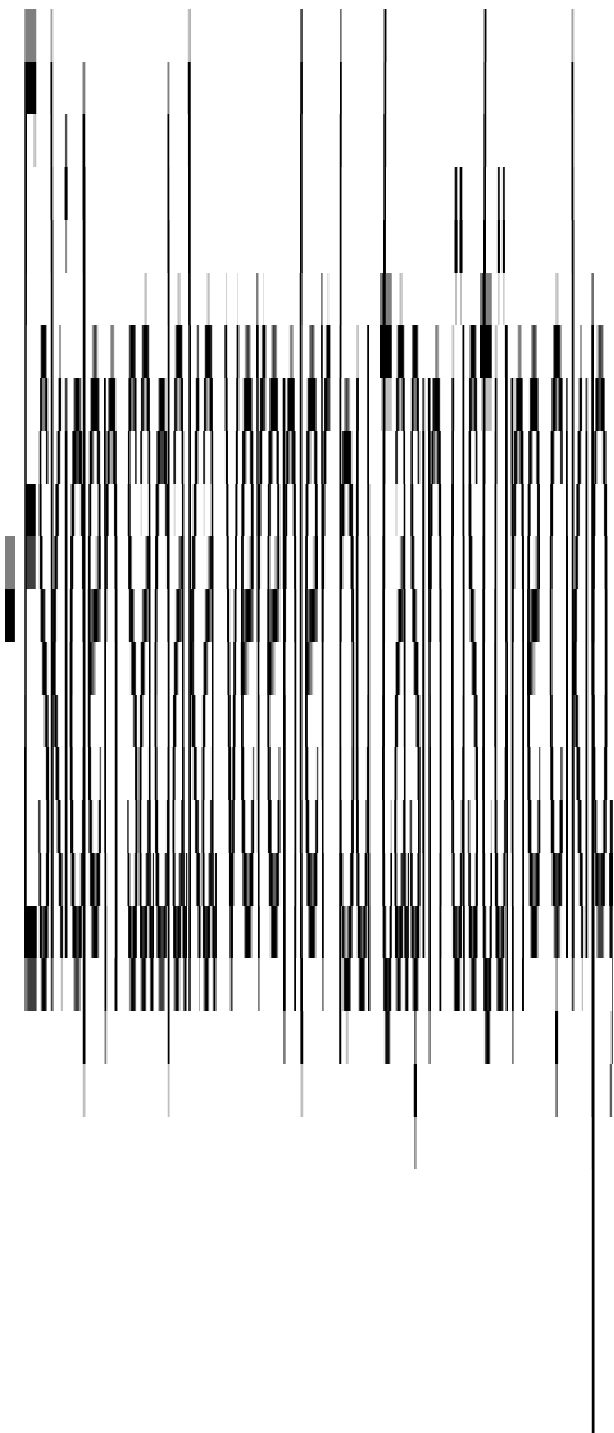


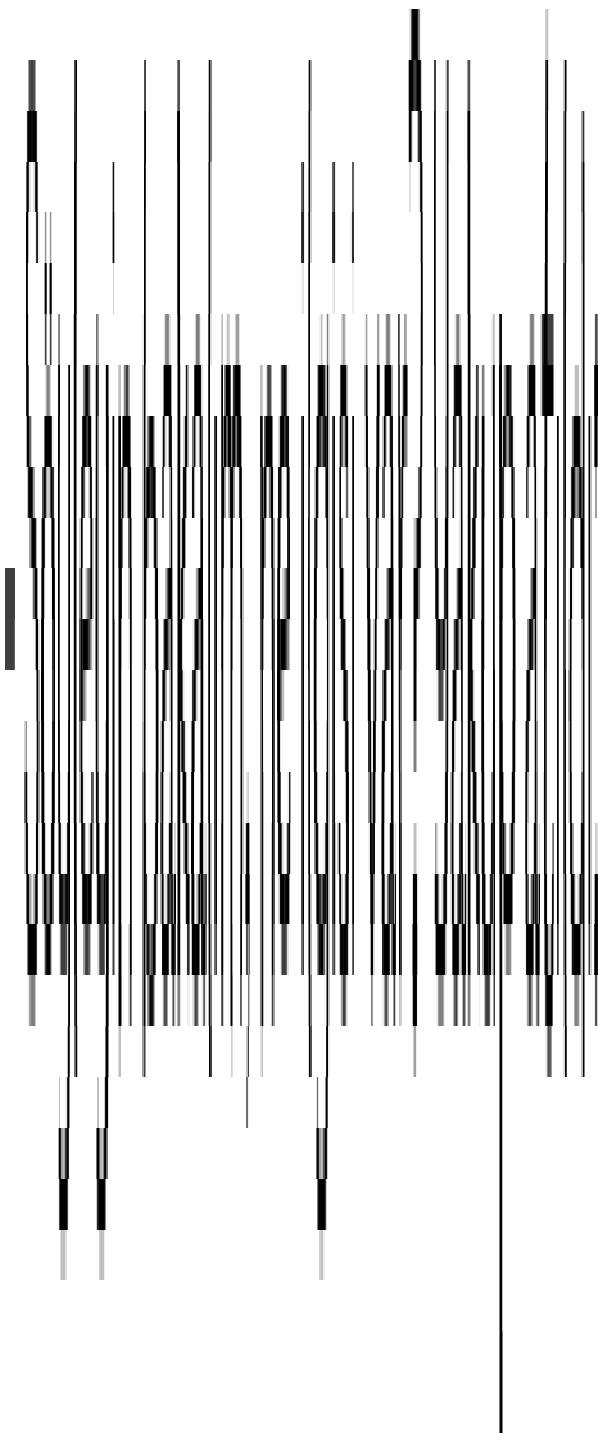


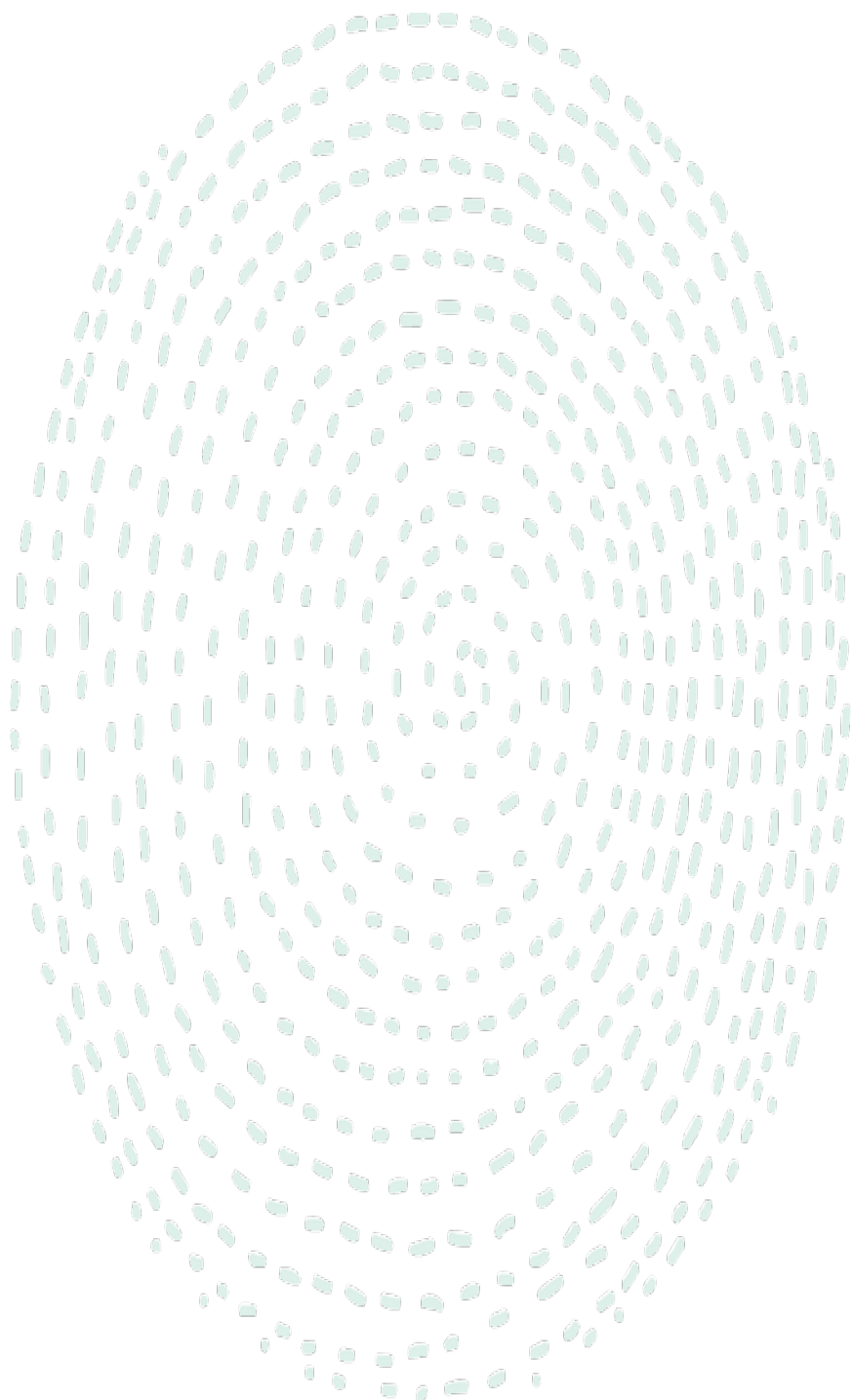


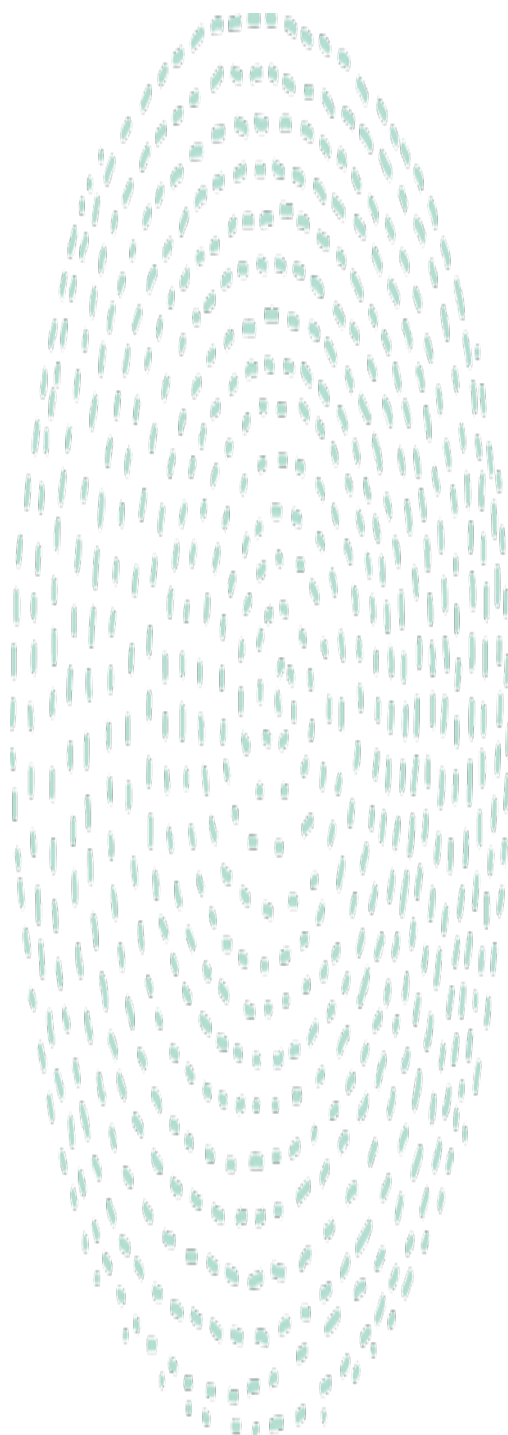




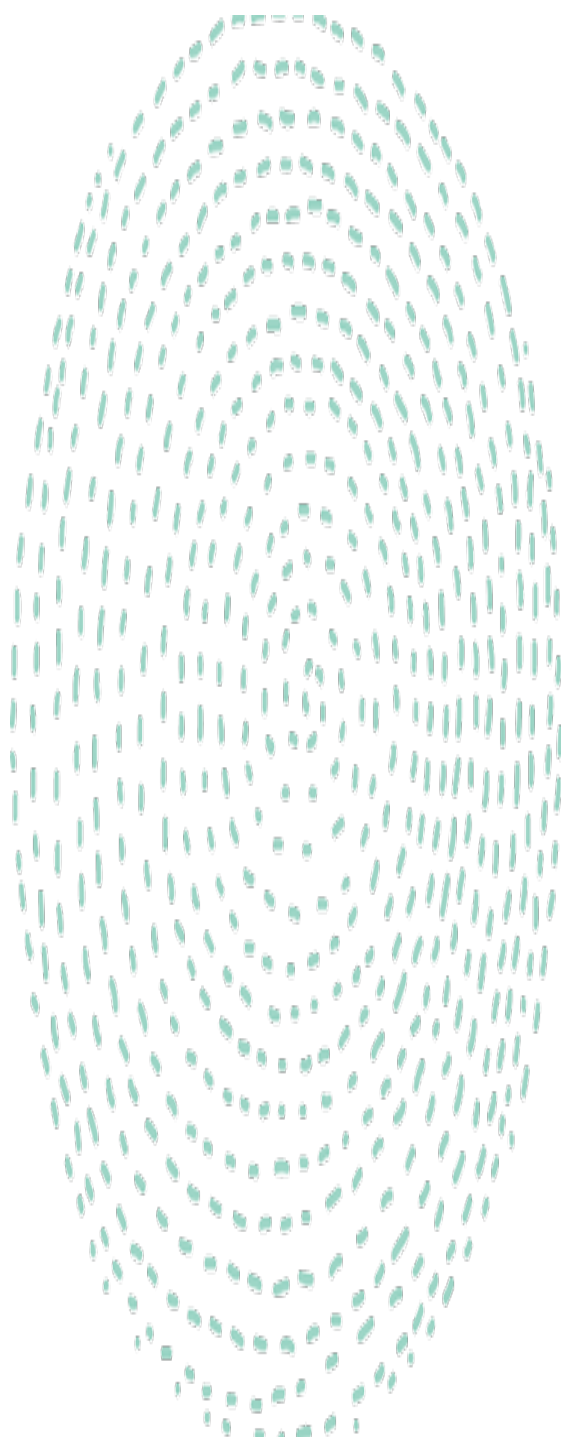


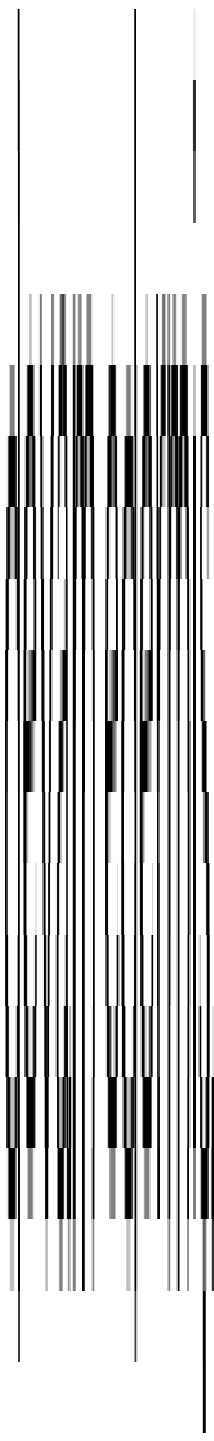


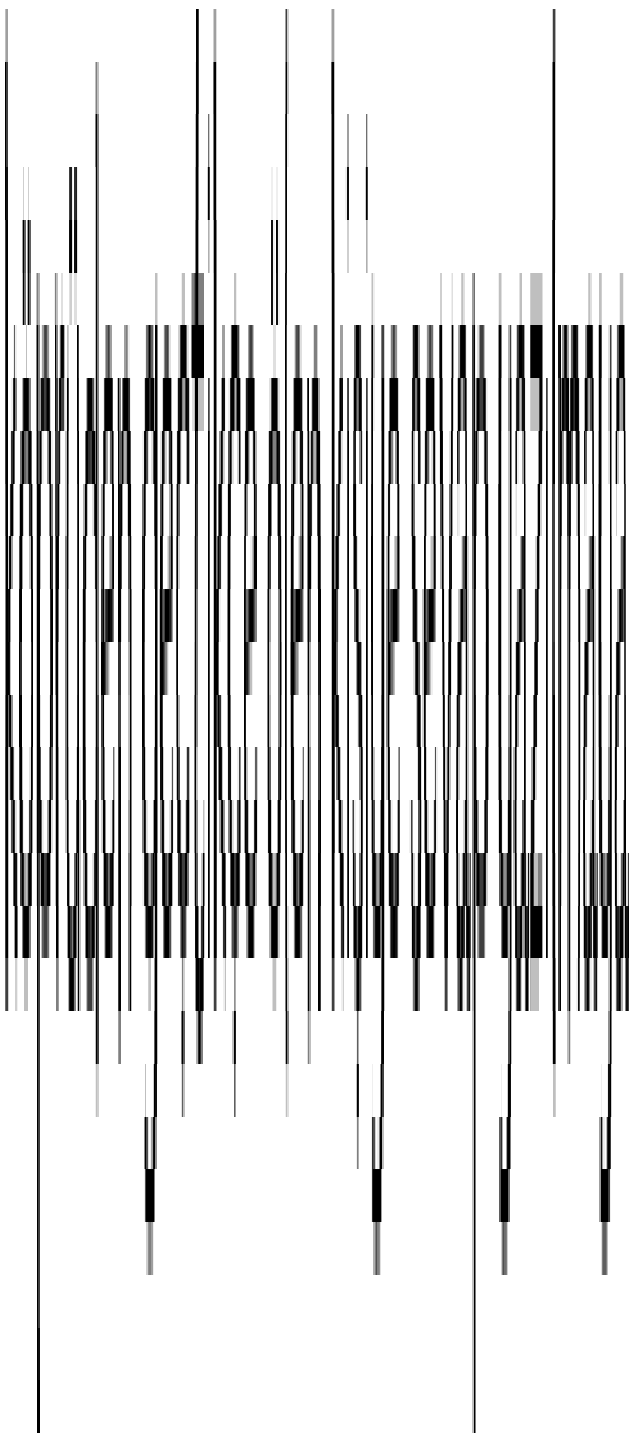


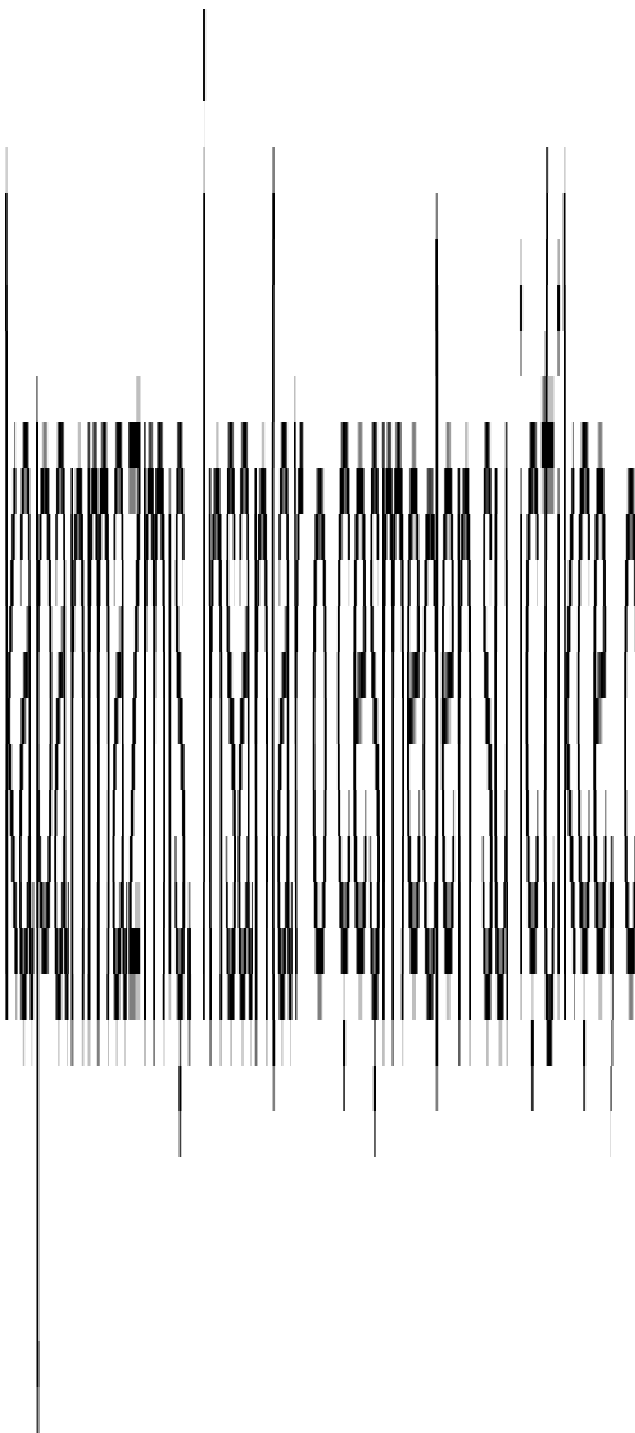


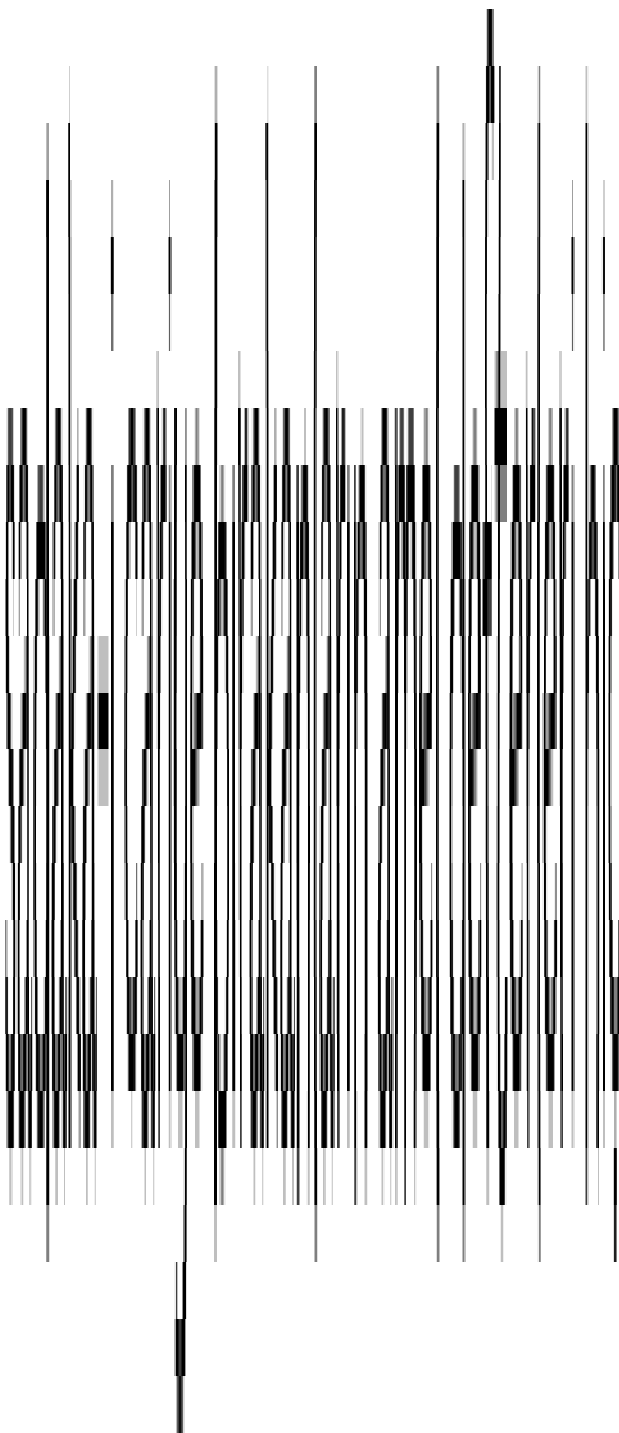
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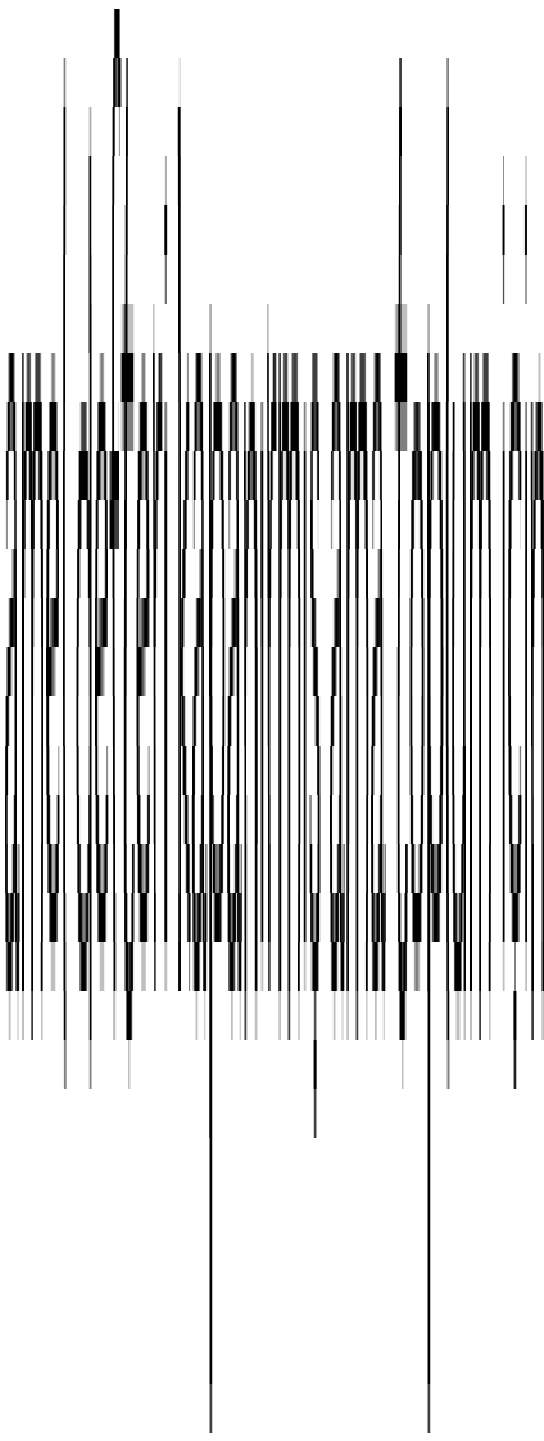


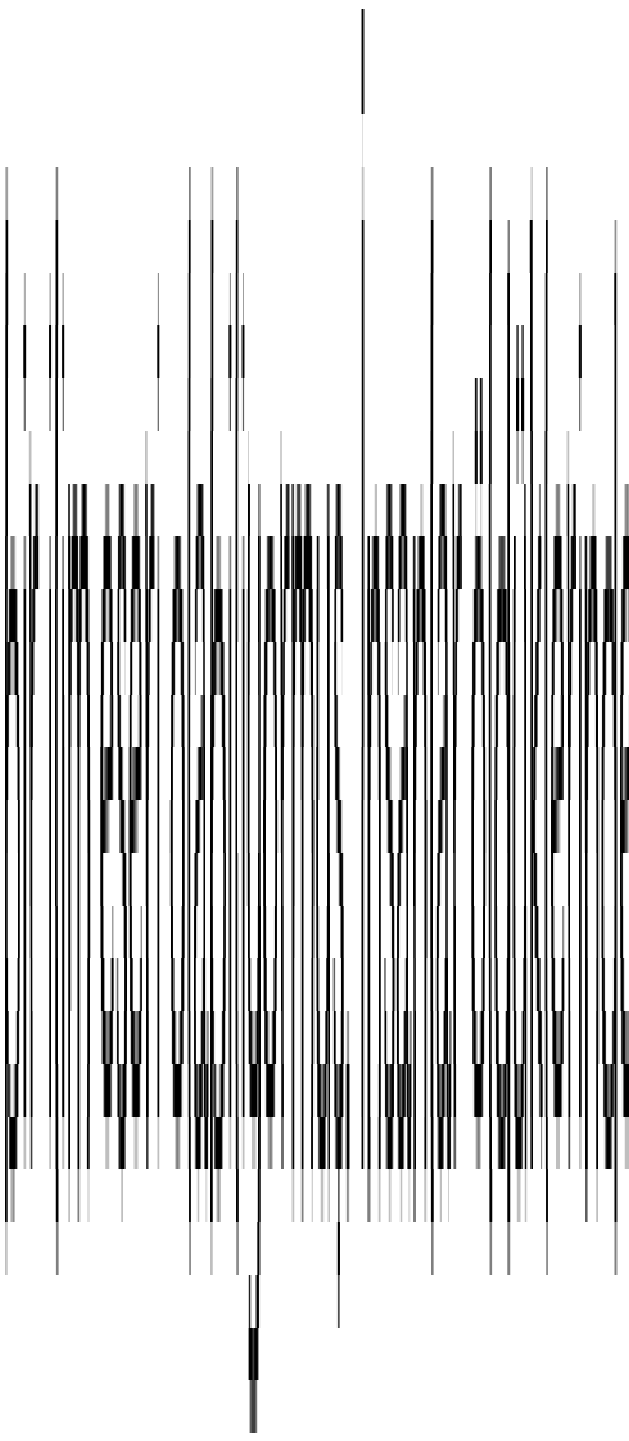


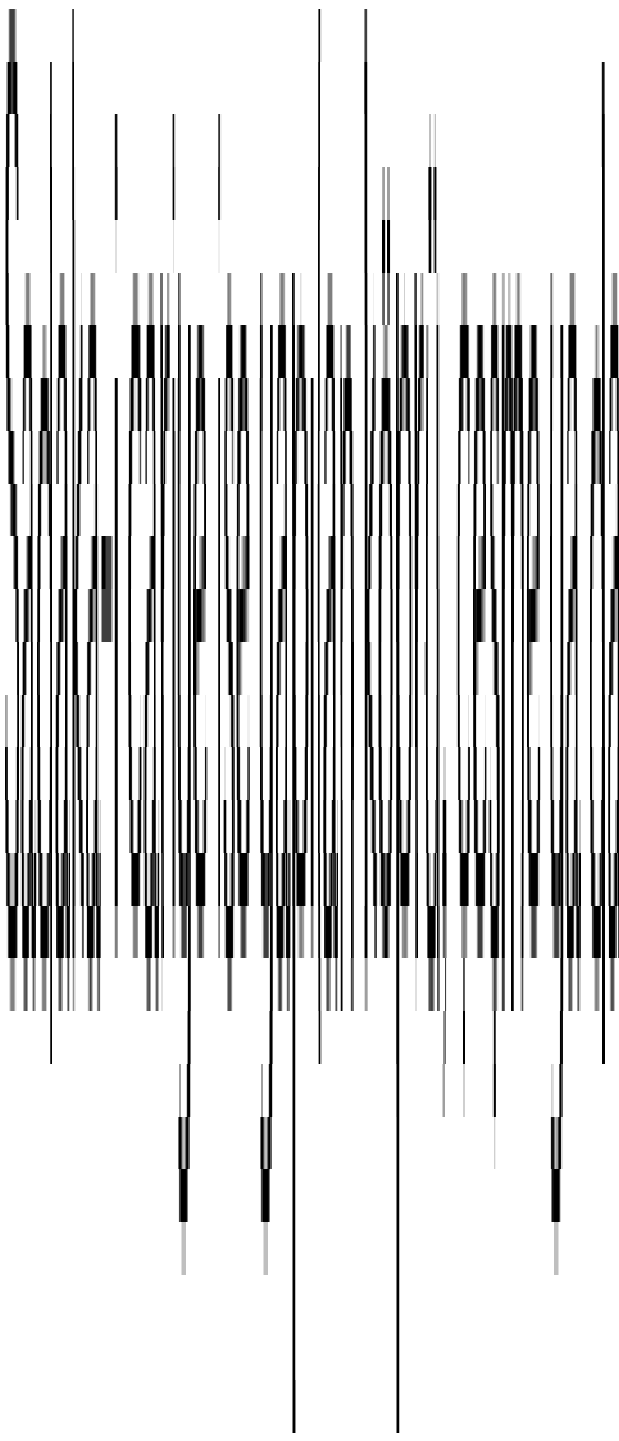


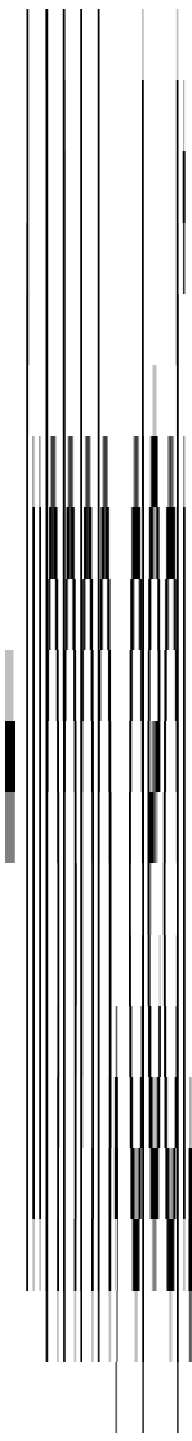


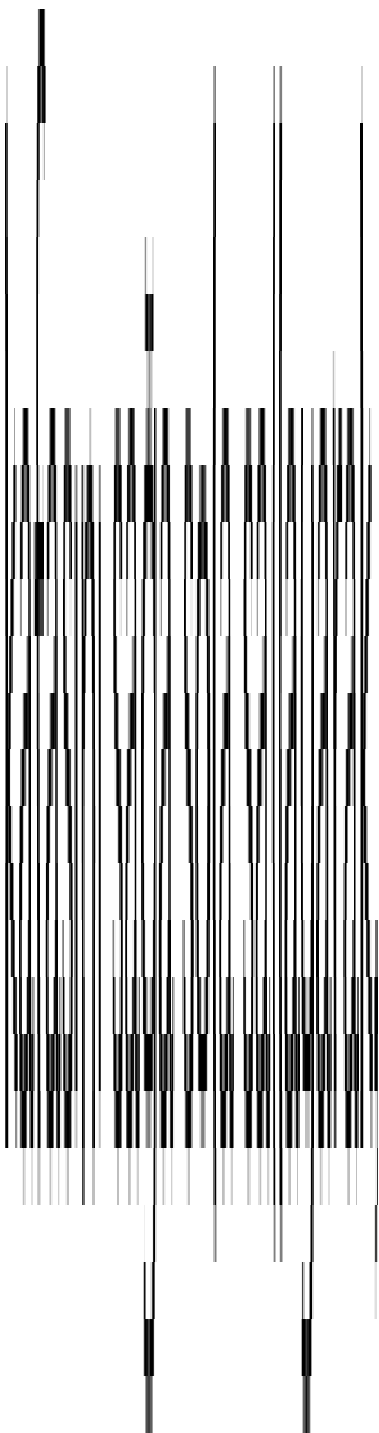


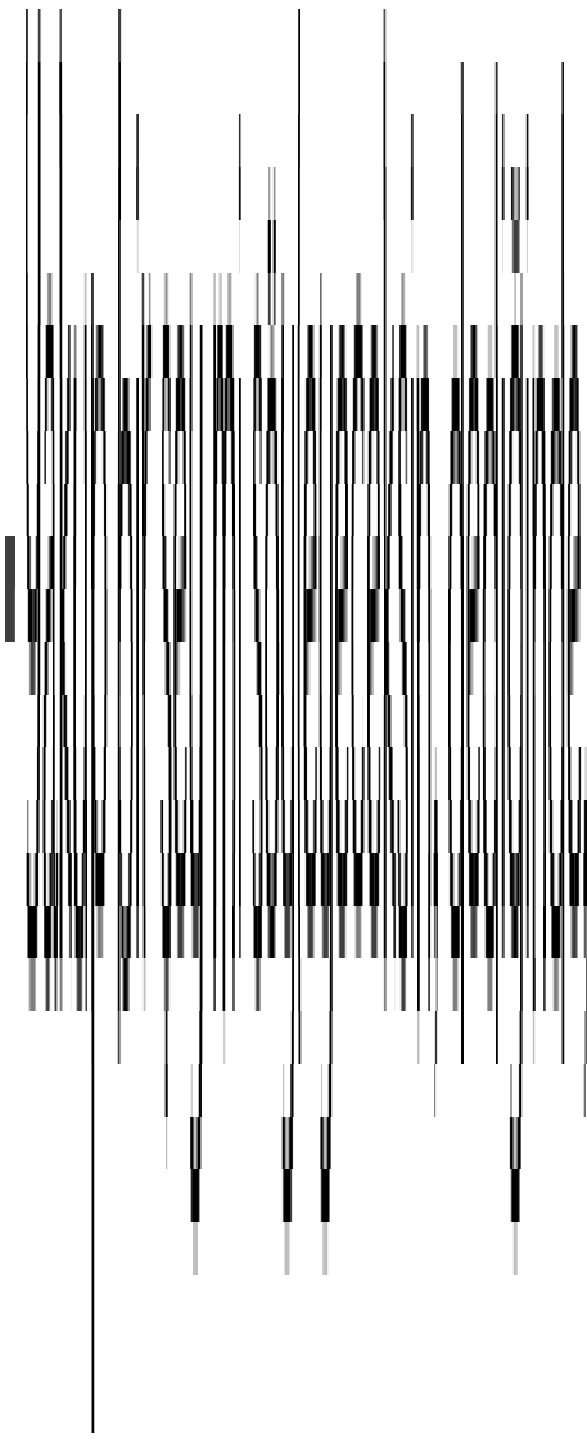


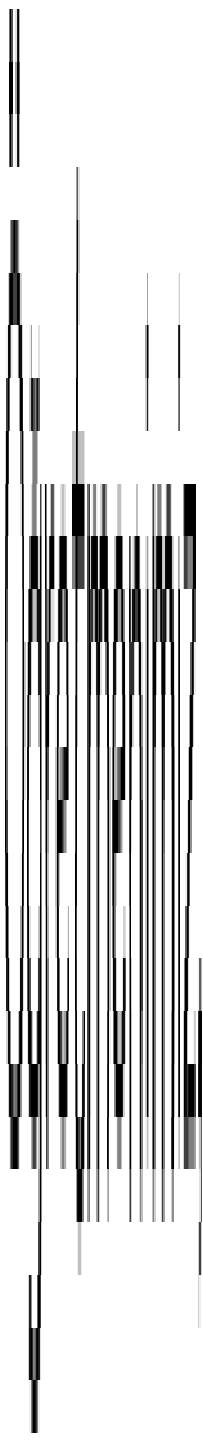


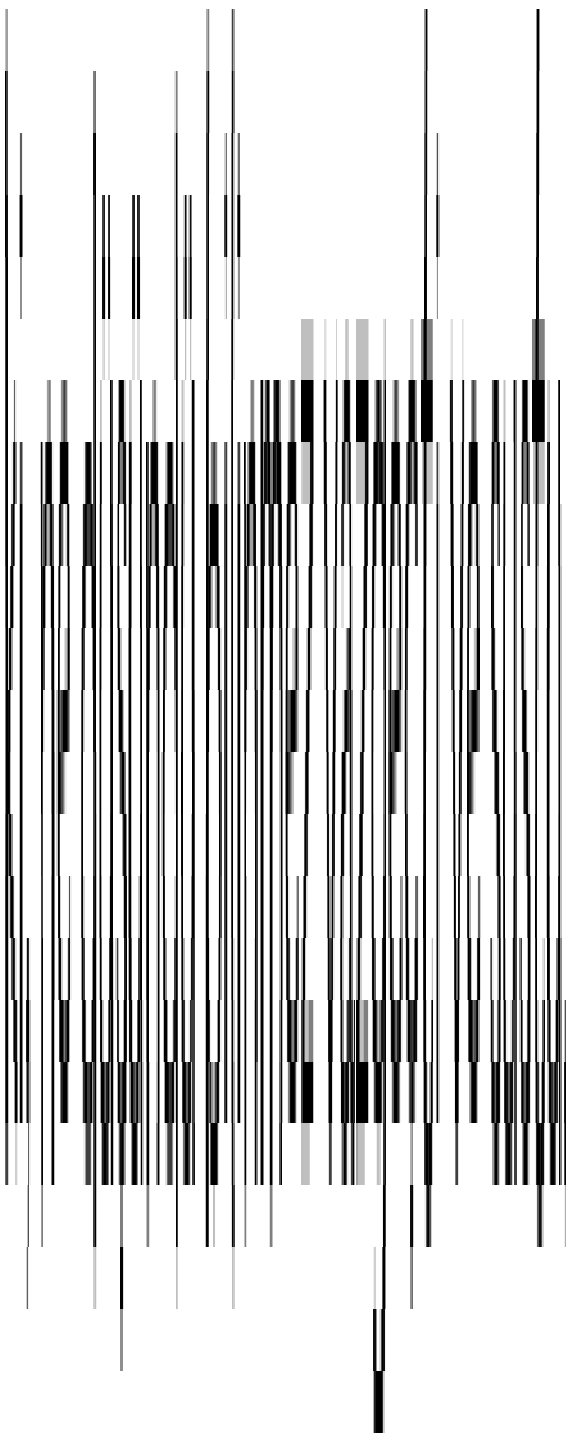


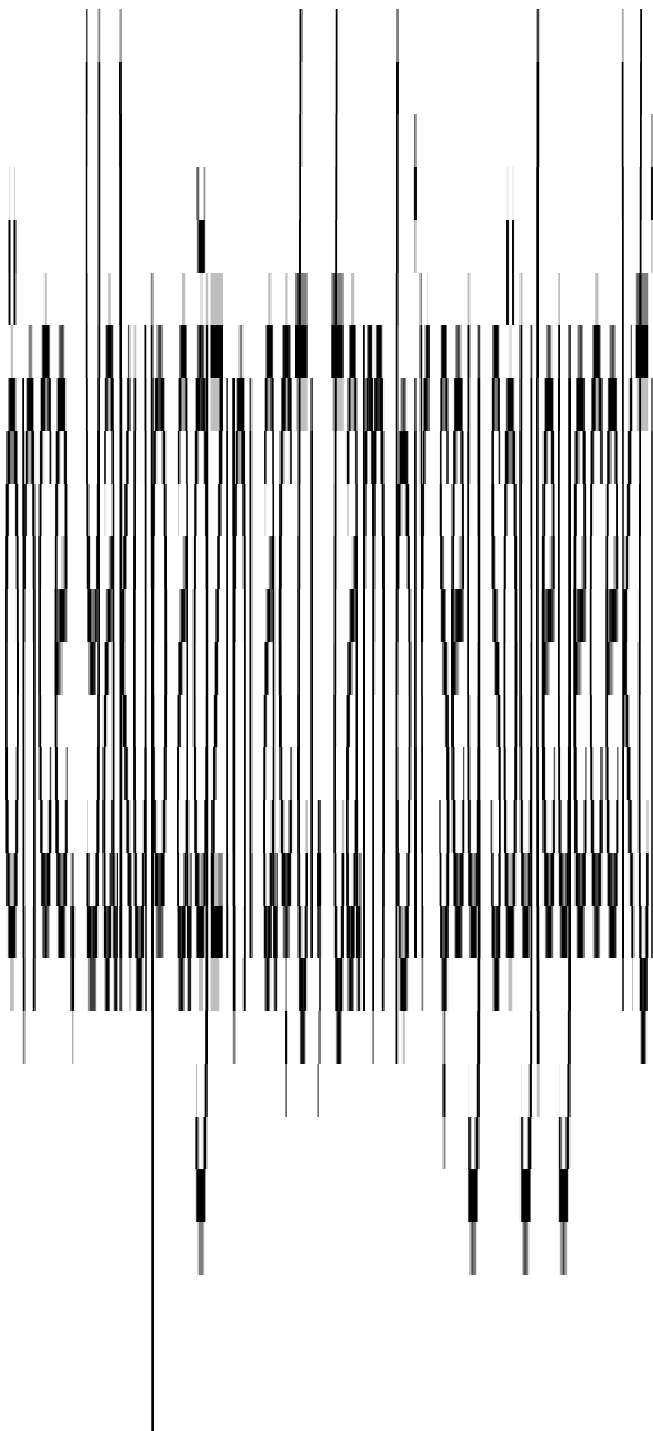


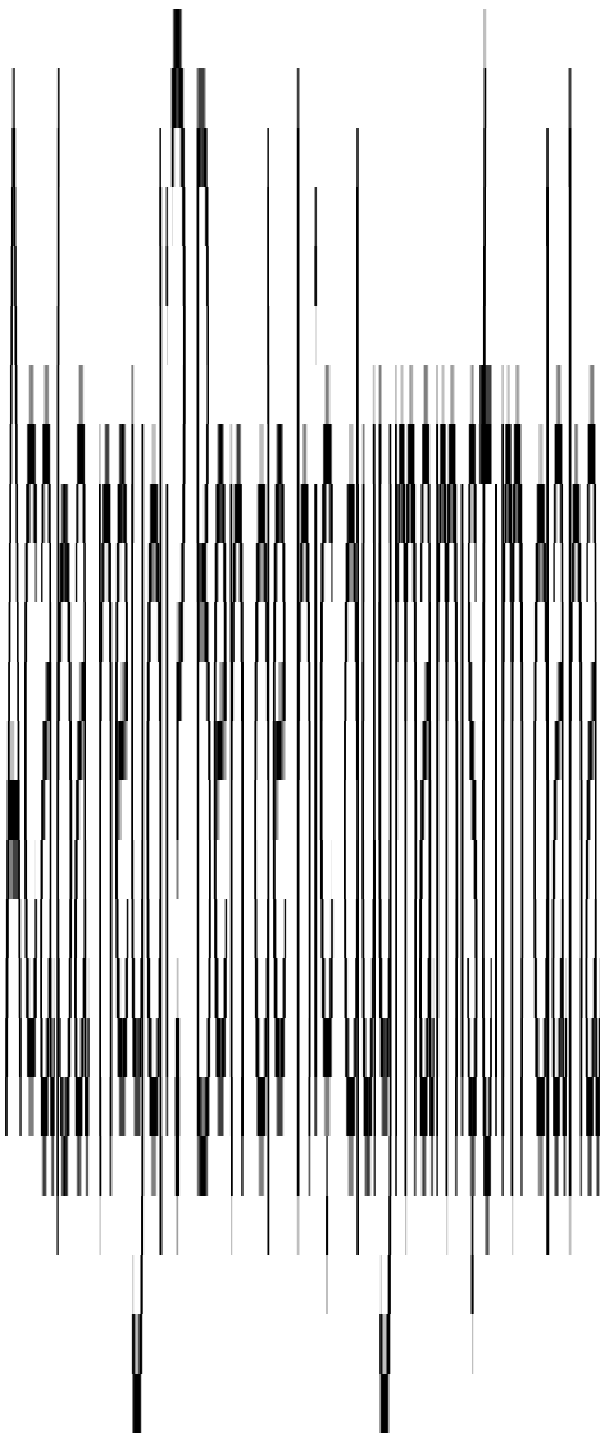




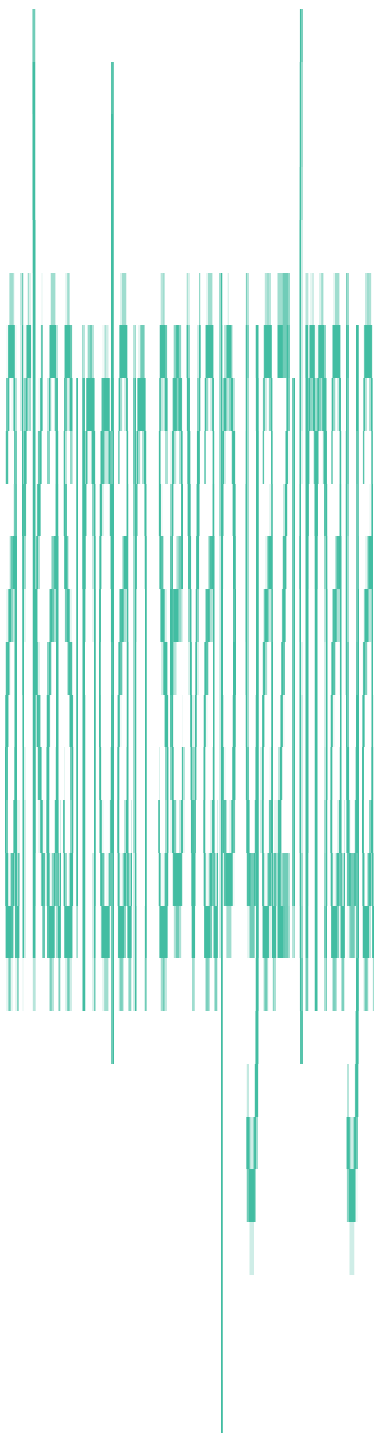


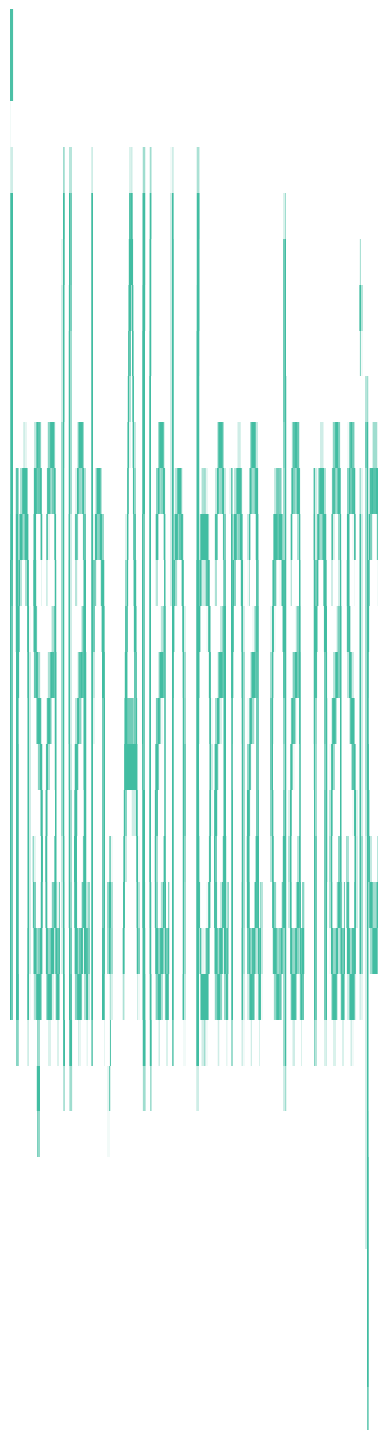


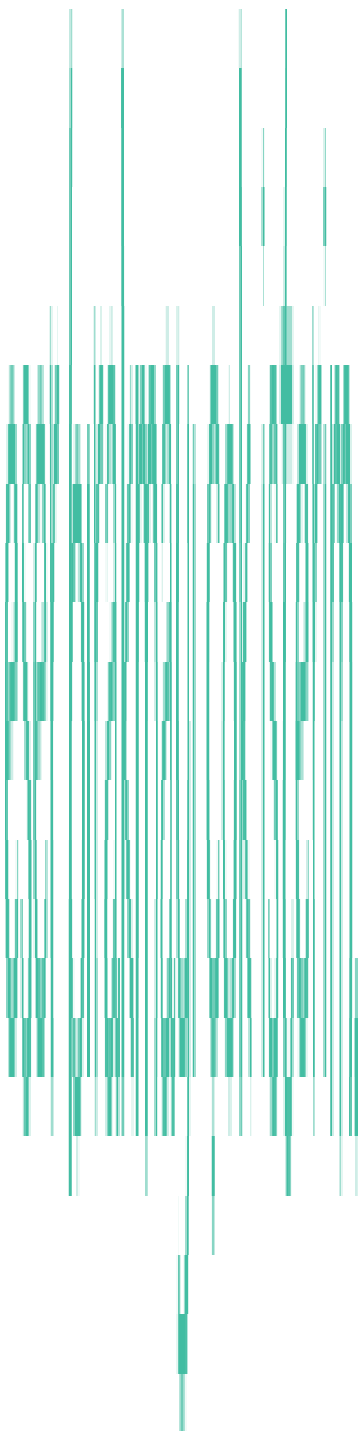


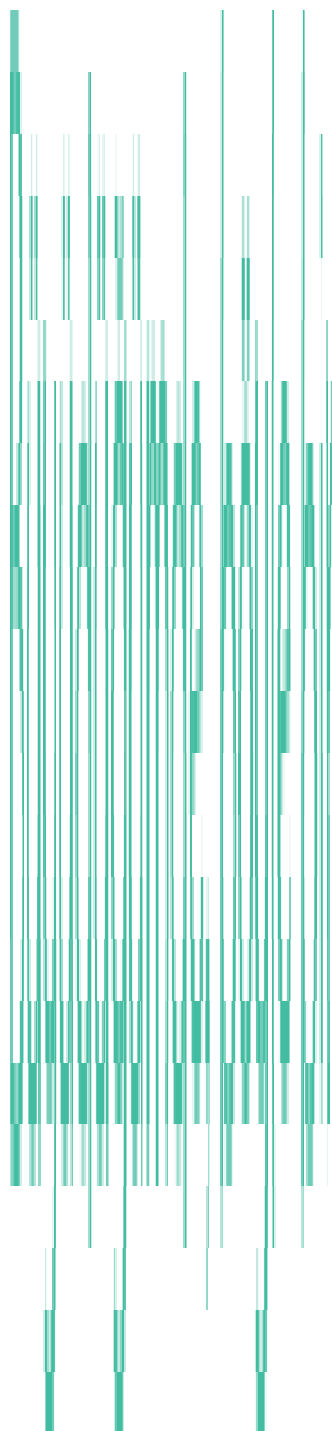


The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. The document then outlines the specific procedures for recording transactions, including the use of standardized forms and the requirement for double-checking entries. It also addresses the importance of regular audits to ensure the integrity of the data. The second part of the document focuses on the financial aspects of the organization, detailing the budgeting process and the allocation of resources. It provides a clear breakdown of the various costs involved in the organization's operations and offers strategies for minimizing expenses without compromising quality. The document concludes by reiterating the commitment to financial responsibility and the goal of achieving long-term sustainability.









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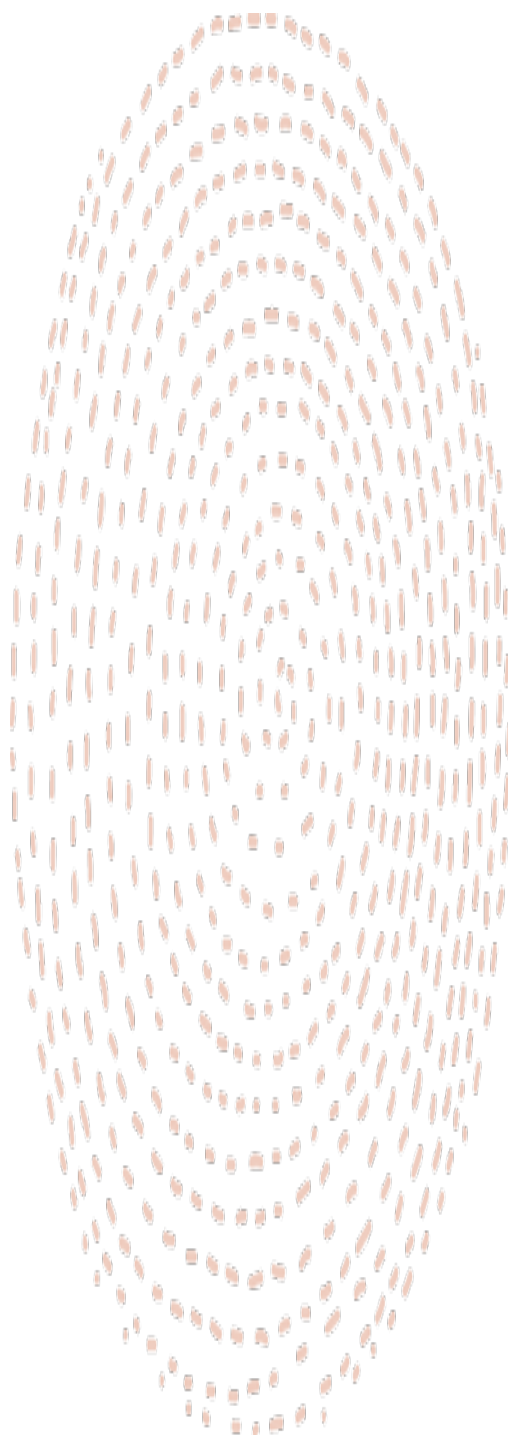
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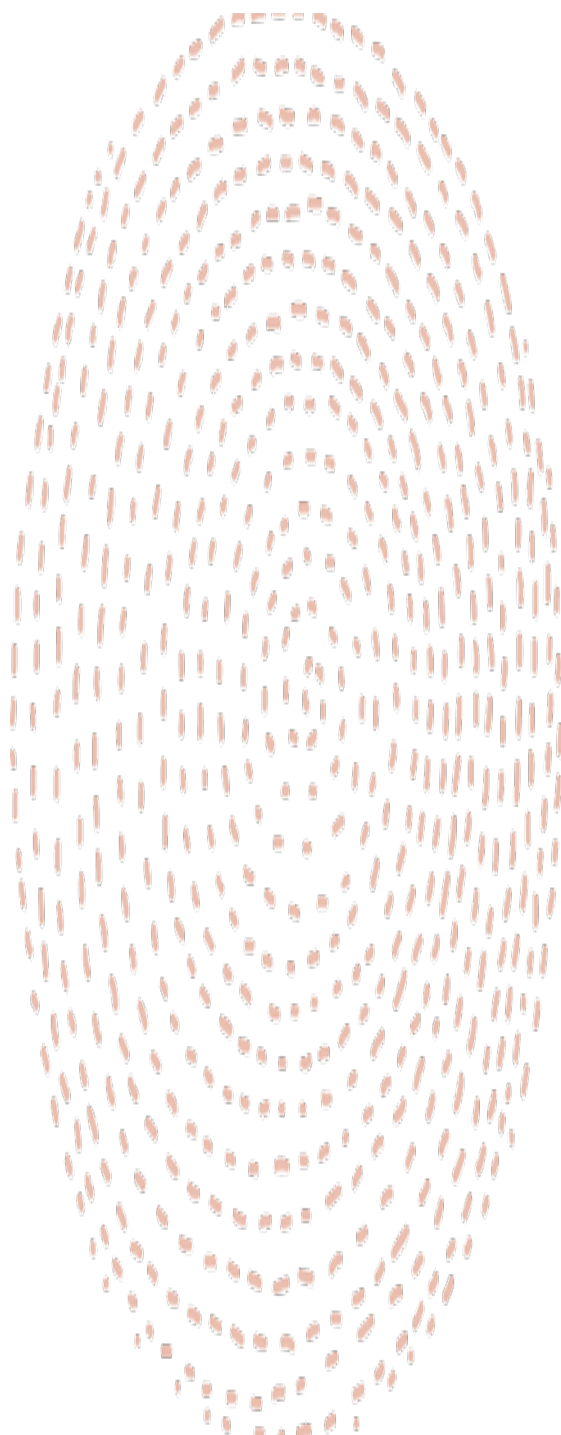
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The first part of the paper discusses the importance of the research and the need for a new approach. It then presents a detailed analysis of the current state of the field, highlighting the strengths and weaknesses of existing methods. The second part of the paper introduces a new method, which is based on a combination of advanced techniques. This method is designed to overcome the limitations of the current approaches and provide a more accurate and efficient solution. The third part of the paper presents the results of the experiments, which show that the new method outperforms the existing ones in terms of both accuracy and efficiency. Finally, the paper concludes with a discussion of the implications of the findings and suggests directions for future research.









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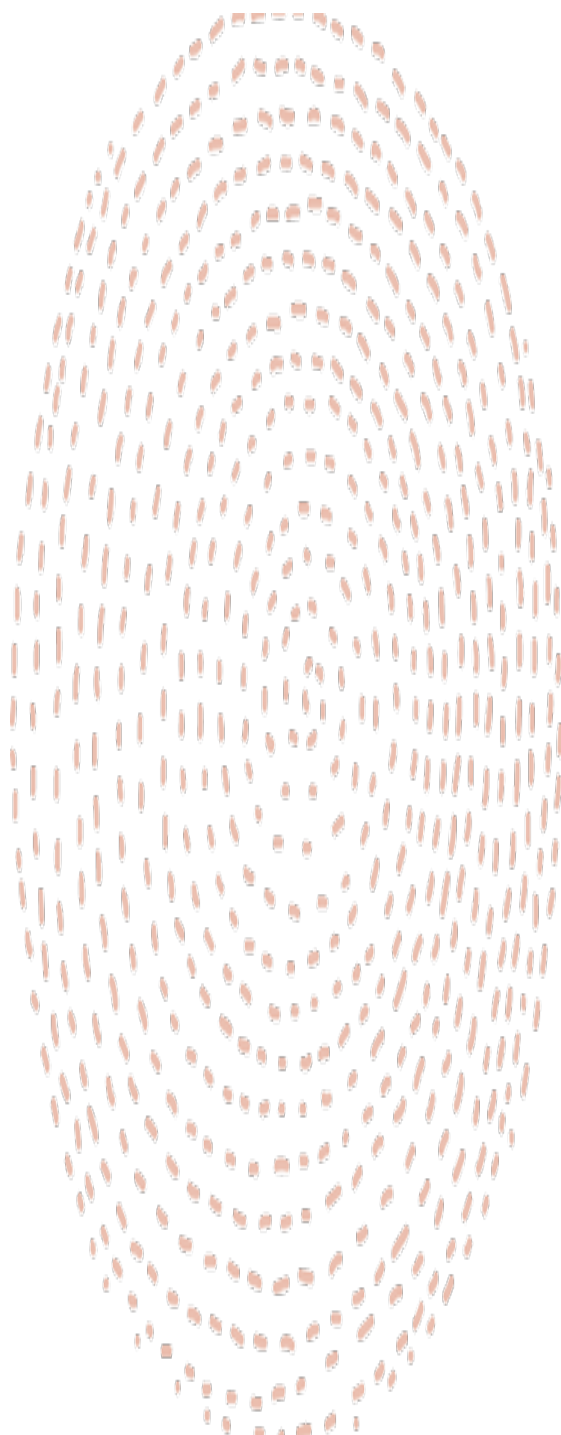
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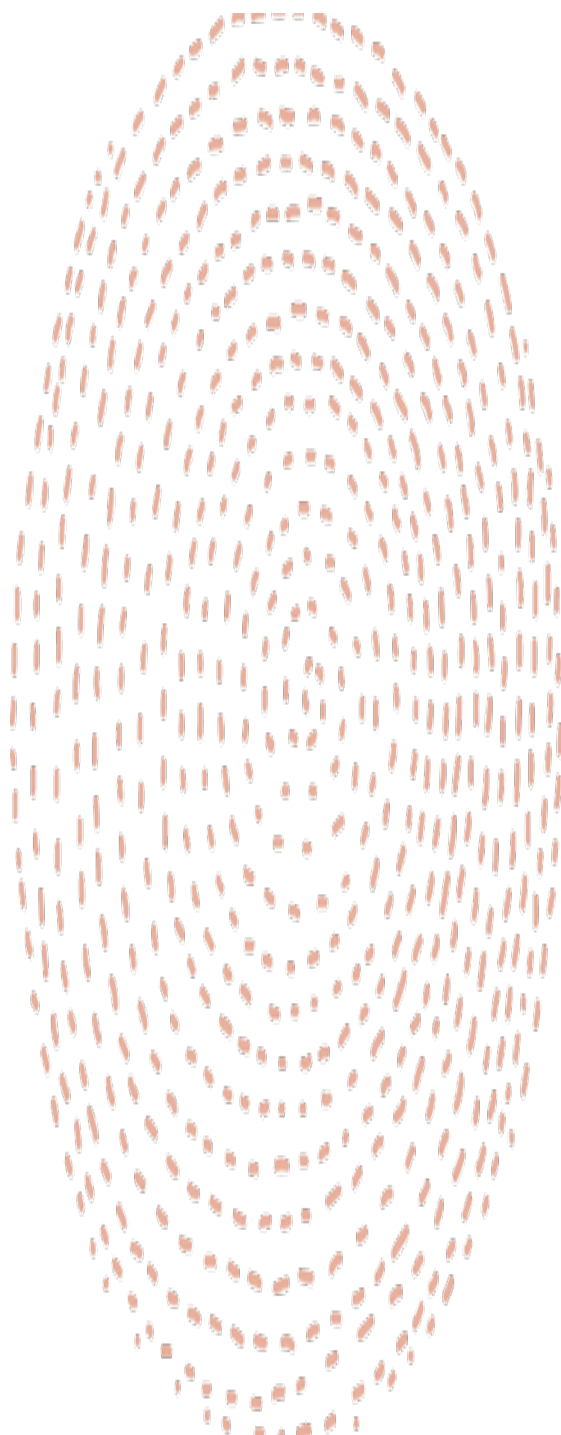
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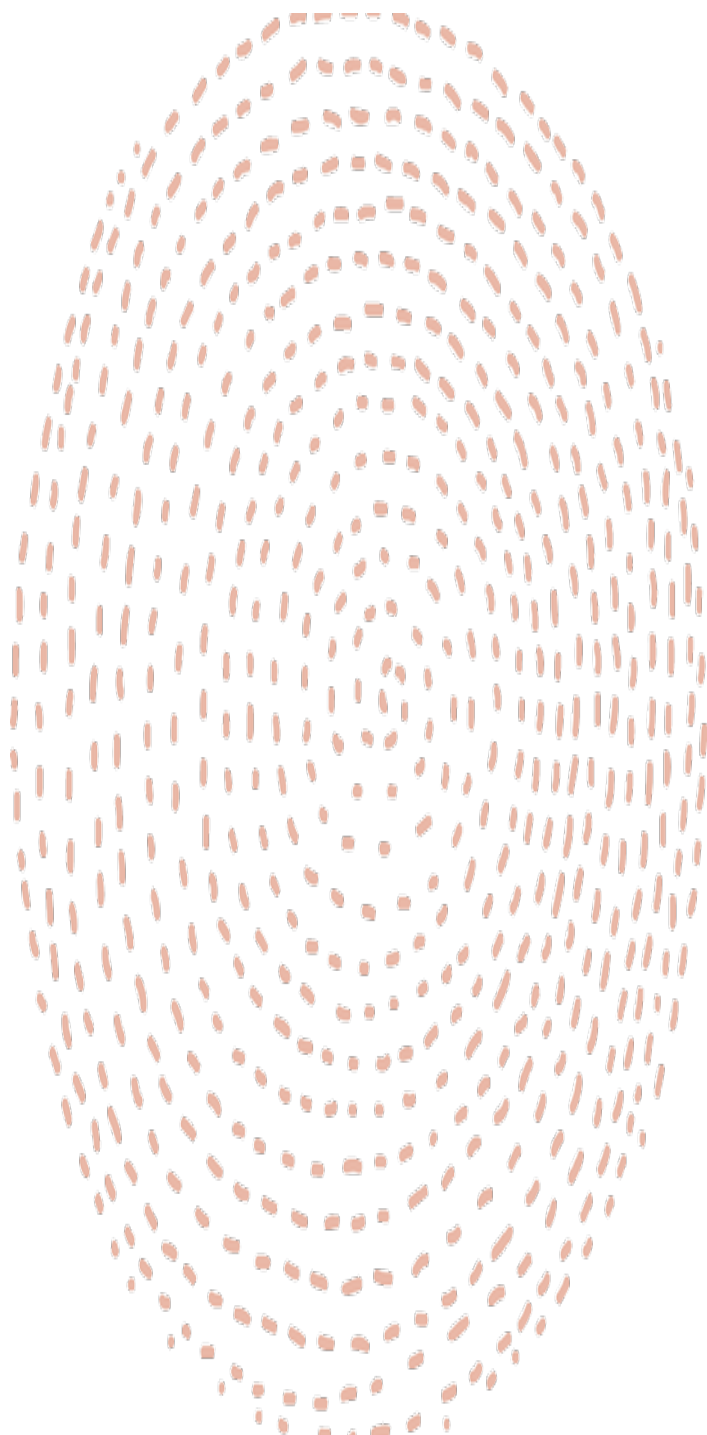
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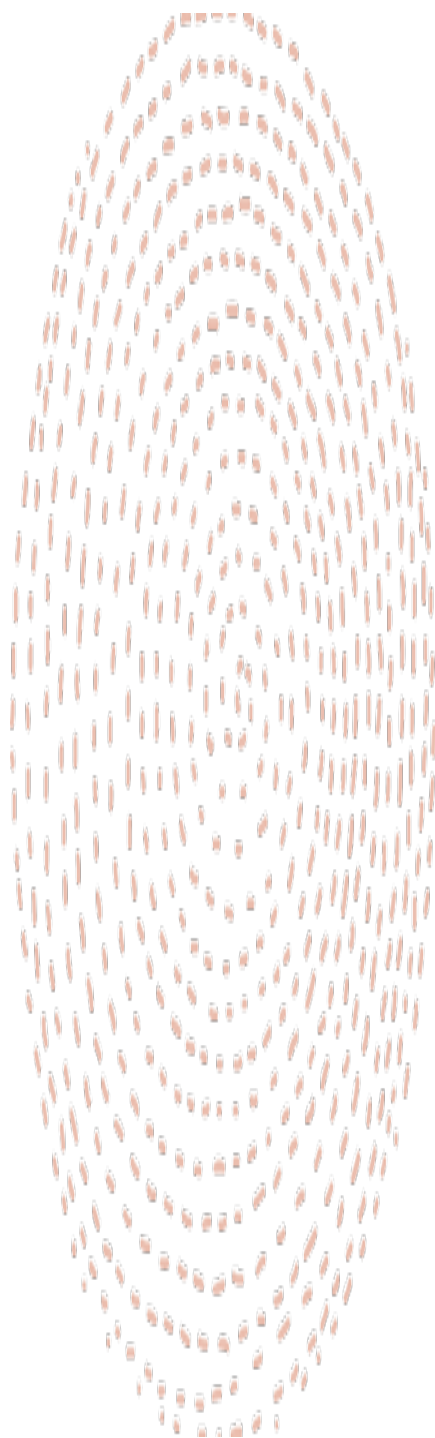
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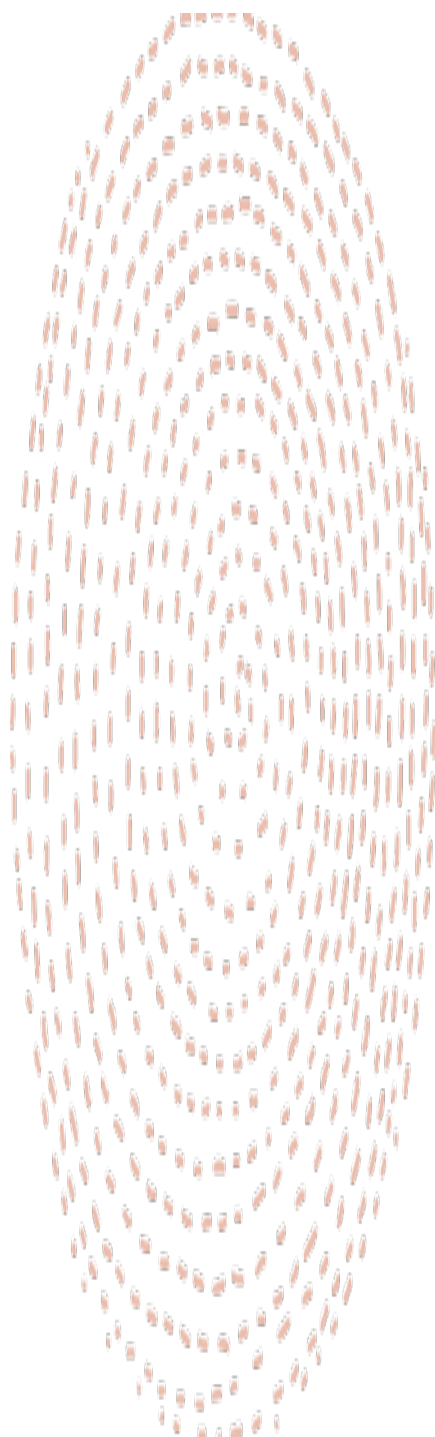
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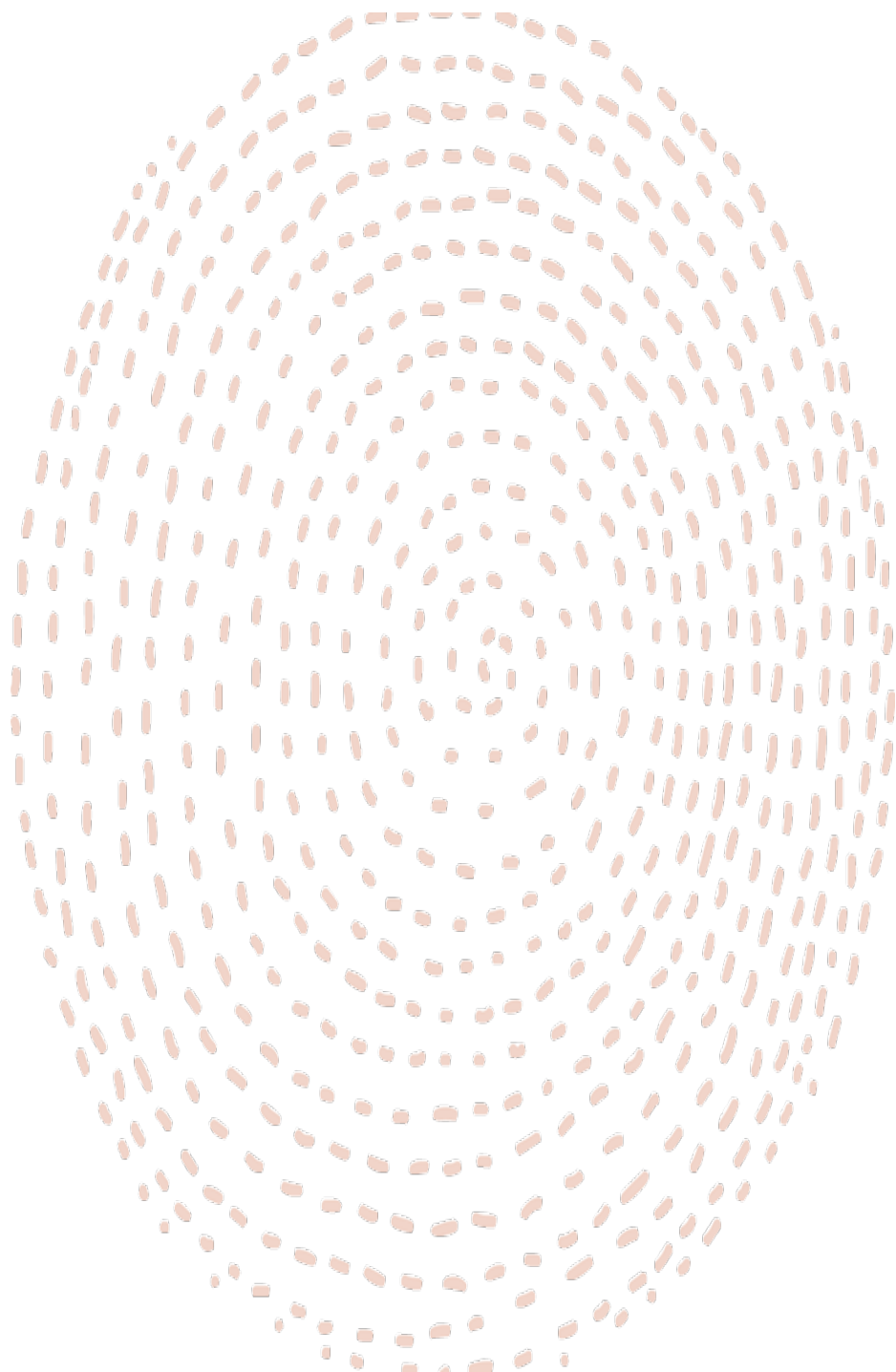
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19. *Abstract*

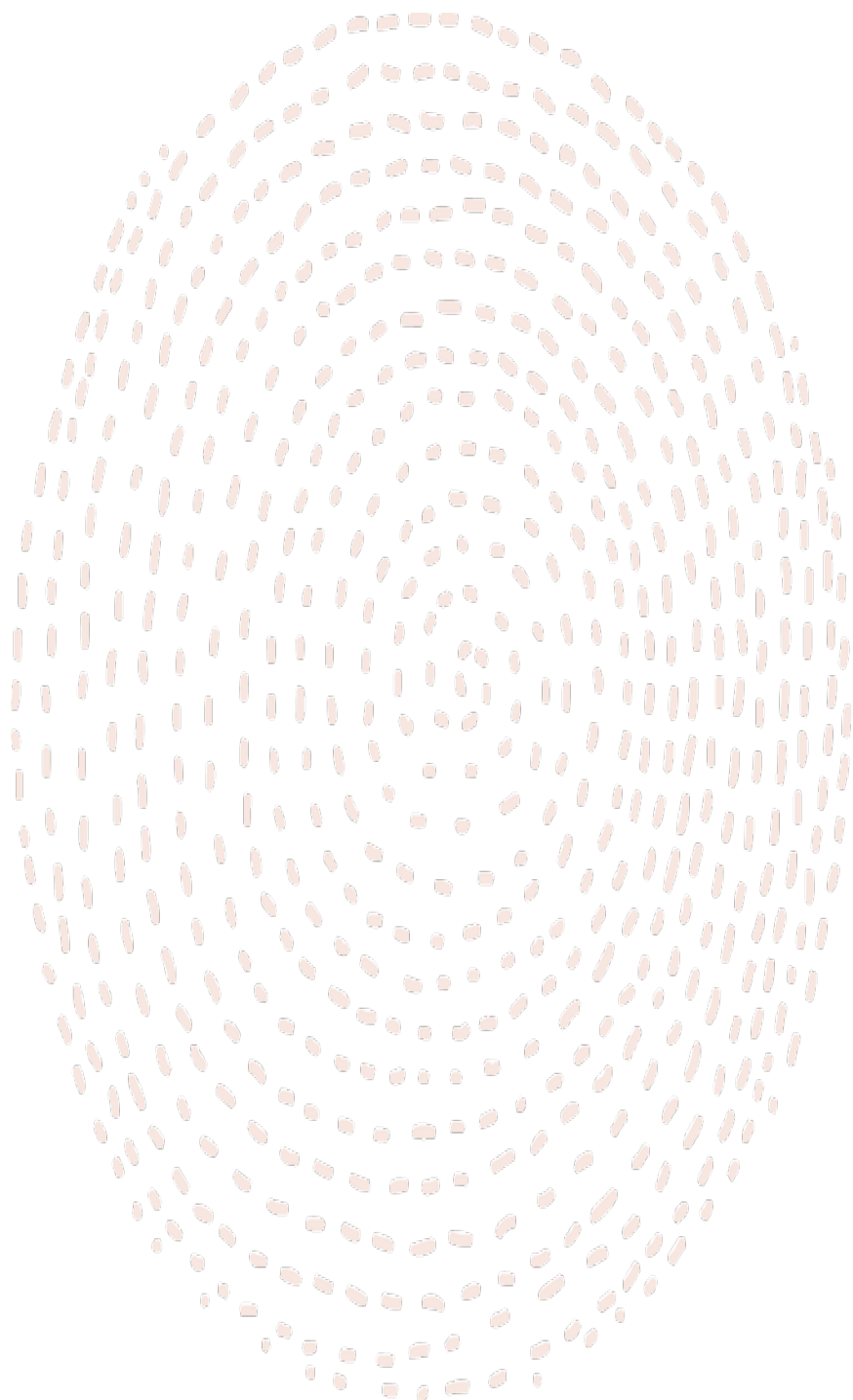
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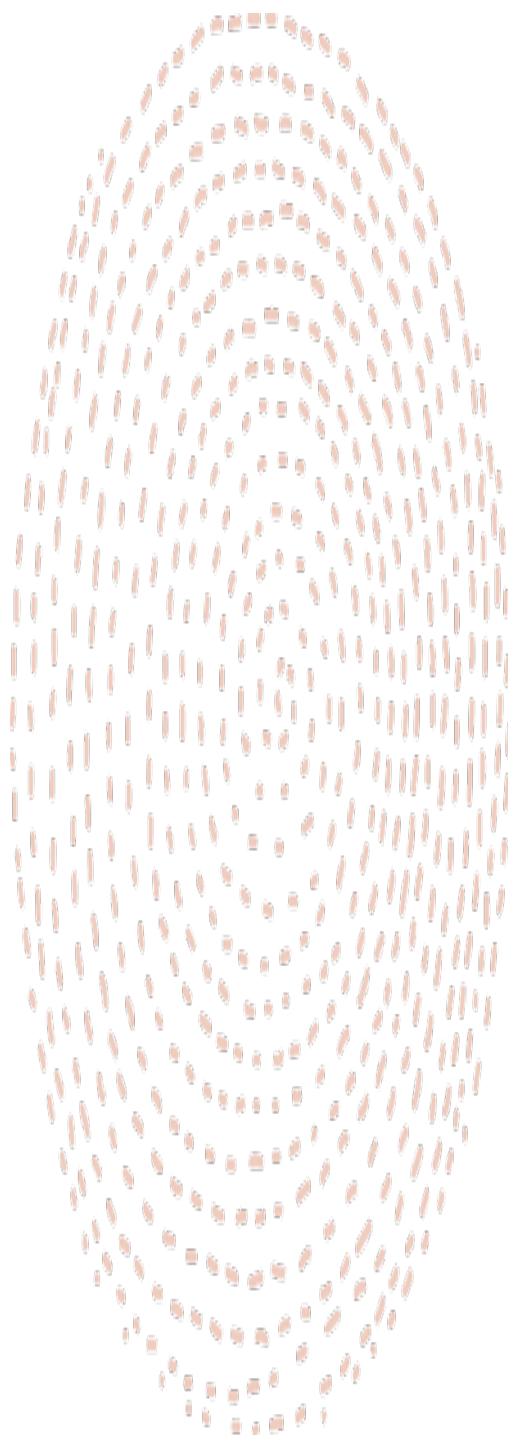
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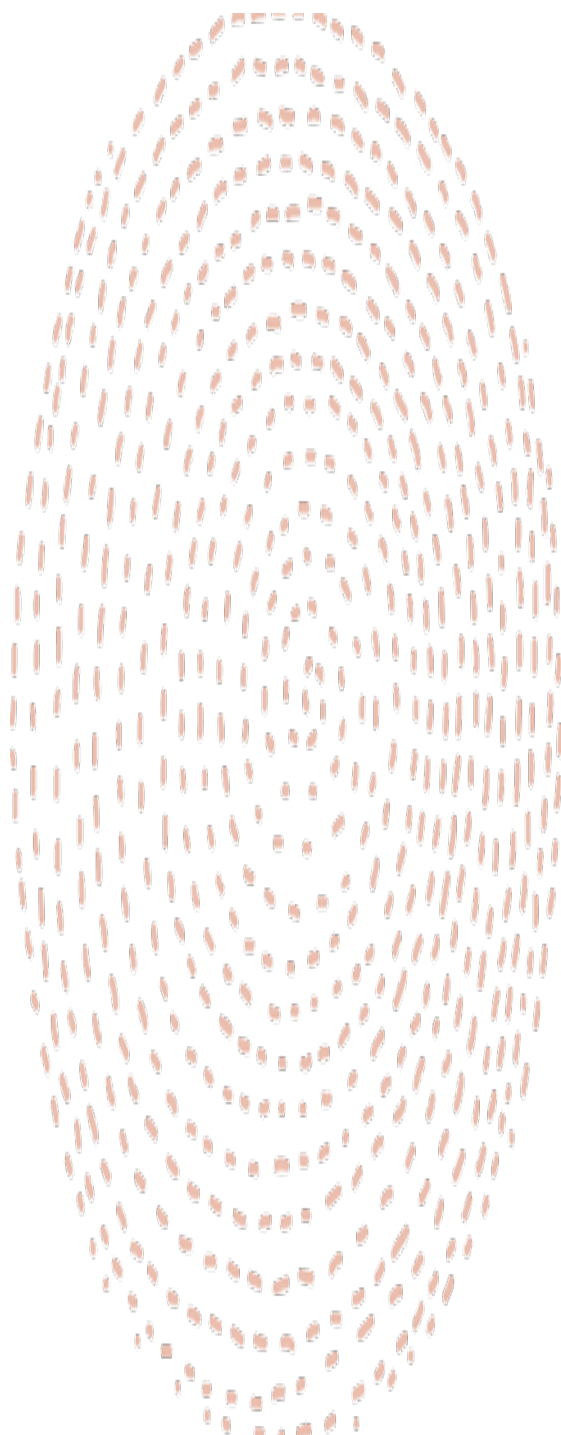












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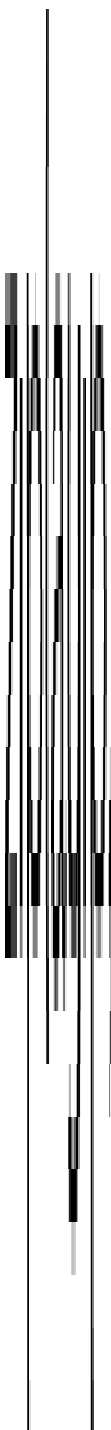
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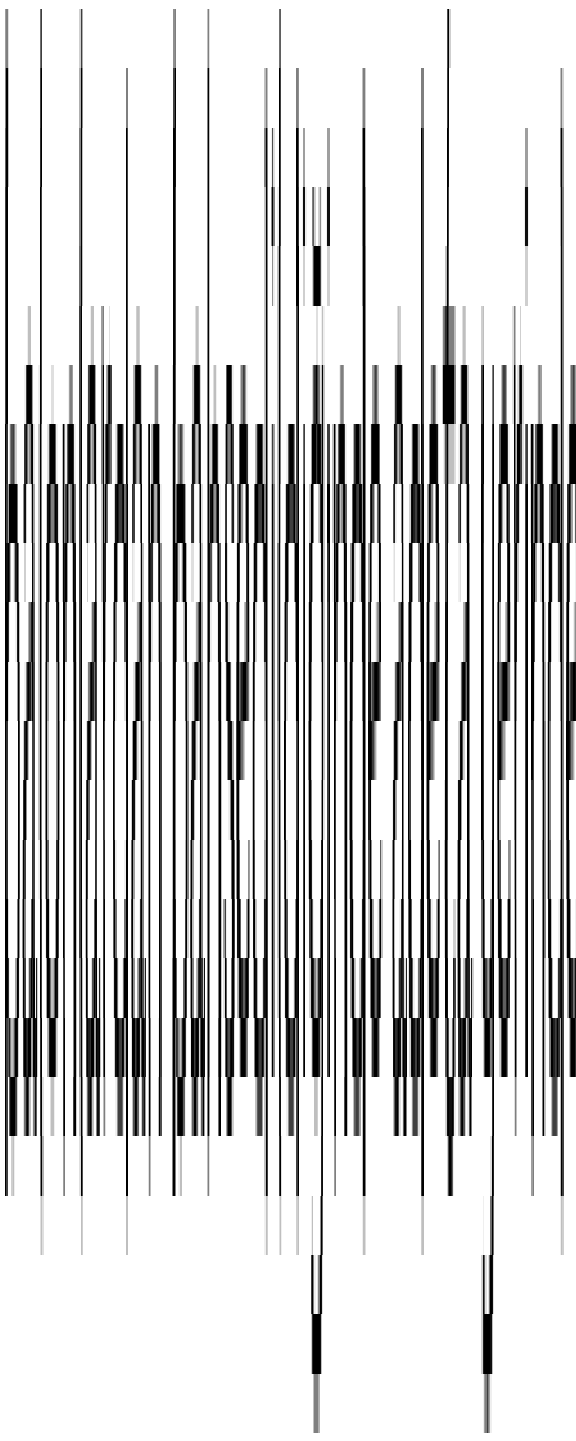
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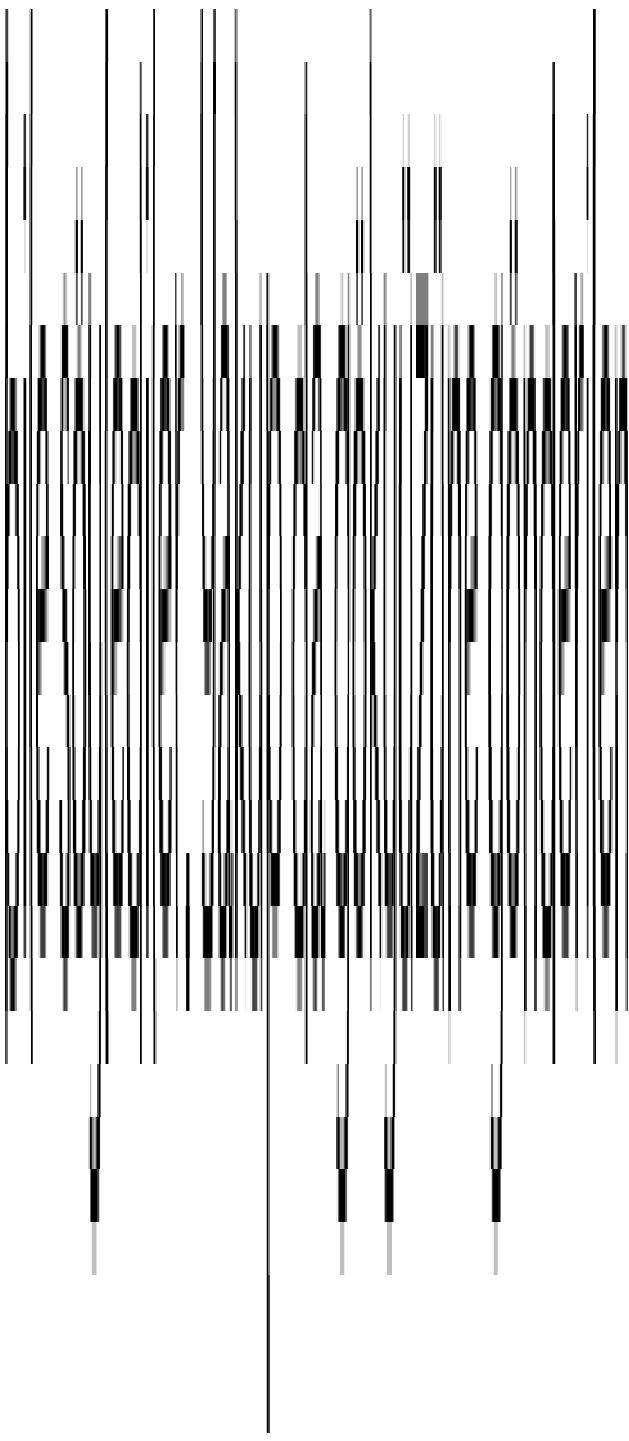
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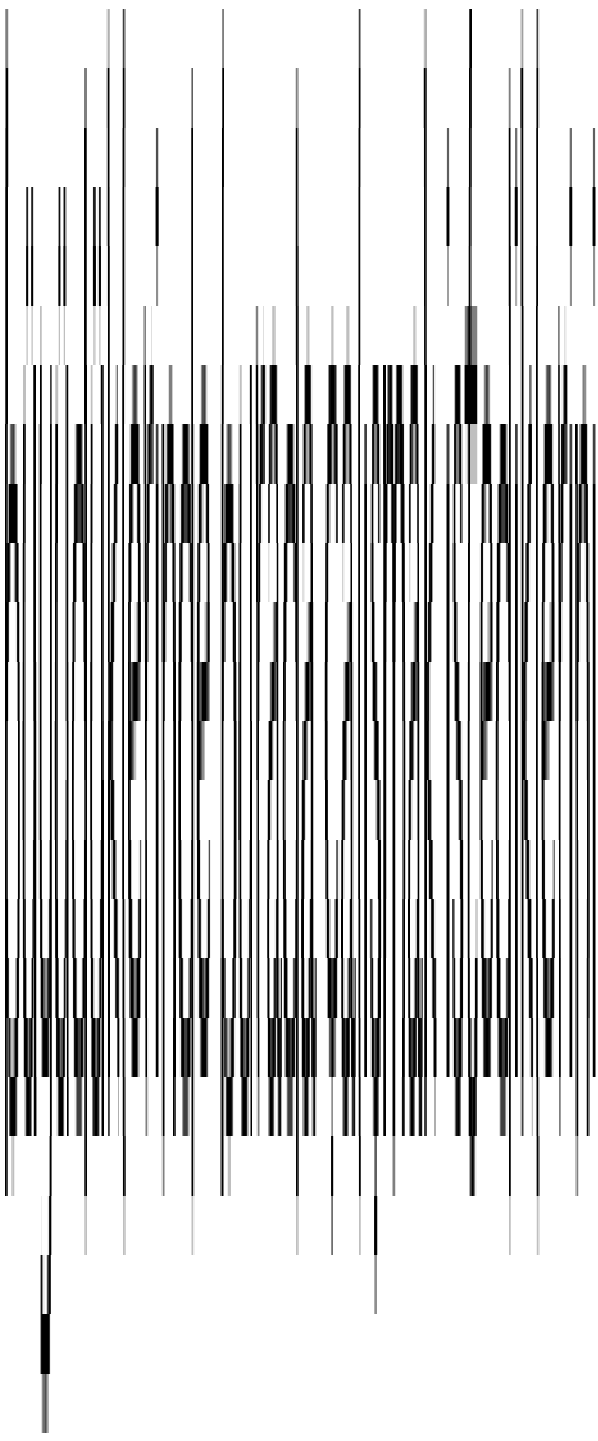
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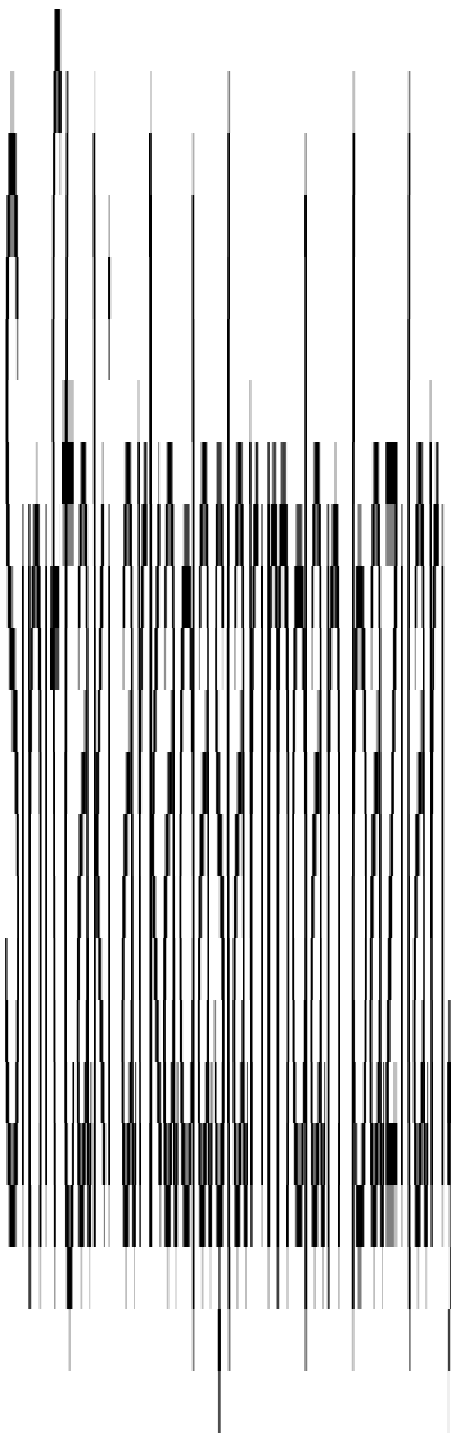
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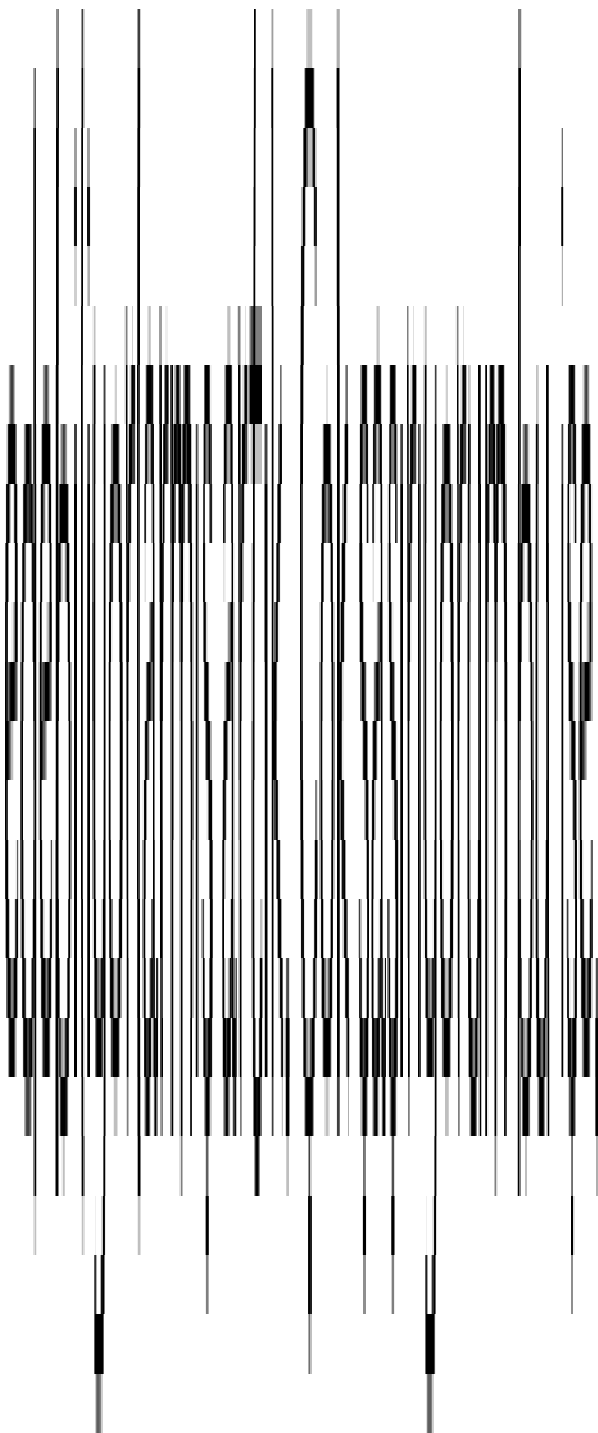


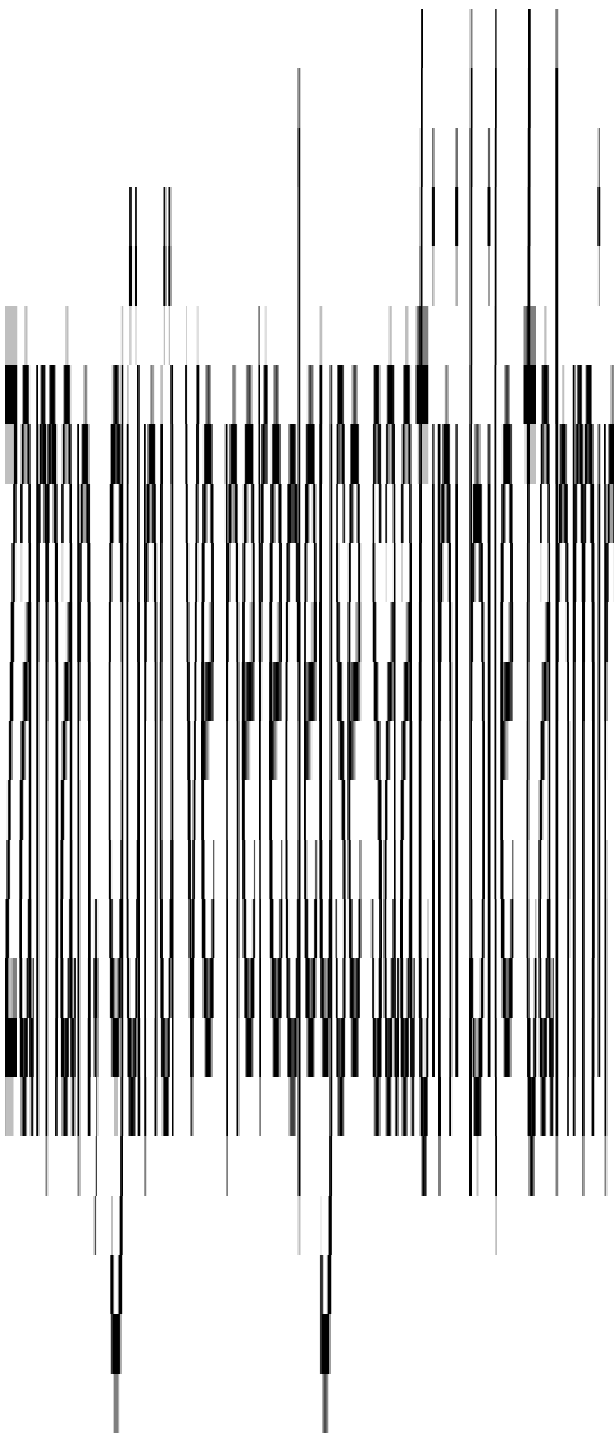


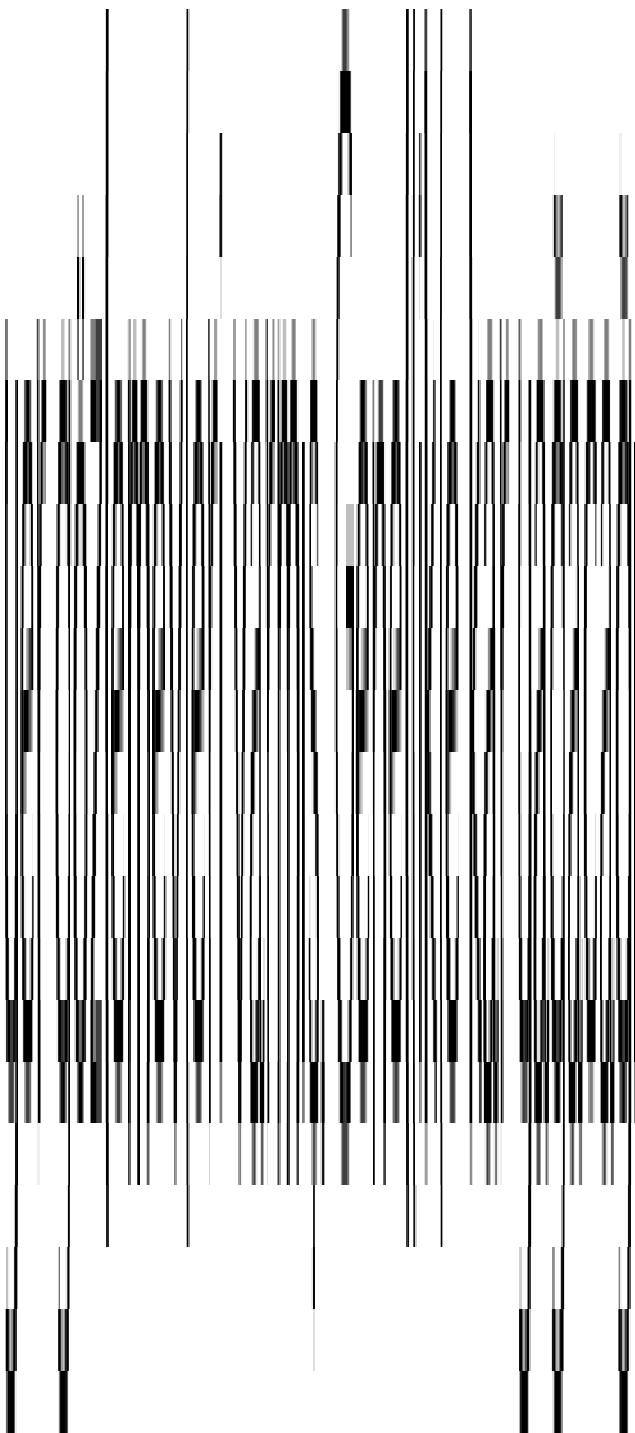


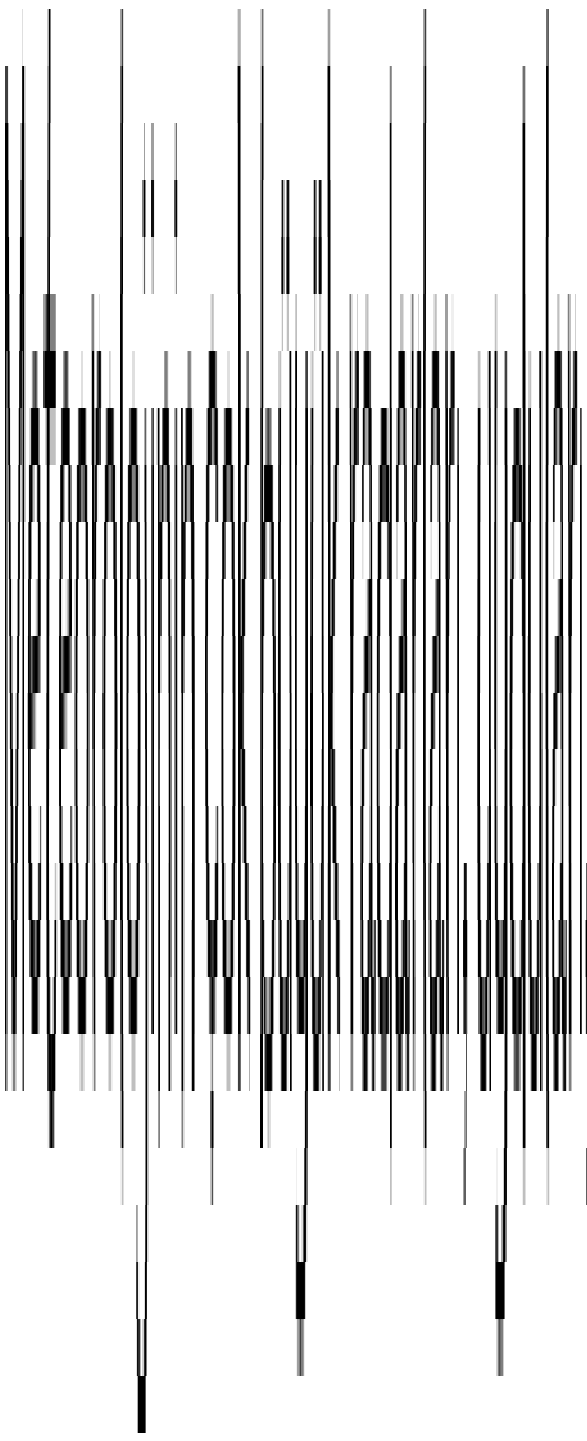


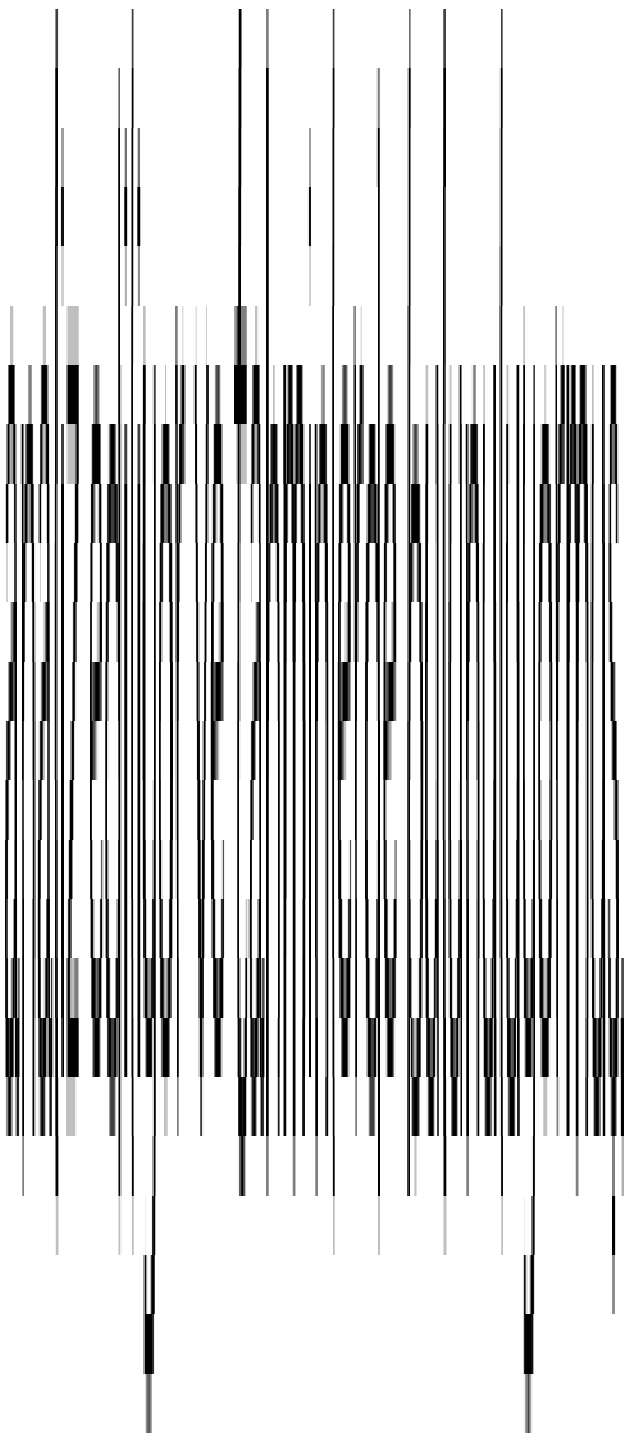


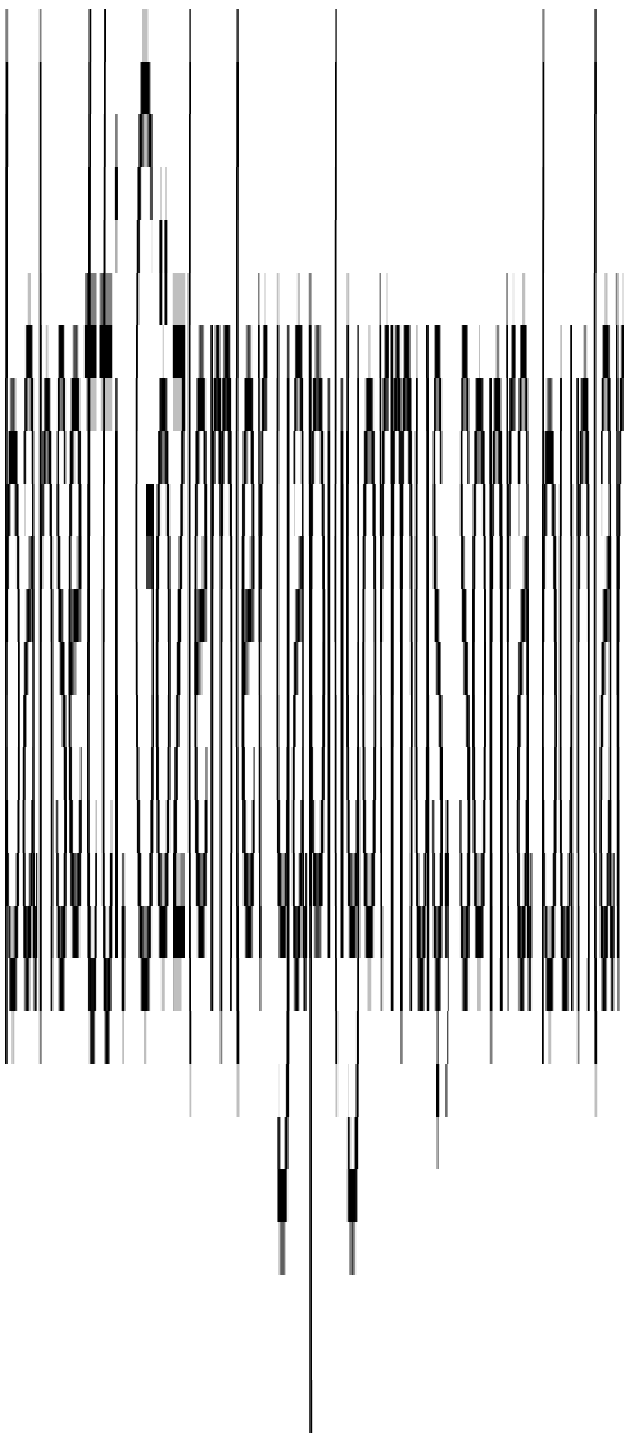


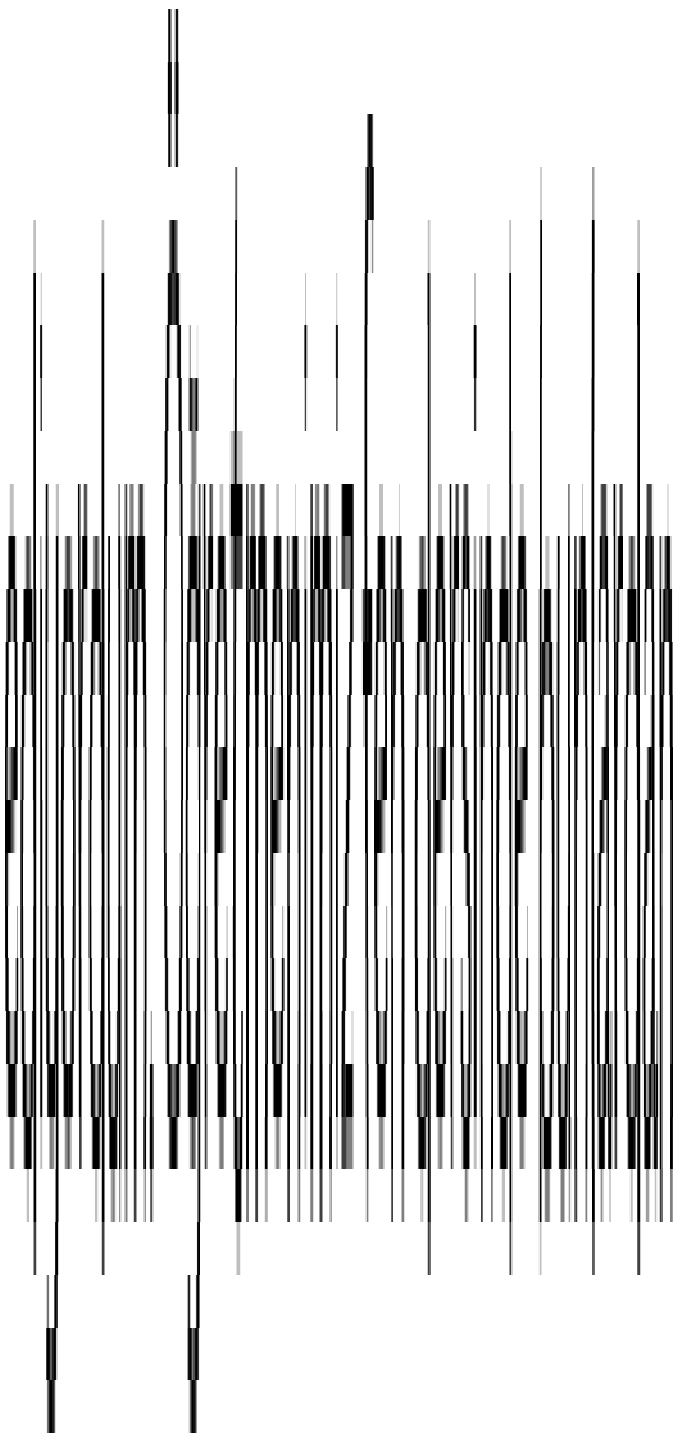


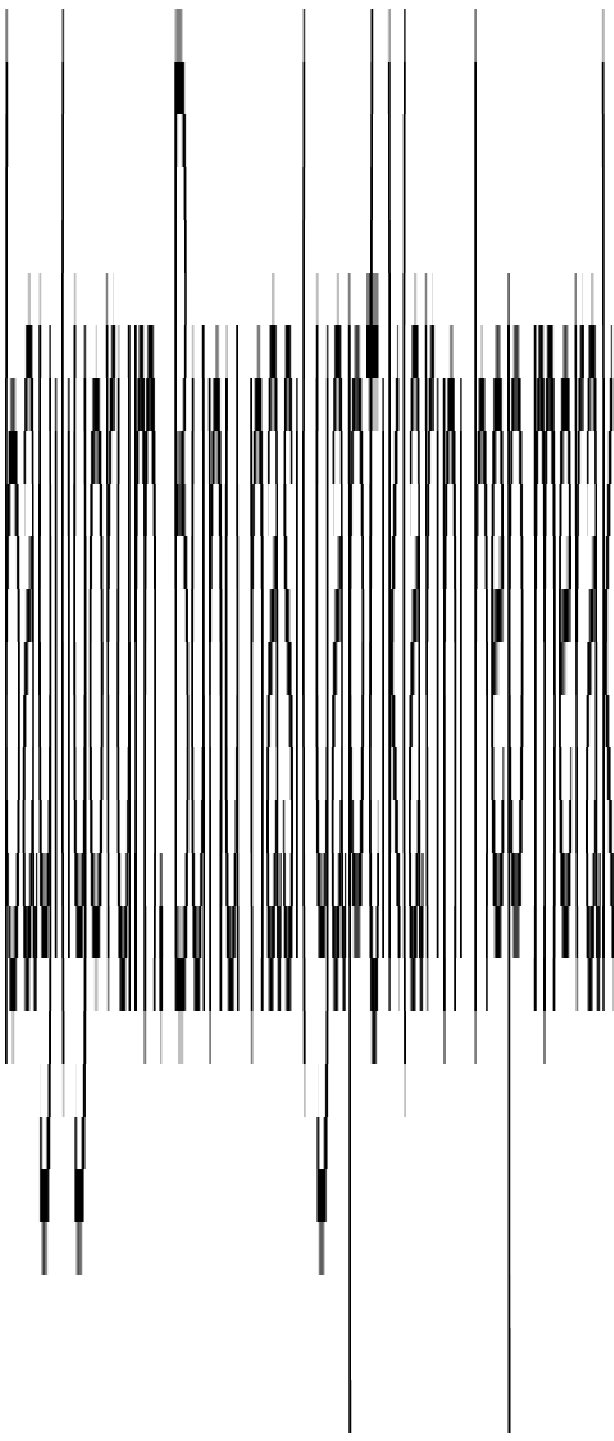


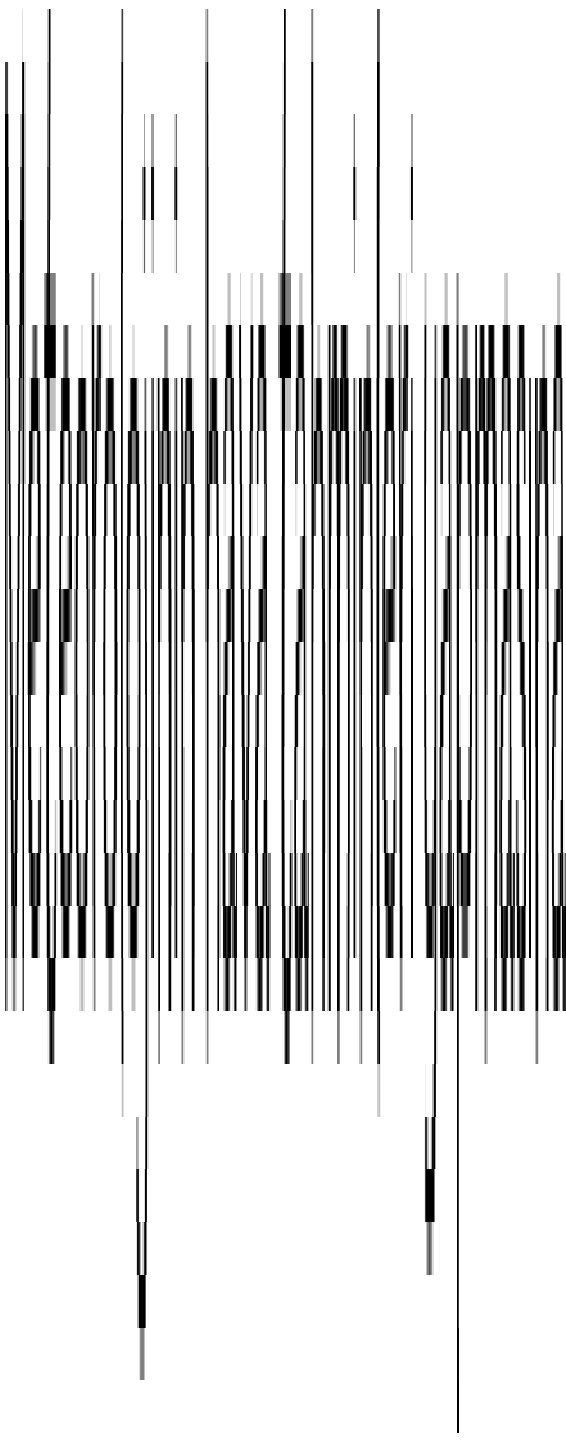


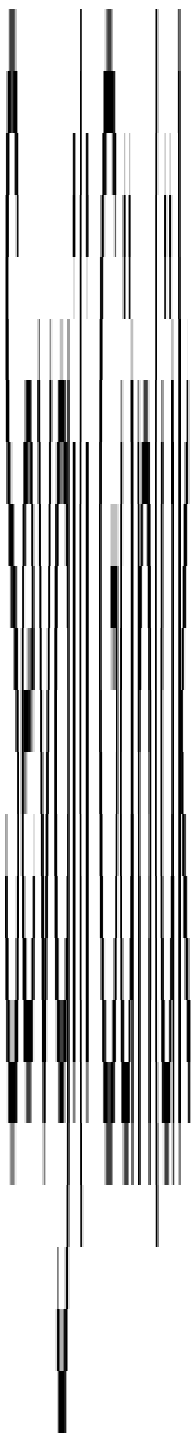


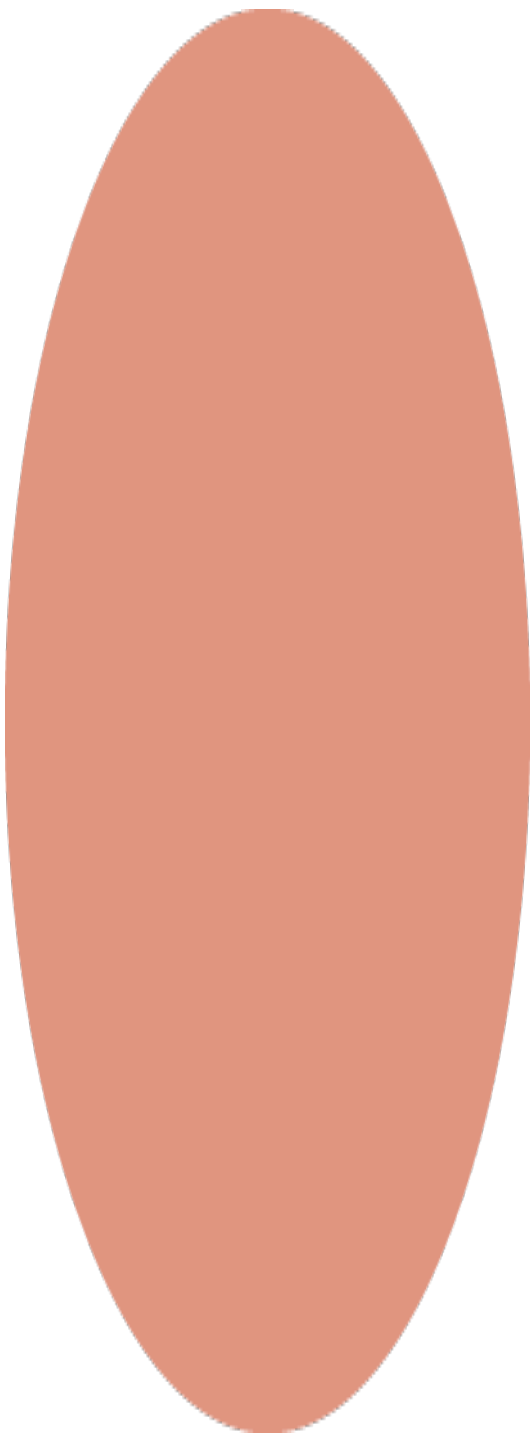




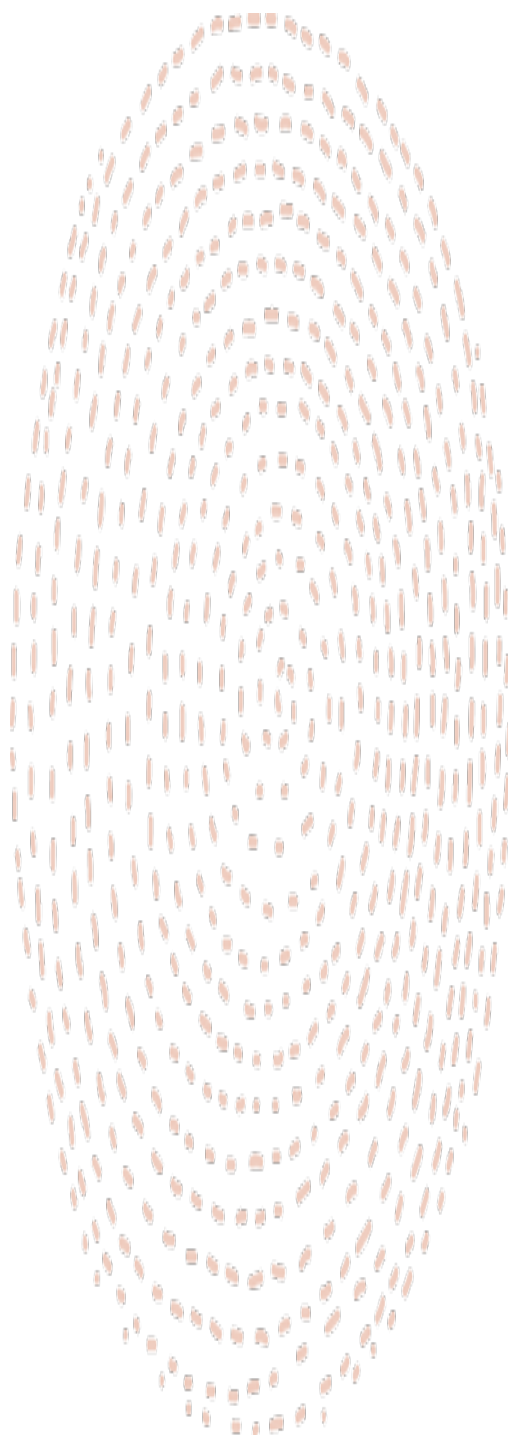




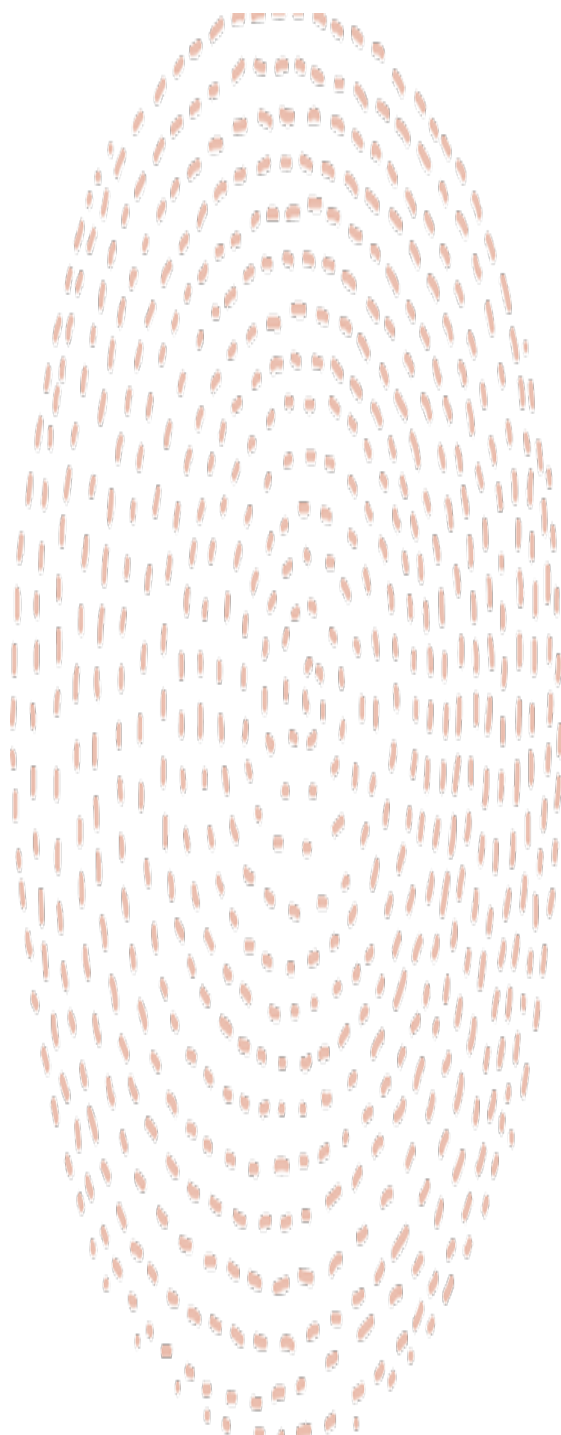












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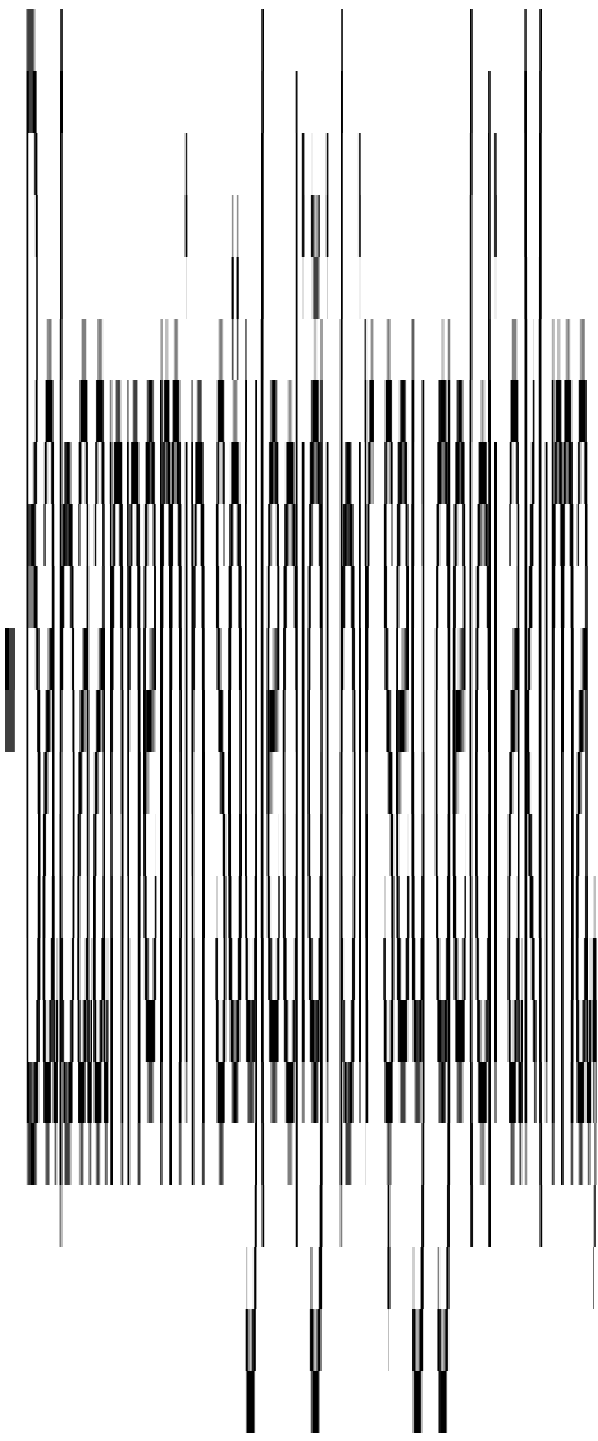
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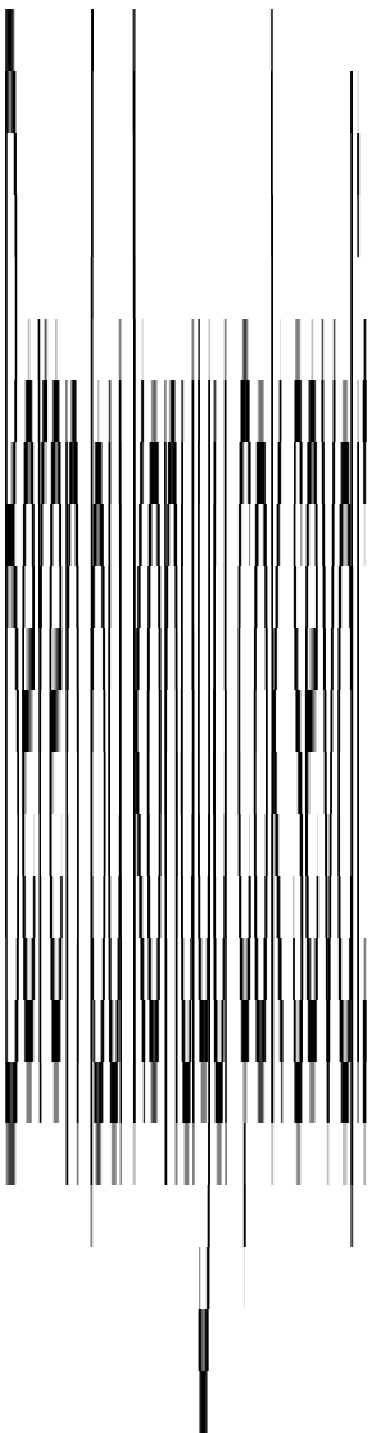
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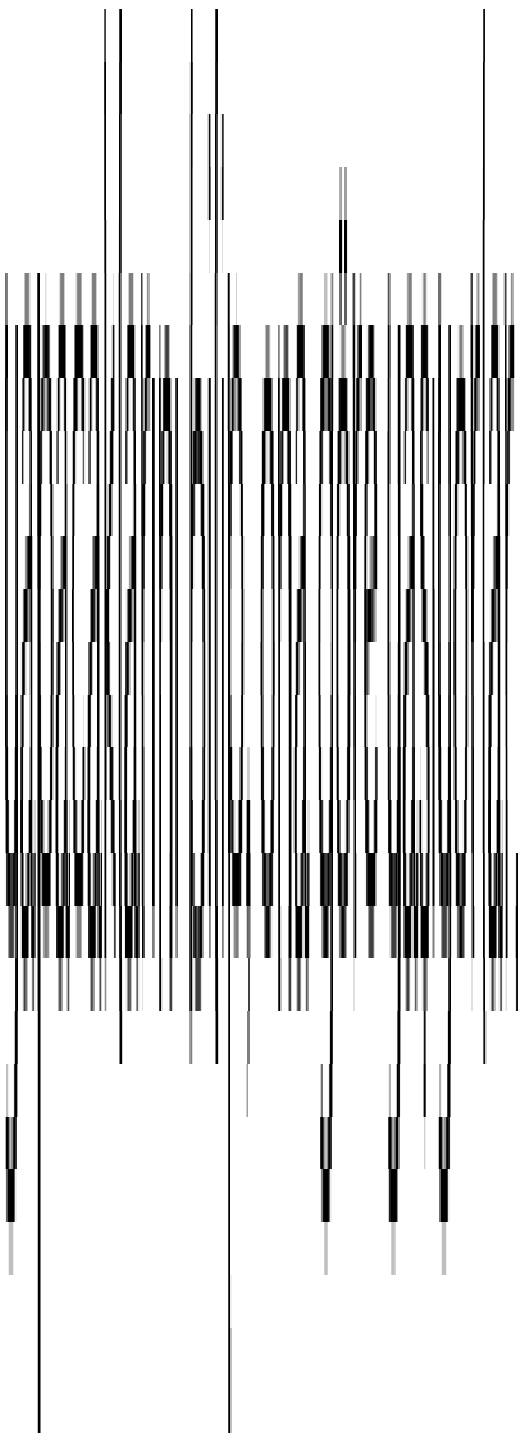
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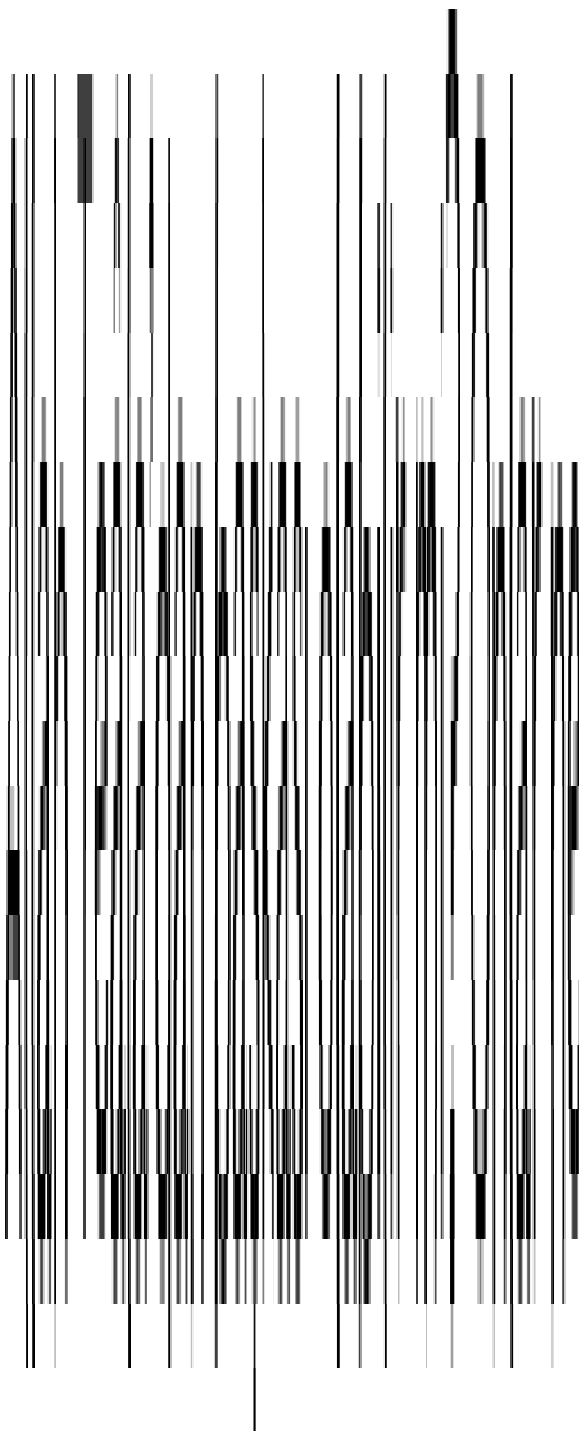
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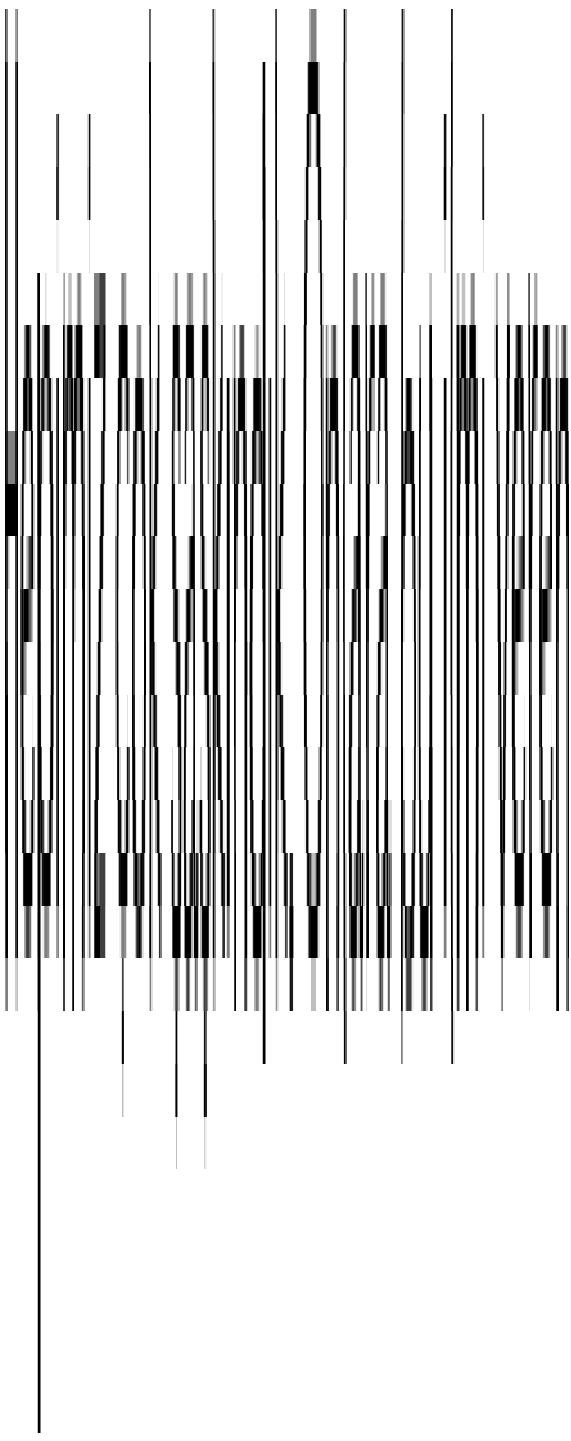


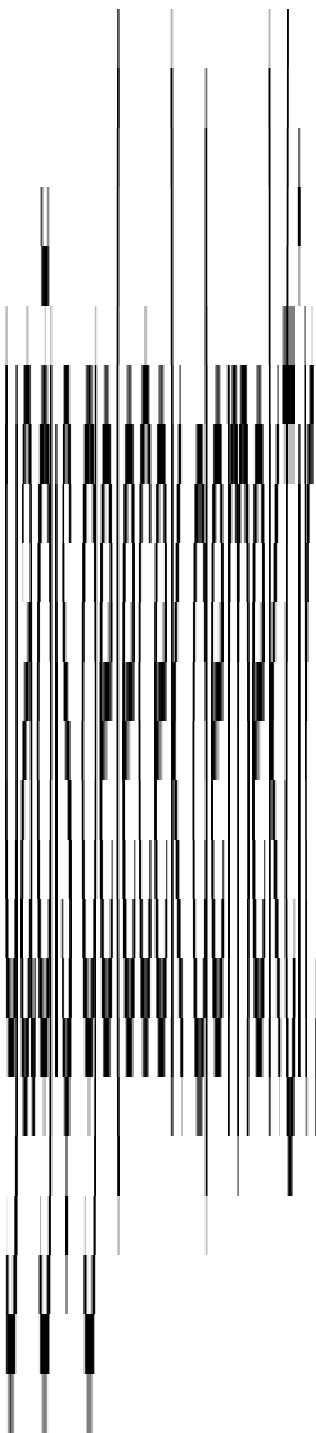


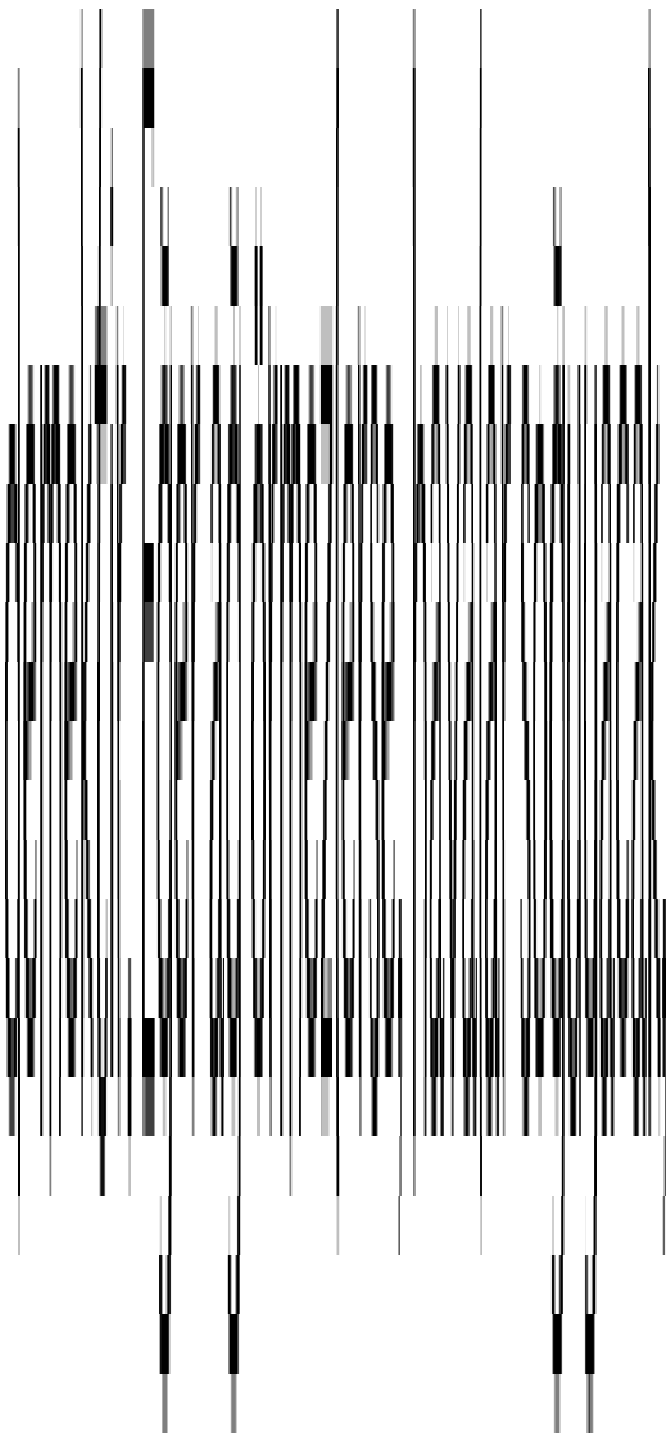


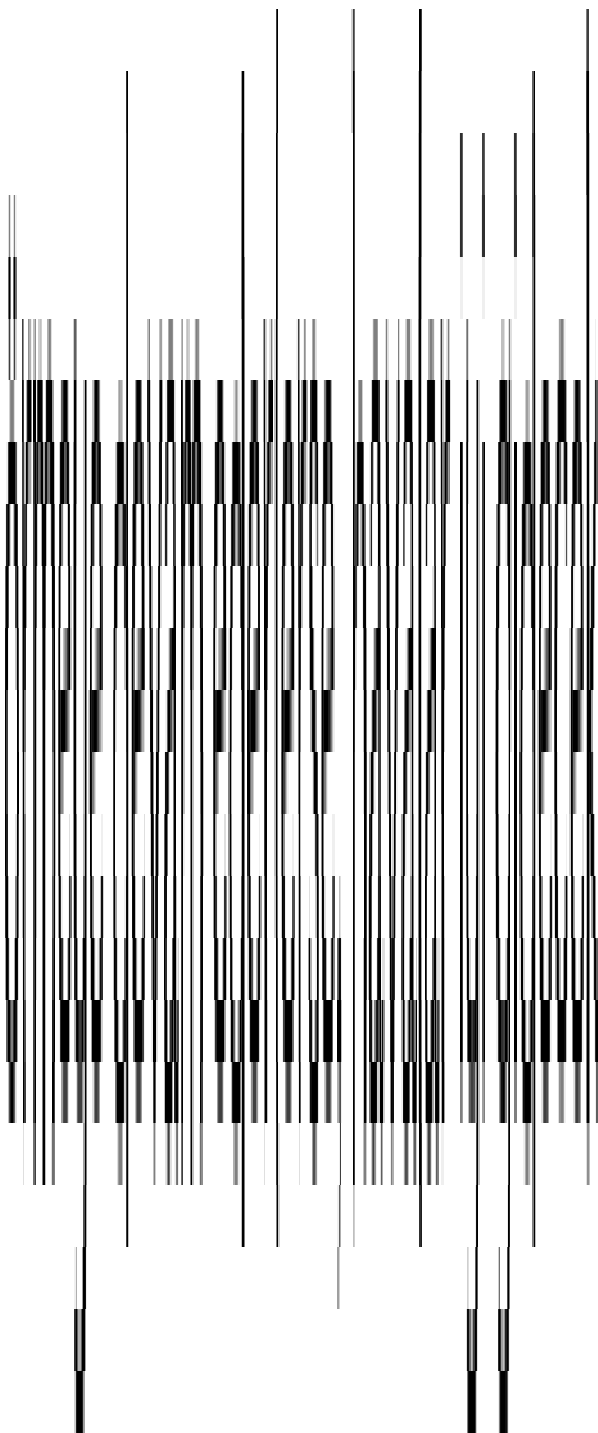


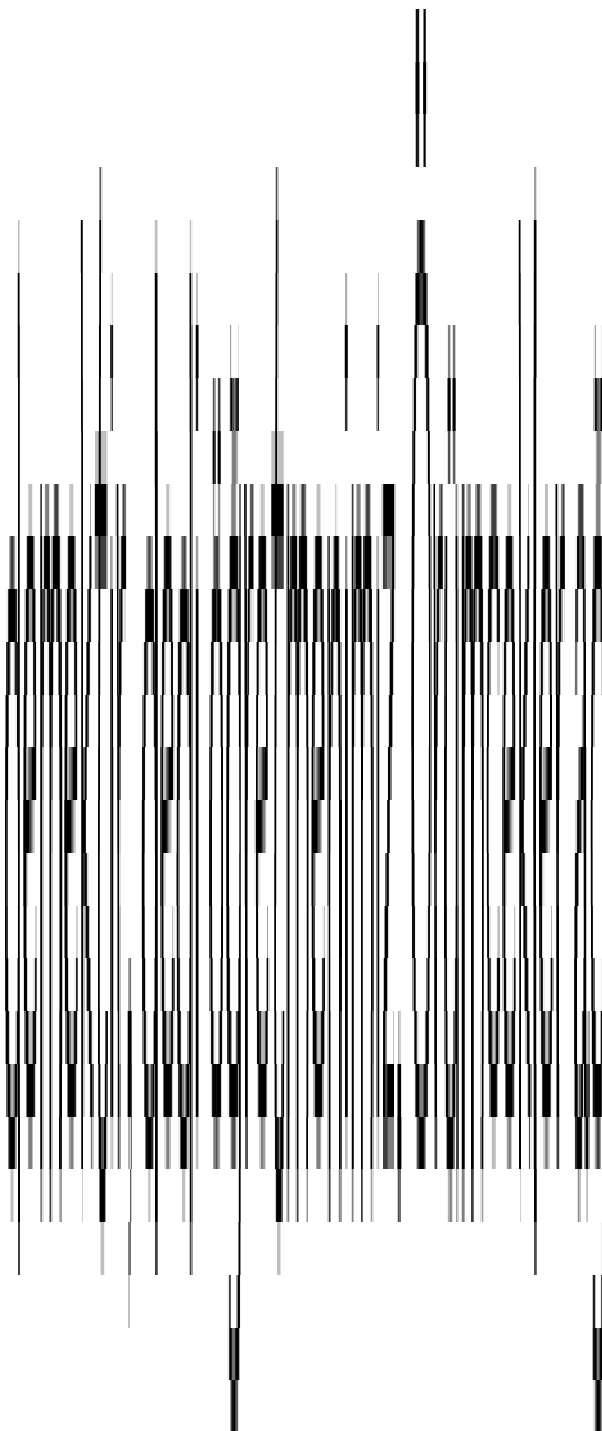


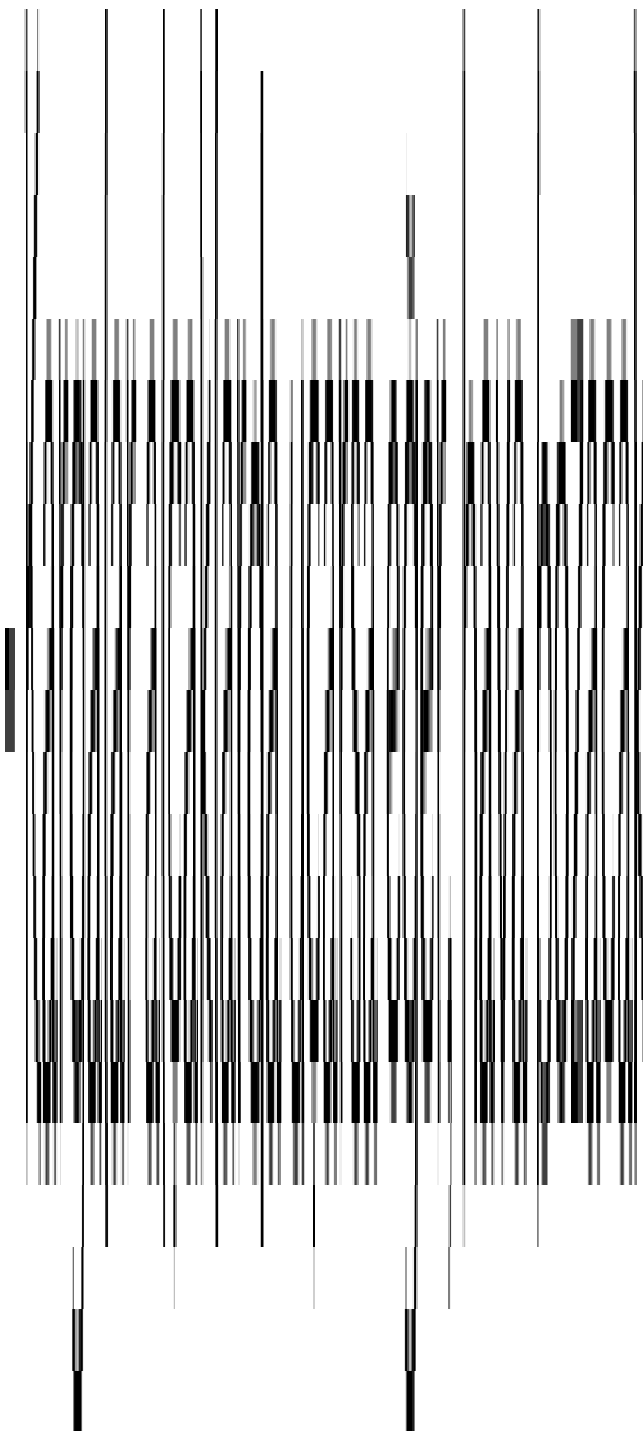


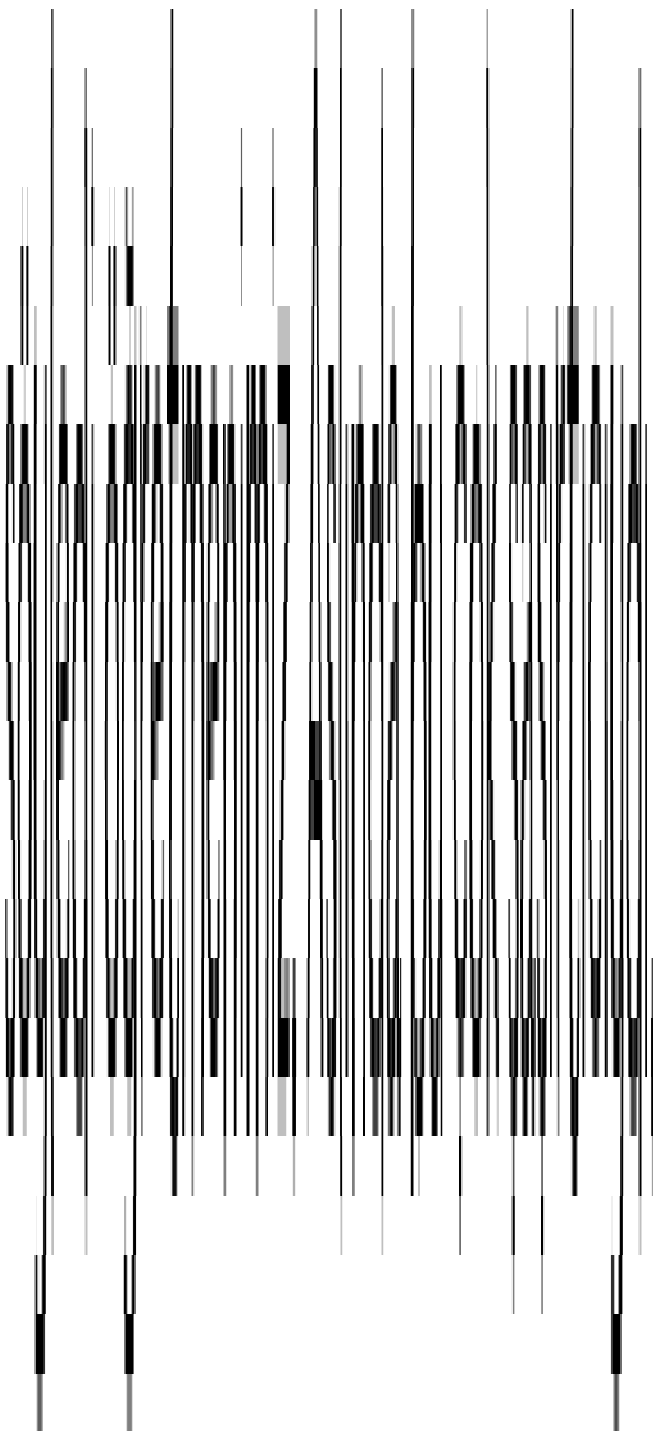


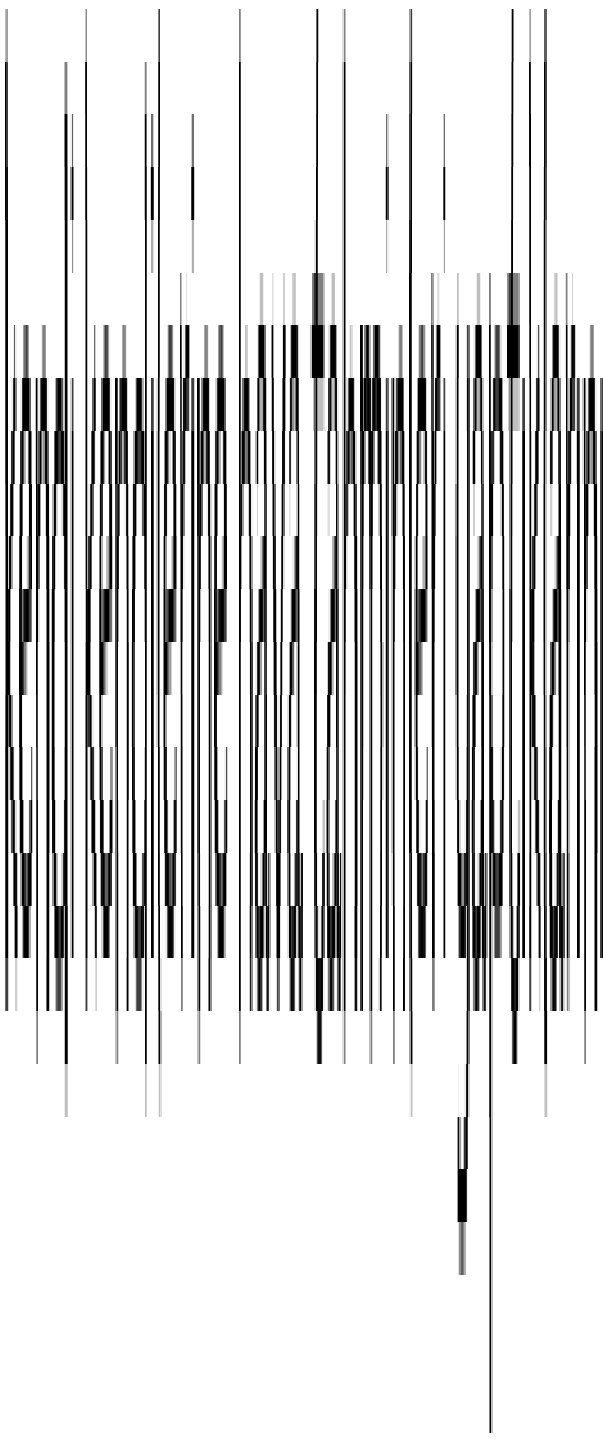


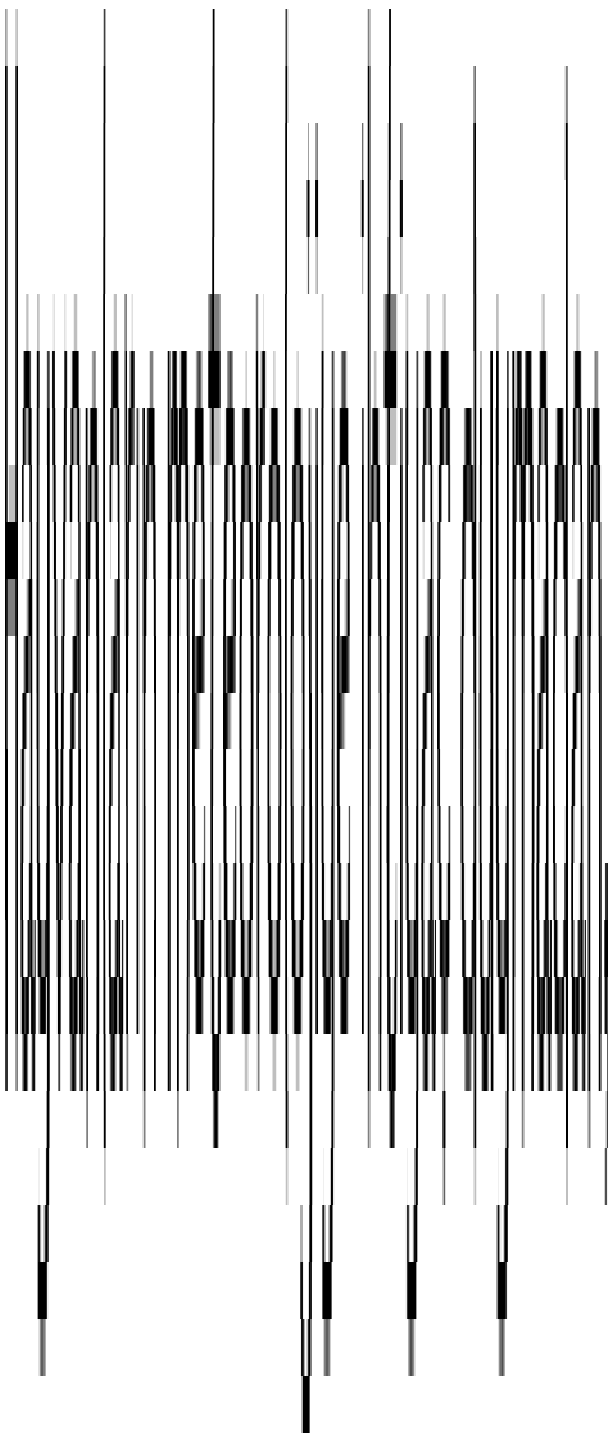


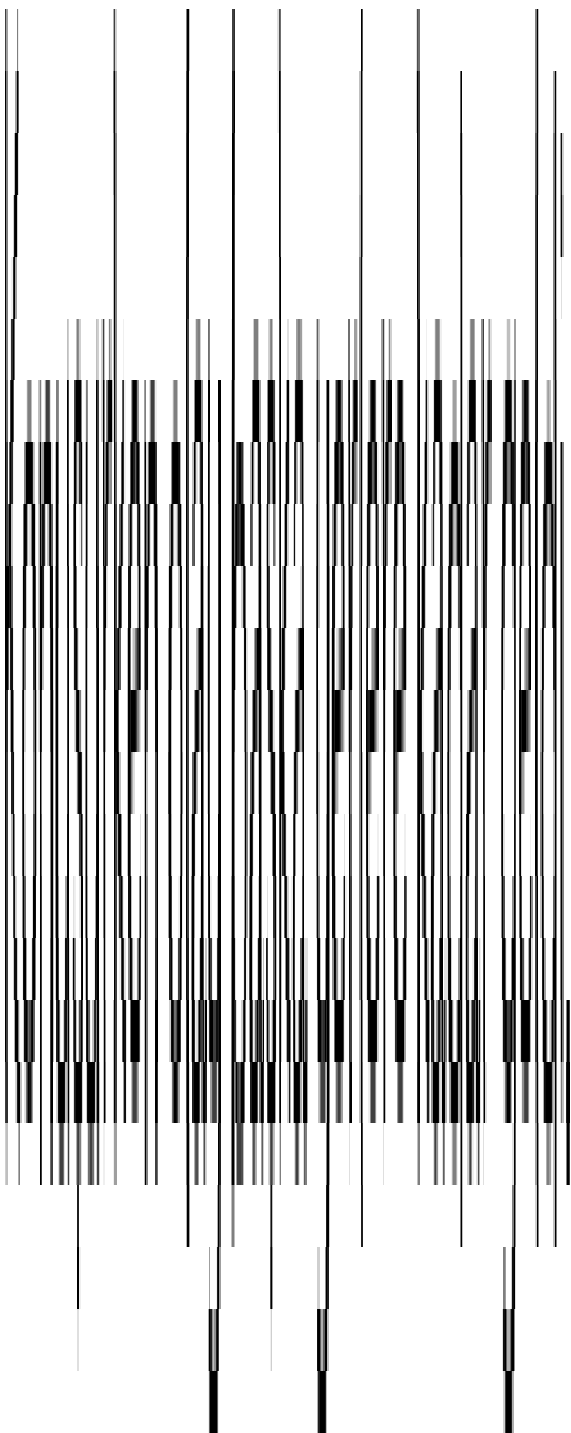


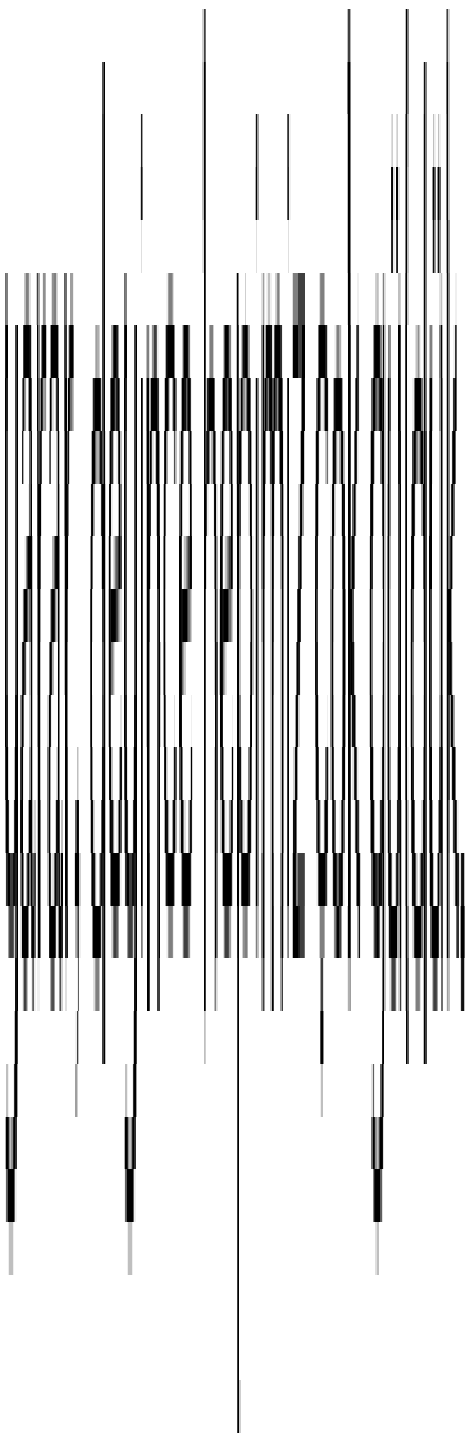


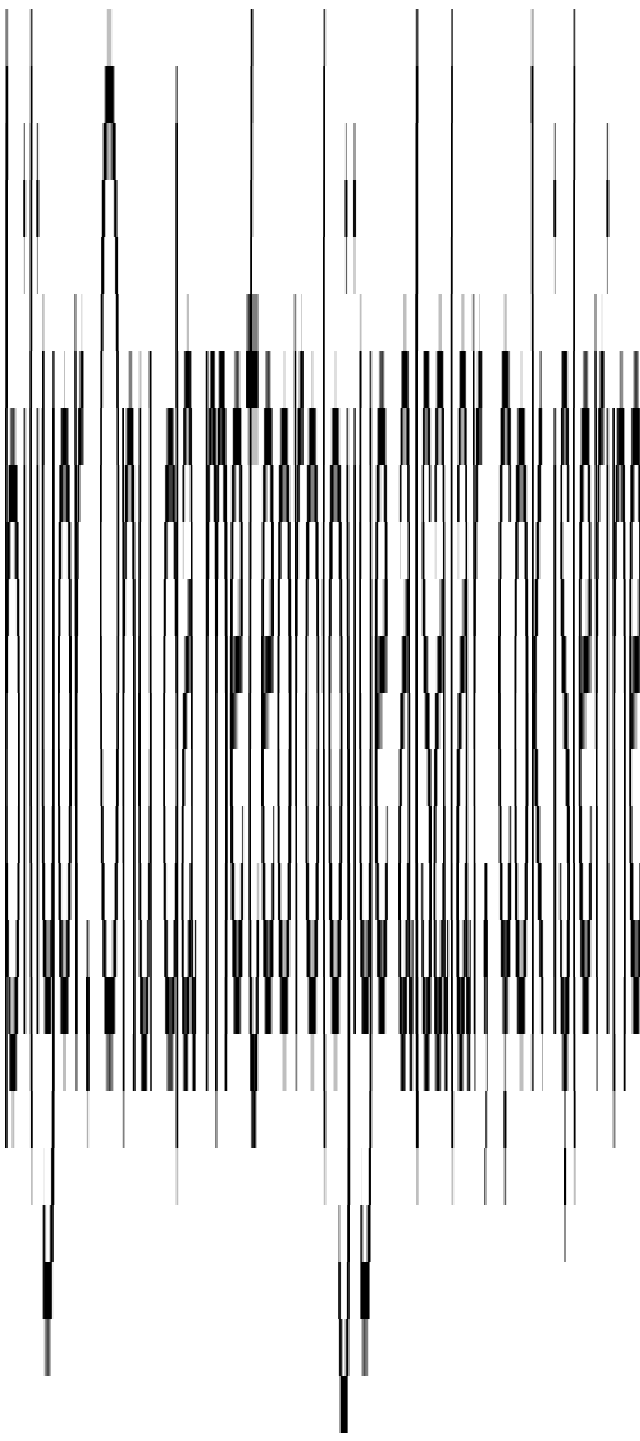


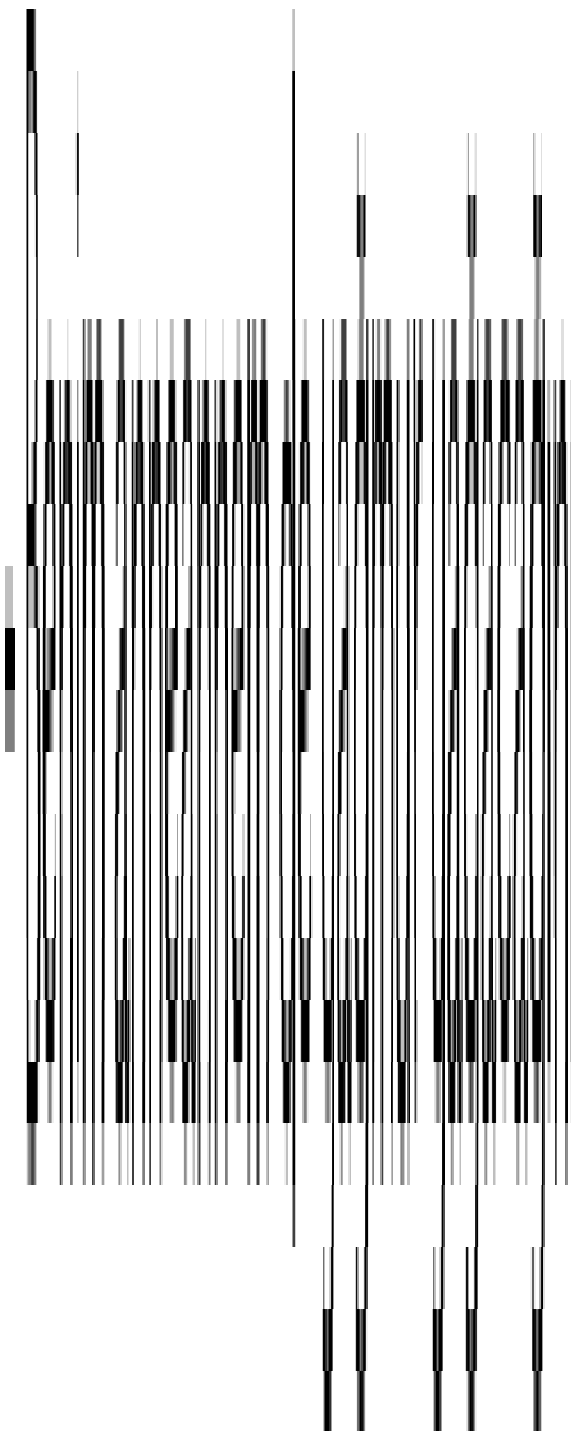


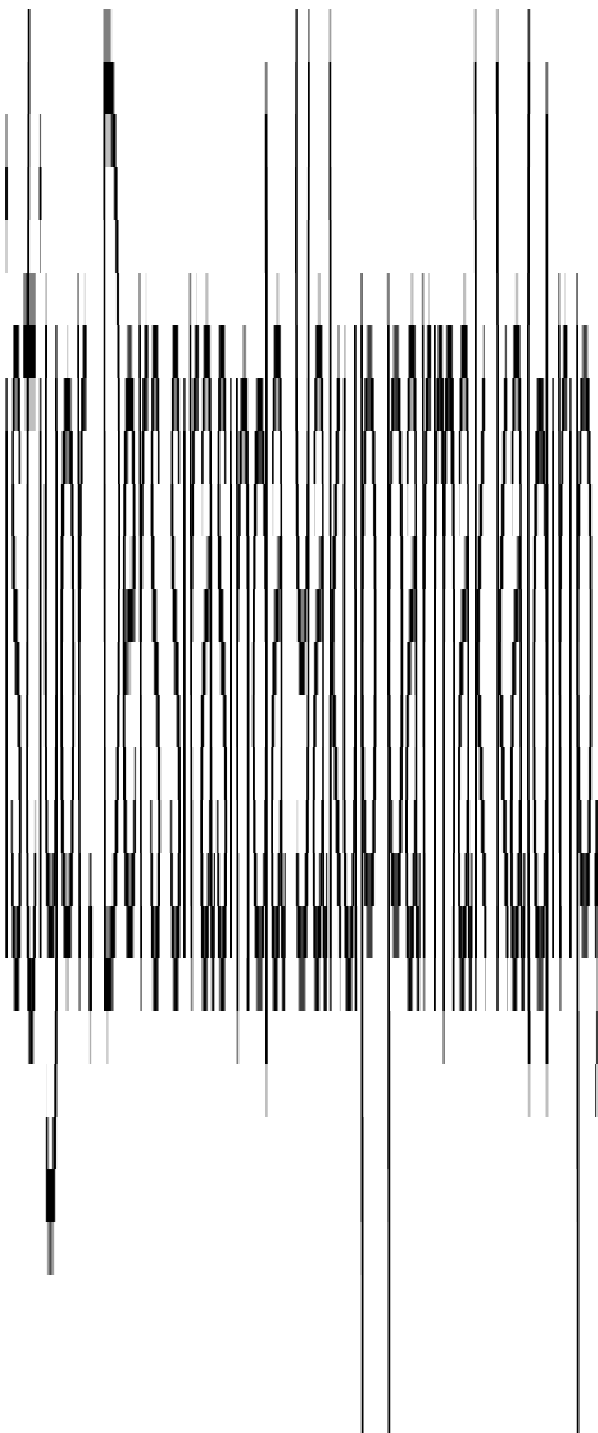


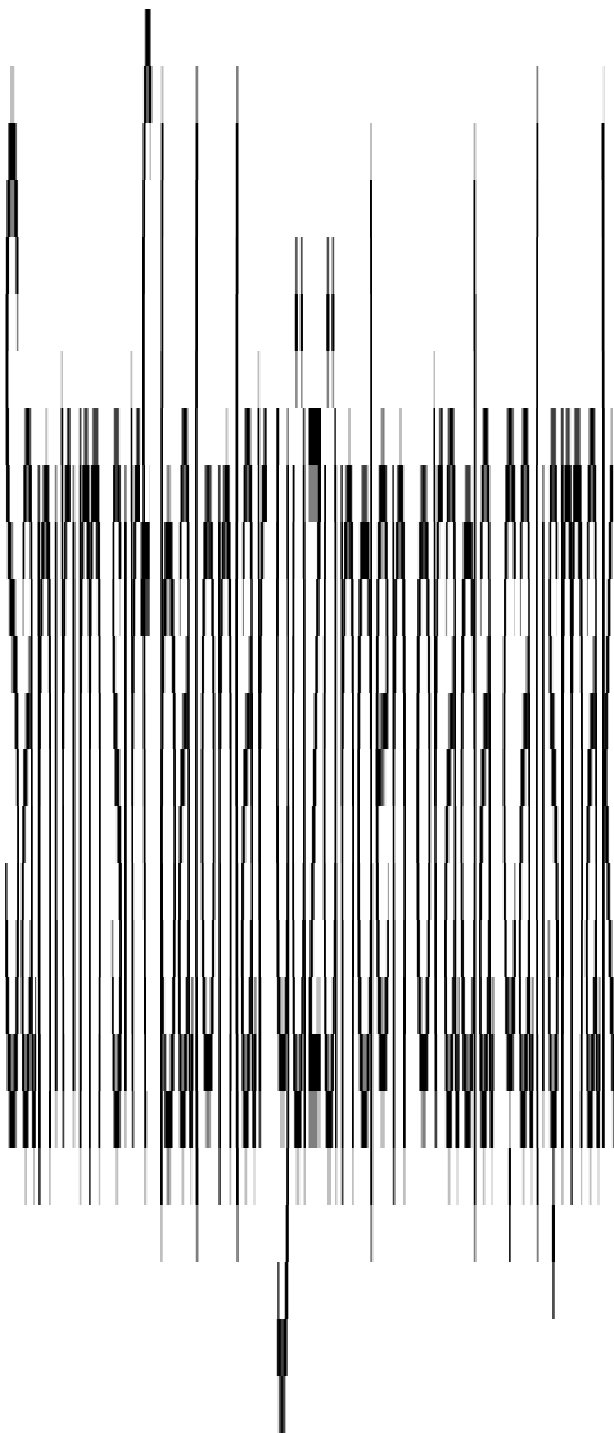


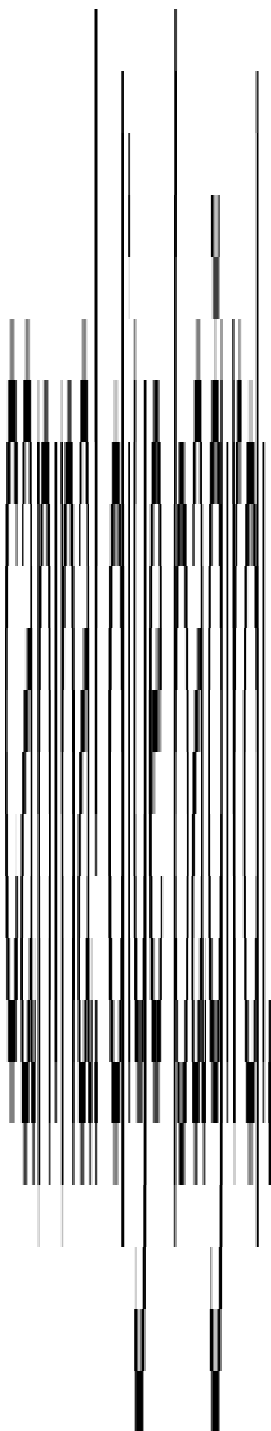


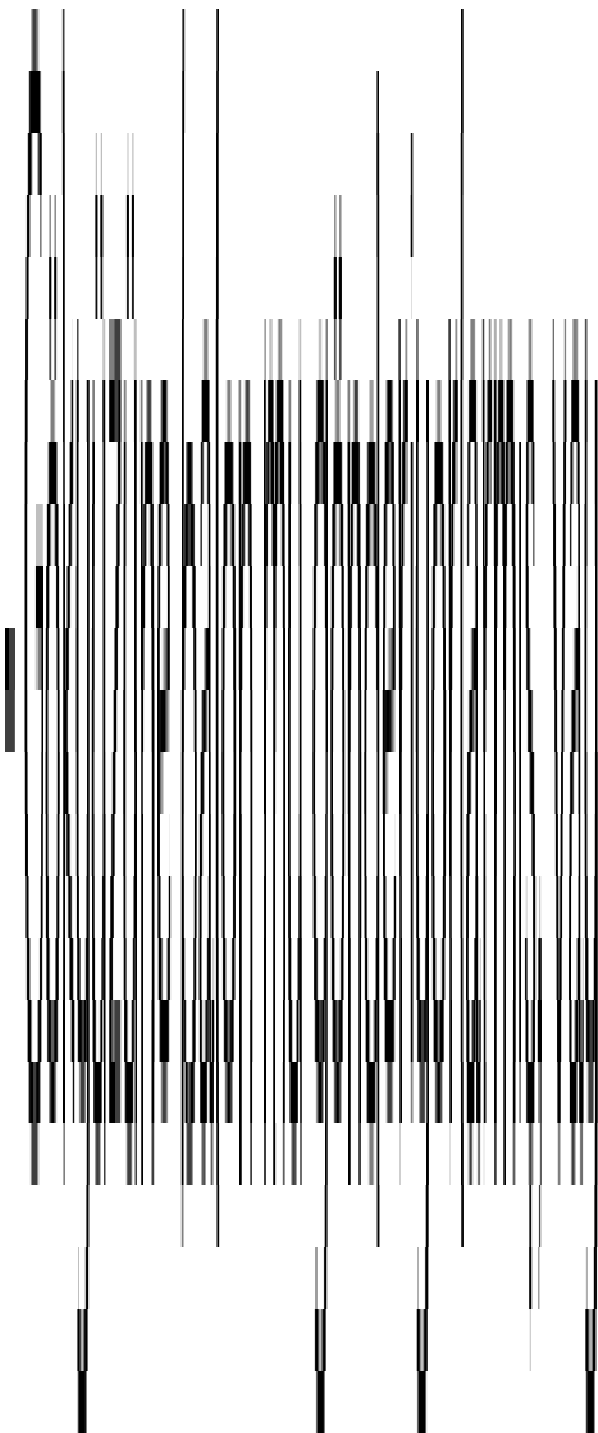






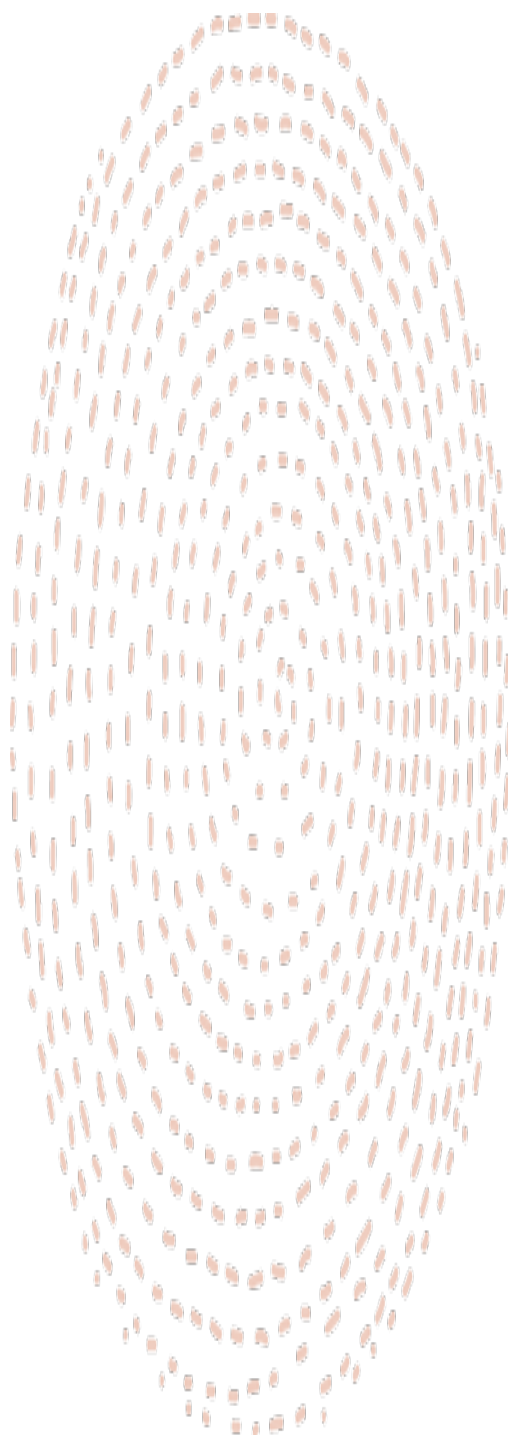




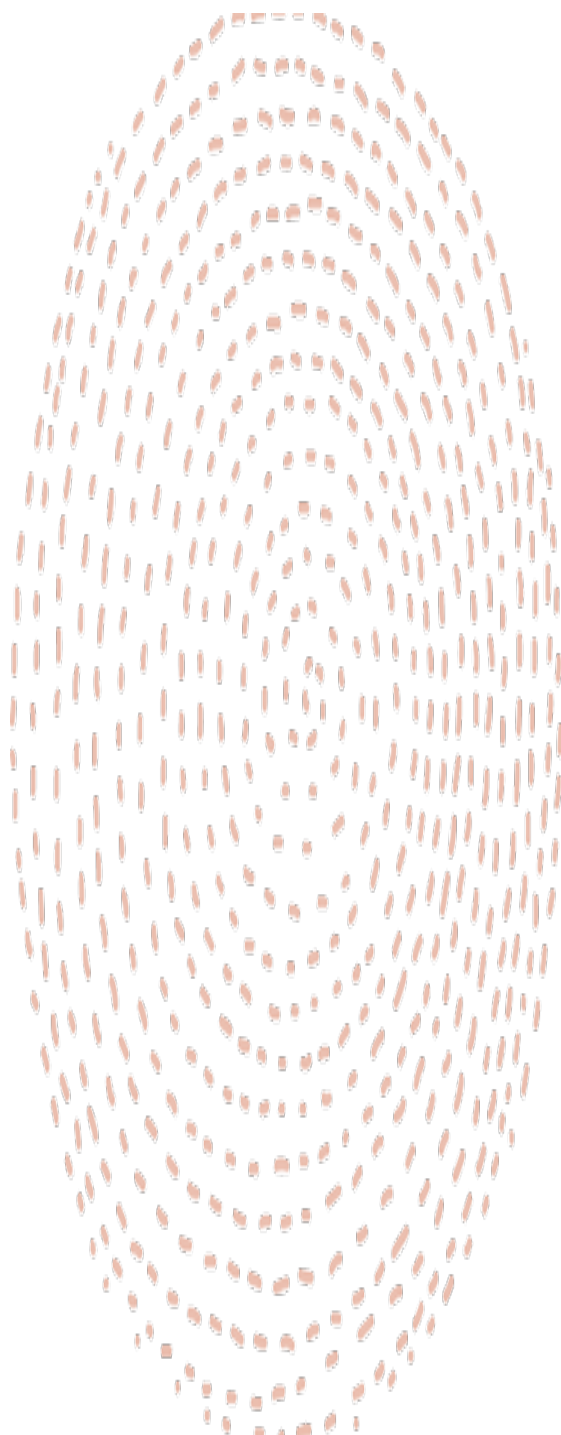








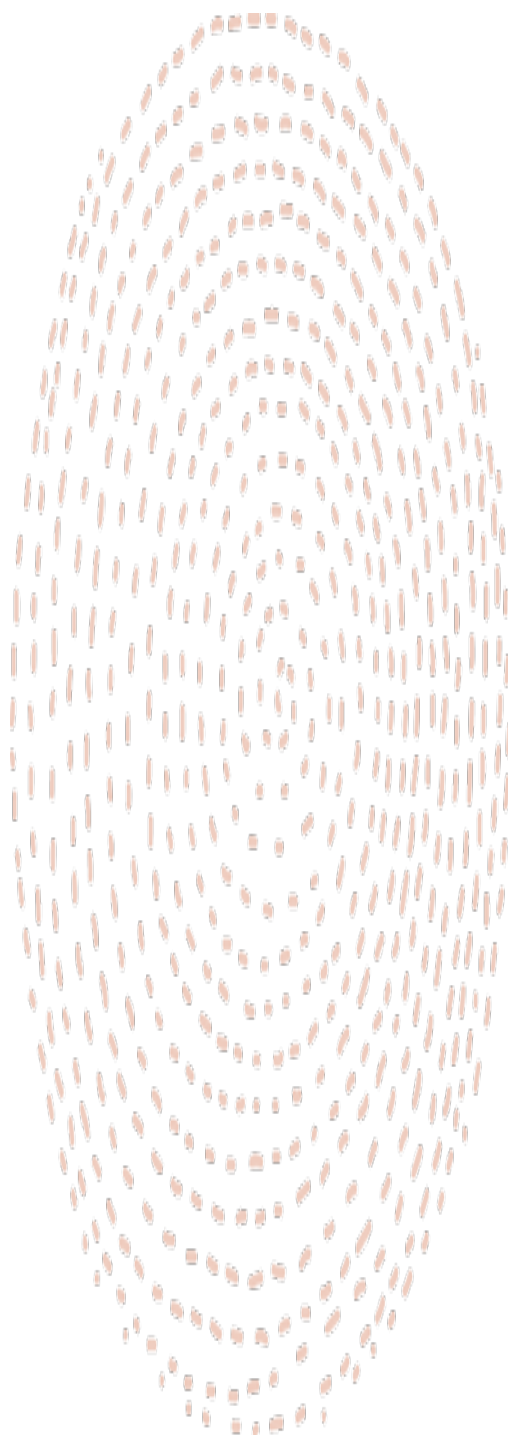




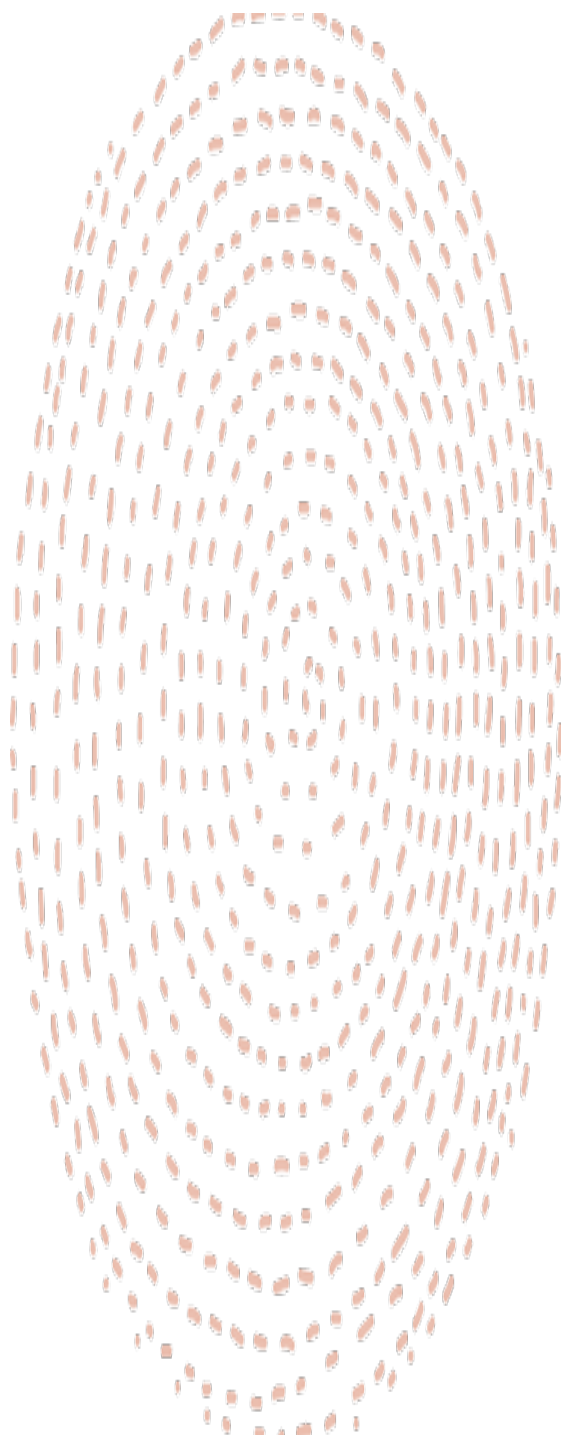


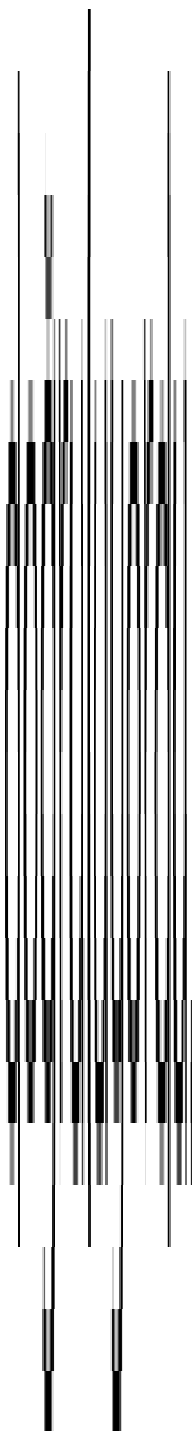


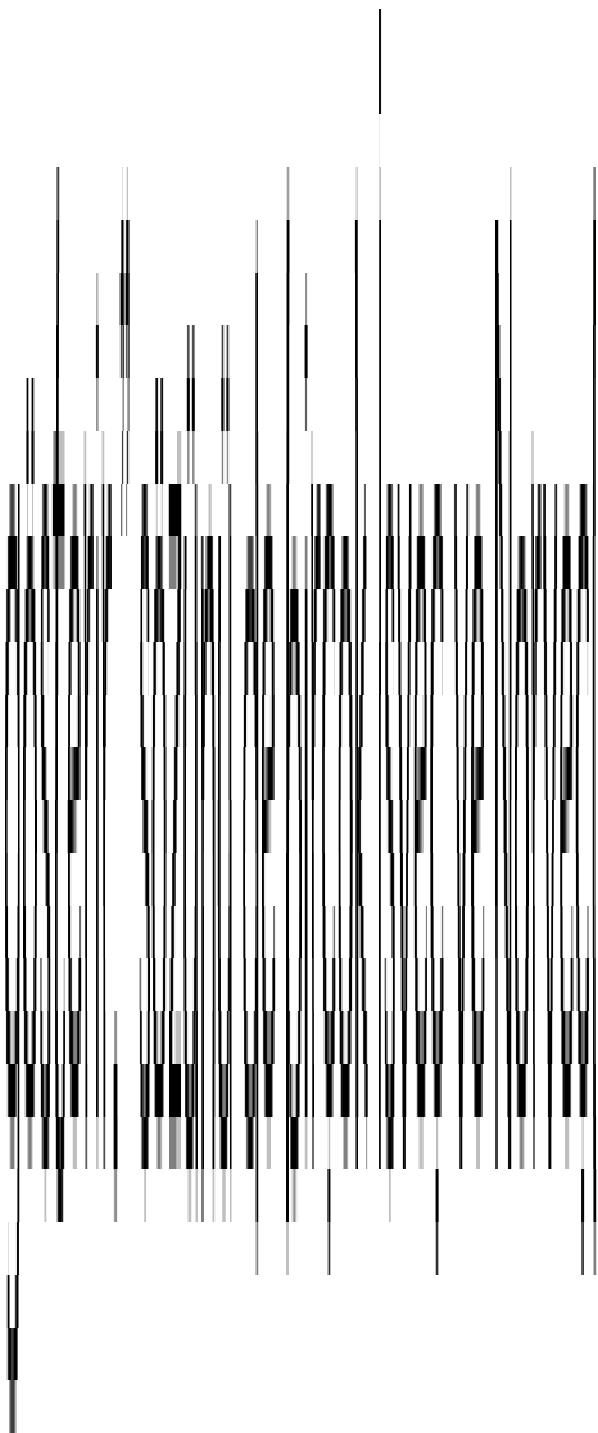


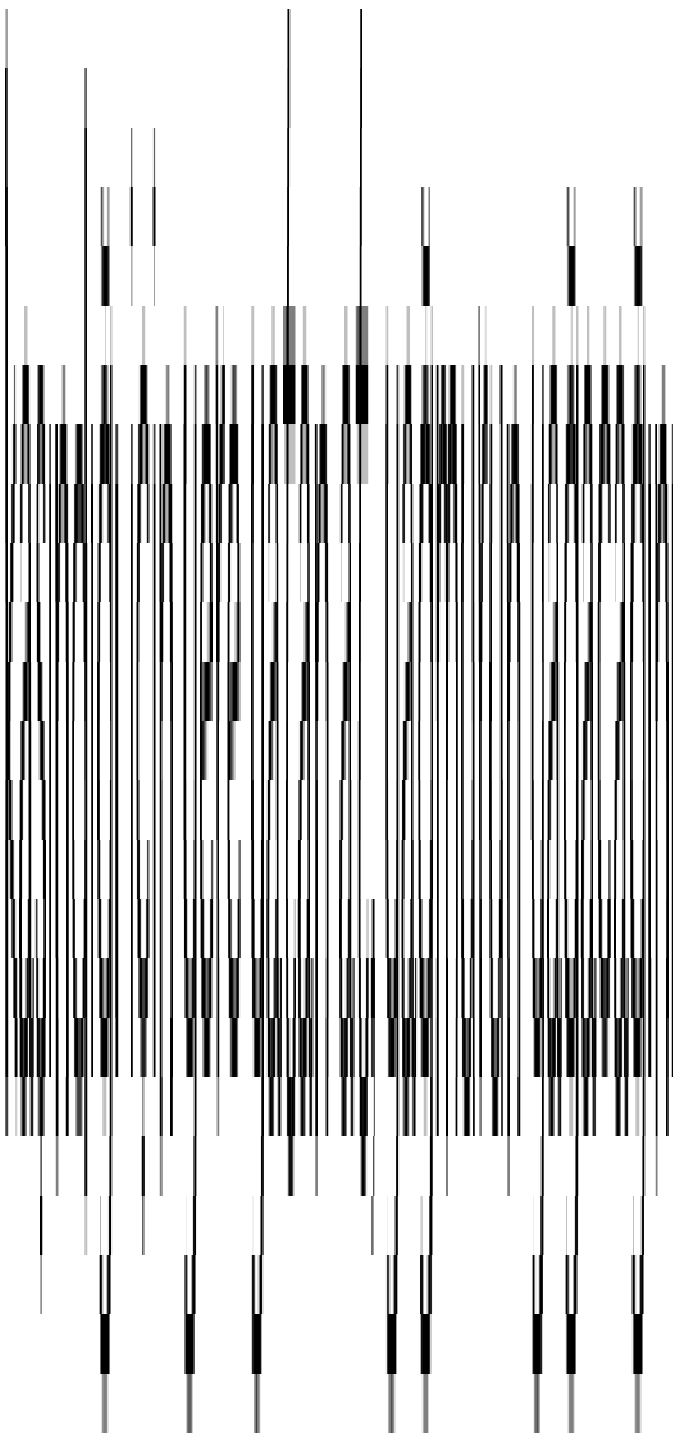


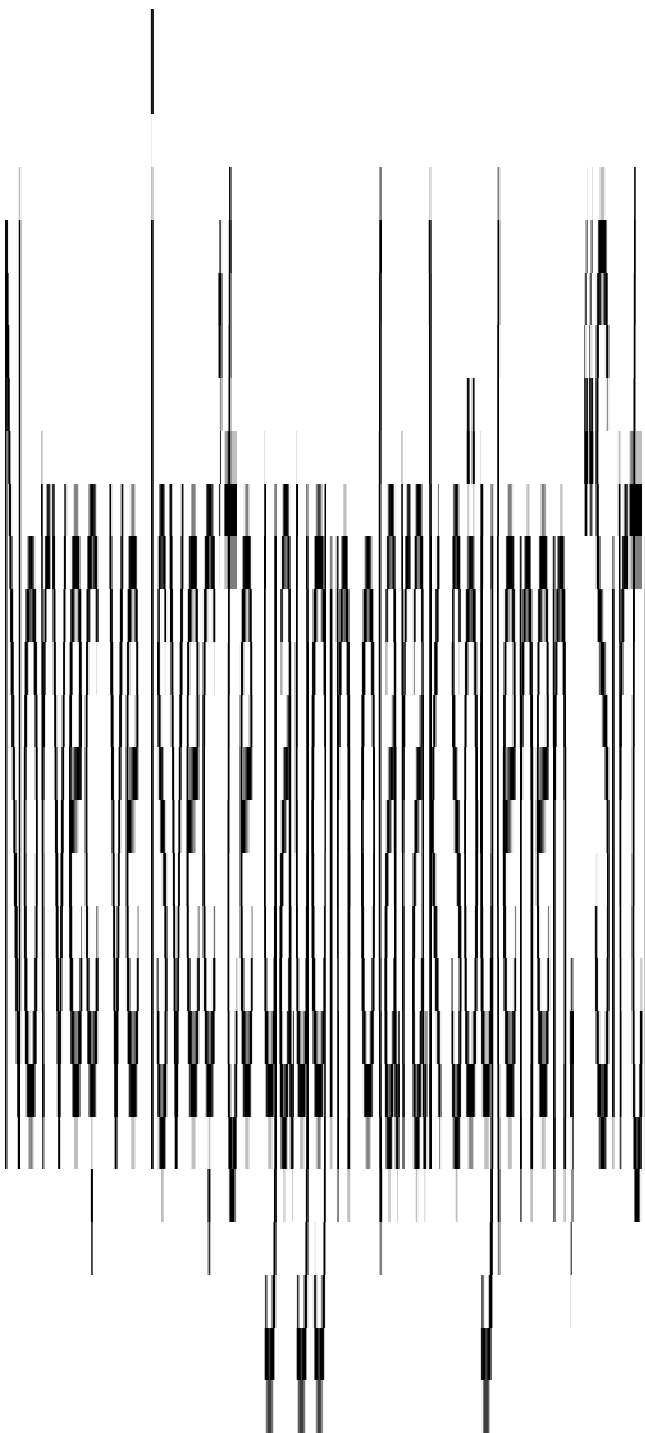


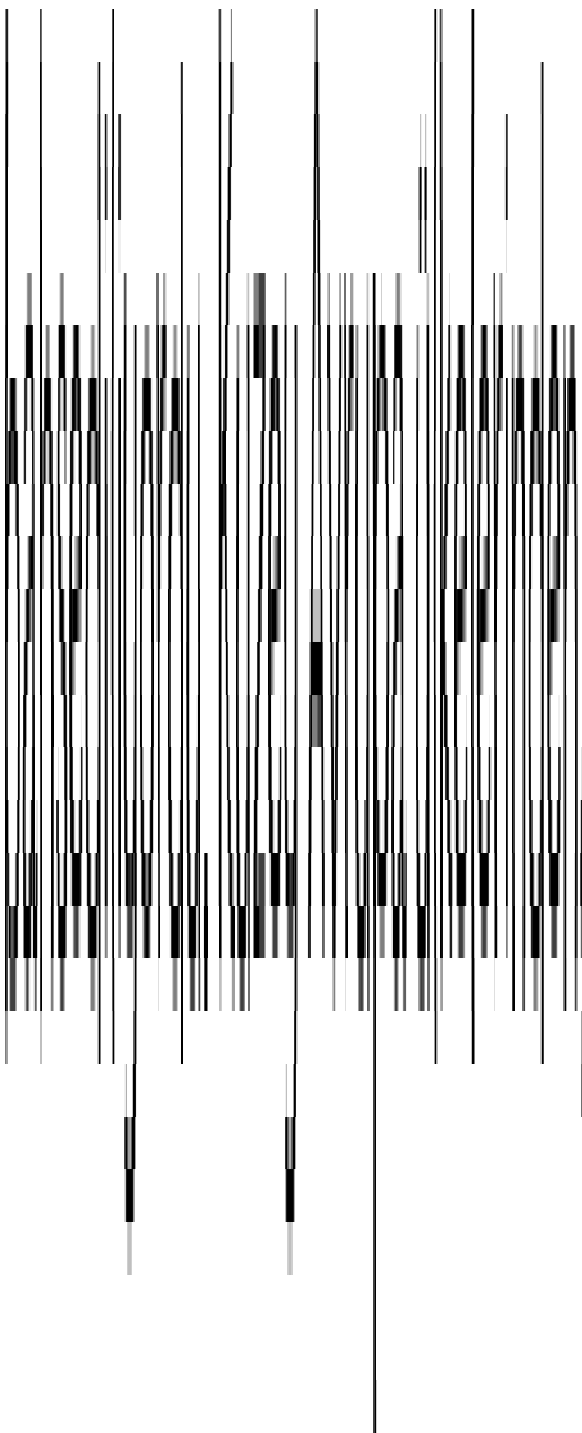


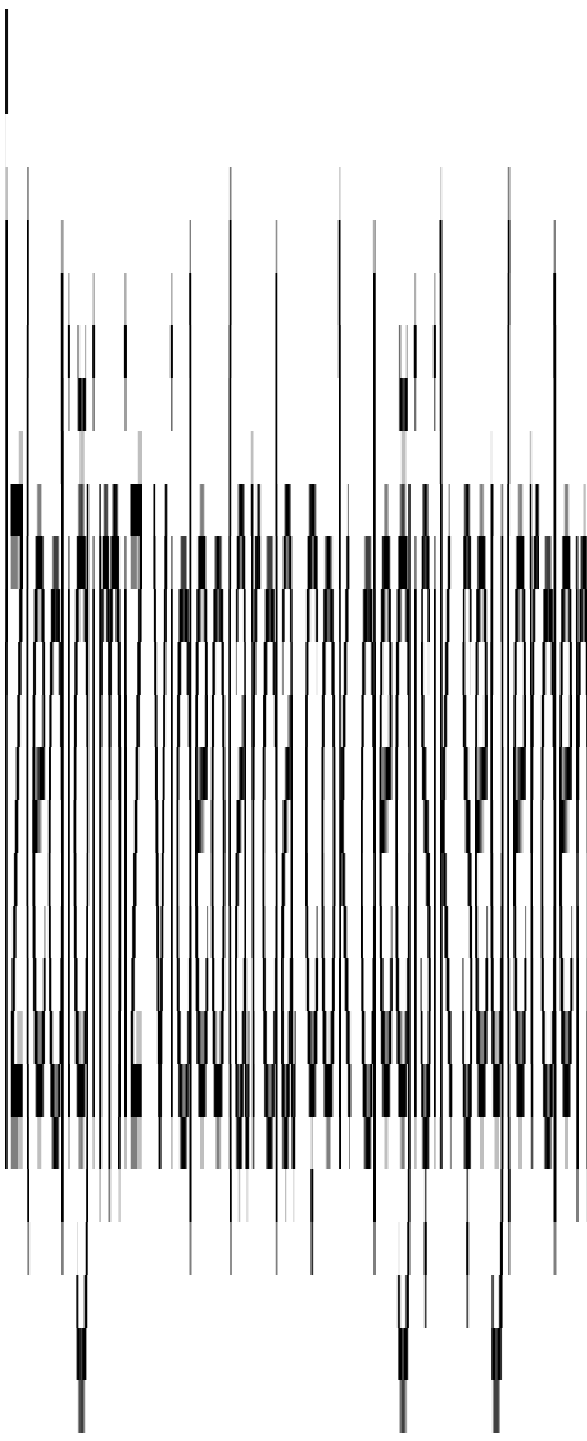


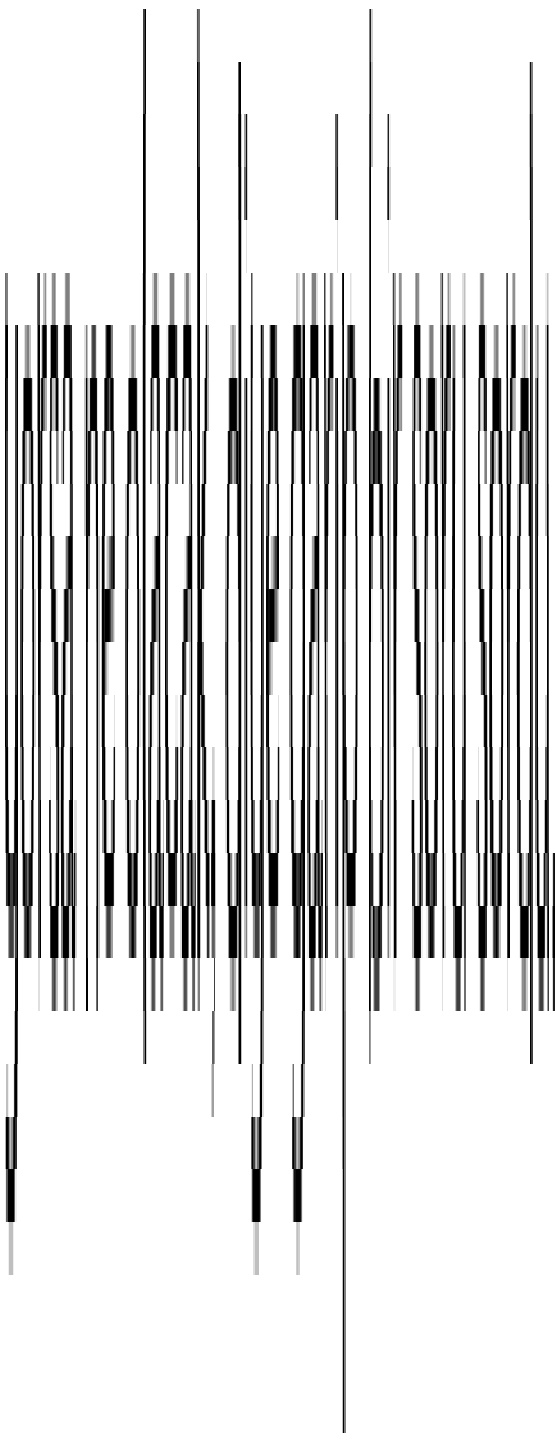


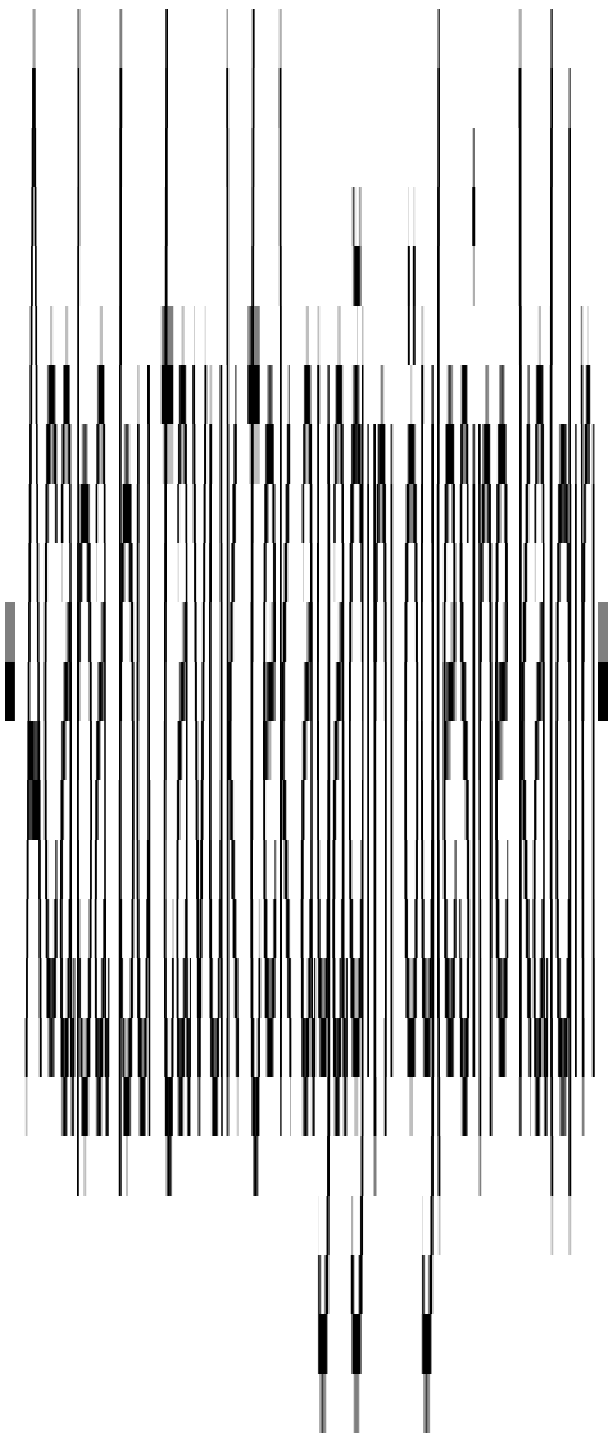


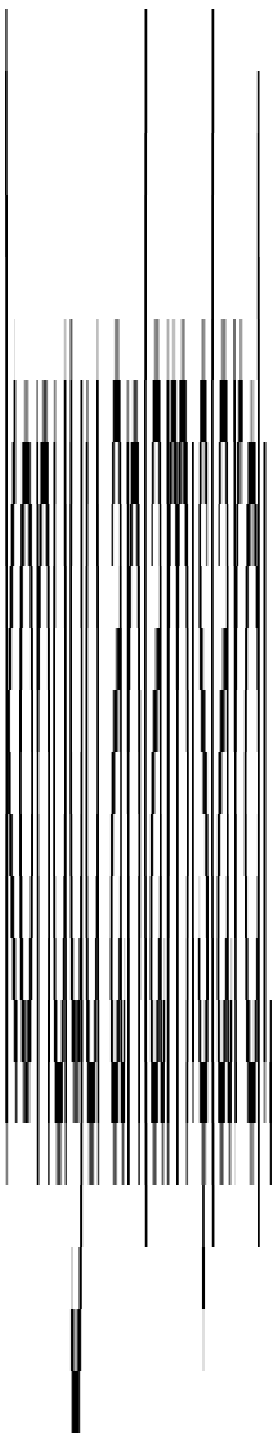


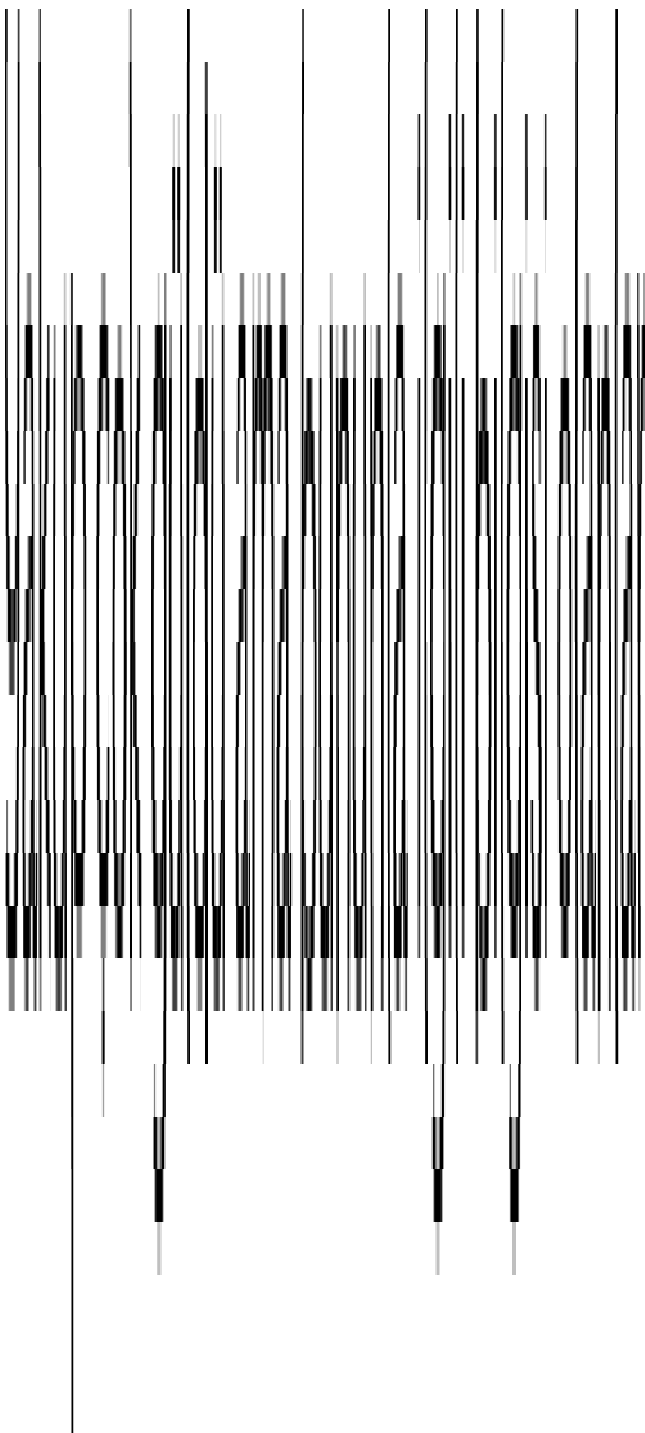


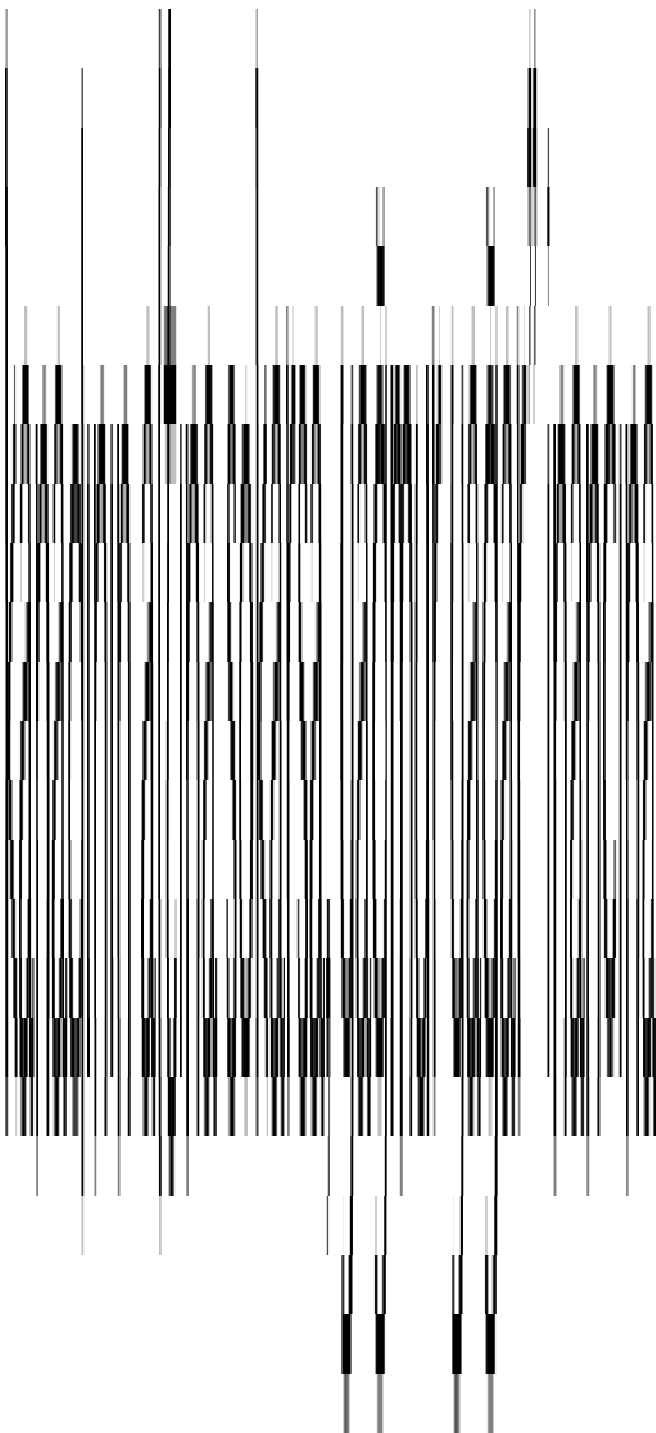


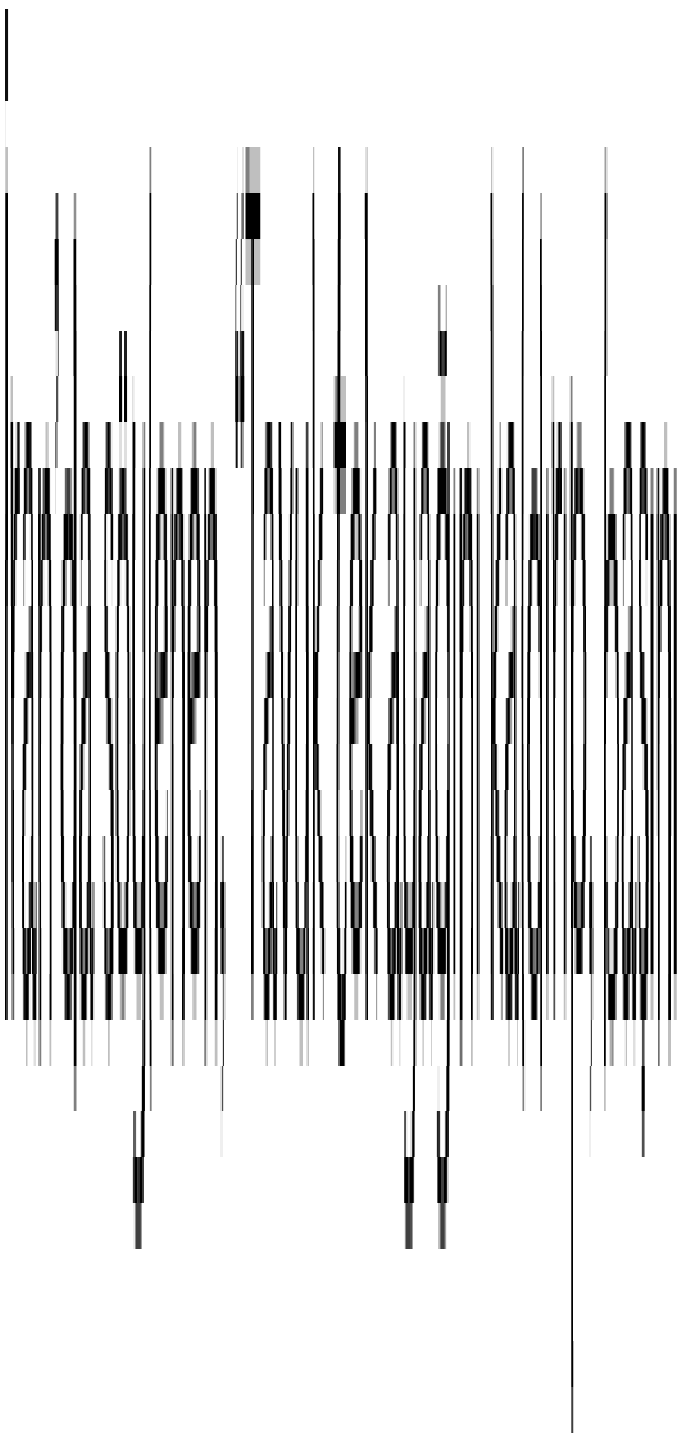


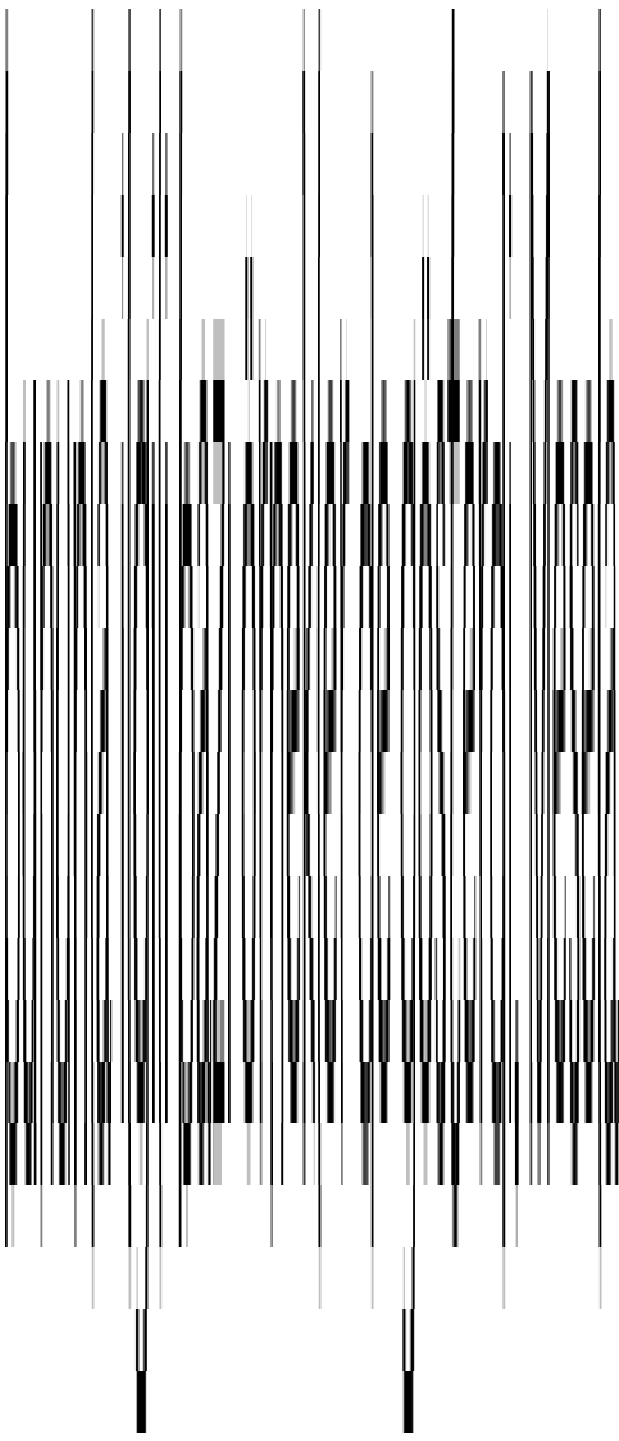


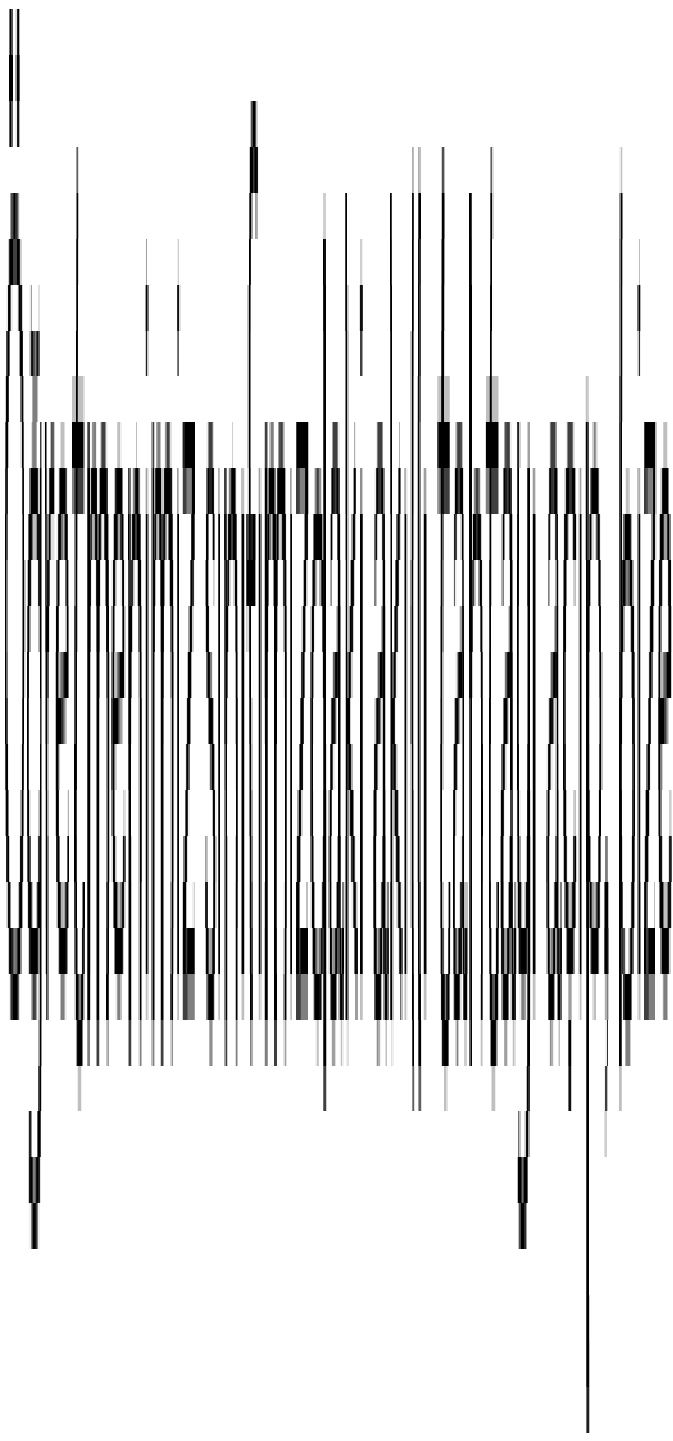


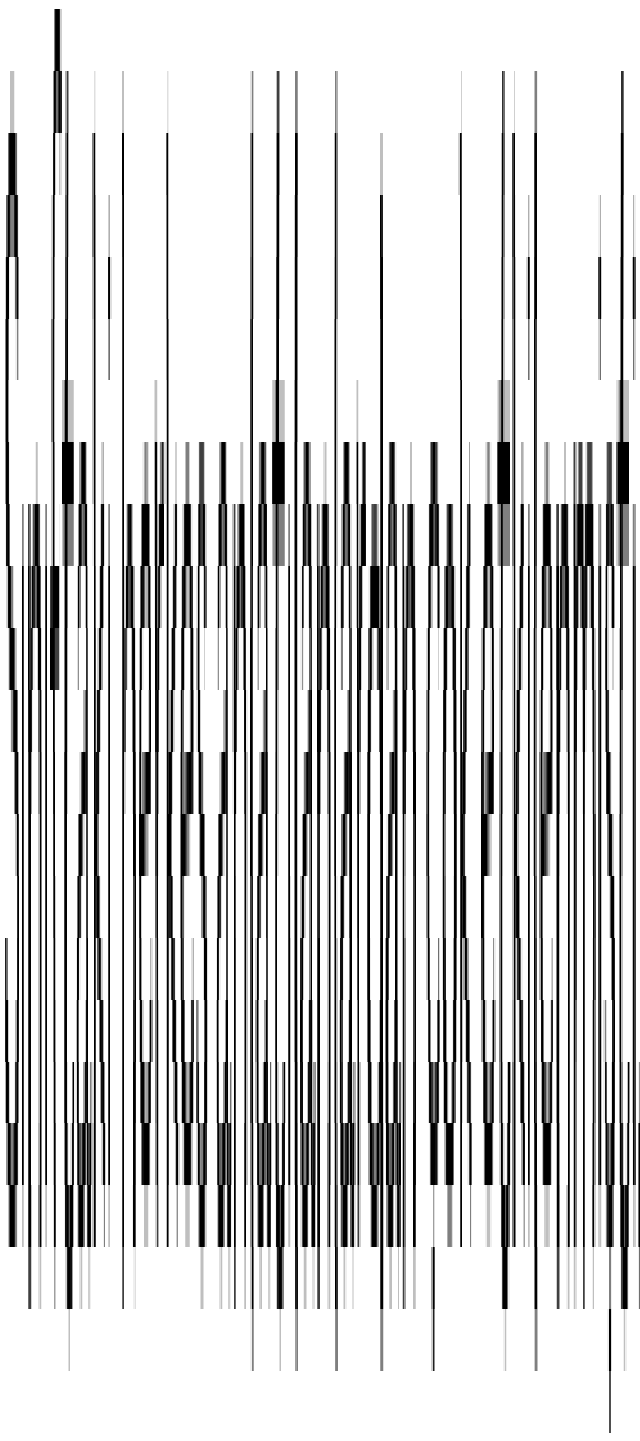


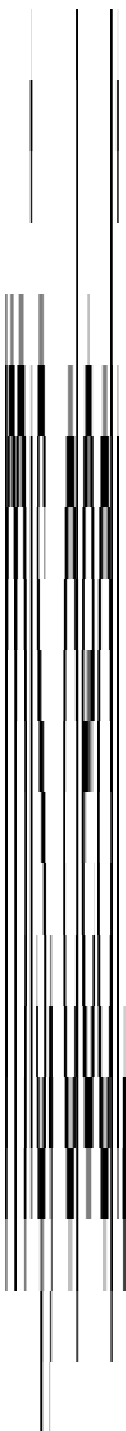


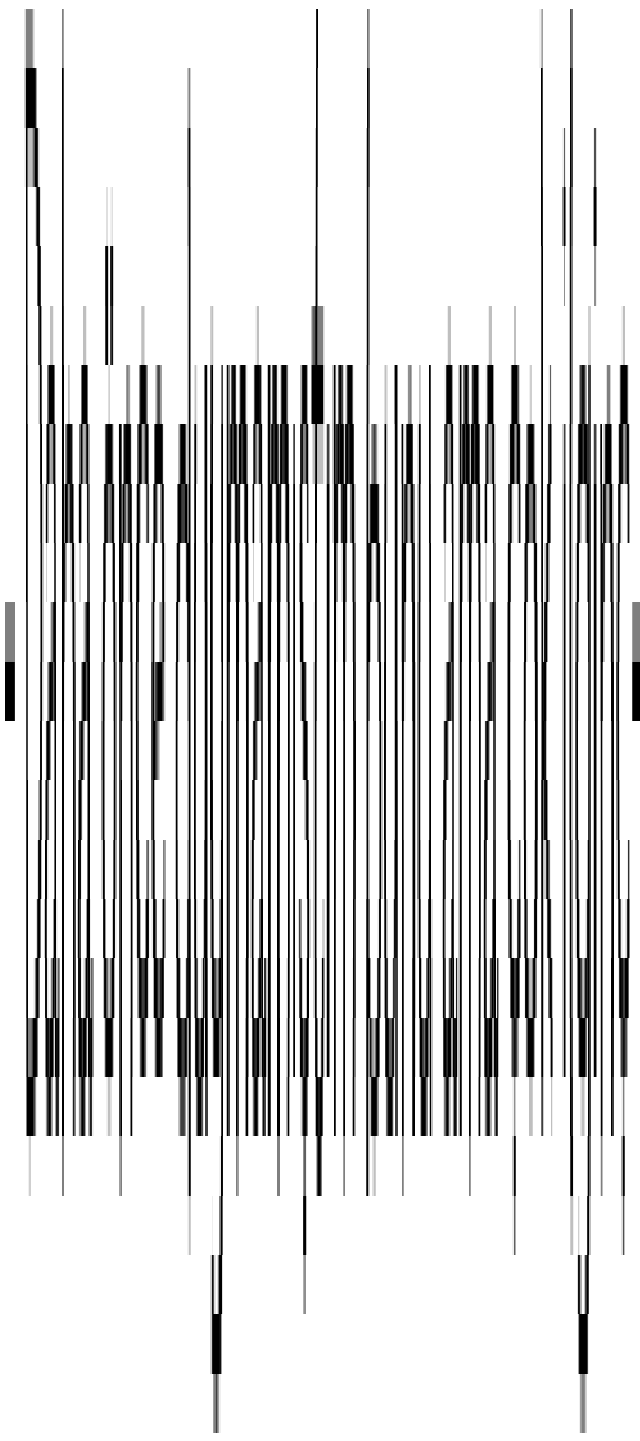


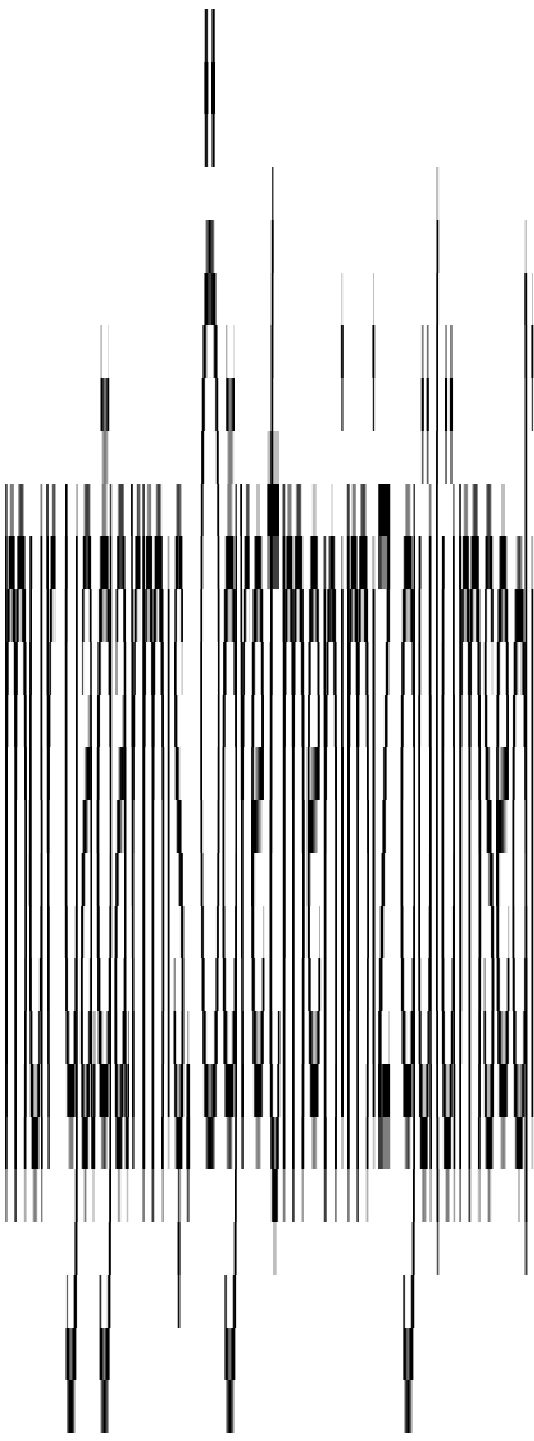


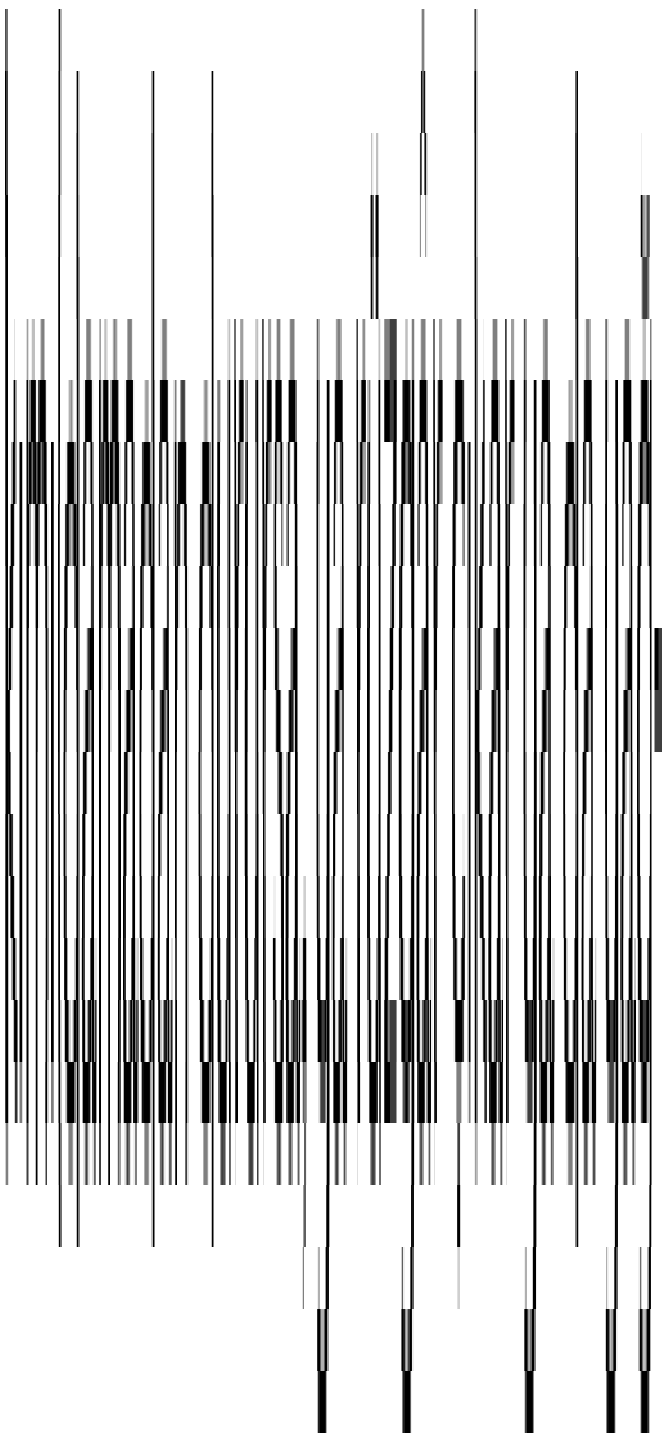


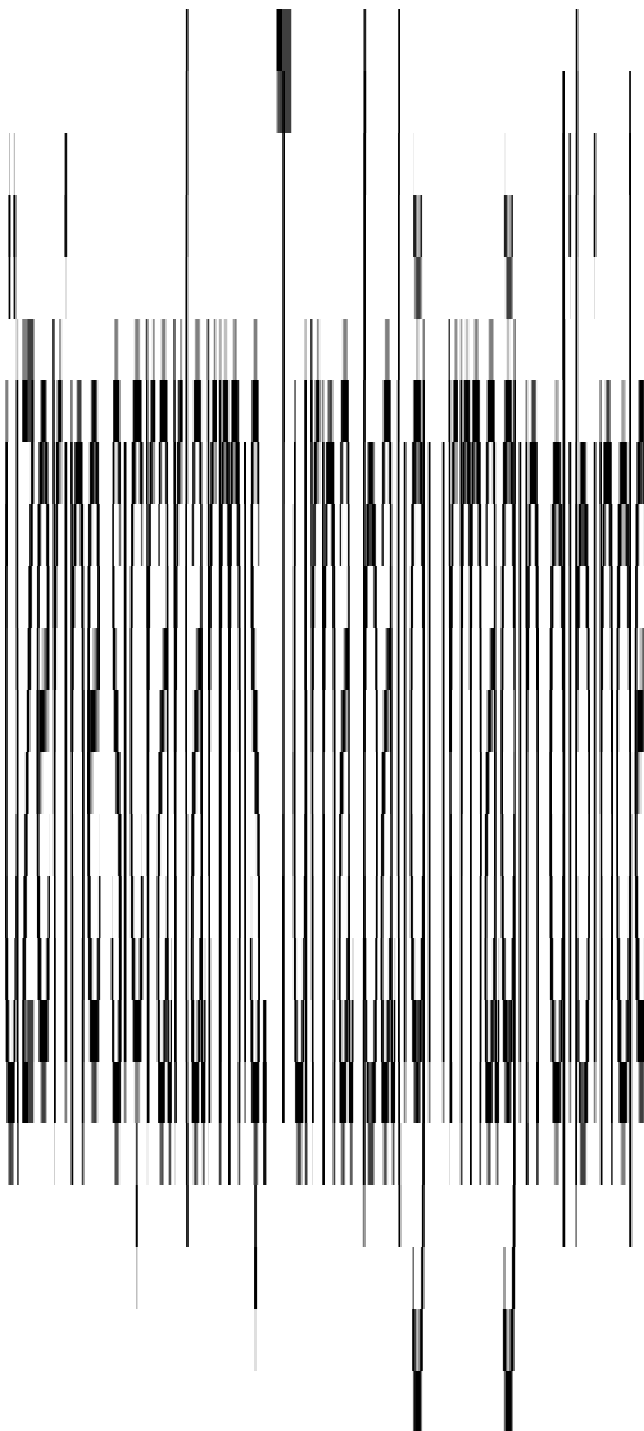


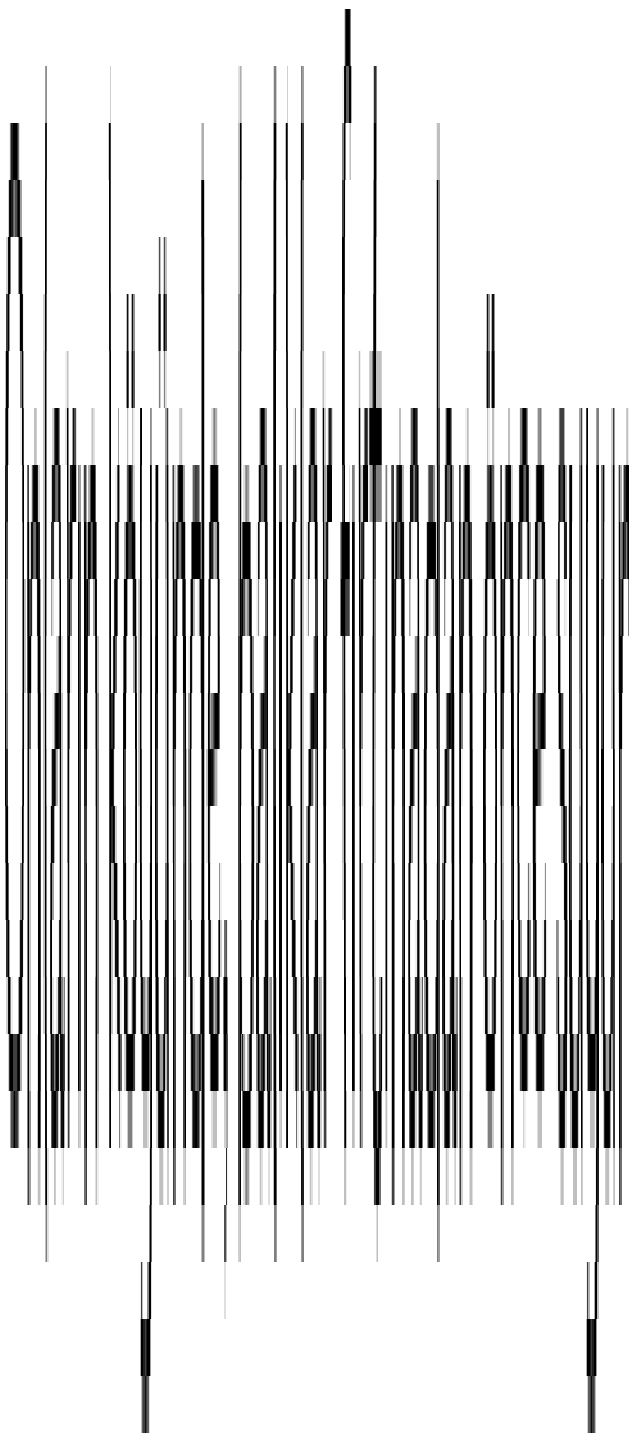




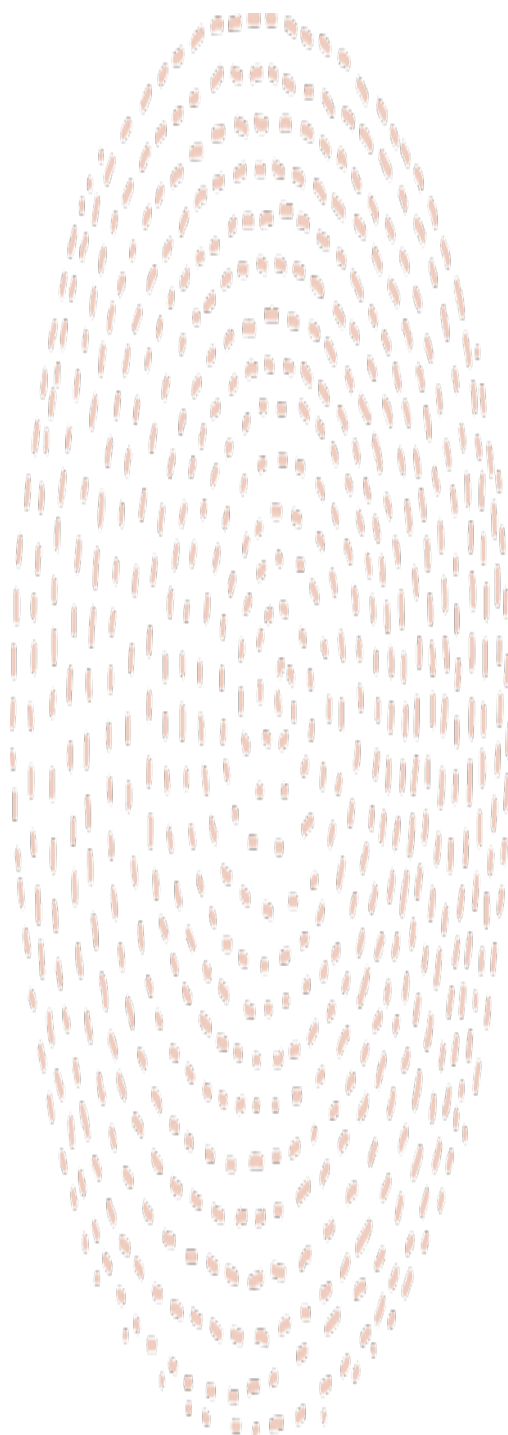




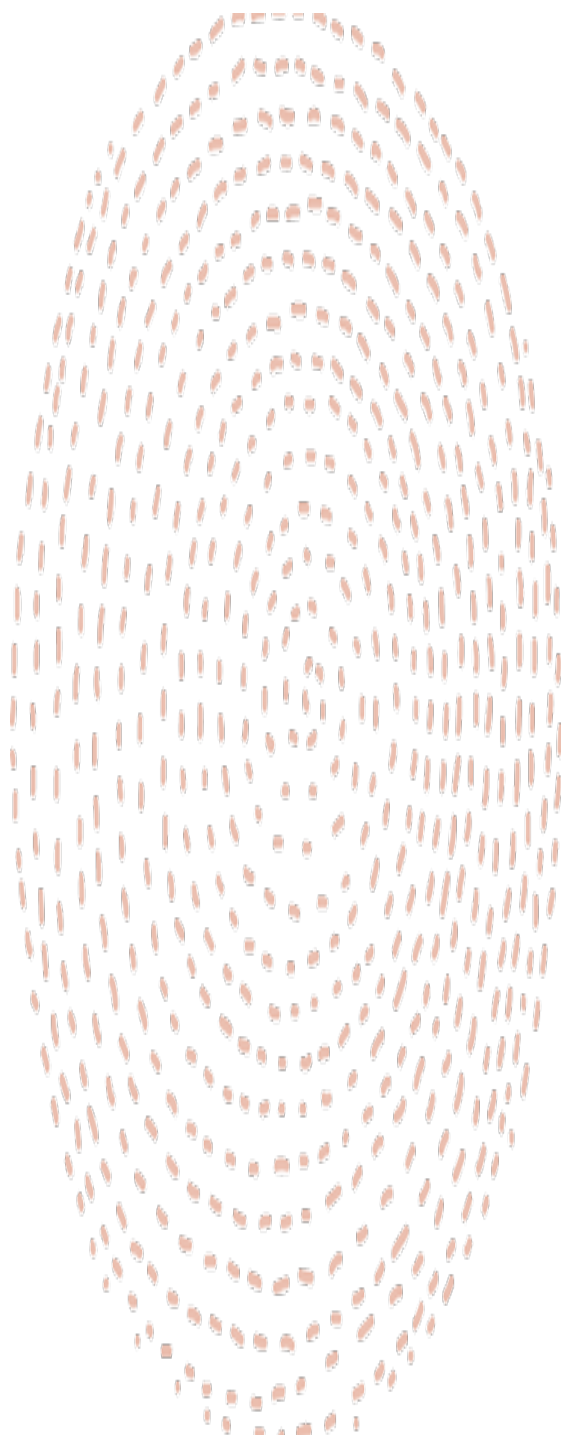












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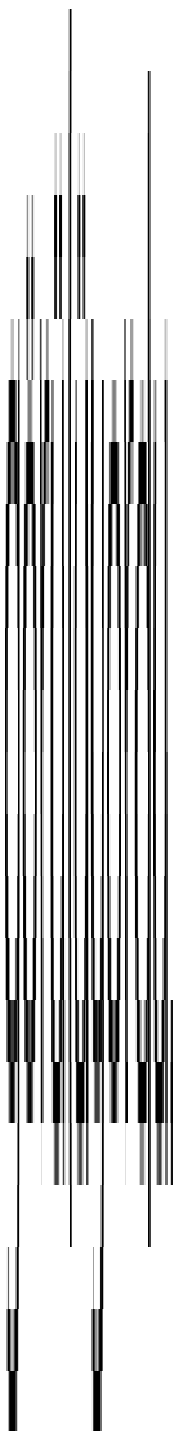
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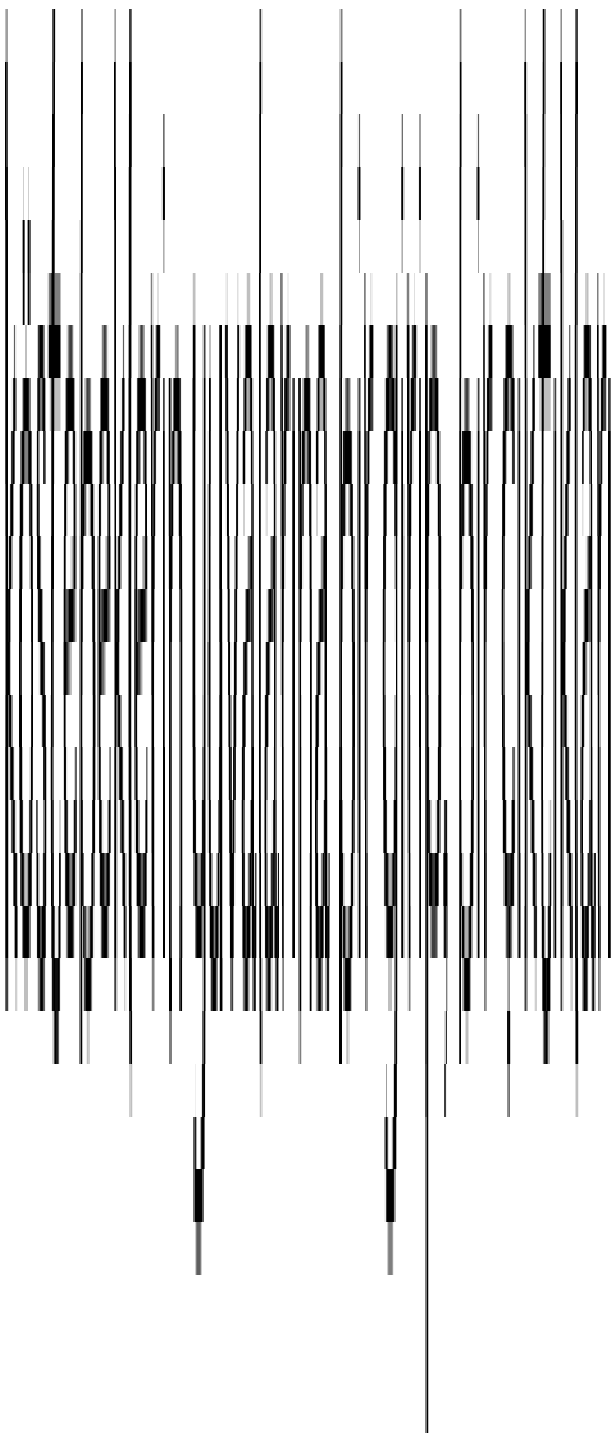
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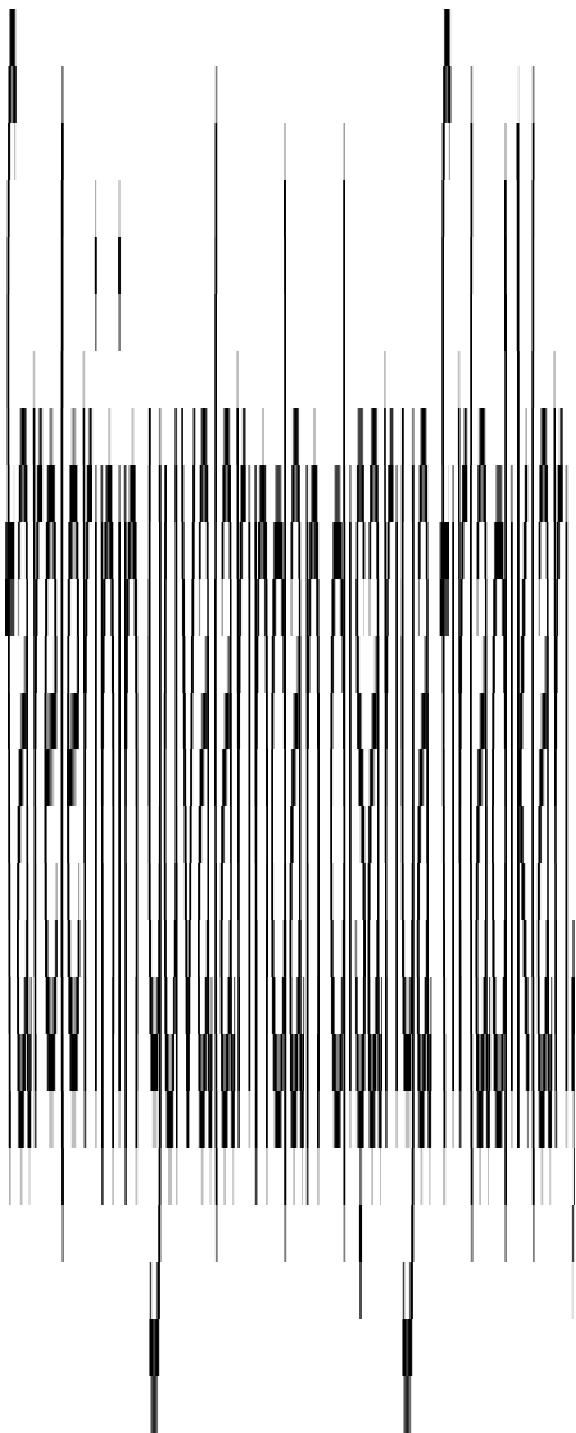
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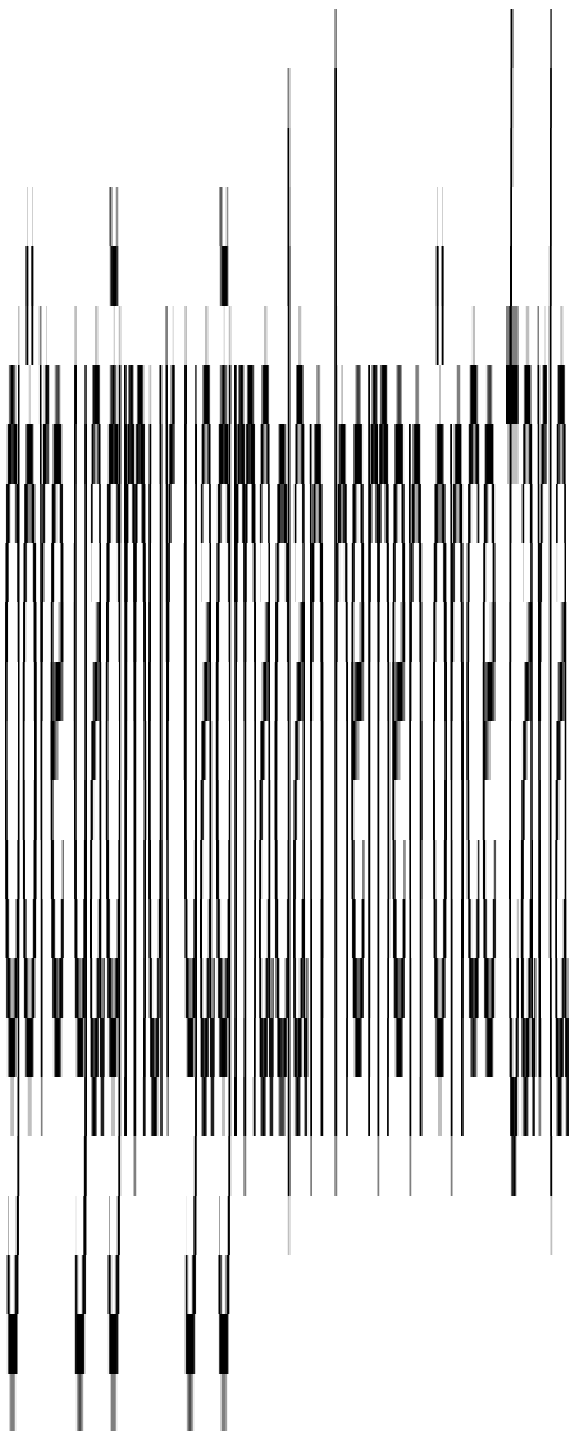
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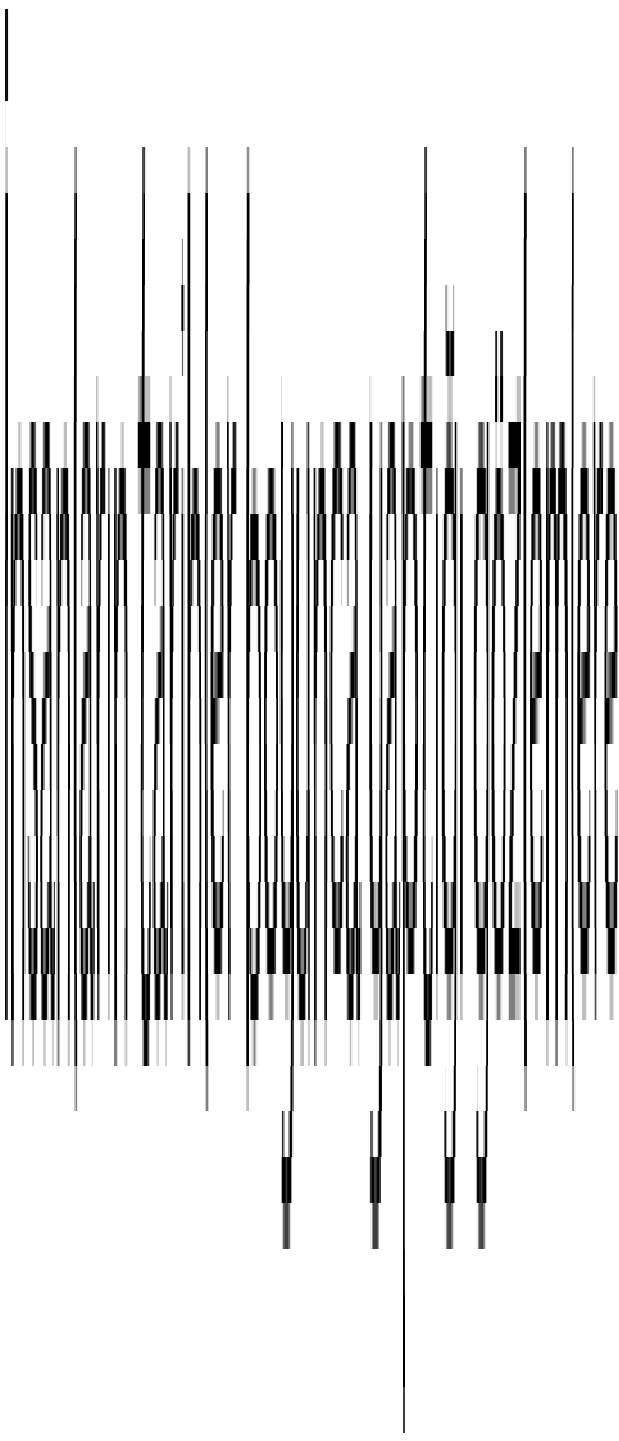
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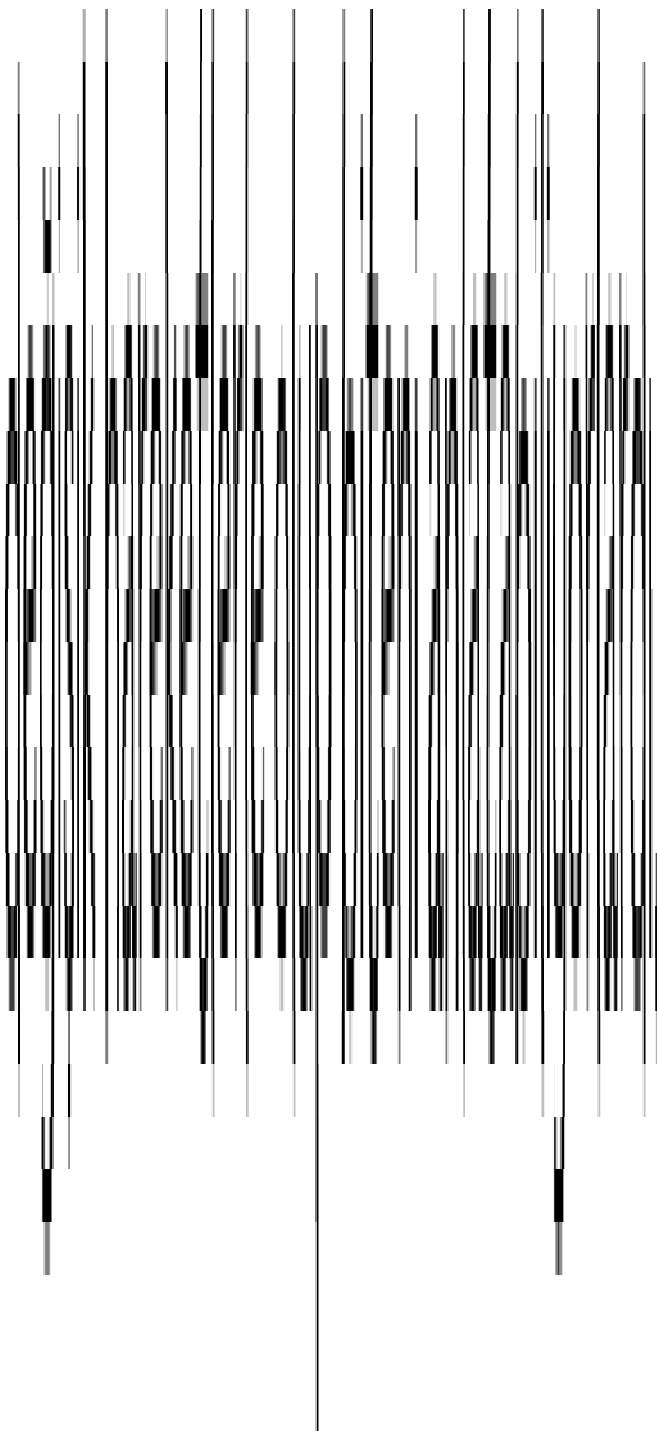


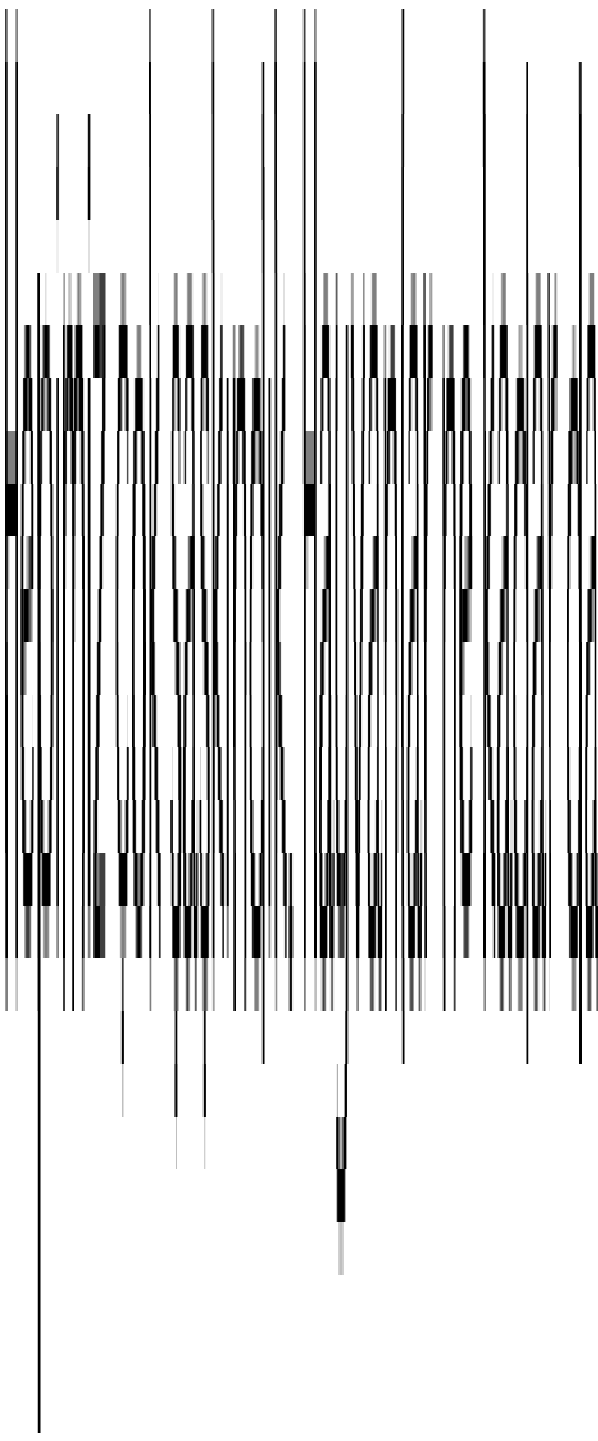


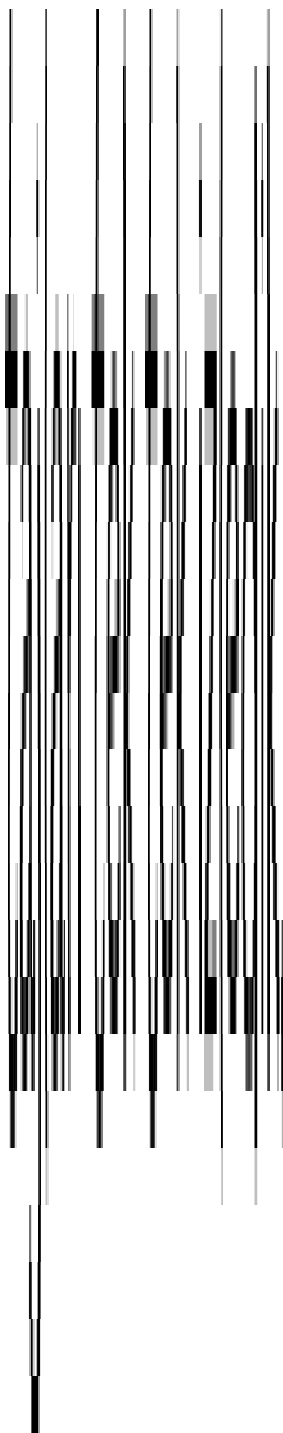


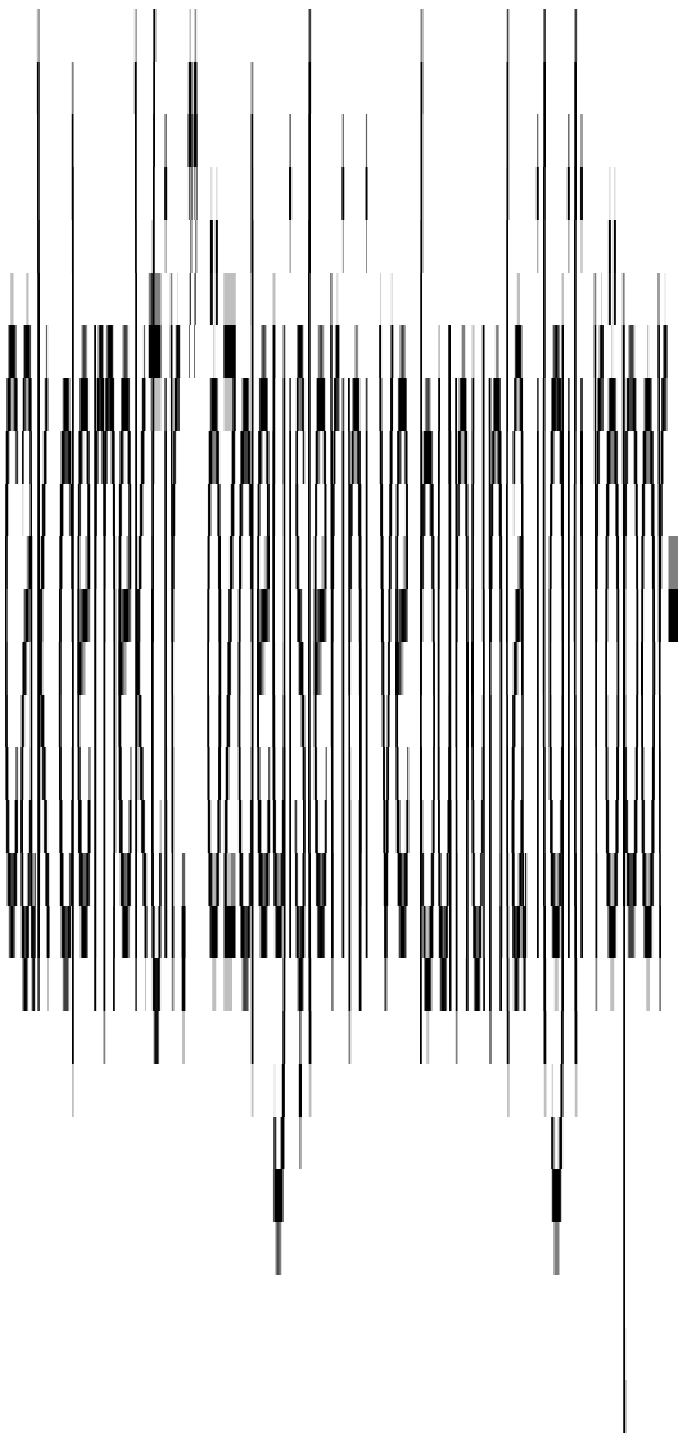


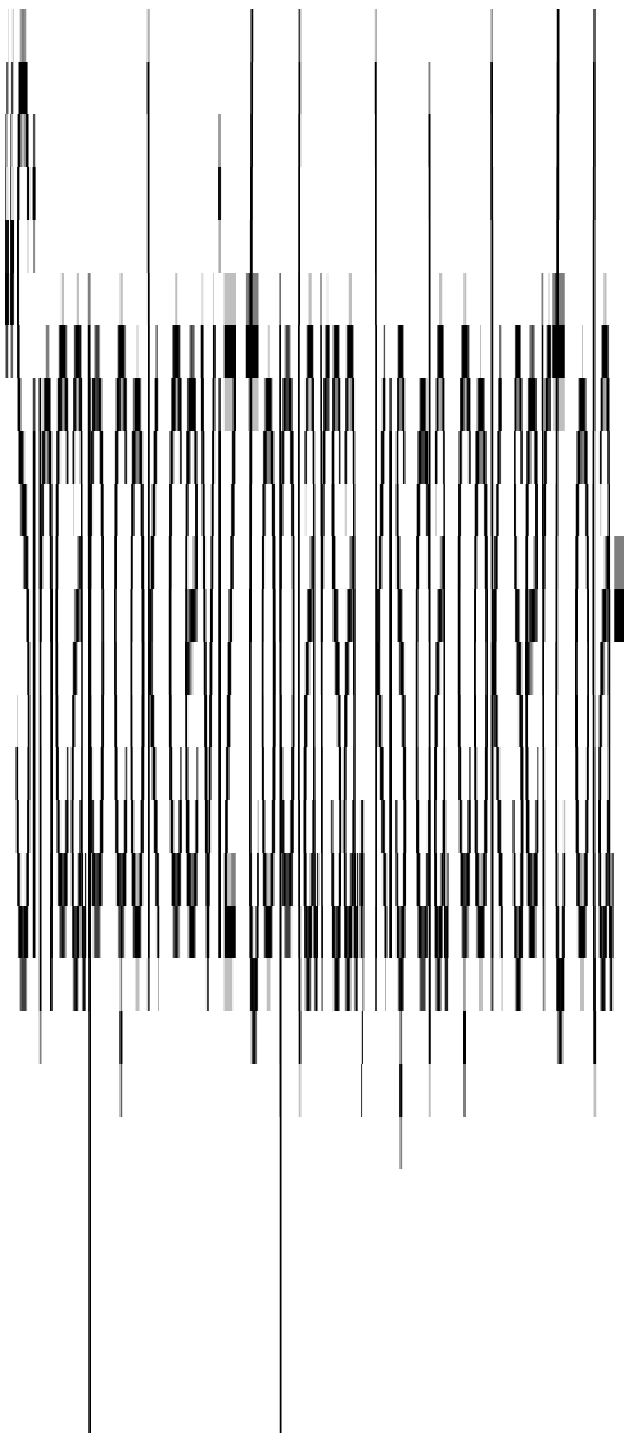


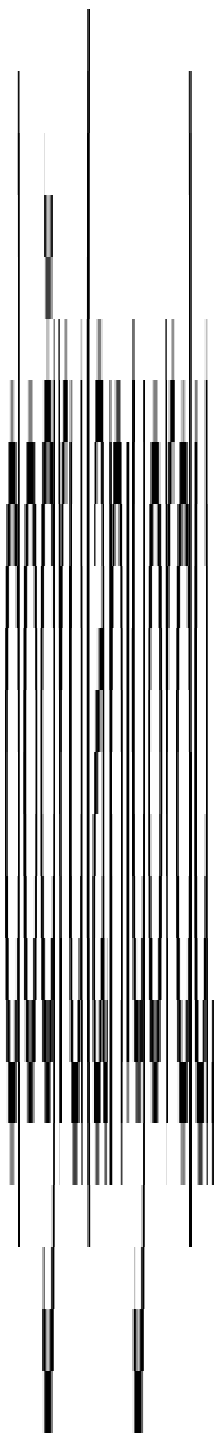


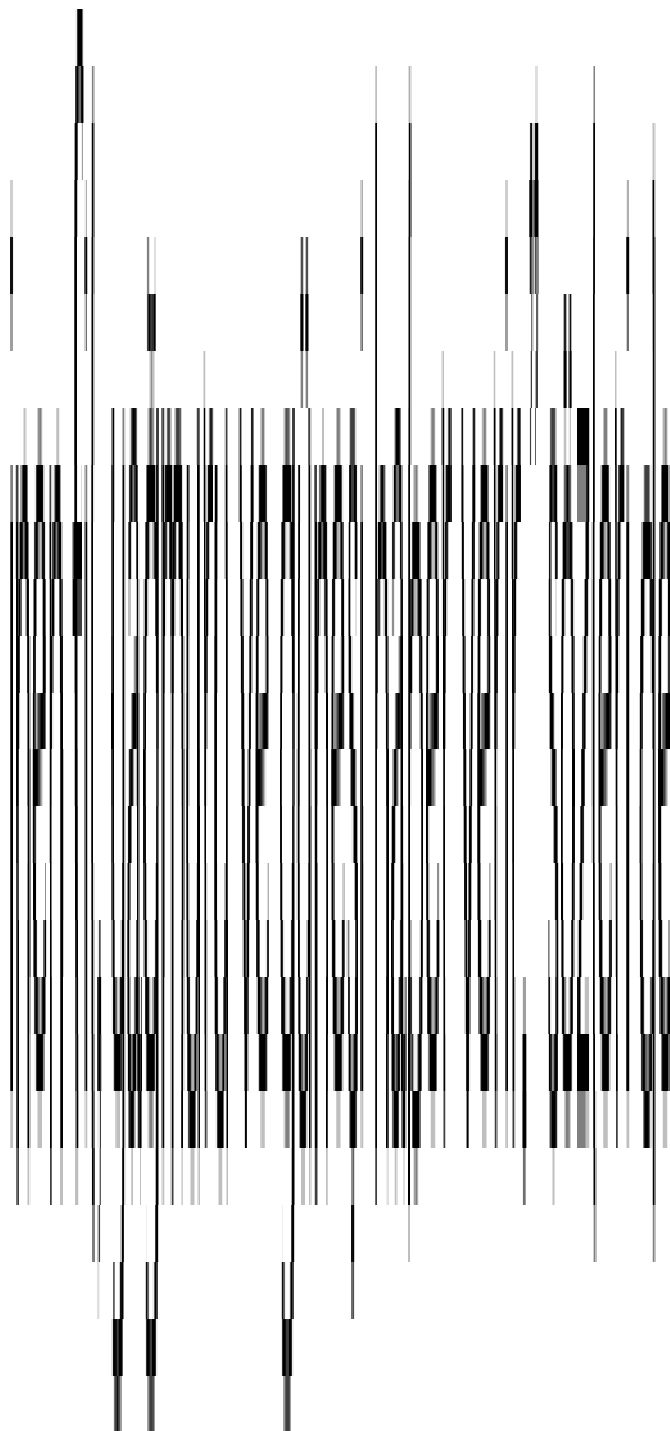


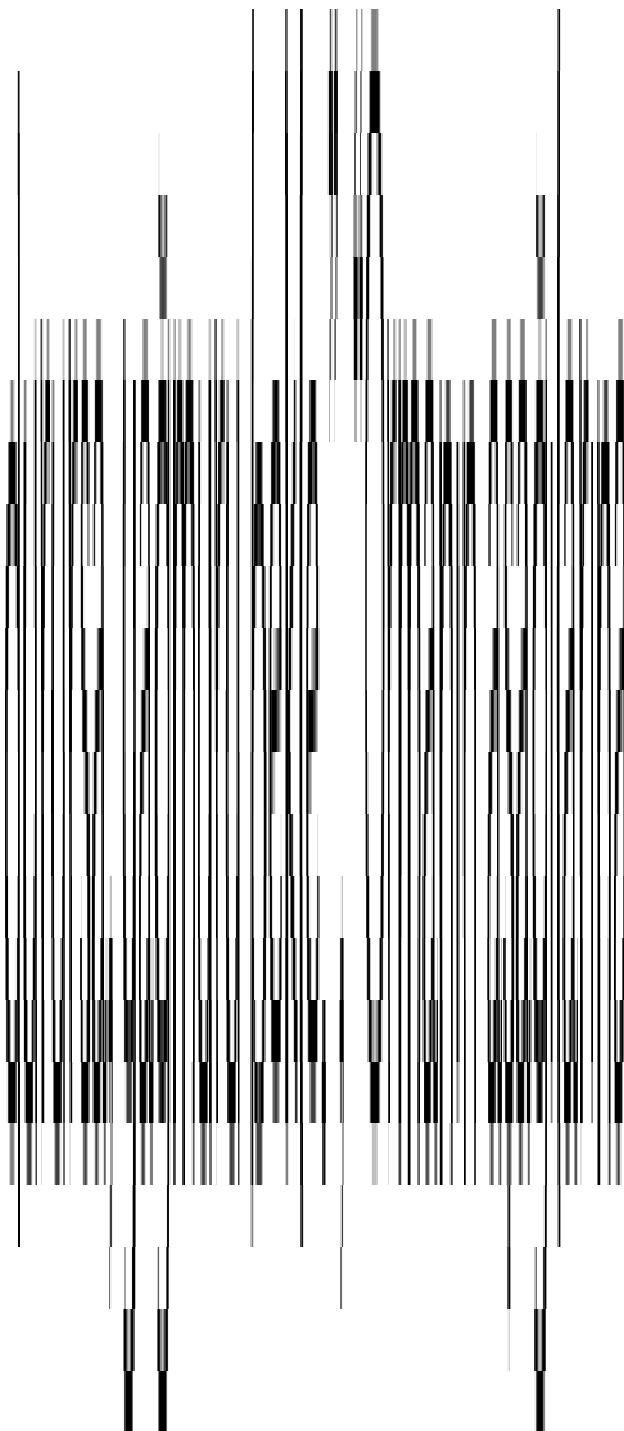


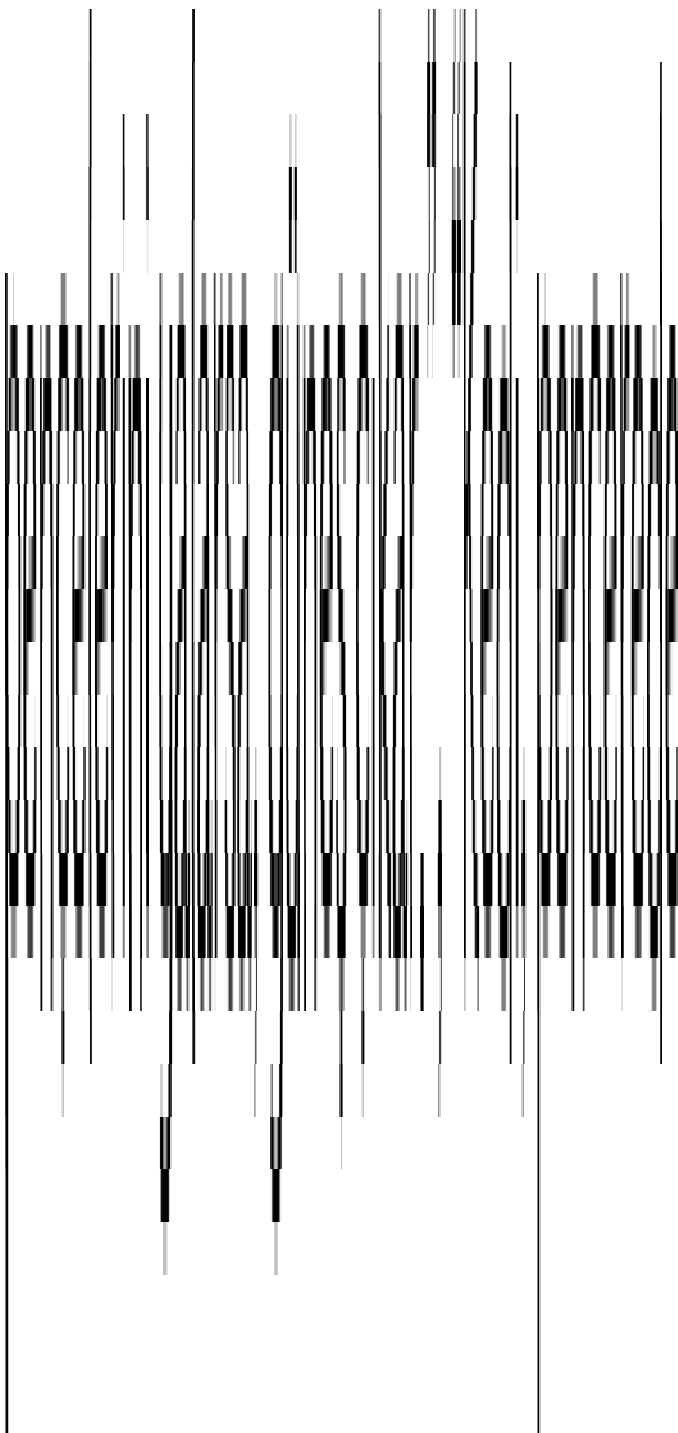


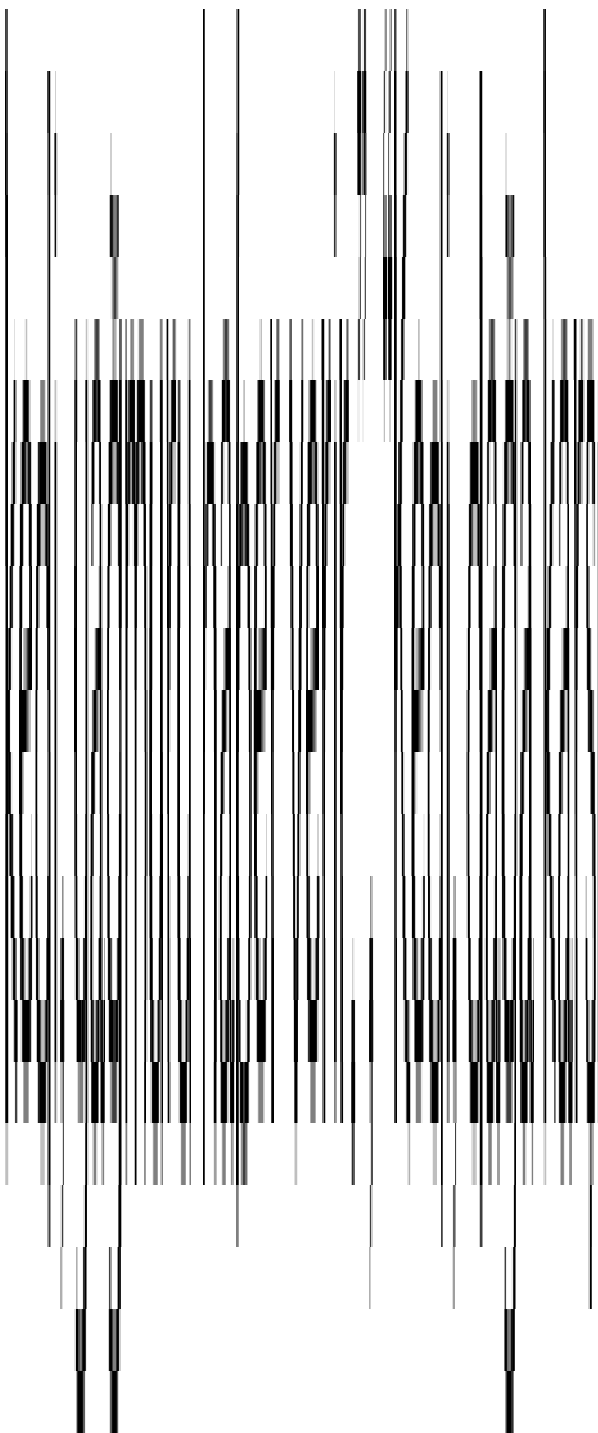


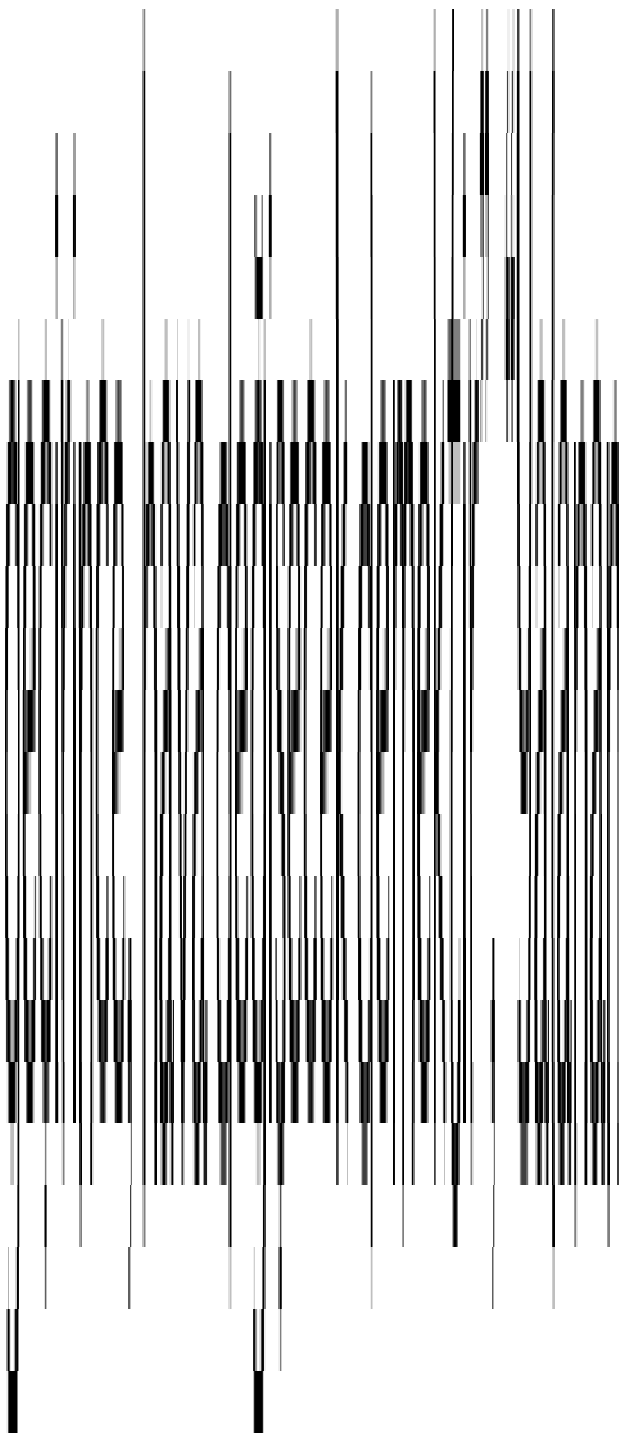


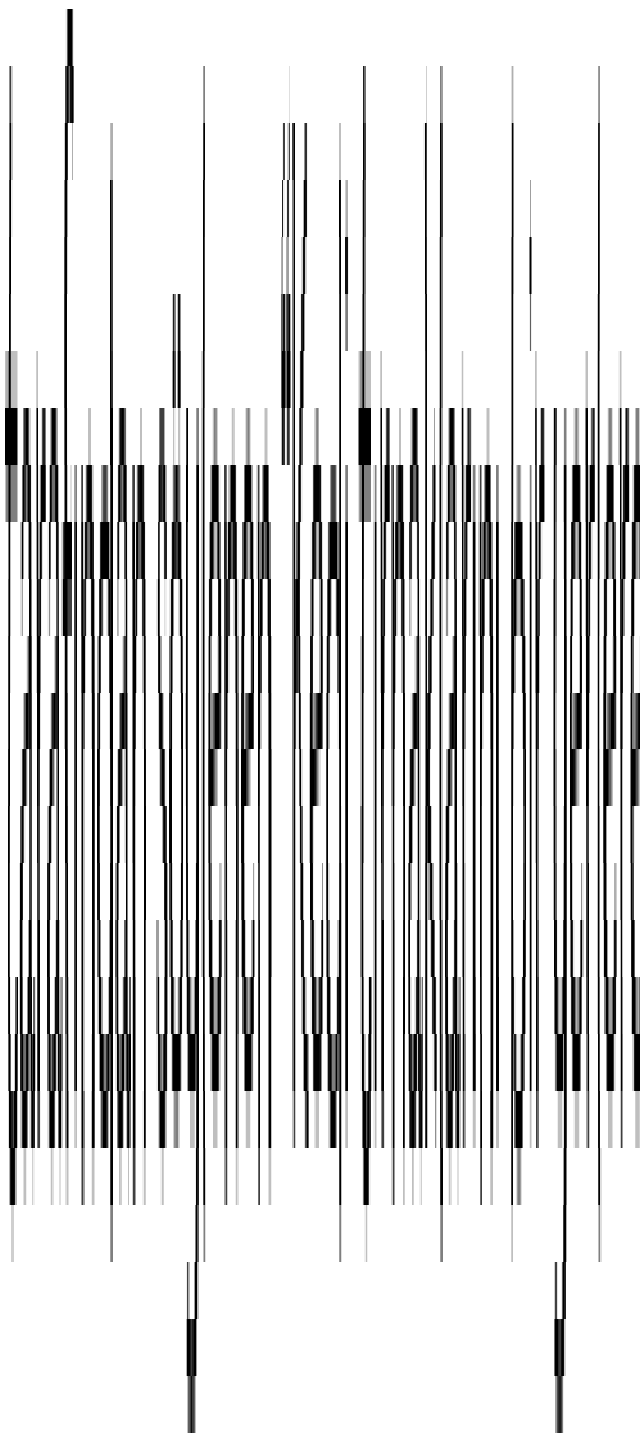


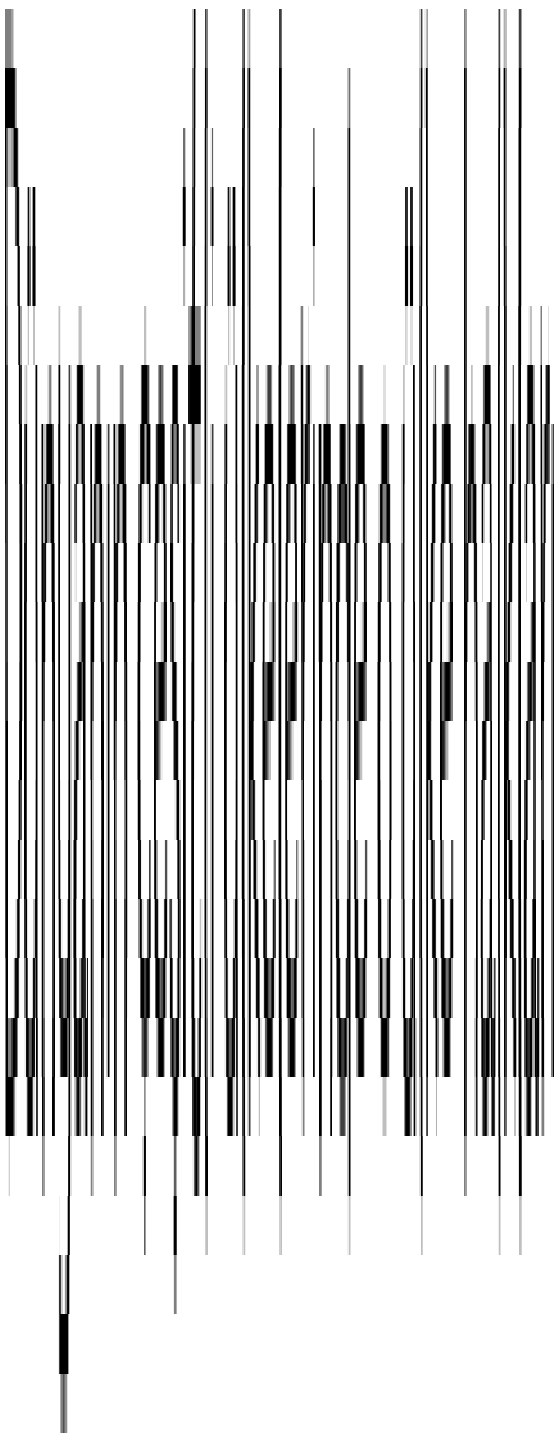


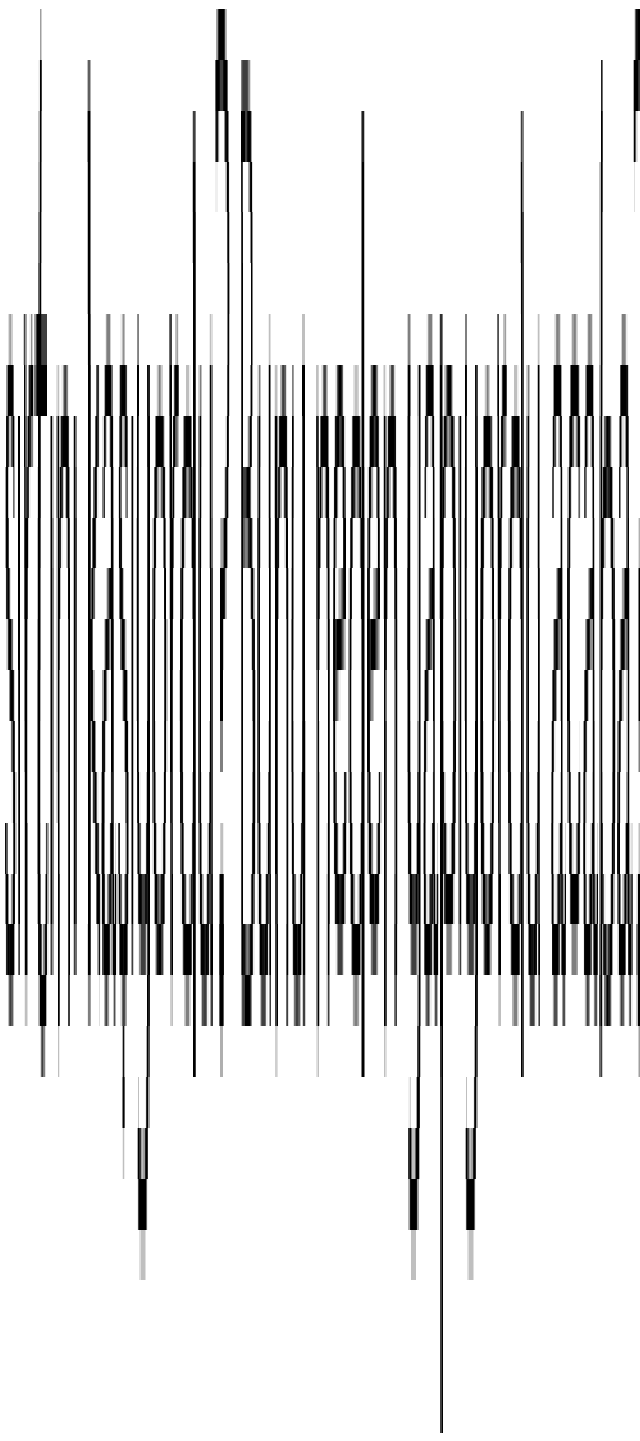


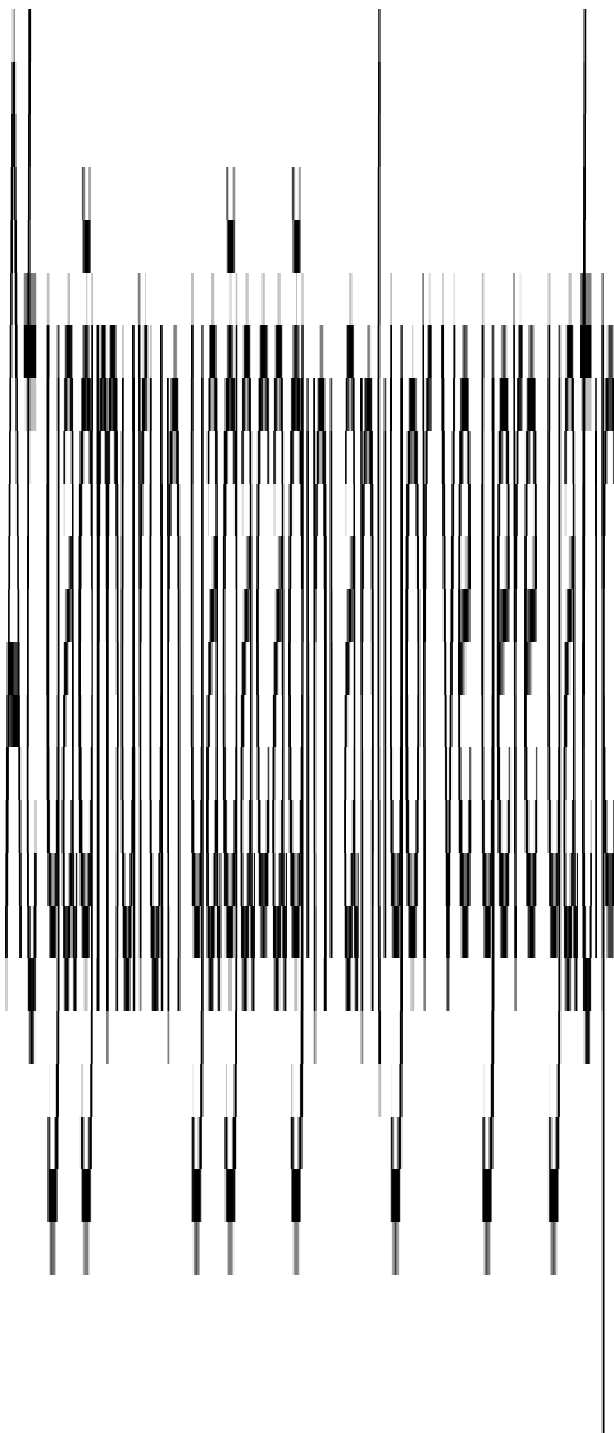


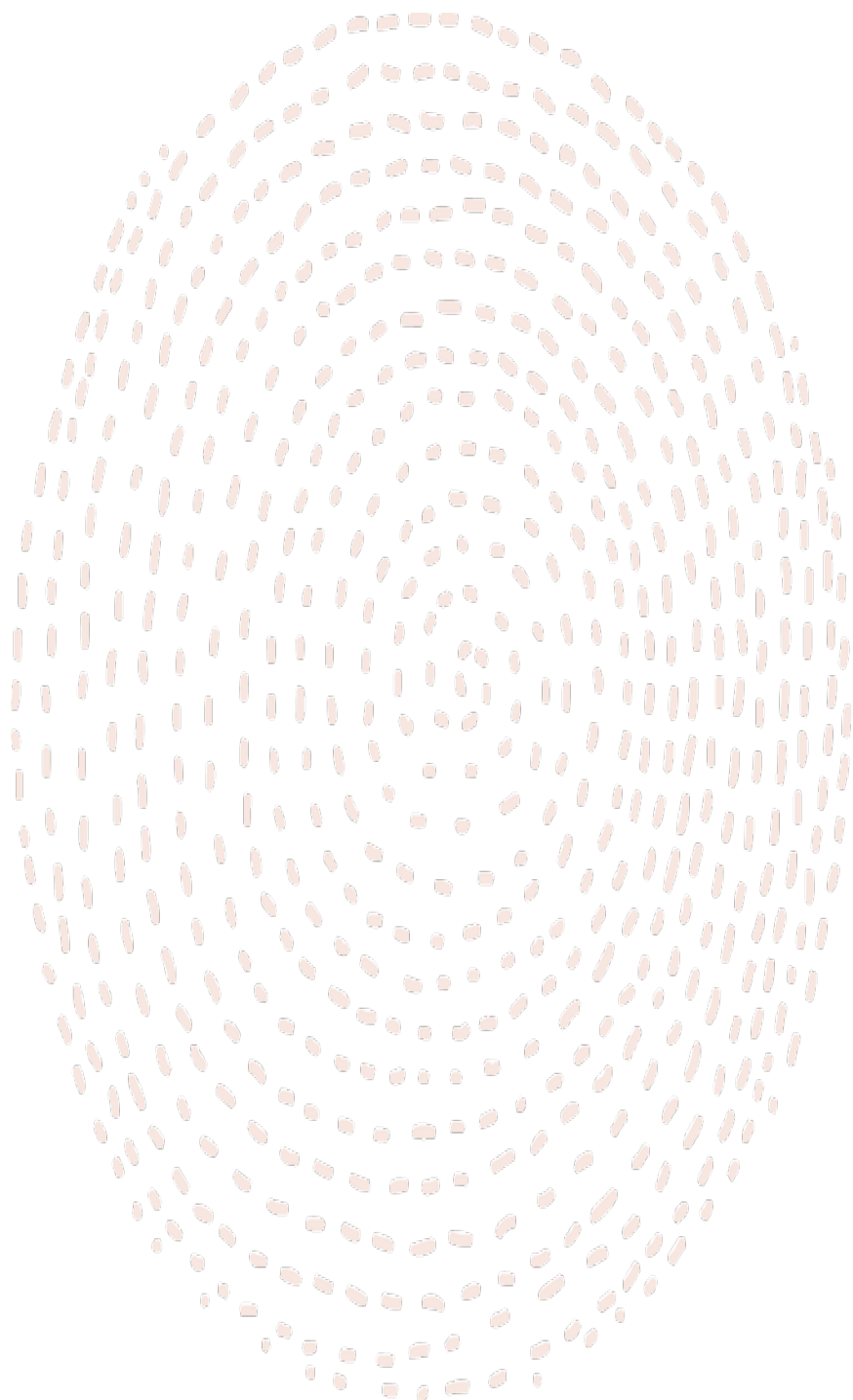


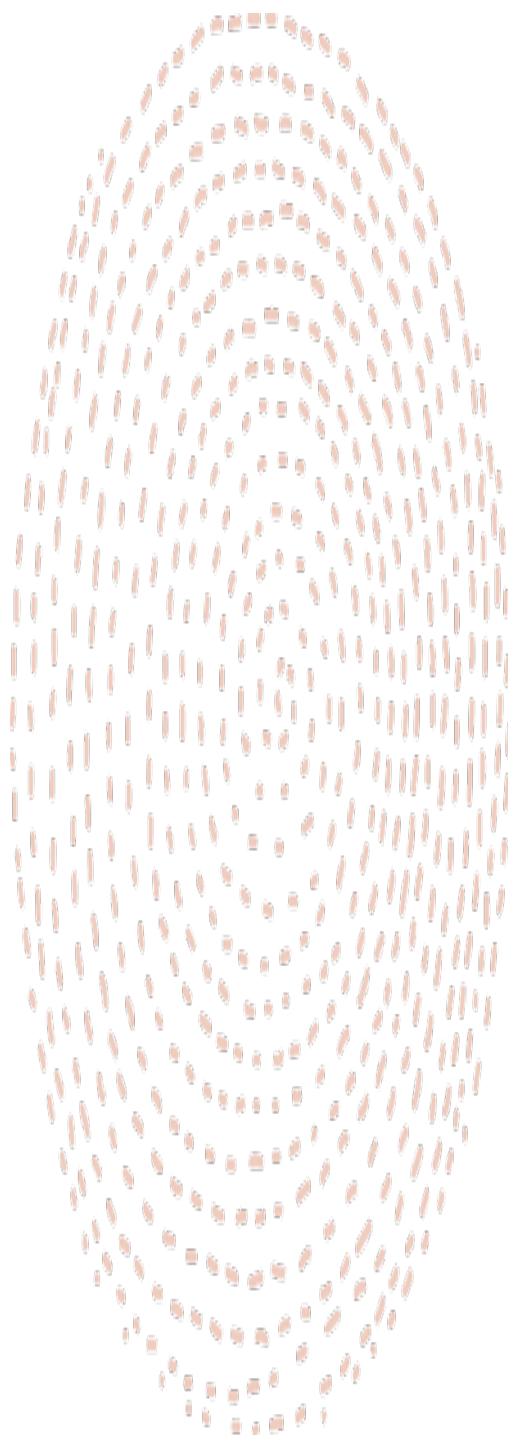




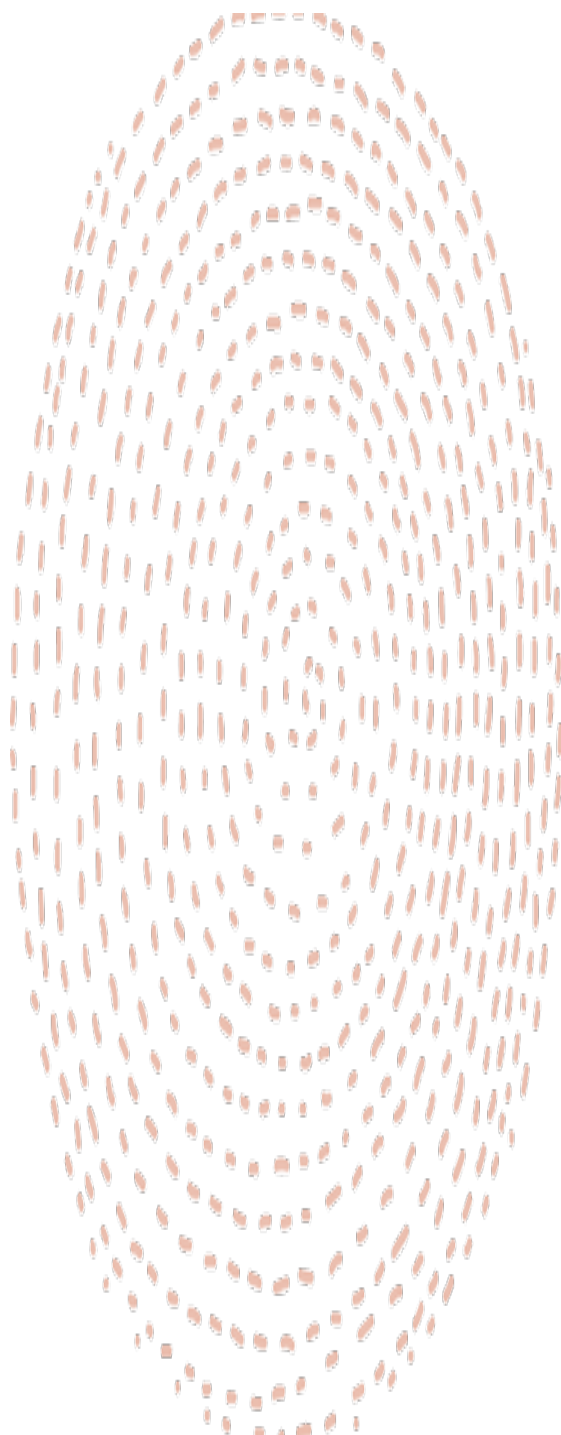












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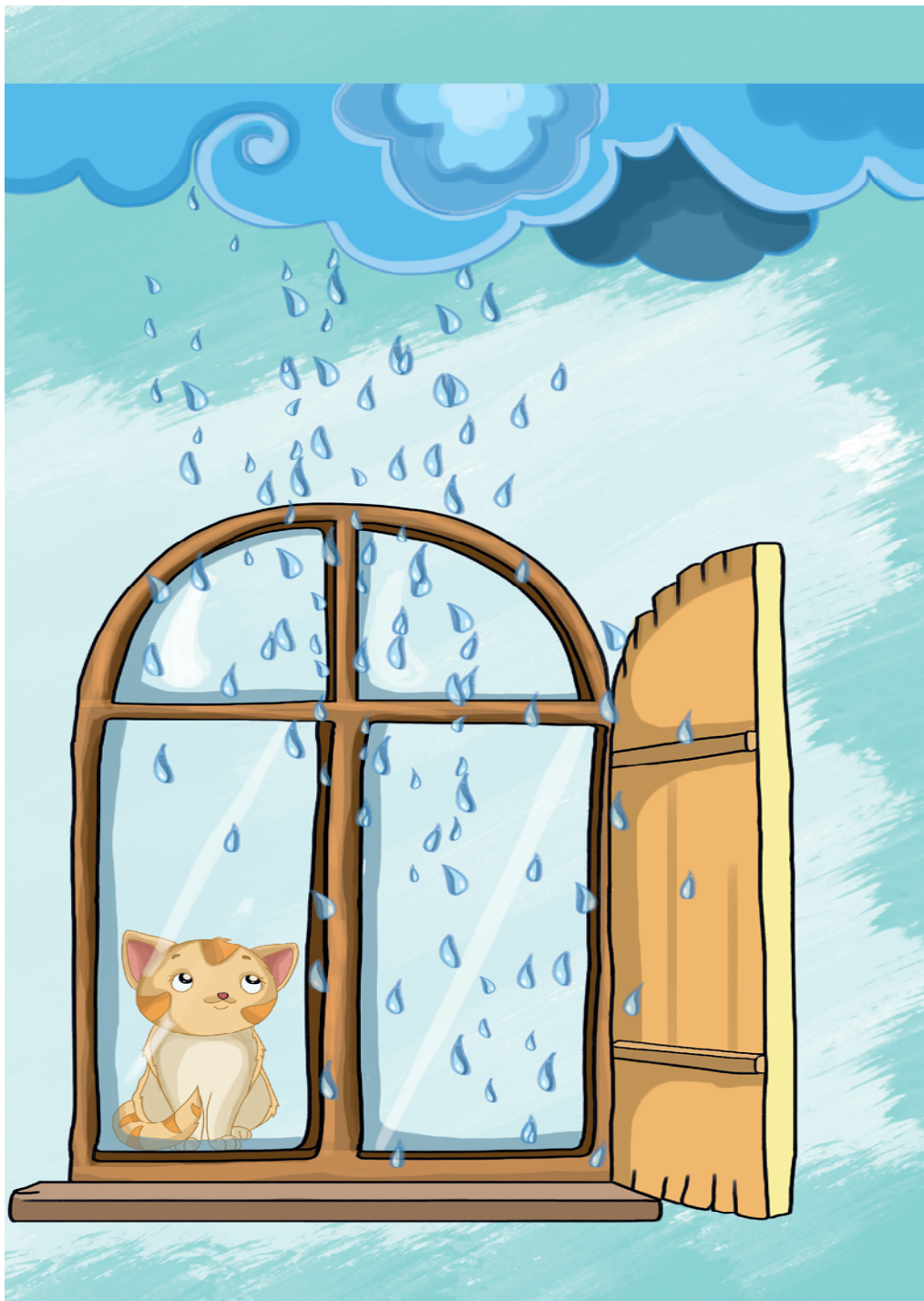
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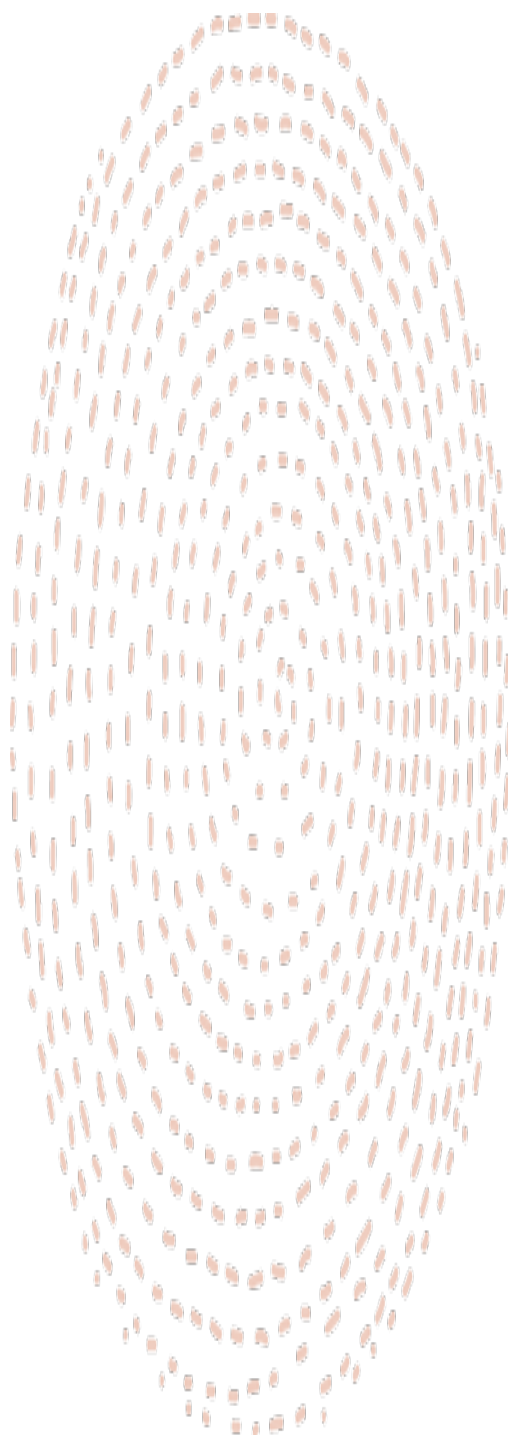
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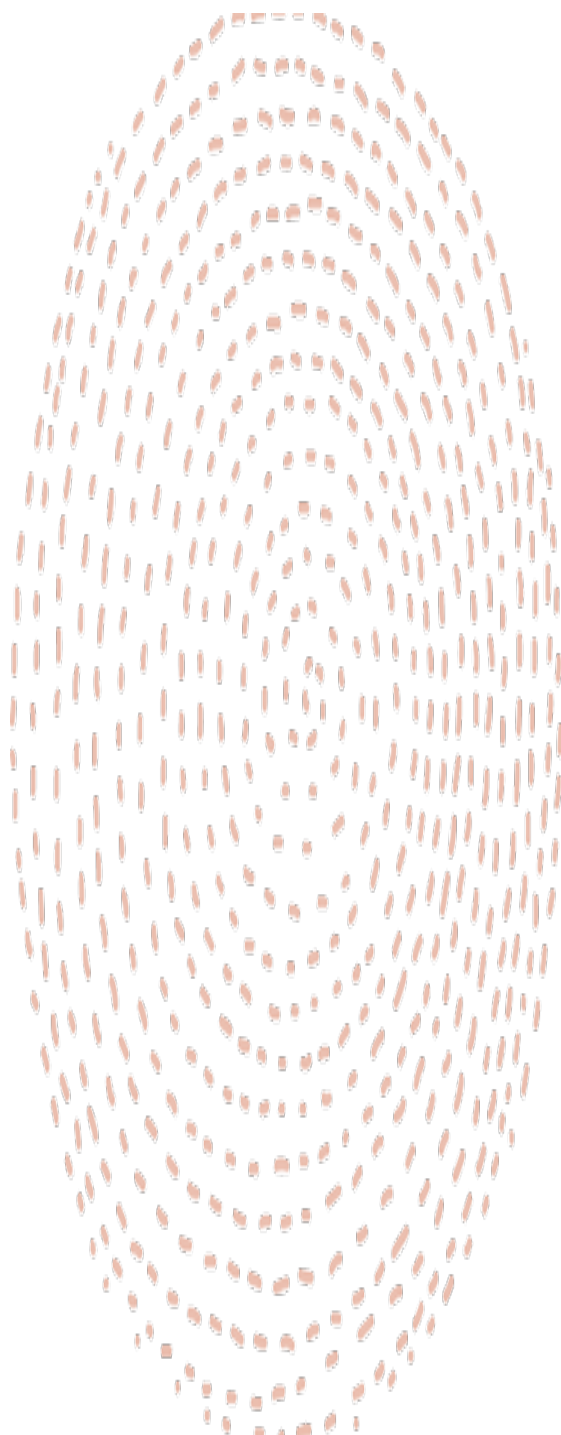
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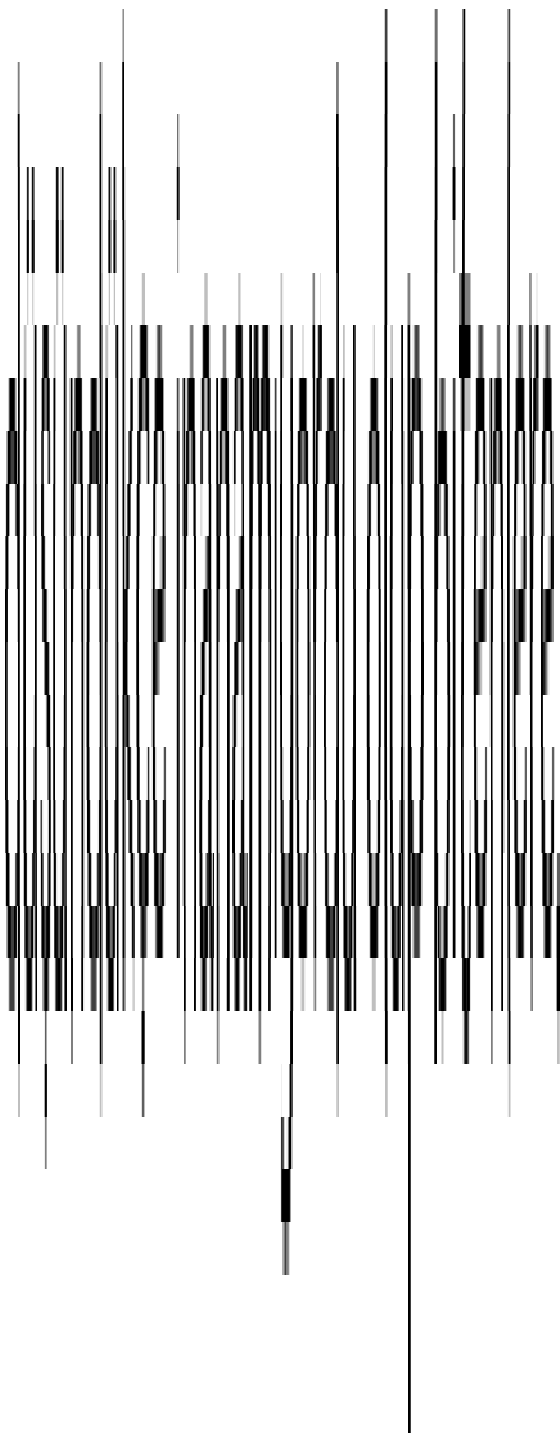


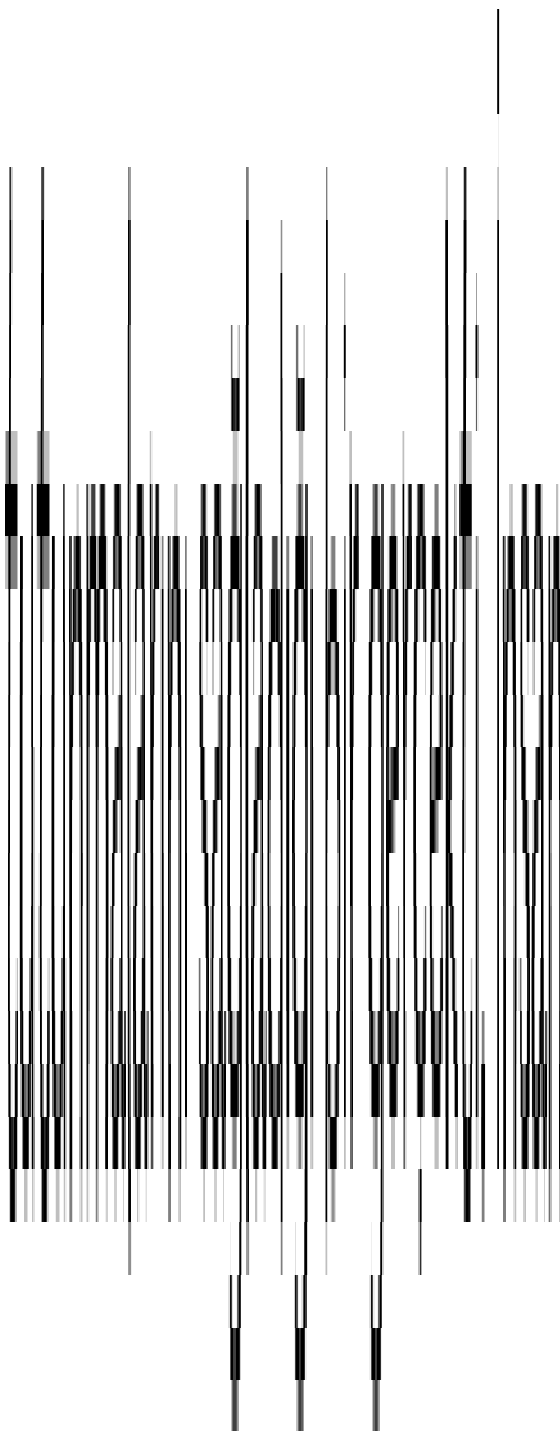


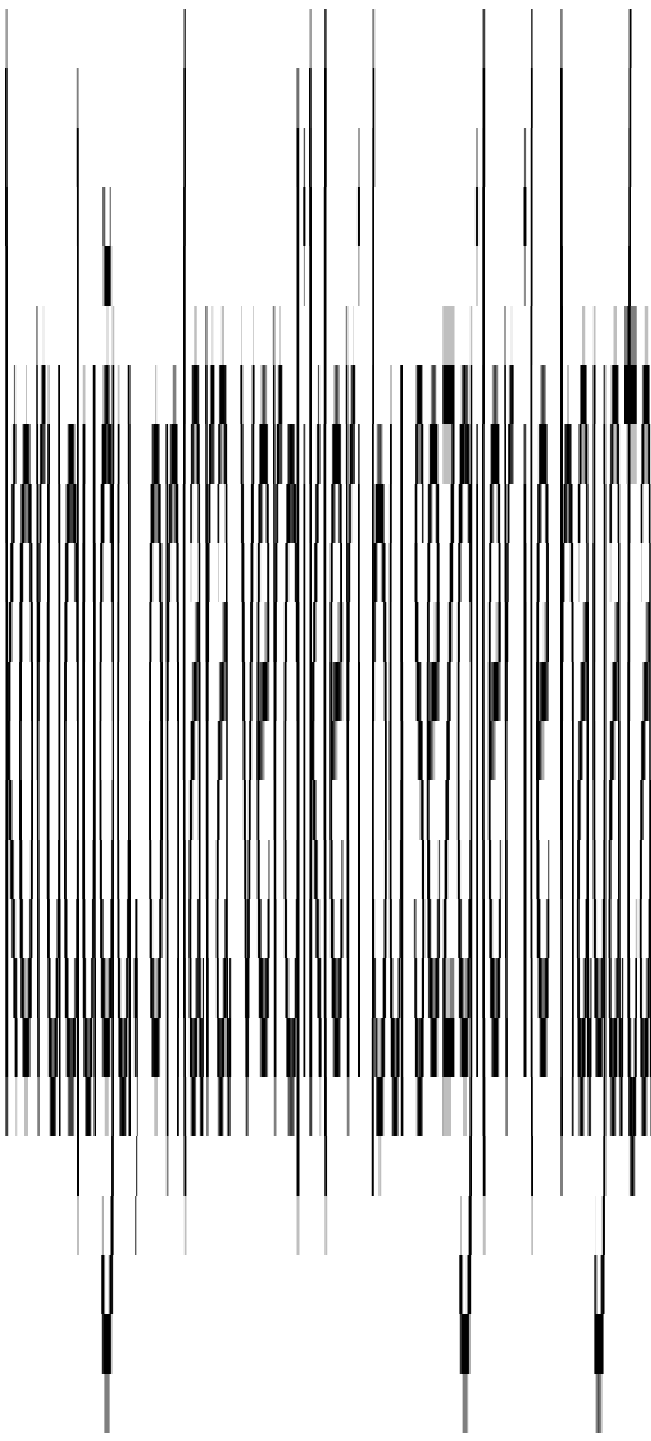


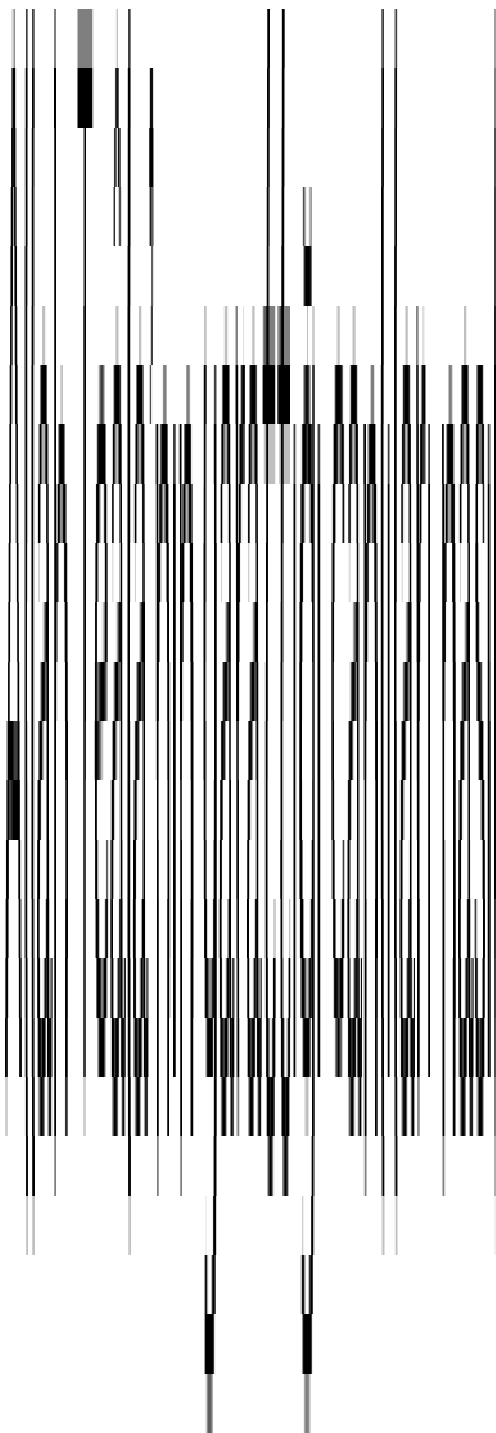


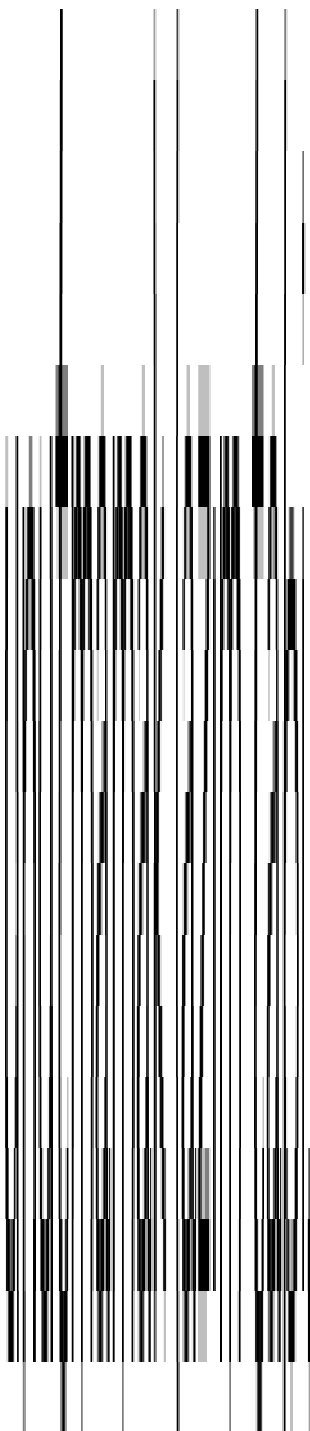


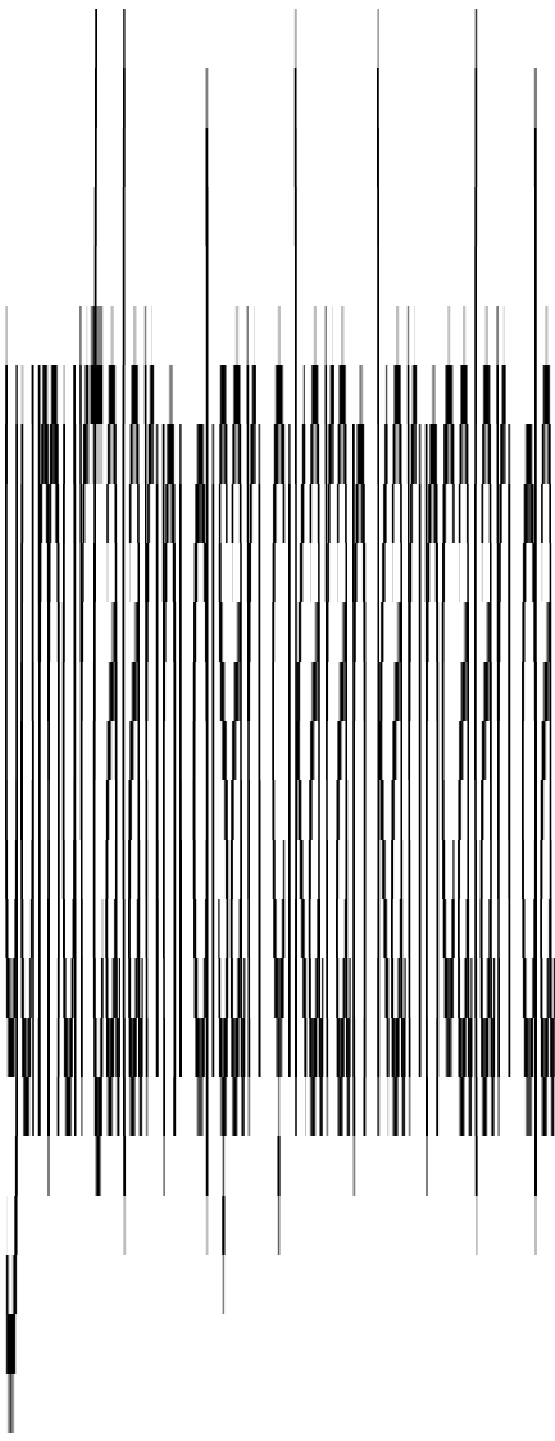


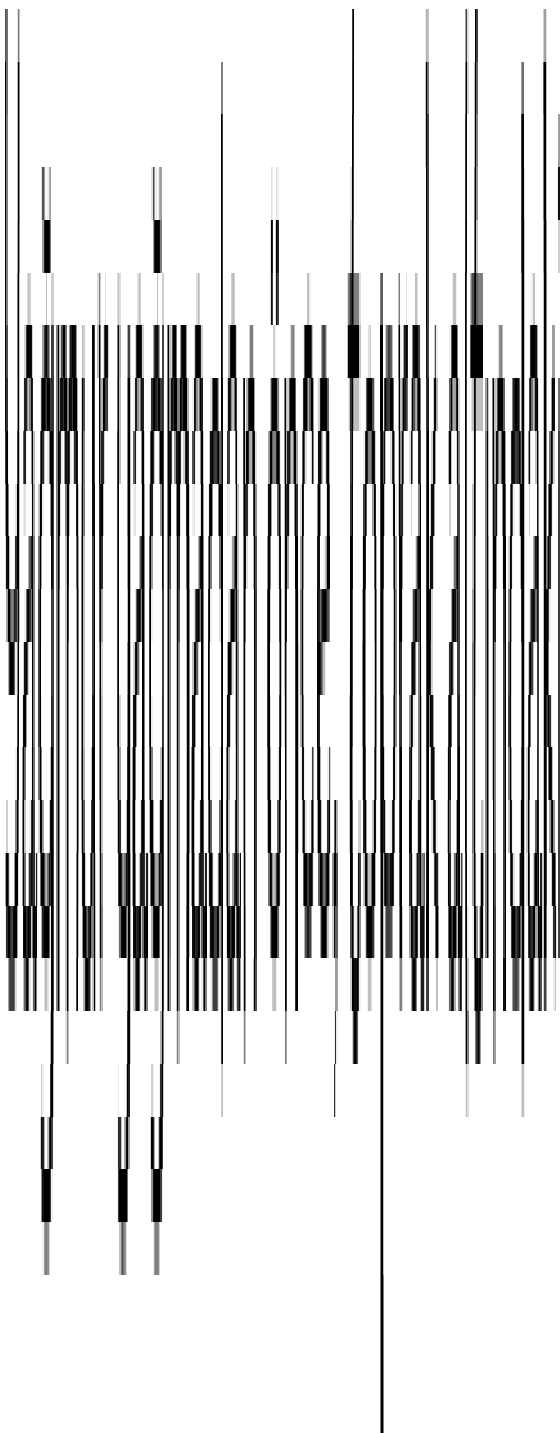


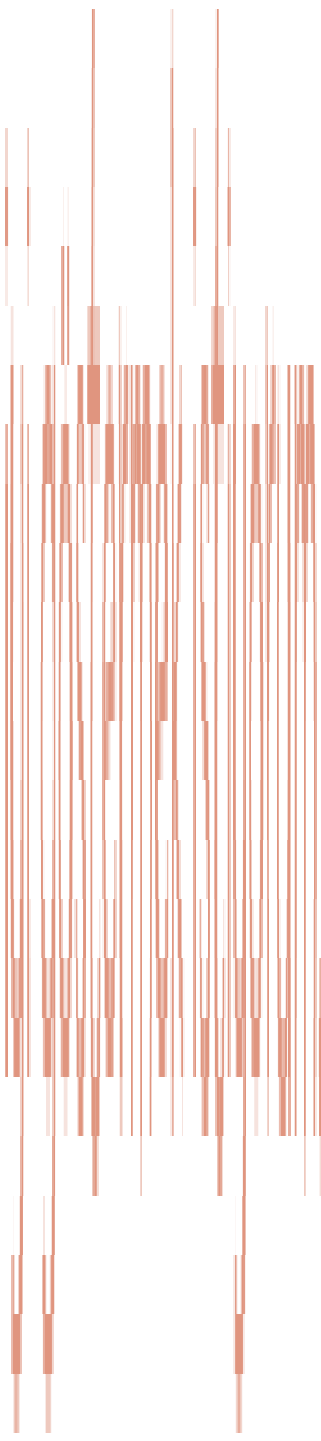


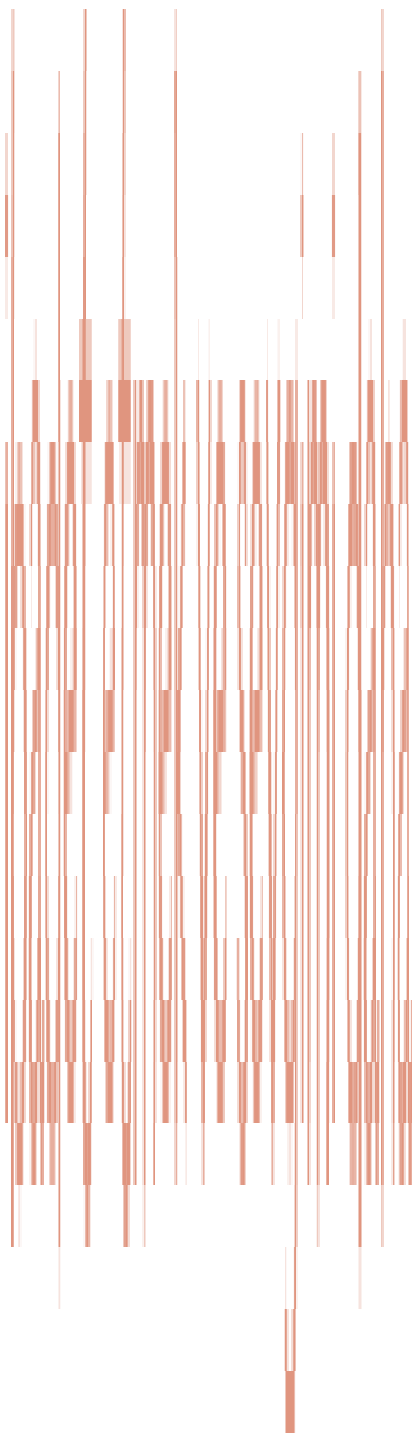


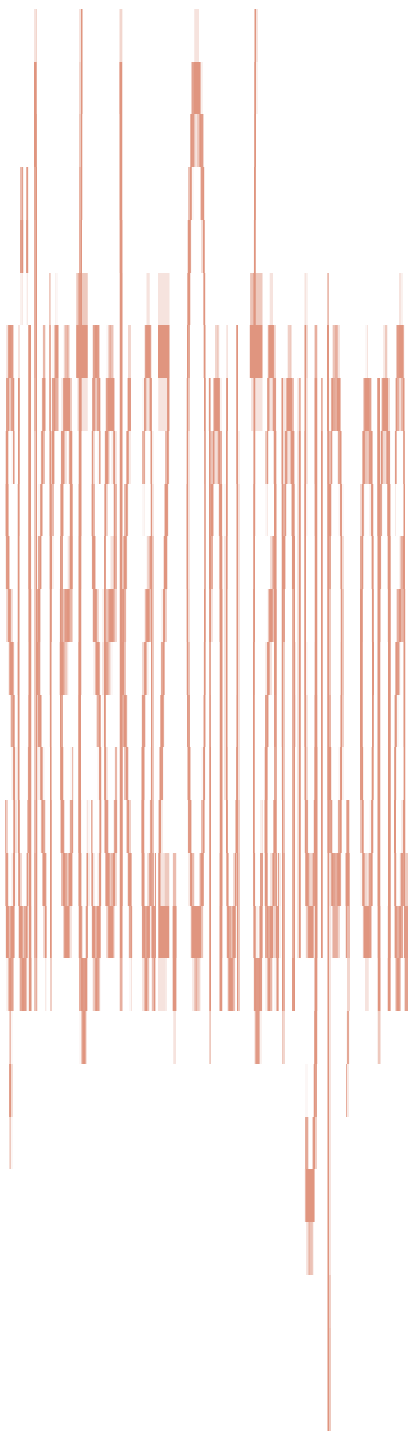


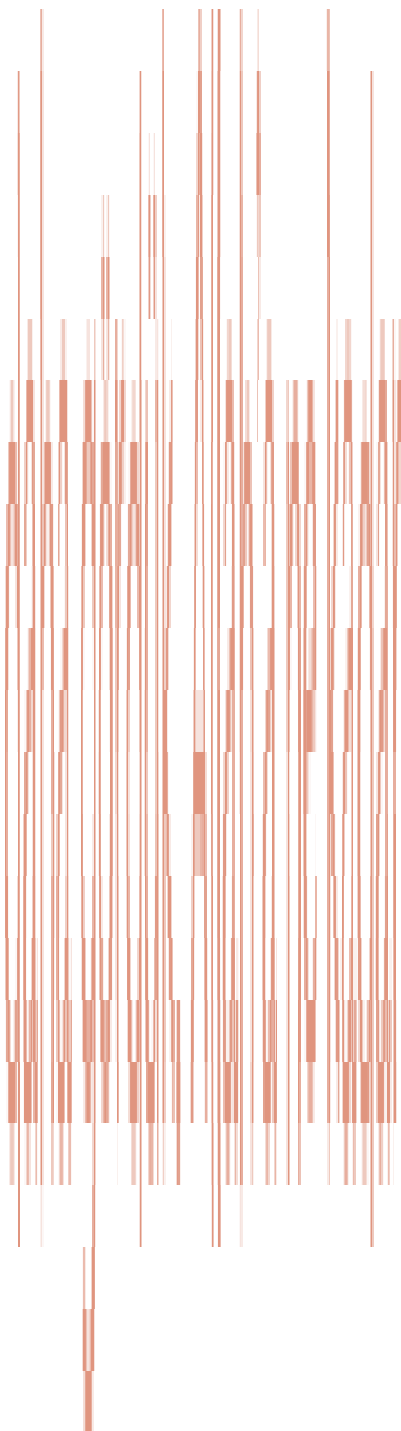


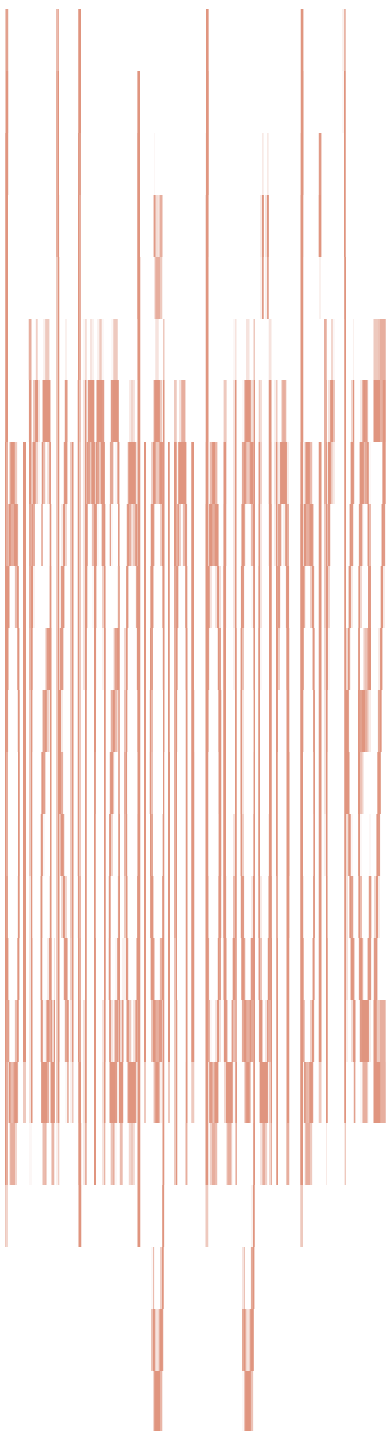


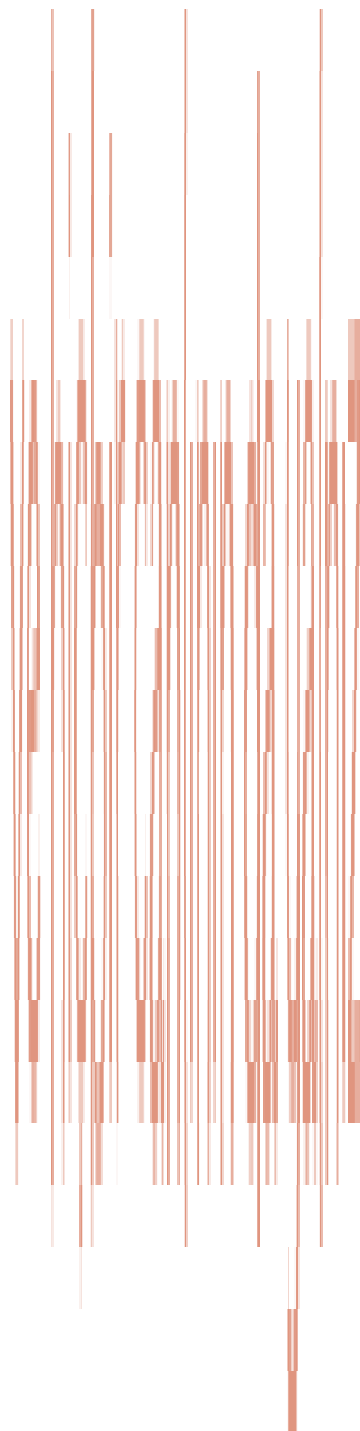


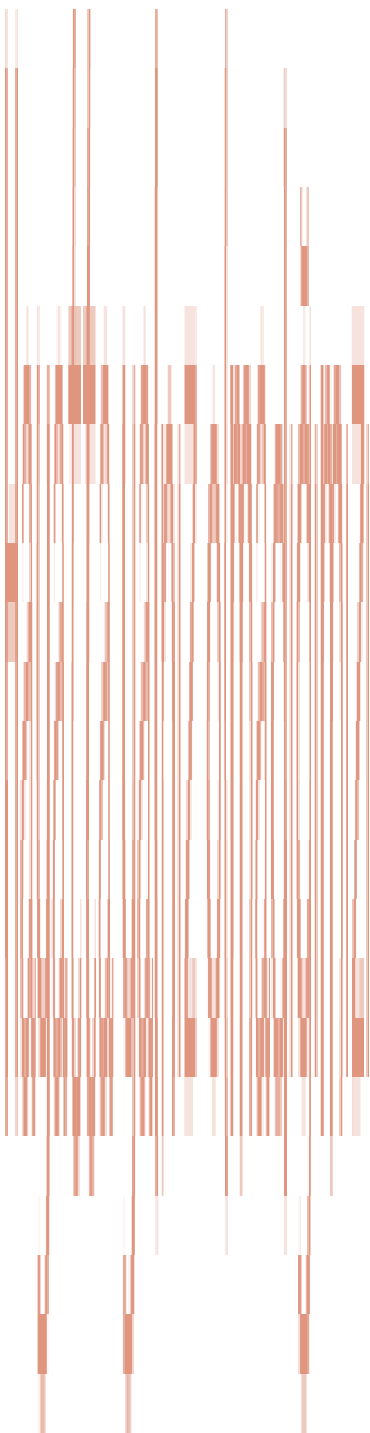


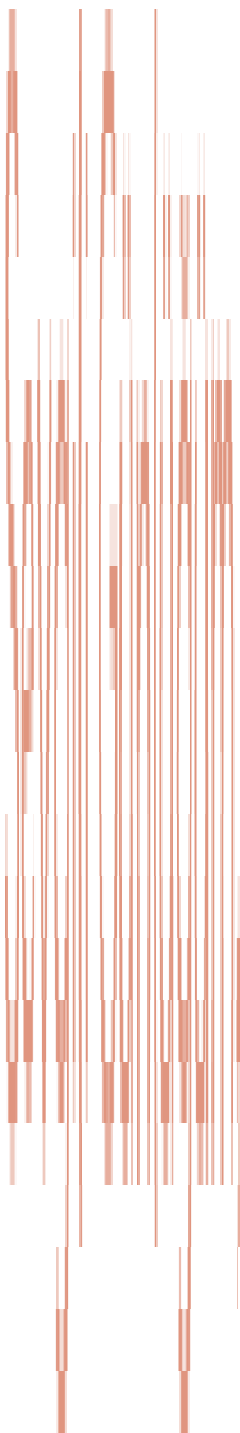








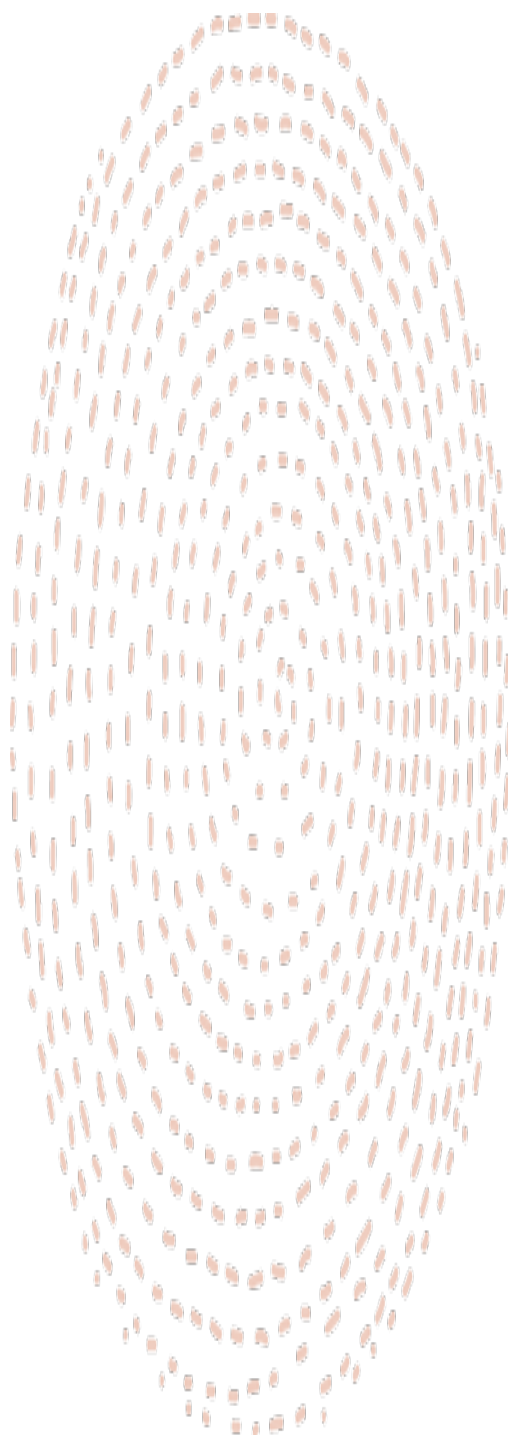




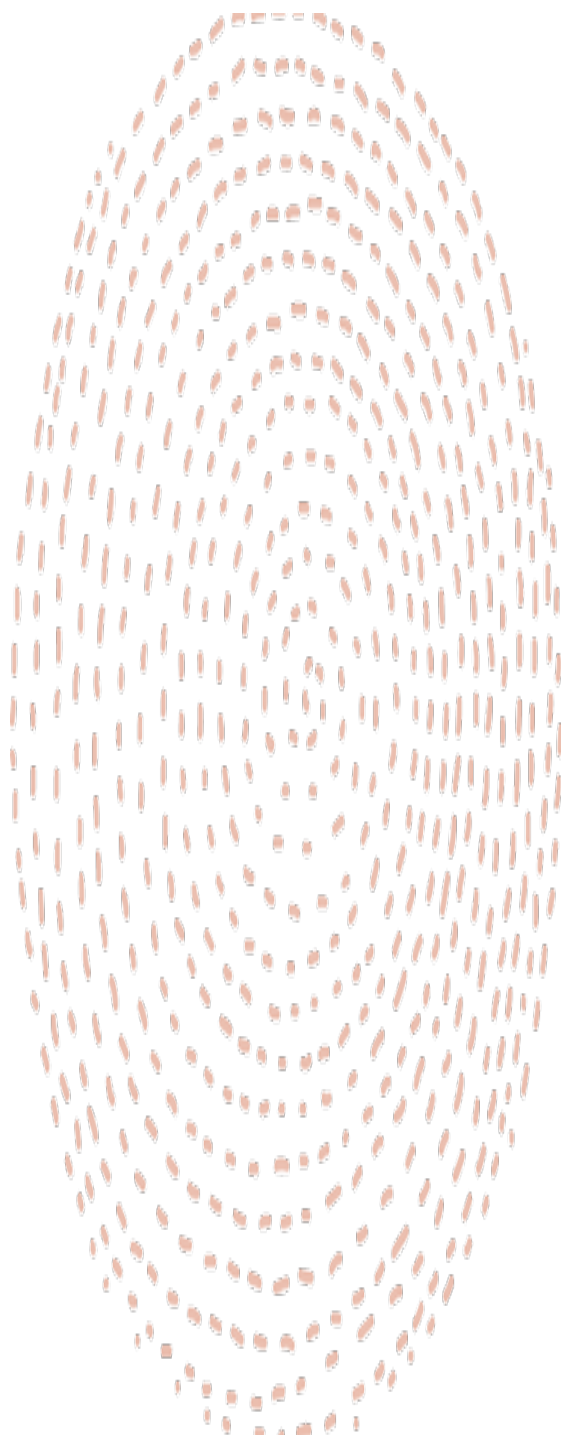
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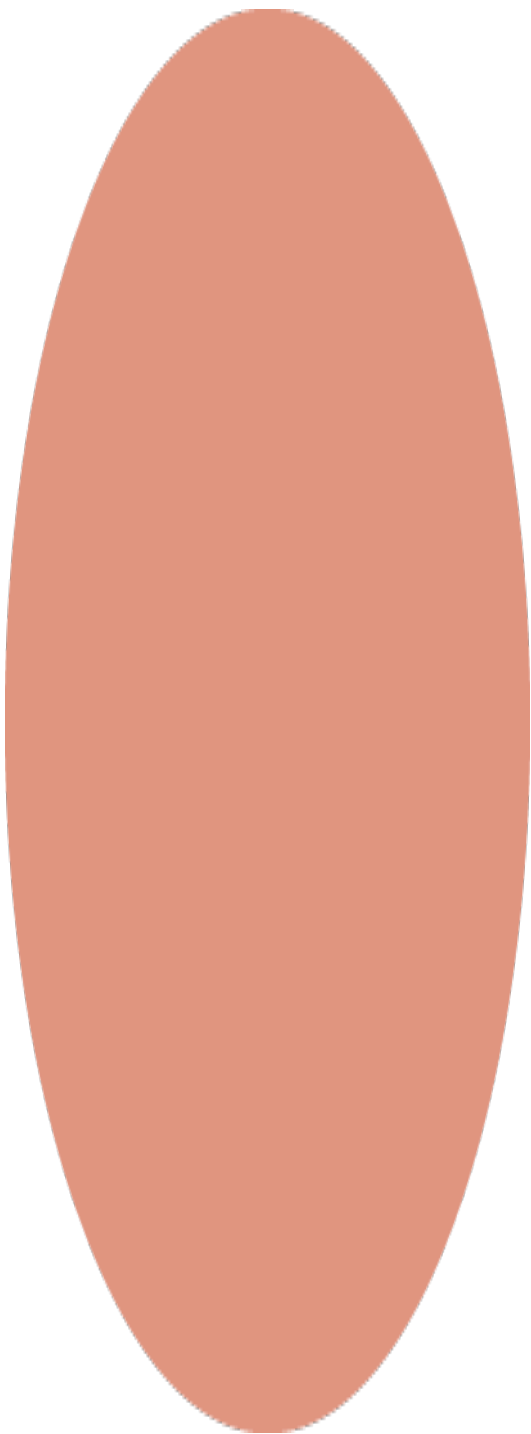
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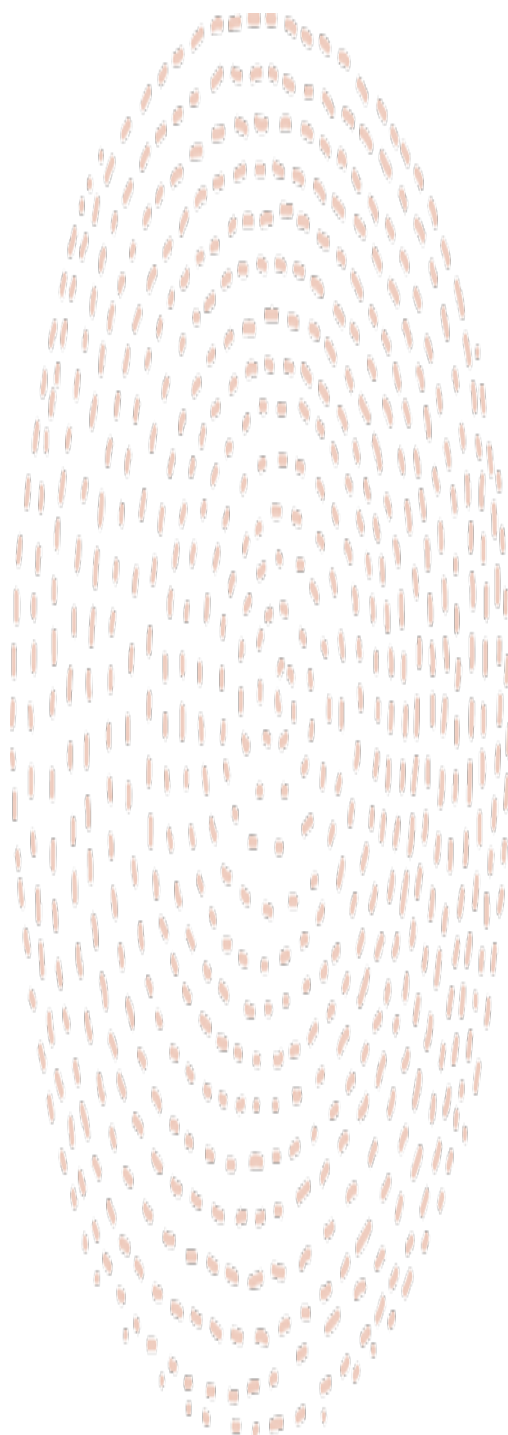
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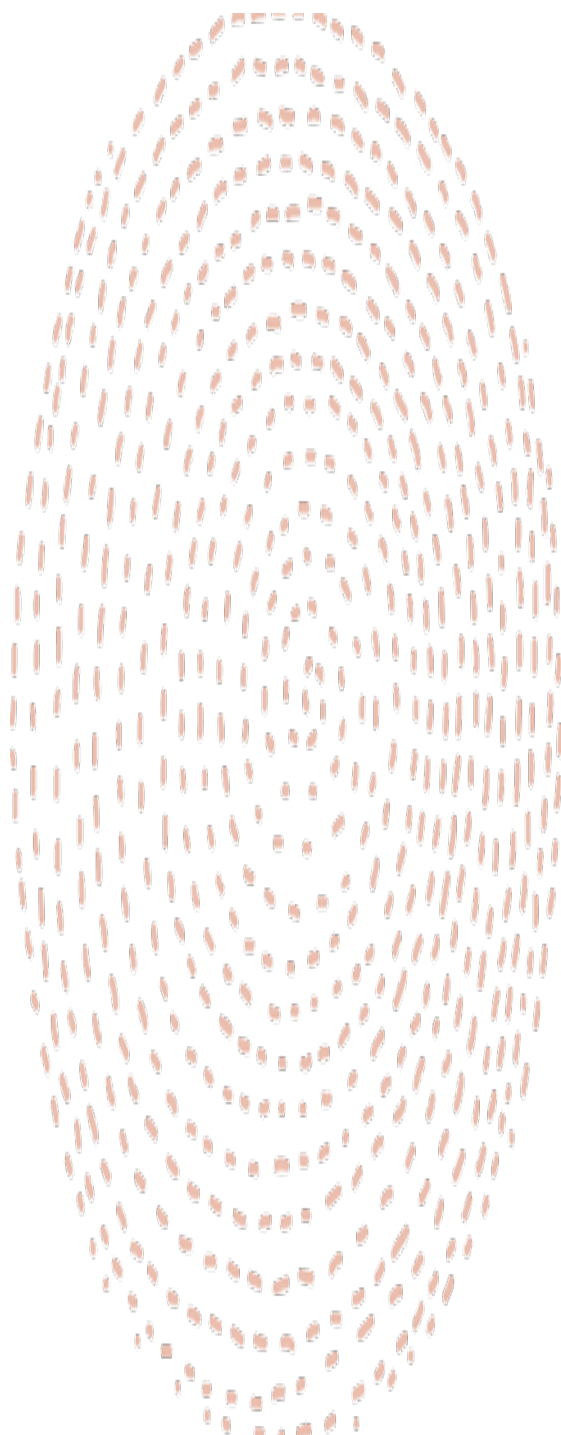
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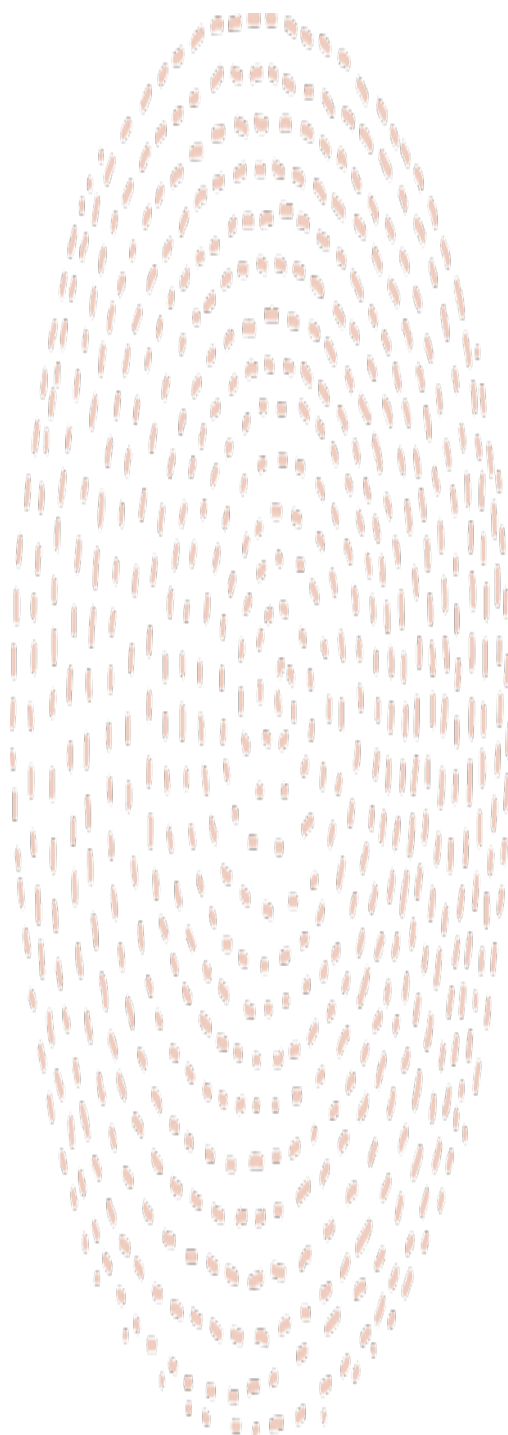
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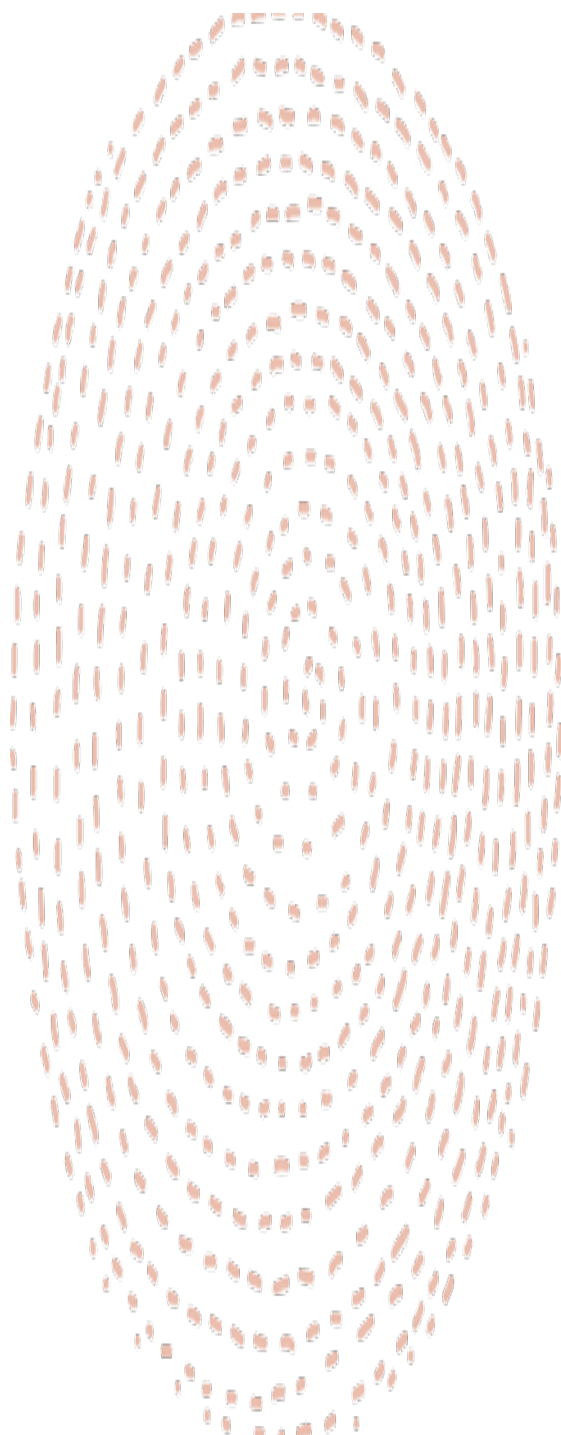
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